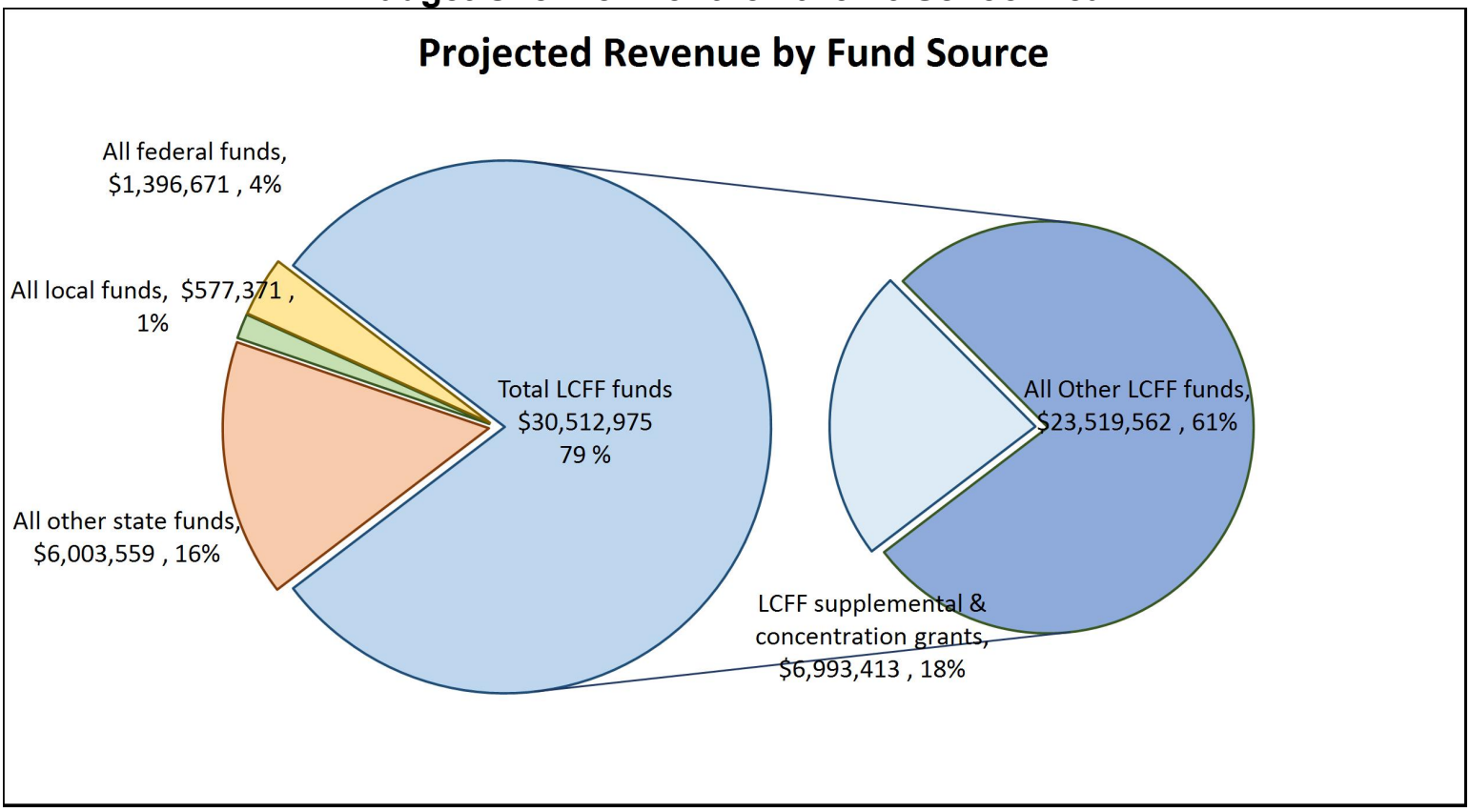
Approve by COE on September 23, 2025

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Live Oak Unified School District
CDS Code: 51-71399-0000000
School Year: 2025-26
LEA contact information:
Mathew Gulbrandsen
Superintendent
mgulbrandsen@lousd.k12.ca.us
(530)695-5400

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

Budget Overview for the 2025-26 School Year

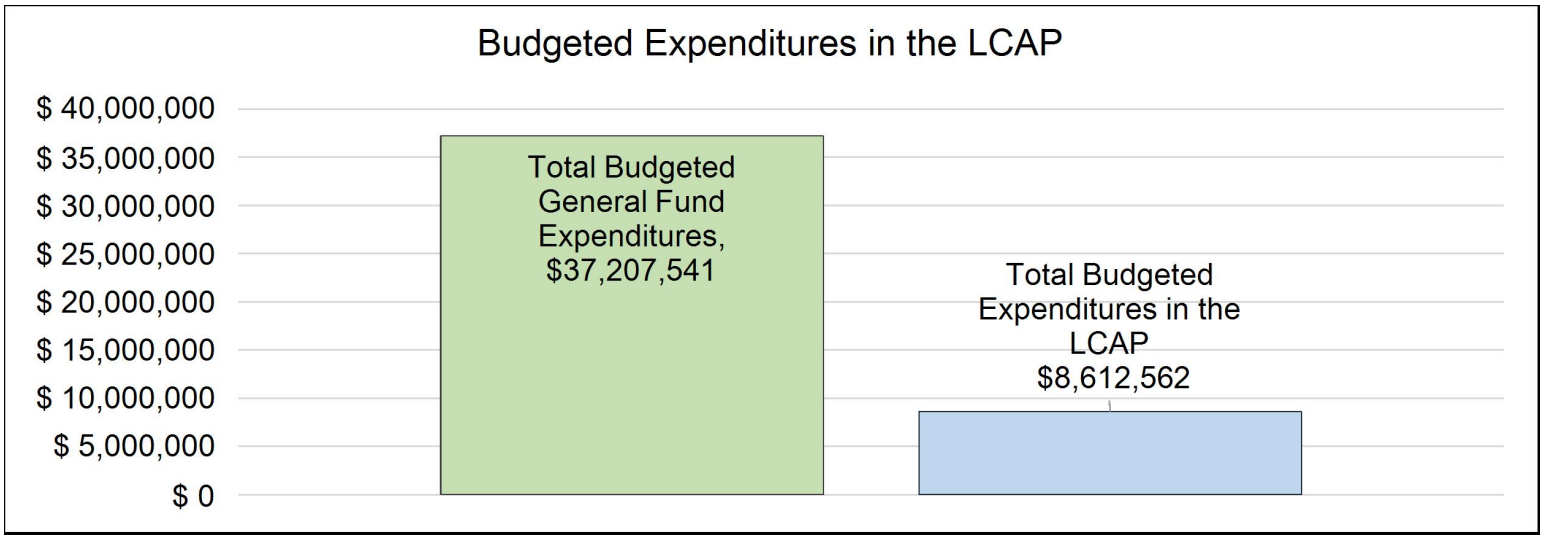


This chart shows the total general purpose revenue Live Oak Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Live Oak Unified School District is $38,490,576, of which $30,512,975 is Local Control Funding Formula (LCFF), $6,003,559 is other state funds, $577,371 is local funds, and $1,396,671 is federal funds. Of the $30,512,975 in LCFF Funds, $6,993,413 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 Live Oak Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Live Oak Unified School District plans to spend $37,207,541 for the 2025-26 school year. Of that amount, $8,612,562 is tied to actions/services in the LCAP and $28,594,979 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

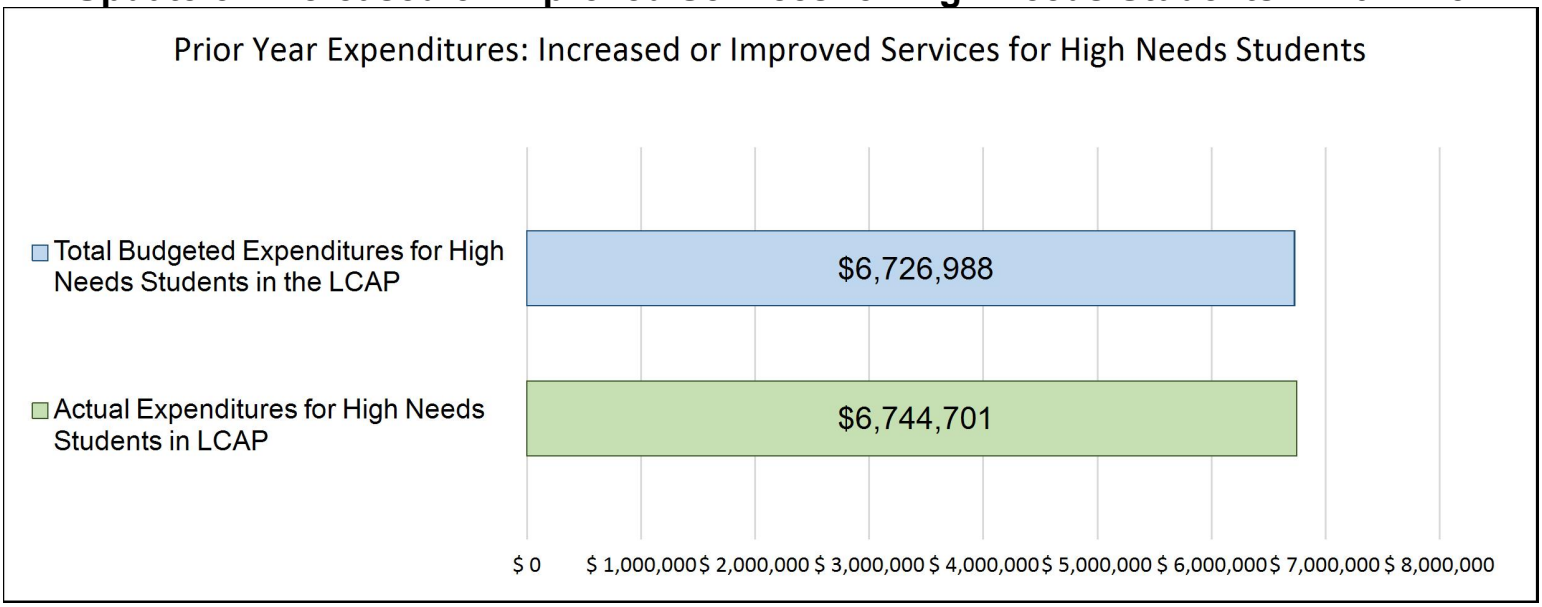
- Instruction:
- Instruction- Related Service (supervision, site admin, staff development, library/media):
- Pupil Services (guidance counseling, attendance, health, transportation):
- Ancillary Services (athletics, school sponsored co-curricular):
- Community Service (noon duty supervision):
- General Administration (board, superintendent, business, personnel, technology):
- Plant Services (maintenance, grounds, custodial):
- Other Outgo (special education encroachment, loan payments):

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

In 2025-26, Live Oak Unified School District is projecting it will receive $6,993,413 based on the enrollment of foster youth, English learner, and low-income students. Live Oak Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Live Oak Unified School District plans to spend $7,003,413 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Live Oak Unified School District's LCAP budgeted $6,726,988 for planned actions to increase or improve services for high needs students. Live Oak Unified School District actually spent $6,744,701 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Live Oak Unified School District	Mathew Gulbrandsen Superintendent	mgulbrandsen@lousd.k12.ca.us (530)695-5400

Plan Summary [2025-26]

General Information

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

Live Oak Unified School District (LOUSD) is located in the City of Live Oak, in northern Sutter County and has a population of approximately 8,500 residents. Live Oak is strategically located along the Highway 99 corridor between Yuba City and Chico, and 50 miles North of Sacramento. LOUSD serves a diverse group of students with the goal of "preparing each and every one of them for success in college and career". Our student enrollment is 2,070. The student population is 60% Hispanic, 24% White, and 13% Asian, 2% Black, and 1% American Indian. 14% of our students are EL, 16% qualify for special education services, and 77% are classified as Low income. Our LCFF Unduplicated count is 78.5%. Our students are served in grade levels ranging from Transitional Kindergarten to Twelfth Grade at six quality schools.

- Luther Elementary serves 867 students in grades TK to 5th. The student population is 60% Hispanic, 23% White, 13% Asian, and 3% Black. 22% of students are EL, 14% qualify for special education services and 81.2% are classified as Low income. Luther's LCFF Unduplicated count is 82.9%.
- Live Oak Middle School serves 413 students in 6th to 8th; The student population is 64% Hispanic, 22% White, and 12% Asian. 9% of students are EL and 82.6% are classified as Low income. LOMS's LCFF Unduplicated count is 83.5%.
- Encinal is a small TK to 8th grade school that serves 111 students. The student population is 48% Hispanic, 38% White, and 10% Asian. 1.8% of students are EL and 52.3% are classified as Low income. Encinal's LCFF Unduplicated count is 53.2%.
- Live Oak High School serves 603 students in a traditional 9th to 12th setting. The student population is 61% Hispanic, 22% White, 13% Asian, and 1% American Indian. 6.1% of our students are EL and 71.5% are classified as Low income. LOHS's LCFF Unduplicated count is 72%.

- Live Oak Alternative school serves 57 students in both Independent Study and Opportunity. The student population is 52% Hispanic, 37% White, 7% Asian, 4% Black, and 2% American Indian. 7% of students are EL and 89.5% are classified as Low income. LOAS's LCFF Unduplicated count is 89.5%.

- Valley Oak High Schools serves 19 students in an alternative 11th-12th program. The student population is 79% Hispanic and 21% White. 5.2% of students are EL and 84.2% are classified as Low income. VOHS's LCFF Unduplicated count is 89.5%.

Reflections: Annual Performance

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

The 2024 California School Dashboard demonstrated areas of success and identified areas to target for improvement.

- Academic indicators of Math (+9.7 points) and ELA (+4.4 points) showed slight improvements and were identified as ELA "Green" and Math "Yellow" on the dashboard. Students with disabilities moved from the lowest "Red" category in ELA districtwide to "Orange". At Live Oak Middle School students with disabilities fell into the "Red" category in Math. Using this data, along with iReady interim reports, targeted interventions and supports were added for both Students with Disabilities.

- English Learner Progress Indicator declined by 4.7% with 52.9% of English Learners making progress (Orange). This dip resulted in a doubling down on efforts within ELD classes and integrated ELD instruction throughout school sites. Ongoing professional development was put in place with the restructuring of a position to allow release time to be in classrooms providing ongoing support throughout the year.

- Chronic Absenteeism declined by 8.4% to 15.7% (Yellow). This was the second year of significant improvement, but the percentage still remains higher than pre-COVID indicating there is still work to do. Efforts continue to work with families on what sickness should lead to student absence and the implementation of short-term independent study continues to address families pulling students for a variety of reasons.

- Graduation rate increased by 5.3% to 97.8% as a district (Blue). Live Oak High School has a rate of 99.3% (Blue). Credit recovery opportunities are embedded within the day and after school for all high school students in need.

- College and Career Indicator maintained at 36.8% (Yellow). This indicator is difficult to compare to the past as it is measures continue to change. The 36.8% is lower than pre-COVID and efforts to increase dual enrollment, A-G completion and dual language proficiency continue.

- Suspension Rate maintained at 4.2% (Yellow). One student subgroup, Homeless, fell into the lowest category "Red". Live Oak High School students with disabilities fell into the "Red" category. Suspensions were analyzed and the two areas that were common factors were fights and vaping. This resulted in increased communication with families, education of students, implementation of alternative to suspension programs, and counseling supports.

- School Climate surveys demonstrated on overall satisfaction with the schools and the district. Over 90% of students and parents felt the schools were safe, clean, kept them informed, provided opportunities for input, prepared students for college and career, and provided a caring environment. Only 75% of students reported looking forward to coming to school, emphasizing the need to work on student engagement.

Reflections: Technical Assistance

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

LOUSD was identified for Differentiated Assistance in the area of Suspension Rates for Students with Disability. Sutter County Office of Education has worked with the district to identify areas of improvement. LOUSD partnered with Sutter County Office of Education to go through a continuous improvement project. Site administrators, special education staff, and Sutter County staff explored data, identified areas to research, created actionable goals and are revisiting efforts and data on a continuous basis to produce positive change.

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.

No LOUSD schools were 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.

No LOUSD schools were identified for CSI

Monitoring and Evaluating Effectiveness

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

No LOUSD schools were identified 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
Students	The Superintendent met with students from LOMS, LOAS, and LOHS on 5/12/2025. Students discussed "what supports could be added to help improve your performance in class, "what supports can be added to help with goals for college or career", "what can be added to feel connected, cared about and safe", “what can be added to improve your classroom or school", and "how can school be improved". Student responses were collected, summarized, and shared with educational partners and the school Board throughout the process. Students identified common topics: tutoring, CTE courses, counseling, ways to make campus safer, and increased AP opportunities.
LOTA- Teachers	The Superintendent met with teachers on 4/10/2025. LCAP goals, metrics, and actions were reviewed and discussed. Teachers discussed additional supports that could address each goal. The topics that drew the most interest were the need for an additional instructional aide at Luther and Encinal, PE Specialists at the elementary level, and continued counseling supports for students and staff.
CSEA- Classified Staff	The Superintendent met with classified staff on 4/24/2025. LCAP goals, metrics, and actions were reviewed and discussed. Staff discussed additional supports that could address each goal. The topics that drew the most interest were the need for continued professional development for instructional aides and additional professional development for maintenance and custodial staff.
EL Parents	The Superintendent met with EL parents on 1/22/2025. LCAP goals, metrics, and actions were reviewed and discussed. Parents discussed additional supports that could address each goal. The topics that drew the most interest were school resource officer, more drug education and prevention programs, and communication improvements.

Educational Partner(s)	Process for Engagement
SELPA	The Superintendent met with the SELPA director on 4/29/2025. LCAP goals, metrics, and actions were reviewed and discussed in regards to a special education lens. There was discussion on additional supports that could address SPED needs in the areas of ELA, Math, and Suspension rates.
Parents	The Superintendent met with parents from each school site on 2/12/2025. LCAP goals, metrics, and actions were reviewed and discussed. Parents discussed additional supports that could address each goal. The topics that drew the most interest were maintaining and expanding tutorial, maintaining long-term subs, maintaining instructional aide supports, and possibly adding a CTE electives and AP classes.
Administrators	The Superintendent met with administrators from each school site on 2/12/2025. LCAP goals, metrics, and actions were reviewed and discussed. Parents discussed additional supports that could address each goal. The topics that drew the most interest were maintaining and expanding tutorial, maintaining long-term subs, maintaining instructional aide supports, and possibly adding a CTE electives and AP classes.
Equity Multiplier Site Council for Live Oak Alternative Schools	The Superintendent met with the LOAS/VOHS school site council on 5/13/2025. Parents, students, teachers, classified, and administration participated in the meeting. The Equity Multiplier was discussed, and they remained committed to their focus goal of expanding CTE options and reaffirming their belief of it's impact on student engagement.
Parent Advisory Committee	The Superintendent met with parents from each school site on 5/8/2025. Input from all education partners was reviewed and discussed. Parents identified top items/adds for the School Board to consider when finalizing the LCAP. The adds were instructional aides at Encinal and Luther and maintaining Tier II and Tier III counseling supports for students. Overall, the request was to maintain the level of support the LCAP has established throughout the District.

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

Students- The LCAP addresses continued support of CTE and AP expansion, tutoring options for students, and campus security.

LOTA- The LCAP addresses instructional aides to support both core instruction and interventions, professional development and counseling supports for students.

CSEA- The LCAP addresses professional development.

EL Parents- The LCAP addresses parent educational/engagement opportunities and school security.

Sutter County SELPA- The LCAP addresses interventions.

Parents -The LCAP addresses counseling and maintaining instructional aide supports.

Administrators -The LCAP addresses tutoring, maintaining instructional aide supports and funding to expand AP.

Equity Multiplier Site Council for Live Oak Alternative Schools- The LCAP has a focused goal (7) that specifically addresses their input in the way of CTE and student engagement.

Parent Advisory- The LCAP addresses continued support of AVID, aides, counseling, and ways for students to prepare for and explore college and career. They identified the need for an additional instructional aide.

Board- The LCAP addresses maintaining levels of counseling, continued interventions and tutoring, aide support with professional development, campus security and supports for college and career.

The common theme from all groups was need for to maintain counseling so there was a decision to continue with the level of support and the continued partnerships with New Day counseling. Professional development will be provided to classroom aides and there will be a continued emphasis on tutoring and instructional supports/interventions provided by aides and shadow classes in math and ELA.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student growth toward proficiency in Core subjects. (ELA/ELD, Math, Science and Social Science) 1.1 Hire staff to improve interventions/supports for accessing core instruction (RtI- Math and ELA, ELD, AVID, SPED). 1.2 Provide quality, ongoing professional development and collaboration in California State Standards, RtI, ELD, and AVID WICOR strategies, that support site and district staff needs. 1.3 Improve and increase the use of technology for instruction and assessment. 1.4 Provide instructional materials and supplemental materials to support and improve the implementation of California state standards and interventions necessary to improve student access and proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed by a broad range of educational partners and is revisited every year by educational partners to determine it's effectiveness. It is the feeling from all partners that barriers need to be removed and supports put in place to move students to proficiency. It is acknowledged that students come to LOUSD with different educational experiences and differing abilities. Formative (DIBBLES, MAP/iReady) and Summative (CAASPP, ELPAC, Surveys) assessments were used to determine the original needs and are repeatedly looked at each year to measure progress and refocus efforts in newly identified areas. Data showed that tier II and tier III supports needed to be expanded and focused on discreet reading skills, EL skills, and foundational math. A large component of successful interventions is the continuous training of staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC (CAASPP) ELA: Scale score points distance from standard (State Priority 2a and 4a)	2023 Dashboard (2022-23 SBAC): ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard LTEL: 61.1 points below standard RFEP: 19.4 points below standard SWD: 95.9 points below standard HIS:15 points below standard WH: 9.6 points below standard AS: 24.4 points above standard	2024 Dashboard (2023-24 SBAC): ALL: 4.7 points below standard SED: 13.1 points below standard EL: 34.4 points below standard LTEL: 66.4 points below standard SWD: 84.9 points below standard RFEP: 11.6 points below standard HIS: 9.8 points below standard WH: 4.7 points above standard AS: 4.5 points below standard		2026 Dashboard (2025-26 SBAC): ALL: 10 points above standard SED: 0 points below standard EL: 20 points below standard LTEL: 20 points below standard RFEP: 0 points below standard SWD: 65 points below standard HIS: 0 points below standard WH: 0 points below standard AS: 30 points above standard	ALL: Increased 4.4 points SED: Increased 7.4 points EL: Increased 8.9 points LTEL: Declined 5.3 points SWD: Increased 11.1 points RFEP: Increased 7.9 points HIS: Increased 5.2 points WH: Increased 14.3 points AS: Declined 28.9 points
1.2	SBAC (CAASPP) Math: Scale score points distance from standard (State Priority 2a and 4a)	2023 Dashboard (2022-23 SBAC): ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard LTEL:141.2 points below standard	2024 Dashboard (2023-24 SBAC): ALL: 40.6 points below standard SED: 48.3 points below standard EL: 54.4 points below standard LTEL: 137.4 points below standard		2026 Dashboard (2025-26 SBAC): ALL: 20 points below standard SED: 25 points below standard EL: 50 points below standard LTEL: 80 pints below standard	ALL: Increased 9.7 points SED: Increased 16.7 points EL: Increased 21 points LTEL: Increased 3.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP: 66 points below standard SWD: 121.1 points below standard HIS: 56.8 points below standard WH: 49.1 points below standard AS: 19.8 points below standard	RFEP: 38.6 points below standard SWD: 106.7 points below standard HIS: 47.6 points below standard WH: 31.2 points below standard AS: 28 points below standard		RFEP: 0 points below standard SWD: 100 points below standard HIS: 25 points below standard WH: 25 points below standard AS: 0 points below standard	RFEP: Increased 27.4 points SWD: Increased 14.4 points HIS: Increased 9.2 points WH: Increased 18 points AS: Declined 8.2 points
1.3	iReady Reading Growth (State Priority 8)	2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 3 56% at or above standard 4 30% at or above standard 5 32% at or above standard 6 38% at or above standard 7 29% at or above standard 8 27% at or above standard 9 19% at or above standard 10 15% at or above standard	2023-24 iReady ELA-Winter K 51% at or above standard 1 31% at or above standard 2 47% at or above standard 3 46% at or above standard 4 43% at or above standard 5 28% at or above standard 6 29% at or above standard 7 37% at or above standard 8 21% at or above standard 9 21% at or above standard 10 15% at or above standard		2025-26 iReady ELA-Winter K 45% at or above standard 1 40% at or above standard 2 45% at or above standard 3 65% at or above standard 4 50% at or above standard 5 50% at or above standard 6 50% at or above standard 7 40% at or above standard 8 40% at or above standard 9 35% at or above standard 10 35% at or above standard	K Increased 13% 1 Increased 6% 2 Increased 17% 3 Decreased 10% 4 Increased 13% 5 Decreased 4% 6 Decreased 9% 7 Increased 8% 8 Decreased 6% 9 Increased 2% 10 No change 11 Decreased 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11 18% at or above standard	11 10% at or above standard		11 35% at or above standard	
1.4	iReady Math Growth (State Priority 8)	2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 3 30% at or above standard 4 33% at or above standard 5 35% at or above standard 6 31% at or above standard 7 22% at or above standard 8 21% at or above standard 9 32% at or above standard 10 20% at or above standard 11 5% at or above standard	2023-24 iReady Math- Winter K 17% at or above standard 1 23% at or above standard 2 23% at or above standard 3 24% at or above standard 4 42% at or above standard 5 27% at or above standard 6 27% at or above standard 7 23% at or above standard 8 15% at or above standard 9 26% at or above standard 10 23% at or above standard 11 11% at or above standard		2025-26 iReady Math- Winter K 30% at or above standard 1 45% at or above standard 2 30% at or above standard 3 40% at or above standard 4 50% at or above standard 5 50% at or above standard 6 50% at or above standard 7 40% at or above standard 8 40% at or above standard 9 40% at or above standard 10 30% at or above standard 11 20% at or above standard	K Increased 2% 1 Increased 1% 2 Increased 9% 3 Decreased 6% 4 Increased 9% 5 Decreased 8% 6 Decreased 4% 7 Increased 1% 8 Decreased 6% 9 Decreased 6% 10 Increased 3% 11 Increased 6%
1.5	CAST (State Priority 2a and 4a)	2022-23 CAST Test Results 5th: 17% Met or Exceeded	2023-24 CAST Test Results 5th: 25% Met or Exceeded		2025-26 CAST Test Results 5th: 30% Met or Exceeded	5th:Increased 8% 8th: Increased 2% HS: Increased 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard SWD: 9% met standard HIS: 20% met standard WH: 31% met standard AS: 36% met standard	8th:24% Met or Exceeded HS:30% Met or Exceeded ALL: 27% met standard SED: 25% met standard EL: 5.6% met standard SWD: 14% met standard HIS: 25% met standard WH: 34% met standard AS: 16% met standard		8th: 40% Met or Exceeded HS: 40% Met or Exceeded ALL: 40% met standard SED: 35% met standard EL: 10% met standard SWD: 15% met standard HIS: 20% met standard WH: 40% met standard AS: 45% met standard	ALL: Increased 2% SED:Increased 6% EL:Increased 1.6% SWD:Increased5% HIS: Increased 5% WH: Increased 3% AS: Declined 20%
1.6	ELPAC % of EL's making progress (State Priority 2b and 4e)	2023 Dashboard (English Learner Progress): 57.6% making progress	2024 Dashboard (English Learner Progress): 52.9% making progress		2026 Dashboard (English Learner Progress): 65% making progress	Decreased 4.7%
1.7	EL Reclassification Rate (State Priority 2b and 4f)	17% EL Reclassification	31.5% EL Reclassification		25% EL Reclassification	Increased Reclassification rate 14.5%
1.8	Student Access to Standards-aligned Instructional material	2023 Williams ACT Williams Act Reporting	2024-25 Williams ACT		2026 Williams ACT Williams Act Reporting	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 1b)	100% of students have access to Standards-aligned Instructional material	Williams Act Reporting 100% of students have access to Standards-aligned Instructional material		100% of students have access to Standards-aligned Instructional material	
1.9	Implementation of State Standards LCFF Priority Reflection Tool (State Priority 2a)	2023 LCFF Priority Reflection Tool 4+ average on Reflection Tool	2024 LCFF Priority Reflection Tool 4+ average on Reflection Tool		2026 LCFF Priority Reflection Tool 4+ average on Reflection Tool	Maintained 4+
1.10	Survey Access to Technology (State Priority 1b)	2023 Student Survey Access to Technology 94% of students report having access to technology at home. 90% of students report having reliable internet at home.	2024-25 Student Survey Access to Technology 90% of students report having access to technology at home. 95% of students report having reliable internet at home.		2026 Student Survey Access to Technology 100% of students report having access to technology at home. 100% of students report having reliable internet at home.	Students reporting to have access to technology at home decreased by 4% Students reporting they have reliable internet at home increased by 5%

Goal Analysis [2024-25]

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

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

All actions were carried out in 2024-25 for this goal and there were no substantive differences. The challenges in implementing many of the actions surrounding intervention were the continued number of absences due to families continuing pattern of absences, from illness concerns to family trips. Chronic absenteeism and truancy rates improved in 2024-25 but were still high enough to stunt the effectiveness of actions. Successes were the gains experienced throughout the year due to intensive interventions in ELA and Math.

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

The material differences were the result of personnel changes and increased cost of staffing with step and column. Actions 1.7, 1.9 decreased due to staff turnover and lower cost employees. Actions 1.11 and 1.12 increased due to the total staffing cost of additional professional development and collaboration days.

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

Students came into the 2024-25 school year with continued deficits that made interventions and additional supports extremely important.

Actions 1.1-1.9, 1.16 successfully maintained additional staffing to support interventions in Math. ELA, Science and ELD. CAASPP Math and ELA scores continued to rebound with 4 and 9 point increases respectively. CAST Scores also saw improvement with a 2% increase. EL reclassification rates increased. English Learner progress decreased 4.7% and was an area of focus.

Actions 1.10-1.12 successfully maintained additional staffing to support interventions in Math. ELA, Science and ELD. CAASPP Math and ELA scores continued to rebound with 4 and 9 point increases respectively. CAST Scores also saw improvement with a 2% increase. EL reclassification rates increased. English Learner progress decreased 4.7% and was an area of focus.

Actions 1.13-1.14 successfully maintained additional staffing to support interventions in Math. ELA, Science and ELD. CAASPP Math and ELA scores continued to rebound with 4 and 9 point increases respectively. CAST Scores also saw improvement with a 2% increase. EL reclassification rates increased. English Learner progress decreased 4.7% and was an area of focus.

Actions 1.15, 1.17-1.29 successfully maintained additional staffing to support interventions in Math. ELA, Science and ELD. CAASPP Math and ELA scores continued to rebound with 4 and 9 points increases respectively. CAST Scores also saw improvement with a 2% increase. EL reclassification rates increased. English Learner progress decreased 4.7% and was an area of focus.

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

There are no major changes planned for Goal 1. The staff will use assessment results to make modifications to instruction and intervention to meet the specific needs of each group of students. iReady formative assessments were used to make needed pivots in instruction and intervention. Teachers and instructional aides continue to adjust instruction based on identified needs. LOUSD staff is looking forward to using more of the i-Ready components as professional development continues and knowledge of the program improves.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1(a) LOMS PE Teacher for Intervention	Maintain an additional PE teacher at LOMS to provide flexibility to offer Interventions (RtI) and Enrichment for 6th graders and allows for a 7th/8th grade AVID class	$109,579.00	Yes
1.2	1.1 (b) 41 Instructional aides (six designated for K)	Maintain 41 Instructional aides (six (6) of which are designated for K) to support classroom instruction and intervention	$1,420,344.00	Yes
1.3	1.1 (c) ELD Support Staff	Maintain ELD Instructional aides at Luther, LOMS and LOHS, and ELD Site Coordinators at Luther, LOMS, and LOHS	$141,379.00	Yes
1.4	1.1 (d) Additional Math Teachers	Maintain two (2) additional Math teachers at LOHS and LOMS to allow for additional interventions/shadow and enrichment classes	$225,368.00	Yes
1.5	1.1 (e) AVID Elective Teachers 6-12	Maintain AVID Elective teachers to provide student support to core classes	$166,607.00	Yes
1.6	1.1 (f) Library/Media Techs	Maintain Library/Media Techs at Luther and LOMS to support student access to media/resources/technology	$86,756.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	1.1 (g) Full time K-8 Assistant Principals	Maintain full-time assistant principals at Luther and LOMS to support intervention/RtI and an additional VP a Luther to support RtI	$193,226.00	Yes
1.8	1.1 (h) Kindergarten Teacher RtI Support	Maintain Kindergarten teachers to provide afternoon target interventions in ELA and Math	$131,696.00	No
1.9	1.1 (i) English/ELD Intervention Teacher	Maintain additional English/ELD intervention teacher at LOMS	$110,272.00	Yes
1.10	1.2 (a)Professional Development and collaboration time for staff	Professional Development and collaboration time for staff	$219,519.00	Yes
1.11	1.2 (b) Professional Development Days	Three Professional Development days focused on professional development and collaboration time to successfully implement and maintain the California State Standards, ELD, RtI, instructional strategies (WICOR), and assessments (formative and summative)	$520,000.00	Yes
1.12	1.2 (c) Minimum Days for PD and Collaboration	Maintain increased instructional minutes for an increase in number of minimum days for professional development, collaboration, and assessment analysis	$650,000.00	Yes
1.13	1.3 (a) Ed Tech Time	Maintain increased Ed Tech time to support instruction	$181,322.00	Yes
1.14	1.3 (b) Technology Equipment	Maintain funding for classroom technology	$204,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	1.3 (c) Site funds for LCAP aligned Goals and Actions	Maintain school site funds to support site goals ($100/student)	$562,772.00	Yes
1.16	1.3 (d) K-5 Intervention Teacher	Maintain K-5 Intervention Teacher at Luther	$133,303.00	Yes
1.17	1.4 (a) Supplemental Curriculum and Materials	Curriculum, material, and supplies to support/supplement classroom and intervention instruction	$456,161.00	Yes
1.18	1.4 (b) Site funds for LCAP Goals (See Goal 1.3(c))	Maintain school site funds to support site goals ($100/student + Old EIA) (See Goal 1.3(c))		
1.19	1.4 (c) Benchmark Assessments	Maintain iReady benchmark assessments for ELA and Math to inform instruction and intervention	$60,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Prepare all students to be college and career ready 2.1 Maintain staff to improve and increase options for career and college readiness (Including CTE, VAPA, STREAM) 2.2 Provide supplies for added classes to improve instruction 2.3 Provide professional development for teachers and staff in California State standards, AVID WICOR strategies and CTE standards 2.4 Provide increased educational opportunities for all students	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 2 was developed by a broad range of educational partners and is revisited every year by educational partners to determine its effectiveness. It is the feeling from all partners that barriers need to be removed and supports put in place to provide all students, especially unduplicated students, with the tools needed to be career and college ready. It is acknowledged that students come to LOUSD with different abilities, strengths, and support structures. Formative (DIBBLES, MAP, CTE Observations) and Summative (CAASPP, ELPAC, Surveys) assessments were used to determine the original needs and are repeatedly looked at each year to measure progress and refocus efforts in newly identified areas. Data showed that unduplicated students needed support and guidance to be college ready. A-G completion rates were below 30% and less for unduplicated students. AVID, CTE expansion, support classes for math and ELA, and VAPA were identified as ways to address student needs.

The actions created to address this goal have resulted in growth for unduplicated students and will sustain that growth with continuous evaluation of added supports and classes, along with targeted professional development to move students toward career and college ready. A-G Completion rates have increased and have maintained that increase. It is believed that the continuation of these actions will both maintain and improve student progress toward reaching career and college goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	College/Career Indicator: % of students prepared (State Priority 4)	2023 Dashboard: % of students prepared All: 37.6% prepared All: 32.9% approaching prepared SED: 30.6% prepared SED: 36.7% approaching prepared EL: 0% prepared EL: 50% approaching prepared	2024 Dashboard: % of students prepared All: 36.8% prepared All: 30.5% approaching prepared SED: 31.9% prepared SED: 29.9% approaching prepared EL: 5% prepared EL: 30% approaching prepared		2026 Dashboard: % of students prepared All: 45% prepared All: 40% approaching prepared SED: 45% prepared SED: 40% approaching prepared EL: 25% prepared EL: 50% approaching prepared	All: Decreased .8% prepared All: Decreased 2.4% approaching prepared SED: Increased 1.3% prepared SED: Decreased 6.9% approaching prepared EL: Increased 5% prepared EL: Decreased 20% approaching prepared
2.2	College Career Indicator: CTE Completion (State Priority 4c)	2023 Dashboard: CTE Completion ALL: 42.2% Completed SED: 39.5% Completed EL: 55.6% Completed	2024 Dashboard: CTE Completion ALL: 44.1% Completed SED: 39.6% Completed EL: 27.3% Completed		2026 Dashboard: CTE Completion ALL: 50% Completed SED: 50% Completed EL: 55.6% Completed	ALL: Increased 1.9% Completed SED: Increased .1% Completed EL: Decreased 28.3% Completed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	College Career Indicator: Smarter Balance (3+ Math and ELA) (State Priority 4h)	2023 Dashboard: Smarter Balance (3+ Math and ELA) ALL: 26% Completed SED: 21.8% Completed EL: 11.1% Completed	2024 Dashboard: Smarter Balance (3+ Math and ELA) ALL: 23.6% Completed SED: 16% Completed EL: 0% Completed		2026 Dashboard: Smarter Balance (3+ Math and ELA) ALL: 35% Completed SED: 35% Completed EL: 15% Completed	ALL: Decreased 2.4% Completed SED: Decreased 5.8% Completed EL: Decreased 11.1% Completed
2.4	College Career Indicator: College Course Completion (State Priority 4)	2023 Dashboard: College Course Completion ALL: 2.3% Completed SED: 2.7% Completed EL: 0% Completed	2024 Dashboard: College Course Completion ALL: 3.4% Completed SED: 2.1% Completed EL: 0% Completed		2026 Dashboard: College Course Completion ALL: 10% Completed SED: 10% Completed EL: 5% Completed	ALL: Increased 1.1% Completed SED: Decreased .6% Completed EL: No change
2.5	College Career Indicator: Passed AP test w/3+ (State Priority 4g)	2023 Dashboard: Passed AP test w/3+ ALL: 3.5% Completed SED: 4.1% Completed EL: 0%	2024 Dashboard: Passed AP test w/3+ ALL: 5.7% Completed SED: 4.2% Completed EL: 0%		2026 Dashboard: Passed AP test w/3+ ALL: 10% Completed SED: 10% Completed EL: 5%	ALL: Increased 2.2% Completed SED: Increased .1% Completed EL: No change
2.6	College Career Indicator: A-G Completion (State Priority 4b)	2023 Dashboard: A-G Completion ALL: 34.7% SED: 29.3%	2024 Dashboard: A-G Completion ALL: 33% SED: 30.9%		2026 Dashboard: A-G Completion ALL: 50% SED: 50%	ALL: Decreased 1.7% Completed SED: Increased 1.6% Completed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 16.7%	EL: 9.1%		EL: 25%	EL: Decreased 7.6% Completed
2.7	College Career Indicator: State Seal of Biliteracy (State Priority 4)	2023 Dashboard: State Seal of Biliteracy ALL: 5.2% SED: 6.1% EL: 0%	2024 Dashboard: State Seal of Biliteracy ALL: 2.9% SED: 3.5% EL: 0%		2026 Dashboard: State Seal of Biliteracy ALL: 10% SED: 10% EL: 5%	ALL: Decreased 2.3% SED: Decreased 2.6% EL: No change
2.8	Student Access % of students attending Shady Creek (State Priority 7b and 7c)	Student Access: 2023 90% of 5th grade students attended Shady Creek 88% of 5th grade SED students attended Shady Creek	Student Access: 2024 95% of 5th grade students attended Shady Creek 90% of 5th grade SED students attended Shady Creek		Student Access: 2026 100% of 5th grade students attended Shady Creek 100% of 5th grade SED students attended Shady Creek	5% more 5th grade students attended Shady Creek 2% more 5th grade SED students attended Shady Creek
2.9	Student Access % of 4th-12th grade students attending career/college visitation at least twice. (State Priority 7b and 7c)	Student Access: 2023 76% of 4th-12th grade students attending career/college visitation at least three times.	Student Access: 2024 78% of 4th-12th grade students attending career/college visitation at least three times.		Student Access: 2026 100% of 4th-12th grade students attending career/college visitation at least three times.	2% more 4th-12th grade students attending career/college visitation at least three times.
2.10	Student Achievement % of students making progress on summer school assessment	Student Achievement: 2023	Student Achievement: 2024		Student Achievement: 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 8)	72% of students making progress on summer school assessment.	78% of students making progress on summer school assessment.		85% of students making progress on summer school assessment.	6% more students made progress on summer school assessment.

Goal Analysis [2024-25]

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

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

All actions were carried out in 2024-25 for this goal and there were no substantive differences. The challenges in implementing some of the actions surrounding intervention were still a higher-than-normal number of absences. While this was an improvement from 2024-25, absences were still higher than pre-pandemic. Students throughout the district continued to miss time, resulting in higher-than-normal chronic absenteeism and less effective programs and supports. Successes were the continued high percentage of students leaving LOUSD College and Career ready as indicated by CTE Completion rates, the A-G rate and percentage of students on the college and career indicator.

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

The material differences were the result of replacing a staff member with someone with less experience. Actions 2.1 saw a decrease as a college/career technician was replaced with someone with less years of experience.

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

Students came into the 2024-25 school year with lingering deficits that made interventions and additional supports extremely important. CTE Completion rates increased, while A-G rates and % prepared remained in the 30% range.

Actions 2.1-2.6 successfully maintained staff to provide CTE and VAPA opportunities. These opportunities allowed students to prepare for career and college as measured by 44% CTE completion, 36.8% prepared according to the CCI and an A-G rate at 33%.

Actions 2.4-2.9 successfully maintained funding and resources to support CTE and VAPA. Resources removed barriers so that students could prepare for career and college. 44% CTE completion, 36.8 % prepared according to the CCI and an A-G rate at 33%.

Actions 2.10 successfully maintained professional development to support CTE and VAPA. Teacher preparedness supported students in achieve career and college skills as demonstrated by 44% CTE completion, 36.8% prepared according to the CCI and an A-G rate at 33%.

Actions 2.11-2.16 successfully maintained increased access to students. Resources and opportunities removed barriers so that student could prepare for career and college. 44% CTE completion, 36.8 % prepared according to the CCI and an A-G rate at 33%.

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

There are no major changes planned for Goal 2. The staff will use assessment results to make modifications to instruction and intervention to meet the specific needs of each group of students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 (a) Maintain Career Tech Counselor at LOHS and LOMS	Maintain two (2) Career Tech counselors to provide supports 6-12 on colleges and career guidance, supports, and parent communication/presentations.	$155,392.00	Yes
2.2	2.1 (b) Maintain 9-12 Elective Teacher	Maintain elective teacher to provide the ability to add three advanced computer electives (Digital photography), and provide 9th graders targeted AVID WICOR strategies to allow them to access rigor 9 -12.	$119,327.00	Yes
2.3	2.1 (c) Maintain K-5 Music Teacher	Maintain Music Teacher K thru 5th grade.	$153,345.00	Yes
2.4	2.1 (d) Funding for CTE/ROP Programs	Maintain funding for CTE/ROP staff and programs.	$314,494.00	Yes
2.5	2.1 (e) Maintain a 7-12 Math Teacher (See Goal 1.1(f))	Maintain a 6-8 Math Teacher to provide accelerated path at LOMS (See Goal 1.1(f))		
2.6	2.1 (f) Maintain AVID Elective teachers (See Goal 1.1(g))	Maintain AVID Elective teachers to provide student support in core classes (See Goal 1.1(g))		

Action #	Title	Description	Total Funds	Contributing
2.7	2.2 (a) Maintain increase in school site funds to support site goals	Maintain increases in school site funds to support site goals (See Goal 1.3 (c))		
2.8	2.2 (b) Maintain funding for Music, CTE and VAPA Supplies	Maintain funding for Music, CTE and VAPA Supplies	$88,250.00	Yes
2.9	2.2 (c) Maintain funding to support Career Counselor	Maintain funding to support Career Counselor programs and activities.	$15,000.00	Yes
2.10	2.3 (a) Provide professional development and collaboration (See Goal 1.1 (b))	Provide professional development and collaboration for staff needs focused on student achievement and good instruction. Instructional Strategies (WICOR, Instructional principles, etc.) supported K-12 (See Goal 1.1 (b))		
2.11	2.4 (a) Maintain expand Summer school	Maintain expand Summer school to provide ELD, RtI, and enrichment.	$200,000.00	Yes
2.12	2.4 (b) Lower cost of tests for student access (See Goal 1.3(c))	Lower cost of AP, PSAT, SAT, ACT tests for student access (See Goal 1.3(c))		
2.13	2.4 (c) Provide opportunities to visit college and career options (See Goal 1.3(c))	Provide opportunities to visit college and career options (See Goal 1.3(c))		
2.14	2.4 (d) Maintain expanded learning opportunities	Maintain expanded learning opportunities with after school tutorial and credit recovery programs.	$32,365.00	Yes
2.15	2.4 (e) Provide supplemental funding	Provide supplemental funding to allow students access to co-curricular activities	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	for co-curricular activities			

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage and motivate all students in order to create an inclusive, safe, and welcoming learning environment 3.1 Hire staff to meet the social, emotional, and behavioral needs of our students 3.2 Professional development for staff to improve consistency of providing modifications, accommodations, and discipline for all students, especially students with Individual Educational Plans 3.3 Programs and activities to improve school culture, climate, and attendance	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 was developed by a broad range of educational partners and is revisited every year by educational partners to determine it's effectiveness. It is the feeling from all partners that students need to feel connected, safe, and cared about at every school, every day. It is acknowledged that students come to LOUSD schools with different social emotional needs. Surveys, along with attendance, graduation, and student discipline data were used to determine the original needs and are repeatedly looked at throughout each year to measure progress and refocus efforts in newly identified areas. Data showed that there was a large need for social emotional counseling. A large component of successful interventions is the continuous training of staff.

The actions created to address this goal have resulted in improvement for unduplicated students in the areas of chronic absenteeism, suspension, and graduation rates and we will sustain that growth with continuous evaluation of interventions and targeted professional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism: % of students chronically absent (State Priority 5b)	2023 Dashboard All: 24.1% SED: 27.2% EL: 23% LTEL: 36.6% FY: 22.2% SWD:40.1%	2024 Dashboard All: 15.7% SED: 17.6% EL: 14.4% LTEL: 16.7% FY: 26.7% SWD:29.2%		2026 Dashboard All: 15% SED: 15% EL: 15% LTEL: 15% FY: 15% SWD: 15%	All: Declined 8.4% SED: Declined 9.6% EL: Declined 8.6% LTEL: Declined 19.9% FY: Increased 4.5% SWD: Declined 10.9%
3.2	Graduation Rate % graduating (State Priority 5e)	2023 Dashboard All: 92.5% SED: 91.8%	2024 Dashboard All: 97.8% SED: 98%		2026 Dashboard All: 95% SED: 95%	All: Increased 5.3% SED: Increased 6.2%
3.3	Dropouts % of dropout (State Priority 5c and 5d)	2023 Dropouts ALL: 1% SED: 1%	2024-25 Dropouts ALL: 1% (2 students) SED: 1% (2 students)		2026 Dropouts ALL: 1% SED: 1%	All: Remained less than 1% SED: Remained less than 1%
3.4	School Attendance Rates (State Priority 5a)	2023-24 Attendance Rate 94.8%	2024-25 Attendance Rate 94.6%		2025-26 Attendance Rate 96%	Attendance Rate declined .2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Suspension Rates % suspended at least one time (State Priority 6a)	2023 Dashboard All: 4.2% SWD:13.6% SED 4.7% EL: 2.8% LTEL: 8.6% FY: 13.6% Homeless: 14.3%	2024 Dashboard All: 4.2% SWD: 6.9% SED 4.6% EL: 1.7% LTEL:4.2% FY: 6.9% Homeless: 16%		2026 Dashboard All: 3% SWD:5% SED 3% EL: 2% LTEL: 2% FY: 5% Homeless:10%	All: No Change SWD:decreased 6.7% SED decreased .1% EL: decreased 1.1% LTEL: decreased 4.4% FY: decreased 6.7% Homeless:increased 1.7%
3.6	Pupil Expulsion rates (State Priority 6b)	2022-23 Expulsion Rate less than 1%	2024-25 Expulsion Rate: 0%		2025-26 Expulsion Rate less than 1%	Expulsion Rate: No Change from baseline
3.7	Student Survey % of students who agree (State Priority 6c)	2023 Student Survey 83% of students look forward to coming to school 93% of students feel cared about at school	2024 Student Survey 79% of students look forward to coming to school 95% of students feel cared about at school		2026 Student Survey 90% of students look forward to coming to school 100% of students feel cared about at school	4% less students looked forward to coming to school 2% more students feel cared about at school
3.8	Parent Survey % of parents who agree (State Priority 6c)	2023 Parent Survey	2024 Parent Survey		2026 Parent Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		86% of parents think schools are providing enough drug education	88% of parents think schools are providing enough drug education		95% of parents think schools are providing enough drug education	2% more parents think schools are providing enough drug education

Goal Analysis [2024-25]

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

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

All actions were carried out in 2024-25 for this goal and there were no substantive differences. The challenges in implementing many of the actions remains the expanded needs from students and families. Students have demonstrated the need for access to counseling and other supports from both self-identification and teacher recommendation. Successes were that staff continue to rally to student needs both in the classroom, in the counseling room and across campuses. Student supports directly impacted a decrease in the number of suspensions and disruptive behaviors. Continued partnership with Sutter County with the CARE team and New Day Therapy also resulted in positive outcomes for students and families.

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

There were no material differences.

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

Students in the 2024-25 school year continued to show social emotional needs. Students continued to struggle with some anxiety and disruptive behaviors in young students demonstrated the need for social emotional counseling.

Actions 3.1-3.3 successfully maintained intervention staff to support students' physical, social, and emotional needs. Chronic Absenteeism declined 8.4%, suspension rate declined to 3%, and graduation rate increased to 97.8%.

Action 3.4 successfully maintained PD for staff providing intervention and supports. Chronic Absenteeism declined 8.4%, suspension rate declined to 3%, and graduation rate increased to 97.8%.

Action 3.5-3.6 successfully maintained access to health, social, and emotional services. Chronic Absenteeism declined 8.4%, suspension rate declined to 3%, and graduation rate increased to 97.8%.

The supports identified in these actions were successful in addressing student needs and continued to have an impact on reducing issues of discipline. Student and Family surveys identified that they overwhelmingly felt supported, safe, cared about and that a counselor was available for them.

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

There are no major changes planned for Goal 3. Counseling services will be maintained with the expanded services and partnerships associated with our Community Schools Grant. The desire is to see all students feel connected, confident, and cared about.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 (a) Maintain five full-time social-emotional Counselors	Maintain five full-time social-emotional Counselors.	$645,333.00	Yes
3.2	3.1 (b) Maintain additional nurse's aide	Maintain additional nurse's aide to improve services to students	$36,973.00	Yes
3.3	3.1 (c) Maintain extended nurse days/hours	Maintain extended nurse days/hours to better meet the needs of students throughout the district	$20,715.00	Yes
3.4	3.2 (a) Maintain Professional Development and collaboration (See Goal 1.2(a))	Maintain Professional Development and collaboration for staff needs focused on student achievement and good instruction (See Goal 1.2(a))		
3.5	3.3 (a) Site funds to promote positive school climate (See Goal 1.3(c))	Site funds for programs to promote a positive school climate (See Goal 1.3(c))		

Action #	Title	Description	Total Funds	Contributing
3.6	3.3 (b) Drug Awareness/Prevention Program (4th,7th,9th grades)	Drug Awareness/Prevention Program (4th,7th, 9th grades)	$25,017.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and focused on student outcomes 4.1 Provide quality, ongoing professional development and collaboration that supports site/district staff needs	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 4 was developed by a broad range of educational partners and is revisited every year by educational partners to determine its effectiveness. It is the feeling from all partners that in order for LOUSD to be successful that it must find the best employees, train them annually, and retain them by providing the tools they need to be successful. Surveys and staff retention rates were used to determine the original needs and are repeatedly looked at each year to measure progress and refocus efforts in newly identified areas. Data showed that professional development was a priority of staff, along with time for collaboration.

The actions created to address this goal have resulted in staff retention and staff satisfaction in professional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teacher Mis-assignments: % of appropriately assigned teachers	Teacher Mis-assignments: 4% of appropriately assigned teachers	Teacher Mis-assignments:		Teacher Mis-assignments:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 1a)		4% of appropriately assigned teachers		0% of appropriately assigned teachers	No change in teacher mis-assignments
4.2	Teacher retainment: % of teachers leaving the district in their first 10 years (State Priority 6c)	Teacher retainment: 6% of teachers leaving the district in their first 10 years	Teacher retainment: 4% of teachers leaving the district in their first 10 years		Teacher retainment: 1% of teachers leaving the district in their first 10 years	2% decrease in teachers leaving the district in their first 10 years

Goal Analysis [2024-25]

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

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

All actions were carried out in 2024-25 for this goal and there were no substantive differences. Success was that LOUSD was able to hire and retain highly qualified staff.

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.

No material differences.

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

The 2024-25 school year continued the successes of 2023-24, and provided significant professional development in Math, TK, SEL, AVID, Science and assessment.

Actions 4.1-4.3 successfully provided staff professional development to support student learning. Staff shared in their survey that 100% felt supported and had the tools they needed to be successful. Momentum from this year's professional development will carry over into 2025-26 in the areas of Math, ELD, SEL, AVID, Science and TK standards.

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

There are no major changes planned for Goal 4. Next year will be focused on professional development for teachers and instructional aides in math, writing, ELD, AVID and SEL.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 (a) Provide professional development and collaboration (See Goal 1.2(a))	Provide professional development and collaboration for staff (See Goal 1.2(a))		Yes
4.2	4.1 (b) Four PD days (See Goal 1.2 (b)	Four PD days focused on California State Standards, ELD, RtI, and instructional strategies, Collaboration time (See Goal 1.2 (b)		Yes
4.3	4.1 (c) Maintain TCIP support for new teachers	Maintain TCIP support for new teachers to clear credential (As the county decreases funding)	$57,665.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Engage parents and families to support student success in school 5.1 Increase staff to better engage parents 5.2 Increase and improve parent outreach and education 5.3 Improve and increase means of communicating with parents and the community	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 5 was developed by a broad range of educational partners and is revisited every year by educational partners to determine its effectiveness. It is the feeling from all partners that barriers need to be removed for parent participation. Surveys were used to determine the original needs and are repeatedly looked at each year to measure progress and refocus efforts in getting parents involved. Data identified that parents needed improved communication, access and more thorough information.

The actions created to address this goal have resulted in improved communication and more parent involvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Parent Involvement Survey: % of parents agree (State Priority 3a-c)	2023 Parent Survey 91% of parents agree that their school keeps them informed	2024 Parent Survey 92% of parents agree that their school keeps them informed		2026 Parent Survey 98% of parents agree that their school keeps them informed	1 % increase in parents agree that their school keeps them informed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		87% of parents agree that their school provides them opportunities to get involved 65% of parents agree that the district provides adequate trainings/classes for parents on topics ranging from social media, drugs, gangs, educational supports	89% of parents agree that their school provides them opportunities to get involved 68% of parents agree that the district provides adequate trainings/classes for parents on topics ranging from social media, drugs, gangs, educational supports		92% of parents agree that their school provides them opportunities to get involved 80% of parents agree that the district provides adequate trainings/classes for parents on topics ranging from social media, drugs, gangs, educational supports	2% increase in parents agree that their school provides them opportunities to get involved 3% increase in parents agree that the district provides adequate trainings/classes for parents on topics ranging from social media, drugs, gangs, educational supports
5.2	Participation of parents in school events and meetings (State Priority 3a-c)	2023 Parent Participation 86% of parents attending parent-teacher conferences 83% of parents attending sophomore counseling 41% of parents responding to district wide survey	2024 Parent Participation 91% of parents attending parent-teacher conferences 87% of parents attending sophomore counseling 37% of parents responding to district wide survey		2026 Parent Participation 92% of parents attending parent-teacher conferences 90% of parents attending sophomore counseling 60% of parents responding to district wide survey	 5% increase in parents attending parent-teacher conferences 4% increase in parents attending sophomore counseling 4% decrease in parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		25% of EL parents attend at least one ELAC	26% of EL parents attend at least one ELAC		40% of EL parents attend at least one ELAC	responding to district wide survey 1% increase in EL parents attending at least one ELAC

Goal Analysis [2024-25]

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

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

All actions were carried out in 2024-25 for this goal and there were no substantive differences. Challenges were getting parents to attend events in person. Communication continued by phone, text, letter, and website. Successes were that LOUSD saw a maintained participation in DELAC and ELAC attendance, along with parents attendance at schoolwide events.

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.

No material differences.

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

Parents reported satisfaction with school and district efforts in communication and access to information.

Actions 5.1-5.2 successfully maintained staff to support the district's efforts in improving communication and involvement with parents.

Actions 5.3-5.7 successfully provided resources to maintain and improve communication with parents.

Actions 5.1-5.7 demonstrated success in parent survey and attendance. 92% of parents agree that their school keeps them informed while 89% of parents that agree that their school provides them opportunities to get involved. 91% of parents attended parent teacher conferences and 87% of parents attended sophomore counseling. 37% of parents responding to district wide survey and 26% of EL parents attending at least one ELAC

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

There are no major changes planned for Goal 5. All schools and the district office will look for ways to engage families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	5.1 (a) Maintain three bilingual secretaries. One at LOMS and two at Luther.	Maintain three bilingual secretaries. One at LOMS and two at Luther.	$244,883.00	Yes
5.2	5.1 (b) Maintain parent liaison and translation	Maintain parent liaison and translator	$96,031.00	Yes
5.3	5.2 (a) Provide classes for parents	Provide classes for parents. Topics: Requirements for college and career, Curriculum, Social/Emotional/Discipline, technology nights and Computer education	$5,000.00	Yes
5.4	5.3 (a) Maintain phone app	Maintain phone app to provide better access to school information	$1,000.00	Yes
5.5	5.3 (b) Maintain district and school websites	Maintain district and school websites (w/teacher pages) in multiple languages to increase information to parents	$5,000.00	Yes
5.6	5.3 (c) Maintain district phone dialer	Maintain district phone dialer/parent communication system	$9,000.00	Yes
5.7	5.3 (d) Maintain regular mailings	Maintain regular mailings of newsletters, progress reports, and updates (See Goal 1.4 (b))	$6,742.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Provide a learning environment that is safe, clean, and in good repair 6.1 Increase staffing levels to better maintain school sites 6.2 Provide funding to allow district to replace roofs, update bathrooms, and maintain school buildings 6.3 Provide funding for school safety; fencing, security cameras, intercoms, bells, etc. 6.4 Provide and maintain crossing guards at the corner of Pennington Rd. and Connecticut Rd. to improve student safety for TK-5th students	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 6 was developed by a broad range of educational partners and is revisited every year by educational partners to determine its effectiveness. It is the feeling from all partners that schools need to be physically safe and maintained at a high level so that there are no barriers to student learning. Surveys were used to determine the original needs and are repeatedly looked at each year to measure progress and refocus efforts in newly identified areas. Data showed that there was a need for safety upgrades, need to maintain facilities and have cleaner classrooms.

The actions created to address this goal have resulted in improvements on all campuses as noted by parent, students, and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Staff, Parent, and Student Surveys % of Staff, Parents, and Students that agree (State Priority 1c)	2023 Staff/Parent/Student Surveys 91% that feel safe at school 90% that feel school facilities are clean 92% that feel school facilities are well maintained	2024 Staff/Parent/Student Surveys 94% that feel safe at school 95% that feel school facilities are clean 95% that feel school facilities are well maintained		2026 Staff/Parent/Student Surveys 95% that feel safe at school 95% that feel school facilities are clean 95% that feel school facilities are well maintained	3% increase in Staff/Parent/Student that feel safe at school 5% increase in Staff/Parent/Student that feel school facilities are clean 3% increase in Staff/Parent/Student that feel school facilities are well maintained
6.2	School Facilities in good repair: # of Williams Act Complaint findings (State Priority 1c)	2023 Williams Act Reporting 0 Williams Act Complaint findings	2024 Williams Act Reporting 0 Williams Act Complaint findings		2026 Williams Act Reporting 0 Williams Act Complaint findings	No change in Williams Act Complaint findings
6.3	Traffic Incidents in crosswalk at Pennington and Connecticut Ave.	Accidents 2023-24: 0	Accidents 2024-25: 0		Accidents 2026-27: 0	Remained accident free

Goal Analysis [2024-25]

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

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

All actions were carried out in 2024-25 for this goal and there were no substantive differences. No significant challenges during the year. Success were that students, staff, and parents found campuses to be well maintained, clean and safe.

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.

No material differences.

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

The actions have been successful in creating well-maintained, safe, and clean facilities.

Actions 6.1-6.2 successfully maintained staff to create a physically safe campus and facilities.

Actions 6.3-6.4 successfully maintained funding to support the upkeep of facilities and safety measures throughout the district.

Action 6.5 successfully maintained the safe passage to Luther elementary.

Actions 6.1-6.5 demonstrated success in parent, staff, and student surveys. 94% felt safe at school, 95% felt school facilities are clean and 95% felt school facilities are well maintained.

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

There are no major changes planned for Goal 6. There will be an increase to custodial staff with increased facilities and enrollment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	6.1 (a) Maintain three additional PM custodians.	Maintain three additional PM custodians	$199,880.00	No
6.2	6.1 (b) Maintain a 2.2 Maintenance/Grounds position	Maintain a 2.2 Maintenance/Grounds position	$211,613.00	No
6.3	6.2 (a) Maintain funding for district facility needs	Provide funding to allow district to replace roofs, update bathrooms, and maintain school buildings	$65,000.00	No
6.4	6.3 (a) Maintain funding silos for district safety needs	Provide funding for school safety; fencing, security cameras, intercoms, bells, etc.	$150,000.00	No
6.5	6.4 (a) Maintain Crossing guards (Luther) (See Goal 1.1(b))	Provide and maintain crossing guards at the corner of Pennington Rd. and Connecticut Rd. to improve student safety for TK-5th students (See Goal 1.1(b))		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Expand Career Technical Education (CTE) opportunities	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 7 was developed by the LOAS and VOHS site council. It was the unanimous feeling of teachers, classified, parents, students, and admin that the focus should be on student engagement through the development and expansion of career technical education. Students and parents acknowledged the level of excitement and engagement in classes that were hands on and had real world connections.

The actions created to address this goal were developed by the team.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Student Attendance Rates: LOAS VOHS	Student Attendance Rates: OPP 86.5% VOHS 88.7%	Student Attendance Rates: OPP 82.8% VOHS 90.2%		Student Attendance Rates: OPP 90% VOHS 92%	 OPP decreased 3.7% VOHS increased 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	Chronic Absenteeism: LOAS	Chronic Absenteeism: LOAS 2023 Dashboard All: 29.4% • No subgroup data	Chronic Absenteeism: LOAS 2024 Dashboard All: 9.1% • No subgroup data		Chronic Absenteeism: LOAS 2026 Dashboard All: 15% • No subgroup data	All: Declined 20.3%
7.3	Graduation rate: VOHS	Graduation rate: VOHS 2023 Dashboard All: 75% • No subgroup data	Graduation rate: VOHS 2024 Dashboard All: 86.7% • No subgroup data		Graduation rate: VOHS 2023 Dashboard All: 85% • No subgroup data	All: Increased 11.7%
7.4	Student Survey: % of students who look forward to coming to school	Student Survey: 84% of students look forward to coming to school	Student Survey: 80% of students look forward to coming to school		Student Survey: 90% of students look forward to coming to school	4% decrease in students looking forward to coming to school

Goal Analysis [2024-25]

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

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

All actions, except 7.2 were carried out in 2024-25 for this goal.
The challenges during the year were researching the CTE pathway and confirming appropriate equipment. Photography flourished and transportation to allow students to participate in career fairs, visit colleges and trade schools was a great success.

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

The material differences were that no funds were expended for action 7.2. Those funds will be used in 2025-26 for professional development.

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

Students were excited about the growth of Photography and the increased exposure to trade shows, career fairs, colleges and trade schools. Student attendance improved at Valley Oak High School and Chronic absenteeism decreased by 20.3%

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

There are no major changes planned for Goal 7.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Provide funding for CTE equipment and materials	Equipment, supplies, and curriculum will be purchased to provide the materials to offer the CTE course.	$116,233.00	Yes
7.2	Provide professional development for staff in CTE field of interest	Professional development will be provided for staff throughout the year to proficiently instruct the CTE course.	$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7.3	Provide transportation for career exploration connected to CTE field of interest	Transportation will be purchased so that students have access to externships, field trips, job shadows, and trainings.	$0.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,993,413	$789,268

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
30.071%	0.000%	$0.00	30.071%

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:** 1.1(a) LOMS PE Teacher for intervention **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math	To address our Goal 1- sub goal 1.1 to; hire staff to improve interventions/supports for accessing core instruction (RtI- Math and ELA, ELD, AVID, SPED), we implemented this action to embed tiered supports for unduplicated students based on assessment data. Tier 2 and Tier 3 interventions are added and students move in and out of them based on benchmark results. These tiered interventions range from EL support, math support, ELA support (reading and or writing), science support, and implementations of WICOR strategies across curriculum and subject.	CAASPP ELA and Math, i-Ready, CAST, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 CAST Results 8th: 22% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress **Scope:** Schoolwide	These interventions are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These interventions are being delivered LEA-wide/school-wide and we expect all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	
1.2	**Action:** 1.1 (b) 41 Instructional aides (six designated for K) **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math	To address our Goal 1- sub goal 1.1 to; hire staff to improve interventions/supports for accessing core instruction (RtI- Math and ELA, ELD, AVID, SPED), we implemented this action to embed tiered supports for unduplicated students based on assessment data. Tier 2 and Tier 3 interventions are added and students move in and out of them based on benchmark results. These tiered interventions range from EL support, math support, ELA support (reading and or writing),	CAASPP ELA and Math, i-Ready, CAST, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress **Scope:** LEA-wide	science support, and implementations of WICOR strategies across curriculum and subject. These interventions are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students, These interventions are being delivered LEA-wide/school-wide and we expect all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	
1.4	**Action:** 1.1 (d) Additional Math Teachers	To address our Goal 1- sub goal 1.1 to; hire staff to improve interventions/supports for accessing	CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard **Scope:** Schoolwide	core instruction (RtI- Math and ELA, ELD, AVID, SPED), we implemented this action to embed tiered supports for unduplicated students based on assessment data. Tier 2 and Tier 3 interventions are added and students move in and out of them based on benchmark results. These tiered interventions range from EL support, math support, ELA support (reading and or writing), science support, and implementations of WICOR strategies across curriculum and subject. These interventions are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These interventions are being delivered LEA-wide/school-wide and we expect all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	
1.5	**Action:** 1.1 (e) AVID Elective Teachers 6-12 **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math	To address our Goal 1- sub goal 1.1 to; hire staff to improve interventions/supports for accessing core instruction (RtI- Math and ELA, ELD, AVID, SPED), we implemented this action to embed tiered supports for unduplicated students based on assessment data. Tier 2 and Tier 3 interventions are added and students move in and out of them based on benchmark results. These tiered interventions range from EL support, math support, ELA support (reading and or writing), science support, and implementations of WICOR strategies across curriculum and subject.	CAASPP ELA and Math, CAST, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress **Scope:** LEA-wide	These interventions are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These interventions are being delivered LEA-wide/school-wide and we expect all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	
1.6	**Action:** 1.1 (f) Library/Media Techs **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math	To address our Goal 1- sub goal 1.1 to; hire staff to improve interventions/supports for accessing core instruction (RtI- Math and ELA, ELD, AVID, SPED), we implemented this action to embed tiered supports for unduplicated students based on assessment data. Tier 2 and Tier 3 interventions are added and students move in and out of them based on benchmark results. These tiered interventions range from EL support, math support, ELA support (reading and or writing), science support, and implementations of WICOR strategies across curriculum and subject.	CAASPP ELA and Math, i-Ready, CAST, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress **Scope:** Schoolwide	These interventions are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These interventions are being delivered LEA-wide/school-wide and we expect all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	
1.7	**Action:** 1.1 (g) Full time K-8 Assistant Principals	To address our Goal 1- sub goal 1.1 to; hire staff to improve interventions/supports for accessing core instruction (RtI- Math and ELA, ELD, AVID,	CAASPP ELA and Math, i-Ready, CAST, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress	SPED), we implemented this action to embed tiered supports for unduplicated students based on assessment data. Tier 2 and Tier 3 interventions are added and students move in and out of them based on benchmark results. These tiered interventions range from EL support, math support, ELA support (reading and or writing), science support, and implementations of WICOR strategies across curriculum and subject. These interventions are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These interventions are being delivered LEA-wide/school-wide and we expect all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.9	**Action:** 1.1 (i) English/ELD Intervention Teacher **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 CAST Results 8th: 22% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress **Scope:** Schoolwide	To address our Goal 1- sub goal 1.1 to; hire staff to improve interventions/supports for accessing core instruction (RtI- Math and ELA, ELD, AVID, SPED), we implemented this action to embed tiered supports for unduplicated students based on assessment data. Tier 2 and Tier 3 interventions are added and students move in and out of them based on benchmark results. These tiered interventions range from EL support, math support, ELA support (reading and or writing), science support, and implementations of WICOR strategies across curriculum and subject. These interventions are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These interventions are being delivered LEA-wide/school-wide and we expect all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	CAASPP ELA and Math, CAST, ELPAC
1.10	**Action:** 1.2 (a)Professional Development and collaboration time for staff	To address our Goal 1- sub goal 1.2 to; provide quality, ongoing professional development and collaboration in California State Standards, RtI,	CAASPP ELA and Math, i-Ready, CAST, ELPAC, and LCFF Reflection Tool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard	ELD, and AVID WICOR strategies, that support site and district staff needs, we implemented a comprehensive professional development (PD) plan. The plan is delivered with the belief that a one-shot PD is ineffective and that PD needs to be ongoing to be effective. Staff provide input on PD needs and the administrative team works with both Sutter and Sacramento Counties of Education to develop effective PD. PD efforts are centered around student needs determined by assessment results and surveys. These professional development activities are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These PD activities are being delivered LEA-wide/school-wide and we expect the effect to be that all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	

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
	2023 Dashboard (English Learner Progress): 57.6% making progress 2023 LCFF Priority Reflection Tool 4+ average on Reflection Tool **Scope:** LEA-wide		
1.11	**Action:** 1.2 (b) Professional Development Days **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard	To address our Goal 1- sub goal 1.2 to; provide quality, ongoing professional development and collaboration in California State Standards, RtI, ELD, and AVID WICOR strategies, that support site and district staff needs, we implemented a comprehensive professional development (PD) plan. The plan is delivered with the belief that a one-shot PD is ineffective and that PD needs to be ongoing to be effective. Staff provide input on PD needs and the administrative team works with both Sutter and Sacramento Counties of Education to develop effective PD. PD efforts are centered around student needs determined by assessment results and surveys. These professional development activities are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students, These PD activities are being delivered LEA-wide/school-wide and we expect the effect to be that all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum	CAASPP ELA and Math, i-Ready, CAST, ELPAC, and LCFF Reflection Tool

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 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress 2023 LCFF Priority Reflection Tool 4+ average on Reflection Tool **Scope:** LEA-wide	support, we expect them to increase significantly narrowing the existing achievement gap.	
1.12	**Action:** 1.2 (c) Minimum Days for PD and Collaboration **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard	To address our Goal 1- sub goal 1.2 to; provide quality, ongoing professional development and collaboration in California State Standards, RtI, ELD, and AVID WICOR strategies, that support site and district staff needs, we implemented a comprehensive professional development (PD) plan. The plan is delivered with the belief that a one-shot PD is ineffective and that PD needs to be ongoing to be effective. Staff provide input on PD needs and the administrative team works with both Sutter and Sacramento Counties of Education to develop effective PD. PD efforts are centered around student needs determined by assessment results and surveys.	CAASPP ELA and Math, i-Ready, CAST, ELPAC, and LCFF Reflection Tool

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
	2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress 2023 LCFF Priority Reflection Tool 4+ average on Reflection Tool **Scope:** LEA-wide	These professional development activities are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These PD activities are being delivered LEA-wide/school-wide and we expect the effect to be that all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	
1.13	**Action:** 1.3 (a) Ed Tech Time	To address our Goal 1- sub goal 1.3 Improve and increase the use of technology for instruction and assessment, additional technology is implemented	CAASPP ELA and Math, i-Ready, CAST, ELPAC, and LCFF Reflection Tool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard	throughout the district. Technology is available 1:1 for all students in every classroom districtwide. Additional staff provide technology instruction beginning in Kindergarten to prepare all students, with an emphasis on meeting the needs of our unduplicated students. Additional technology supports staff meets the needs of classroom instruction and connectivity/wi-fi is evaluated and improved annually. These added supports are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect the effect to be that all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional technology support, we expect them to increase significantly narrowing the existing achievement gap.	

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
	2023 Dashboard (English Learner Progress): 57.6% making progress 2023 Student Survey Access to Technology 94% of students report having access to technology at home 90% of students report that having reliable internet at home **Scope:** LEA-wide		
1.14	**Action:** 1.3 (b) Technology Equipment **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard	To address our Goal 1- sub goal 1.3 Improve and increase the use of technology for instruction and assessment, additional technology is implemented throughout the district. Technology is available 1:1 for all students in every classroom districtwide. Additional staff provide technology instruction beginning in Kindergarten to prepare all students, with an emphasis on meeting the needs of our unduplicated students. Additional technology supports staff meets the needs of classroom instruction and connectivity/wi-fi is evaluated and improved annually. These added supports are designed to address the significant performance gap in the performance of All Students vs. both SED and EL These supports are being delivered LEA-wide/school-wide and we expect the effect to be that all students not meeting or exceeding	CAASPP ELA and Math, i-Ready, CAST, ELPAC, and LCFF Reflection Tool

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 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress 2023 Student Survey Access to Technology 94% of students report having access to technology at home 90% of students report that having reliable internet at home **Scope:** LEA-wide	standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional technology support, we expect them to increase significantly narrowing the existing achievement gap.	
1.15	**Action:** 1.3 (c) Site funds for LCAP aligned Goals and Actions	To address our Goal 1- sub goal 1.3 Improve and increase the use of technology for instruction and assessment, additional technology is implemented	CAASPP ELA and Math, CAST, i-Ready, ELPAC, and LCFF Reflection Tool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard	throughout the district. Technology is available 1:1 for all students in every classroom districtwide. Additional staff provide technology instruction beginning in Kindergarten to prepare all students, with an emphasis on meeting the needs of our unduplicated students. Additional technology supports staff meets the needs of classroom instruction and connectivity/wi-fi is evaluated and improved annually. These added supports are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect the effect to be that all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional technology support, we expect them to increase significantly narrowing the existing achievement gap.	

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
	2023 Dashboard (English Learner Progress): 57.6% making progress 2023 Student Survey Access to Technology 94% of students report having access to technology at home 90% of students report that having reliable internet at home **Scope:** LEA-wide		
1.16	**Action:** 1.3 (d) K-5 Intervention Teacher **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard	To address our Goal 1- sub goal 1.3 Improve and increase the use of technology for instruction and assessment, additional technology is implemented throughout the district. Technology is available 1:1 for all students in every classroom districtwide. Additional staff provide technology instruction beginning in Kindergarten to prepare all students, with an emphasis on meeting the needs of our unduplicated students. Additional technology supports staff meets the needs of classroom instruction and connectivity/wi-fi is evaluated and improved annually. These added supports are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students, These supports are being delivered LEA-wide/school-wide and we expect the effect to be that all students not meeting or exceeding standards to benefit. However, because these	CAASPP ELA and Math, i-Ready, CAST, ELPAC, and LCFF Reflection Tool

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
	2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress 2023 Student Survey Access to Technology 94% of students report having access to technology at home 90% of students report that having reliable internet at home **Scope:** Schoolwide	actions were designed to address our SED and EL needs for more personalized instruction and additional technology support, we expect them to increase significantly narrowing the existing achievement gap.	
1.17	**Action:** 1.4 (a) Supplemental Curriculum and Materials **Need:** 2023 Dashboard (2022-23 SBAC): ELA	To address our Goal 1- sub goal 1.4; provide instructional materials and supplemental materials to support and improve the implementation of California state standards and interventions necessary to improve student access and	CAASPP ELA and Math, i-Ready, CAST, ELPAC, and LCFF Reflection Tool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard	proficiency, we purchase material/programs to meet Tier 1, Tier 2, and Tier 3 intervention needs. Summative and formative assessments are used to inform students learning needs and programs are tailored to those needs. Principals work with teachers to identify effectiveness of supplemental material/programs annual and pivot when necessary. These added supports are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect the effect to be that all students not meeting or exceeding standards to benefit. However, because these actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	

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
	2023 Dashboard (English Learner Progress): 57.6% making progress 2023 Student Survey Access to Technology 2023 LCFF Priority Reflection Tool 4+ average on Reflection Tool **Scope:** LEA-wide		
1.19	**Action:** 1.4 (c) Benchmark Assessments **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard SED: 20.5 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard SED: 65 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter K 38% at or above standard 1 25% at or above standard 2 30% at or above standard	To address our Goal 1- sub goal 1.4; provide instructional materials and supplemental materials to support and improve the implementation of California state standards and interventions necessary to improve student access and proficiency, we purchase material/programs to meet Tier 1, Tier 2, and Tier 3 intervention needs. Summative and formative assessments are used to inform students learning needs and programs are tailored to those needs. Principals work with teachers to identify effectiveness of supplemental material/programs annual and pivot when necessary. These added supports are designed to address the significant performance gap in the performance of All Students vs. both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect the effect to be that all students not meeting or exceeding standards to benefit. However, because these	CAASPP ELA and Math, i-Ready, CAST, ELPAC, and LCFF Reflection Tool

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
	2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results 5th: 17% Met or Exceeded 8th: 22% Met or Exceeded HS: 21% Met or Exceeded ALL: 25% met standard SED: 19% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress 2023 LCFF Priority Reflection Tool 4+ average on Reflection Tool **Scope:** LEA-wide	actions were designed to address our SED and EL needs for more personalized instruction and additional curriculum support, we expect them to increase significantly narrowing the existing achievement gap.	
2.1	**Action:** 2.1 (a) Maintain Career Tech Counselor at LOHS and LOMS **Need:** 2023 Dashboard: % of students prepared	To address our Goal 2- sub goal 2.1 Maintain staff to improve and increase options for career and college readiness (Including CTE, VAPA, STREAM), we implemented this action to provided needed support, guidance, and intervention. These embedded supports were added for	Dashboard, surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 37.6% prepared All: 32.9% approaching prepared SED: 30.6% prepared SED: 36.7% approaching prepared EL: 0% prepared EL: 50% approaching prepared 2023 Dashboard: A-G Completion ALL: 34.7% SED: 29.3% EL: 16.7% Student Access: 2023 76% of 4th-12th grade students attending career/college visitation at least three times. **Scope:** Schoolwide	unduplicated students based on summative data and input from educational partners. These supports open access by exposing students to pathways for career and college, along with the steps necessary for success. These supports are designed to address the significant needs of both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect all students not meeting career and/or college readiness criteria to benefit. However, because these actions were designed to address our SED and EL needs for more personalized intervention and support, we expect them to increase significantly narrowing the existing achievement gap.	
2.2	**Action:** 2.1 (b) Maintain 9-12 Elective Teacher **Need:** 2023 Dashboard: % of students prepared All: 37.6% prepared All: 32.9% approaching prepared	To address our Goal 2- sub goal 2.1 Maintain staff to improve and increase options for career and college readiness (Including CTE, VAPA, STREAM), we implemented this action to provided needed support, guidance, and intervention. These embedded supports were added for unduplicated students based on summative data and input from educational partners. These supports open access by exposing students to pathways for career and college, along with the steps necessary for success.	Dashboard, surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 30.6% prepared SED: 36.7% approaching prepared EL: 0% prepared EL: 50% approaching prepared 2023 Dashboard: A-G Completion ALL: 34.7% SED: 29.3% EL: 16.7% Student Access: 2023 76% of 4th-12th grade students attending career/college visitation at least three times. **Scope:** Schoolwide	These supports are designed to address the significant needs of both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect all students not meeting career and/or college readiness criteria to benefit. However, because these actions were designed to address our SED and EL needs for more personalized intervention and support, we expect them to increase significantly narrowing the existing achievement gap.	
2.3	**Action:** 2.1 (c) Maintain K-5 Music Teacher **Need:** 2023 Dashboard: % of students prepared All: 37.6% prepared All: 32.9% approaching prepared SED: 30.6% prepared SED: 36.7% approaching prepared EL: 0% prepared EL: 50% approaching prepared 2023 Dashboard: A-G Completion ALL: 34.7%	To address our Goal 2- sub goal 2.1 Maintain staff to improve and increase options for career and college readiness (Including CTE, VAPA, STREAM), we implemented this action to provided needed support, guidance, and intervention. These embedded supports were added for unduplicated students based on summative data and input from educational partners. These supports open access by exposing students to pathways for career and college, along with the steps necessary for success. These supports are designed to address the significant needs of both SED and EL Students, These supports are being delivered LEA-wide/school-wide and we expect all students not meeting career and/or college readiness criteria to benefit. However, because these actions were	Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 29.3% EL: 16.7% **Scope:** Schoolwide	designed to address our SED and EL needs for more personalized intervention and support, we expect them to increase significantly narrowing the existing achievement gap.	
2.4	**Action:** 2.1 (d) Funding for CTE/ROP Programs **Need:** 2023 Dashboard: % of students prepared All: 37.6% prepared All: 32.9% approaching prepared SED: 30.6% prepared SED: 36.7% approaching prepared EL: 0% prepared EL: 50% approaching prepared 2023 Dashboard: CTE Completion ALL: 42.2% Completed SED: 39.5% Completed EL: 55.6% Completed **Scope:** Schoolwide	To address our Goal 2- sub goal 2.1 Maintain staff to improve and increase options for career and college readiness (Including CTE, VAPA, STREAM), we implemented this action to provided needed support, guidance, and intervention. These embedded supports were added for unduplicated students based on summative data and input from educational partners. These supports open access by exposing students to pathways for career and college, along with the steps necessary for success. These supports are designed to address the significant needs of both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect all students not meeting career and/or college readiness criteria to benefit. However, because these actions were designed to address our SED and EL needs for more personalized intervention and support, we expect them to increase significantly narrowing the existing achievement gap.	Dashboard
2.8	**Action:** 2.2 (b) Maintain funding for Music, CTE and VAPA Supplies **Need:**	To address our Goal 2- sub goal 2.2 Provide supplies for added classes to improve instruction, we implemented this action to provided needed support, guidance, and intervention. These embedded supports were added for unduplicated	Dashboard

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
	2023 Dashboard: % of students prepared All: 37.6% prepared All: 32.9% approaching prepared SED: 30.6% prepared SED: 36.7% approaching prepared EL: 0% prepared EL: 50% approaching prepared 2023 Dashboard: A-G Completion ALL: 34.7% SED: 29.3% EL: 16.7% 2023 Dashboard: Smarter Balance (3+ Math and ELA) ALL: 26% Completed SED: 21.8% Completed EL: 11.1% Completed 2023 Dashboard: CTE Completion ALL: 42.2% Completed SED: 39.5% Completed EL: 55.6% Completed **Scope:** LEA-wide	students based on summative data and input from educational partners. These supports open access by exposing students to pathways for career and college, along with the steps necessary for success. These supports are designed to address the significant needs of both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect all students not meeting career and/or college readiness criteria to benefit. However, because these actions were designed to address our SED and EL needs for more personalized intervention and support, we expect them to increase significantly narrowing the existing achievement gap.	
2.9	**Action:** 2.2 (c) Maintain funding to support Career Counselor	To address our Goal 2- sub goal 2.2 Provide supplies for added classes to improve instruction, we implemented this action to provided needed support, guidance, and intervention. These	Dashboard, surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023 Dashboard: % of students prepared All: 37.6% prepared All: 32.9% approaching prepared SED: 30.6% prepared SED: 36.7% approaching prepared EL: 0% prepared EL: 50% approaching prepared 2023 Dashboard: A-G Completion ALL: 34.7% SED: 29.3% EL: 16.7% Student Access: 2023 76% of 4th-12th grade students attending career/college visitation at least three times. **Scope:** Schoolwide	embedded supports were added for unduplicated students based on summative data and input from educational partners. These supports open access by exposing students to pathways for career and college, along with the steps necessary for success. These supports are designed to address the significant needs of both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect all students not meeting career and/or college readiness criteria to benefit. However, because these actions were designed to address our SED and EL needs for more personalized intervention and support, we expect them to increase significantly narrowing the existing achievement gap.	
2.11	**Action:** 2.4 (a) Maintain expand Summer school **Need:** Student Achievement: 2023	To address our Goal 2- sub goal 2.4 Provide increased educational opportunities for all students, we implemented this action to provided needed support and intervention. These interventions were added for unduplicated	Summer School Assessments

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
	72% of students making progress on summer school assessment **Scope:** LEA-wide	students based on benchmark assessments and input from teachers. These interventions extend learning opportunities. These interventions are designed to address the significant needs of both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect all students not meeting career and/or college readiness criteria to benefit. However, because these actions were designed to address our SED and EL needs for more personalized intervention and support, we expect them to increase significantly narrowing the existing achievement gap.	
2.14	**Action:** 2.4 (d) Maintain expanded learning opportunities **Need:** 2023 Dashboard: A-G Completion ALL: 34.7% SED: 29.3% EL: 16.7% **Scope:** LEA-wide	To address our Goal 2- sub goal 2.4 Provide increased educational opportunities for all students, we implemented this action to provided needed support and intervention. These interventions were added for unduplicated students based on benchmark assessments and input from teachers. These interventions extend learning opportunities. These interventions are designed to address the significant needs of both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect all students not meeting career and/or college readiness criteria to benefit. However, because these actions were designed to address our SED and EL needs for more personalized intervention and support, we expect them to increase significantly narrowing the existing achievement gap.	Dashboard, surveys
2.15	**Action:**	To address our Goal 2- sub goal 2.4 Provide increased educational opportunities for all	Dashboard, surveys

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
	2.4 (e) Provide supplemental funding for co-curricular activities **Need:** Student Access: 2023 90% of 5th grade students attended Shady Creek 88% of 5th grade SED students attended Shady Creek Student Access: 2023 76% of 4th-12th grade students attending career/college visitation at least three times. **Scope:** LEA-wide	students, we implemented this action to provided needed support and intervention. These interventions were added for unduplicated students based on benchmark assessments and input from teachers. These interventions extend learning opportunities. These interventions are designed to address the significant needs of both SED and EL Students. These supports are being delivered LEA-wide/school-wide and we expect all students not meeting career and/or college readiness criteria to benefit. However, because these actions were designed to address our SED and EL needs for more personalized intervention and support, we expect them to increase significantly narrowing the existing achievement gap.	
3.1	**Action:** 3.1 (a) Maintain five full time social-emotional Counselors **Need:** 2023 Dashboard-Chronic Absenteeism All: 24.1% SED: 27.2% EL: 23% FY: 22.2% 2023-24 Attendance Rate 94.8% 2023 Dashboard- Suspension Rate All: 4.2%	To address our Goal 3- sub goal 3.1 Hire staff to meet the social, emotional, and behavioral needs of our students, we implemented this action to provided needed support, guidance, and intervention. These embedded supports were added for unduplicated students based on survey data and input from educational partners. These supports provide support and social emotional intervention. These supports are designed to address the significant needs of SED students. These supports are being delivered LEA-wide/school-wide and we expect all students not demonstrating social emotional health to benefit. However, because these actions were designed to address SED needs for more personalized intervention and	Dashboard, AERIES attendance, and surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED 4.7% EL: 2.8% FY: 13.6% 2023 Student Survey 83% of students look forward to coming to school 93% of students feel cared about at school **Scope:** LEA-wide	support, we expect them to have the greatest impact on these particular students.	
3.2	**Action:** 3.1 (b) Maintain additional nurse's aide **Need:** 2023 Dashboard-Chronic Absenteeism All: 24.1% SED: 27.2% EL: 23% FY: 22.2% 2023-24 Attendance Rate 94.8% **Scope:** LEA-wide	To address our Goal 3- sub goal 3.1 Hire staff to meet the social, emotional, and behavioral needs of our students, we implemented this action to provided needed support, guidance, and intervention. These embedded supports were added for unduplicated students based on survey data and input from educational partners. These supports provide support and social emotional intervention. These supports are designed to address the significant needs of SED students, These supports are being delivered LEA-wide/school-wide and we expect all students not demonstrating physical health to benefit. However, because these actions were designed to address SED needs for more personalized intervention and support, we expect them to have the greatest impact on these particular students.	Dashboard and AERIES attendance
3.3	**Action:** 3.1 (c) Maintain extended nurse days/hours **Need:**	To address our Goal 3- sub goal 3.1 Hire staff to meet the social, emotional, and behavioral needs of our students, we implemented this action to provided needed support, guidance, and	Dashboard and AERIES attendance

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
	2023 Dashboard-Chronic Absenteeism All: 24.1% SED: 27.2% EL: 23% FY: 22.2% 2023-24 Attendance Rate 94.8% **Scope:** LEA-wide	intervention. These embedded supports were added for unduplicated students based on survey data and input from educational partners. These supports provide support and social emotional intervention. These supports are designed to address the significant needs of SED students, These supports are being delivered LEA-wide/school-wide and we expect all students not demonstrating physical health to benefit. However, because these actions were designed to address SED needs for more personalized intervention and support, we expect them to have the greatest impact on these particular students.	
3.6	**Action:** 3.3 (b) Drug Awareness/Prevention Program (4th,7th,9th grades) **Need:** 2023 Parent Survey 86% of parents think schools are providing enough drug education **Scope:** LEA-wide	To address our Goal 3- sub goal 3.3 Programs and activities to improve school culture, climate, and attendance, we implemented this action to provided needed support, guidance, and intervention. These embedded supports were added for unduplicated students based on survey data and input from educational partners. These supports provide support and drug awareness. These supports are designed to address the significant needs of SED students, These supports are being delivered LEA-wide/school-wide and we expect all students not demonstrating physical health to benefit. However, because these actions were designed to address SED needs for more personalized intervention and support, we expect them to have the greatest impact on these particular students.	Surveys
4.1	**Action:** 4.1 (a) Provide professional development and collaboration (See Goal 1.2(a))		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: **Scope:** LEA-wide		
4.2	**Action:** 4.1 (b) Four PD days (See Goal 1.2 (b) **Need:** **Scope:** LEA-wide		
5.1	**Action:** 5.1 (a) Maintain three bilingual secretaries. One at LOMS and two at Luther. **Need:** 2023 Parent Survey 91% of parents that agree that their school keeps them informed **Scope:** LEA-wide	To address our Goal 5- sub goal 5.1 Increase staff to better engage parents, we implemented this action to improve our ability to communicate with our non-English speaking parents. These actions are designed to address a significant barrier identified by our parents. These actions are being delivered LEA-wide/school-wide and we expect all students families to benefit. However, because these actions were designed to address our SED and EL needs.	Surveys
5.2	**Action:** 5.1 (b) Maintain parent liaison and translation **Need:** 2023 Parent Survey	To address our Goal 5- sub goal 5.1 Increase staff to better engage parents, we implemented this action to improve our ability to communicate with our non-English speaking parents and increase communications with our SED parents.	Surveys

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
	91% of parents that agree that their school keeps them informed 2023 Parent Participation: 86% of parents attending parent-teacher conferences 83% of parents attending sophomore counseling 41% of parents responding to district wide survey 21% of EL parents attend at least one ELAC **Scope:** LEA-wide	These actions are designed to address a significant barrier identified by our parents. These actions are being delivered LEA-wide/school-wide and we expect all students families to benefit. However, because these actions were designed to address our SED and EL needs.	
5.3	**Action:** 5.2 (a) Provide classes for parents **Need:** 2023 Parent Survey 65% of parents that agree that the district provides adequate trainings/classes for parents on topics ranging from social media, drugs, gangs, educational supports. **Scope:** LEA-wide	To address our Goal 5- sub goal 5.2 Increase and improve parent outreach and education, we implemented this action to improve our ability provide trainings and information nights to our families. These actions are designed to address needs identified by our parents. These actions are being delivered LEA-wide/school-wide and we expect all students families to benefit. However, because these actions were designed to address our SED and EL needs.	Surveys
5.4	**Action:** 5.3 (a) Maintain phone app **Need:** 2023 Parent Survey	To address our Goal 5- sub goal 5.3 Improve and increase means of communicating with parents and the community, we implemented this action to improve our ability to communicate with families in a variety of modes.	Surveys

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
	91% of parents that agree that their school keeps them informed **Scope:** LEA-wide	These actions are designed to address needs identified by our parents. These actions are being delivered LEA-wide/school-wide and we expect all students families to benefit. However, because these actions were designed to address our SED and EL needs.	
5.5	**Action:** 5.3 (b) Maintain district and school websites **Need:** 2023 Parent Survey 91% of parents that agree that their school keeps them informed **Scope:** LEA-wide	To address our Goal 5- sub goal 5.3 Improve and increase means of communicating with parents and the community, we implemented this action to improve our ability to communicate with families in a variety of modes. These actions are designed to address needs identified by our parents. These actions are being delivered LEA-wide/school-wide and we expect all students families to benefit. However, because these actions were designed to address our SED and EL needs	Surveys
5.6	**Action:** 5.3 (c) Maintain district phone dialer **Need:** 2023 Parent Survey 91% of parents that agree that their school keeps them informed **Scope:** LEA-wide	To address our Goal 5- sub goal 5.3 Improve and increase means of communicating with parents and the community, we implemented this action to improve our ability to communicate with families in a variety of modes. These actions are designed to address needs identified by our parents. These actions are being delivered LEA-wide/school-wide and we expect all students families to benefit. However, because these actions were designed to address our SED and EL needs.	Surveys
6.5	**Action:** 6.4 (a) Maintain Crossing guards (Luther) (See Goal 1.1(b)) **Need:**		Parent Surveys

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:		
7.1	**Action:** Provide funding for CTE equipment and materials **Need:** Student Attendance Rates: OPP 86.5% VOHS 88.7% Chronic Absenteeism: LOAS 2023 Dashboard: All: 29.4% Graduation rate: VOHS 2023 Dashboard: All: 75% Student Survey: 84% of students look forward to coming to school **Scope:** Schoolwide	To address our Goal 7, we will use student input to finalize CTE sector of focus. Professional development will be focused on that sector. Equipment and supplies will be purchased to aligned with the needs of the identified class. Low-income student feedback will be weighed in the decision making on sector choice. These actions will provide low-income students engagement opportunities that will positively effect attendance, graduation, and student perception of school. These actions are being provided schoolwide to maximize the impact on all students but will have no effect on access for unduplicated students.	Attendance rates, Chronic Absenteeism, Graduation rate, Student survey
7.2	**Action:** Provide professional development for staff in CTE field of interest **Need:** Student Attendance Rates:	To address our Goal 7, we will use student input to finalize CTE sector of focus. Professional development will be focused on that sector. Equipment and supplies will be purchased to aligned with the needs of the identified class. Low-	Attendance rates, Chronic Absenteeism, Graduation rate, Student survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	OPP 86.5% VOHS 88.7% Chronic Absenteeism: LOAS 2023 Dashboard: All: 29.4% Graduation rate: VOHS 2023 Dashboard: All: 75% Student Survey: 84% of students look forward to coming to school **Scope:** Schoolwide	income student feedback will be weighed in the decision making on sector choice. These actions will provide low-income students engagement opportunities that will positively effect attendance, graduation, and student perception of school. These actions are being provided schoolwide to maximize the impact on all students but will have no effect on access for unduplicated students.	
7.3	**Action:** Provide transportation for career exploration connected to CTE field of interest **Need:** Student Attendance Rates: OPP 86.5% VOHS 88.7% Chronic Absenteeism: LOAS 2023 Dashboard: All: 29.4% Graduation rate: VOHS	To address our Goal 7, we will use student input to finalize CTE sector of focus. Professional development will be focused on that sector. Equipment and supplies will be purchased to aligned with the needs of the identified class. Low-income student feedback will be weighed in the decision making on sector choice. These actions will provide low-income students engagement opportunities that will positively effect attendance, graduation, and student perception of school. These actions are being provided schoolwide to maximize the impact on all students but will have no effect on access for unduplicated students.	Attendance rates, Chronic Absenteeism, Graduation rate, Student survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 Dashboard: All: 75% Student Survey: 84% of students look forward to coming to school **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** 1.1 (c) ELD Support Staff **Need:** 2023 Dashboard (2022-23 SBAC): ELA ALL: 9.1 points below standard EL: 43.2 points below standard 2023 Dashboard (2022-23 SBAC): Math ALL: 50.3 points below standard EL: 75.4 points below standard 2022-23 iReady ELA-Winter	To address our Goal 1- sub goal 1.1 to; hire staff to improve interventions/supports for accessing core instruction (RtI- Math and ELA, ELD, AVID, SPED), we implemented this action to embed tiered supports for EL students based on assessment data. Tier 2 and Tier 3 interventions are added and students move in and out of them based on benchmark results. These tiered interventions range from EL support, math support, ELA support (reading and or writing), science support, and implementations of WICOR strategies across curriculum and subject.	CAASPP ELA and Math, i-Ready, CAST, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	K 38% at or above standard 1 25% at or above standard 2 30% at or above standard 2022-23 iReady Math- Winter K 15% at or above standard 1 22% at or above standard 2 14% at or above standard 2022-23 CAST Results ALL: 25% met standard EL: 4% met standard 2023 Dashboard (English Learner Progress): 57.6% making progress **Scope:** Limited to Unduplicated Student Group(s)	These interventions are designed to address the significant performance gap in the performance of All Students vs.EL Students,	

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.

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.

LOUSD experienced a reduction in UPP with the implementation of free meals for all. LOUSD dropped from 82% to 73%. This reduction was partially offset by the additional concentration funds. Services within the LCAP were maintained and not reduced due to the additional funds. We identified the need for two aides hired to support EL's in mainstream classes and in their Designated ELD classes. Also additional counseling and health aide time were increased to meet the needs of unduplicated students.

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	24:1	20:1
Staff-to-student ratio of certificated staff providing direct services to students	24:1	22:1

2025-26 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	23,256,609	6,993,413	30.071%	0.000%	30.071%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$7,761,602.00	$272,233.00	$0.00	$578,727.00	$8,612,562.00

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
1	1.1	1.1(a) LOMS PE Teacher for intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOMS	Ongoing	$109,579.00	$0.00
1	1.2	1.1 (b) 41 Instructional aides (six designated for K)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,420,344.00	$0.00
1	1.3	1.1 (c) ELD Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$141,379.00	$0.00
1	1.4	1.1 (d) Additional Math Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOMS and LOHS 6-12	Ongoing	$225,368.00	$0.00
1	1.5	1.1 (e) AVID Elective Teachers 6-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$166,607.00	$0.00
1	1.6	1.1 (f) Library/Media Techs	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Luther and	Ongoing	$86,756.00	$0.00

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	
			Low Income			Low Income	LOMS Tk-8				
1	1.7	1.1 (g) Full time K-8 Assistant Principals	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Luther and LOMS Tk-8	Ongoing	$193,226.00	$0.00	
1	1.8	1.1 (h) Kindergarten Teacher RtI Support	All Students with Disabilities	No			Specific Schools: Luther Tk-5	Ongoing	$131,696.00	$0.00	
1	1.9	1.1 (i) English/ELD Intervention Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak Middle School 6-8	Ongoing	$0.00	$110,272.00	
1	1.10	1.2 (a)Professional Development and collaboration time for staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$219,519.00	$0.00	
1	1.11	1.2 (b) Professional Development Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$520,000.00	$0.00	
1	1.12	1.2 (c) Minimum Days for PD and Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$650,000.00	$0.00	
1	1.13	1.3 (a) Ed Tech Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$181,322.00	$0.00	

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
1	1.14	1.3 (b) Technology Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$204,000.00
1	1.15	1.3 (c) Site funds for LCAP aligned Goals and Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$562,772.00
1	1.16	1.3 (d) K-5 Intervention Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Luther Tk-5	Ongoing	$133,303.00	$0.00
1	1.17	1.4 (a) Supplemental Curriculum and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$456,161.00
1	1.18	1.4 (b) Site funds for LCAP Goals (See Goal 1.3(c))					All Schools	Ongoing		
1	1.19	1.4 (c) Benchmark Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$60,000.00
2	2.1	2.1 (a) Maintain Career Tech Counselor at LOHS and LOMS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOMS and LOHS	Ongoing	$155,392.00	$0.00
2	2.2	2.1 (b) Maintain 9-12 Elective Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: LOHS	Ongoing	$119,327.00	$0.00
2	2.3	2.1 (c) Maintain K-5 Music Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners	Specific Schools:	Ongoing	$153,345.00	$0.00

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
						Foster Youth Low Income	Luther			
2	2.4	2.1 (d) Funding for CTE/ROP Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOHS	Ongoing	$314,494.00	$0.00
2	2.5	2.1 (e) Maintain a 7-12 Math Teacher (See Goal 1.1(f))					Specific Schools: LOMS	Ongoing		
2	2.6	2.1 (f) Maintain AVID Elective teachers (See Goal 1.1(g))					All Schools	Ongoing		
2	2.7	2.2 (a) Maintain increase in school site funds to support site goals					All Schools	Ongoing		
2	2.8	2.2 (b) Maintain funding for Music, CTE and VAPA Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$88,250.00
2	2.9	2.2 (c) Maintain funding to support Career Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOMS and LOHS	Ongoing	$0.00	$15,000.00
2	2.10	2.3 (a) Provide professional development and collaboration (See Goal 1.1 (b))					All Schools	Ongoing		
2	2.11	2.4 (a) Maintain expand Summer school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$200,000.00	$0.00
2	2.12	2.4 (b) Lower cost of tests for student access (See Goal 1.3(c))					Specific Schools: LOHS	Ongoing		

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
2	2.13	2.4 (c) Provide opportunities to visit college and career options (See Goal 1.3(c))					Specific Schools: LOMS and LOHS	Ongoing		
2	2.14	2.4 (d) Maintain expanded learning opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,365.00	$19,000.00
2	2.15	2.4 (e) Provide supplemental funding for co-curricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00
3	3.1	3.1 (a) Maintain five full time social-emotional Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$645,333.00	$0.00
3	3.2	3.1 (b) Maintain additional nurse's aide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$36,973.00	$0.00
3	3.3	3.1 (c) Maintain extended nurse days/hours	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$20,715.00	$0.00
3	3.4	3.2 (a) Maintain Professional Development and collaboration (See Goal 1.2(a))					All Schools	Ongoing		
3	3.5	3.3 (a) Site funds to promote positive school climate (See Goal 1.3(c))					All Schools	Ongoing		

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
3	3.6	3.3 (b) Drug Awareness/Prevention Program (4th,7th,9th grades)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,017.00
4	4.1	4.1 (a) Provide professional development and collaboration (See Goal 1.2(a))	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing		
4	4.2	4.1 (b) Four PD days (See Goal 1.2 (b)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing		
4	4.3	4.1 (c) Maintain TCIP support for new teachers	All	No			All Schools	Ongoing	$57,665.00	$0.00
5	5.1	5.1 (a) Maintain three bilingual secretaries. One at LOMS and two at Luther.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Luther and LOMS	Ongoing	$244,883.00	$0.00
5	5.2	5.1 (b) Maintain parent liaison and translation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$96,031.00	$0.00
5	5.3	5.2 (a) Provide classes for parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00
5	5.4	5.3 (a) Maintain phone app	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00

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
5	5.5	5.3 (b) Maintain district and school websites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00
5	5.6	5.3 (c) Maintain district phone dialer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$9,000.00
5	5.7	5.3 (d) Maintain regular mailings	All	No			All Schools	Ongoing	$0.00	$6,742.00
6	6.1	6.1 (a) Maintain three additional PM custodians.	All	No			All Schools	Ongoing	$199,880.00	$0.00
6	6.2	6.1 (b) Maintain a 2.2 Maintenance/Grounds position	All	No			All Schools	Ongoing	$211,613.00	$0.00
6	6.3	6.2 (a) Maintain funding for district facility needs	All	No			All Schools	Ongoing	$0.00	$65,000.00
6	6.4	6.3 (a) Maintain funding silos for district safety needs	All	No			All Schools	Ongoing	$0.00	$150,000.00
6	6.5	6.4 (a) Maintain Crossing guards (Luther) (See Goal 1.1(b))					Specific Schools: Luther	Ongoing		
7	7.1	Provide funding for CTE equipment and materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOAS and VOHS	Ongoing	$0.00	$116,233.00
7	7.2	Provide professional development for staff in CTE field of interest	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOAS and VOHS	Ongoing	$0.00	$16,000.00

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	
7	7.3	Provide transportation for career exploration connected to CTE field of interest	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOAS and VOHS	One time	$0.00	$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
23,256,609	6,993,413	30.071%	0.000%	30.071%	$7,003,413.00	0.000%	30.114 %	**Total:**	$7,003,413.00
								LEA-wide Total:	$5,250,972.00
								Limited Total:	$141,379.00
								Schoolwide Total:	$1,611,062.00

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**	1.1(a) LOMS PE Teacher for intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOMS	$109,579.00	
1	**1.2**	1.1 (b) 41 Instructional aides (six designated for K)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,407,170.00	
1	**1.3**	1.1 (c) ELD Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$141,379.00	
1	**1.4**	1.1 (d) Additional Math Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOMS and LOHS 6-12	$225,368.00	
1	**1.5**	1.1 (e) AVID Elective Teachers 6-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,607.00	

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	1.6	1.1 (f) Library/Media Techs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Luther and LOMS Tk-8	$86,756.00	
1	1.7	1.1 (g) Full time K-8 Assistant Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Luther and LOMS Tk-8	$193,226.00	
1	1.9	1.1 (i) English/ELD Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak Middle School 6-8	$110,272.00	
1	1.10	1.2 (a)Professional Development and collaboration time for staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.11	1.2 (b) Professional Development Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$520,000.00	
1	1.12	1.2 (c) Minimum Days for PD and Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$650,000.00	
1	1.13	1.3 (a) Ed Tech Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$181,322.00	
1	1.14	1.3 (b) Technology Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	1.15	1.3 (c) Site funds for LCAP aligned Goals and Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$562,772.00	
1	1.16	1.3 (d) K-5 Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Luther	$133,303.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Tk-5		
1	1.17	1.4 (a) Supplemental Curriculum and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
1	1.19	1.4 (c) Benchmark Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
2	2.1	2.1 (a) Maintain Career Tech Counselor at LOHS and LOMS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOMS and LOHS	$155,392.00	
2	2.2	2.1 (b) Maintain 9-12 Elective Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: LOHS	$119,327.00	
2	2.3	2.1 (c) Maintain K-5 Music Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Luther	$153,345.00	
2	2.4	2.1 (d) Funding for CTE/ROP Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOHS	$314,494.00	
2	2.8	2.2 (b) Maintain funding for Music, CTE and VAPA Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
2	2.9	2.2 (c) Maintain funding to support Career Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOMS and LOHS	$10,000.00	
2	2.11	2.4 (a) Maintain expand Summer school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	

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	2.14	2.4 (d) Maintain expanded learning opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,365.00	
2	2.15	2.4 (e) Provide supplemental funding for co-curricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.1	3.1 (a) Maintain five full time social-emotional Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$645,333.00	
3	3.2	3.1 (b) Maintain additional nurse's aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,973.00	
3	3.3	3.1 (c) Maintain extended nurse days/hours	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,715.00	
3	3.6	3.3 (b) Drug Awareness/Prevention Program (4th,7th,9th grades)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.1	4.1 (a) Provide professional development and collaboration (See Goal 1.2(a))	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	4.1 (b) Four PD days (See Goal 1.2 (b)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	5.1	5.1 (a) Maintain three bilingual secretaries. One at LOMS and two at Luther.	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Luther and LOMS	$244,883.00	
5	5.2	5.1 (b) Maintain parent liaison and translation	Yes	LEA-wide	English Learners Foster Youth	All Schools	$76,832.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
5	**5.3**	5.2 (a) Provide classes for parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
5	**5.4**	5.3 (a) Maintain phone app	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
5	**5.5**	5.3 (b) Maintain district and school websites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
5	**5.6**	5.3 (c) Maintain district phone dialer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
7	**7.1**	Provide funding for CTE equipment and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOAS and VOHS		
7	**7.2**	Provide professional development for staff in CTE field of interest	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOAS and VOHS		
7	**7.3**	Provide transportation for career exploration connected to CTE field of interest	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LOAS and VOHS		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,325,563.00	$8,277,451.00

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**	1.1(a) LOMS PE Teacher for intervention	Yes	$106,496.00	$107,080
1	**1.2**	1.1 (b) 41 Instructional aides (six designated for K)	Yes	$1,331,463.00	$1,245,121
1	**1.3**	1.1 (c) ELD Support Staff	Yes	$143,190.00	$141,369
1	**1.4**	1.1 (d) Additional Math Teachers	Yes	$216,258.00	$220,571
1	**1.5**	1.1 (e) AVID Elective Teachers 6-12	Yes	$163,861.00	$161,110
1	**1.6**	1.1 (f) Library/Media Techs	Yes	$86,743.00	$86,675
1	**1.7**	1.1 (g) Full time K-8 Assistant Principals	Yes	$225,904.00	$187,251
1	**1.8**	1.1 (h) Kindergarten Teacher RtI Support	No	$128,735.00	$128,735
1	**1.9**	1.1 (i) English/ELD Intervention Teacher	Yes	$107,271.00	$107,857
1	**1.10**	1.2 (a)Professional Development and collaboration time for staff	Yes	$219,519.00	$219,519

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	1.11	1.2 (b) Professional Development Days	Yes	$419,050.00	$481,170
1	1.12	1.2 (c) Minimum Days for PD and Collaboration	Yes	$521,314.00	$592,814
1	1.13	1.3 (a) Ed Tech Time	Yes	$171,747.00	$175,807
1	1.14	1.3 (b) Technology Equipment	Yes	$204,000.00	$204,000
1	1.15	1.3 (c) Site funds for LCAP aligned Goals and Actions	Yes	$569,810.00	$569,810
1	1.16	1.3 (d) K-5 Intervention Teacher	Yes	$123,053.00	$127,948
1	1.17	1.4 (a) Supplemental Curriculum and Materials	Yes	$456,161.00	$456,161
1	1.18	1.4 (b) Site funds for LCAP Goals (See Goal 1.3(c))			
1	1.19	1.4 (c) Benchmark Assessments	Yes	$57,878.00	$57,878
2	2.1	2.1 (a) Maintain Career Tech Counselor at LOHS and LOMS	Yes	$174,292.00	$145,717
2	2.2	2.1 (b) Maintain 9-12 Elective Teacher	Yes	$116,042.00	$116,682
2	2.3	2.1 (c) Maintain K-5 Music Teacher	Yes	$152,480.00	$154,431
2	2.4	2.1 (d) Funding for CTE/ROP Programs	Yes	$350,765.00	$352,781
2	2.5	2.1 (e) Maintain a 7-12 Math Teacher (See Goal 1.1(f))			

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	2.1 (f) Maintain AVID Elective teachers (See Goal 1.1(g))			
2	2.7	2.2 (a) Maintain increase in school site funds to support site goals			
2	2.8	2.2 (b) Maintain funding for Music, CTE and VAPA Supplies	Yes	$88,250.00	$88,250
2	2.9	2.2 (c) Maintain funding to support Career Counselor	Yes	$15,000.00	$15,000
2	2.10	2.3 (a) Provide professional development and collaboration (See Goal 1.1 (b))			
2	2.11	2.4 (a) Maintain expand Summer school	Yes	$200,000.00	$200,000
2	2.12	2.4 (b) Lower cost of tests for student access (See Goal 1.3(c))			
2	2.13	2.4 (c) Provide opportunities to visit college and career options (See Goal 1.3(c))			
2	2.14	2.4 (d) Maintain expanded learning opportunities	Yes	$33,896.00	$37,666
2	2.15	2.4 (e) Provide supplemental funding for co-curricular activities	Yes	$50,000.00	$50,000
3	3.1	3.1 (a) Maintain five full time social-emotional Counselors	Yes	$631,103.00	$625,499
3	3.2	3.1 (b) Maintain additional nurse's aide	Yes	$41,592.00	$41,568
3	3.3	3.1 (c) Maintain extended nurse days/hours	Yes	$20,123.00	$20,238
3	3.4	3.2 (a) Maintain Professional Development and collaboration (See Goal 1.2(a))			

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)
3	3.5	3.3 (a) Site funds to promote positive school climate (See Goal 1.3(c))			
3	3.6	3.3 (b) Drug Awareness/Prevention Program (4th,7th,9th grades)	Yes	$25,017.00	$25,017
4	4.1	4.1 (a) Provide professional development and collaboration (See Goal 1.2(a))	Yes		
4	4.2	4.1 (b) Four PD days (See Goal 1.2 (b)	Yes		
4	4.3	4.1 (c) Maintain TCIP support for new teachers	No	$57,328.00	$57,665
5	5.1	5.1 (a) Maintain three bilingual secretaries. One at LOMS and two at Luther.	Yes	$243,033.00	$233,494
5	5.2	5.1 (b) Maintain parent liaison and translation	Yes	$95,997.00	$95,409
5	5.3	5.2 (a) Provide classes for parents	Yes	$5,000.00	$5,000
5	5.4	5.3 (a) Maintain phone app	Yes	$1,000.00	$1,000
5	5.5	5.3 (b) Maintain district and school websites	Yes	$5,000.00	$5,000
5	5.6	5.3 (c) Maintain district phone dialer	Yes	$9,000.00	$9,000
5	5.7	5.3 (d) Maintain regular mailings	No	$6,742.00	$5,228
6	6.1	6.1 (a) Maintain three additional PM custodians.	No	$195,386.00	$195,386

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)
6	6.2	6.1 (b) Maintain a 2.2 Maintenance/Grounds position	No	$206,855.00	$206,855
6	6.3	6.2 (a) Maintain funding for district facility needs	No	$65,000.00	$65,000
6	6.4	6.3 (a) Maintain funding silos for district safety needs	No	$150,000.00	$150,000
6	6.5	6.4 (a) Maintain Crossing guards (Luther) (See Goal 1.1(b))			
7	7.1	Provide funding for CTE equipment and materials	Yes	$60,247.00	$39,642
7	7.2	Provide professional development for staff in CTE field of interest	Yes	$15,849.00	0
7	7.3	Provide transportation for career exploration connected to CTE field of interest	Yes	$58,113.00	$65,047

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,631,733.00	$6,726,988.00	$6,744,701.00	($17,713.00)	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	1.1(a) LOMS PE Teacher for intervention	Yes	$106,496.00	$107,080		
1	1.2	1.1 (b) 41 Instructional aides (six designated for K)	Yes	$1,318,289.00	$1,245,121		
1	1.3	1.1 (c) ELD Support Staff	Yes	$143,190.00	$141,369		
1	1.4	1.1 (d) Additional Math Teachers	Yes	$216,258.00	$220,571		
1	1.5	1.1 (e) AVID Elective Teachers 6-12	Yes	$163,861.00	$161,110		
1	1.6	1.1 (f) Library/Media Techs	Yes	$86,743.00	$86,675		
1	1.7	1.1 (g) Full time K-8 Assistant Principals	Yes	$225,904.00	$187,251		
1	1.9	1.1 (i) English/ELD Intervention Teacher	Yes	$107,271.00	$128,735		
1	1.10	1.2 (a)Professional Development and collaboration time for staff	Yes	$100,000.00	$100,000		
1	1.11	1.2 (b) Professional Development Days	Yes	$419,050.00	$481,170		
1	1.12	1.2 (c) Minimum Days for PD and Collaboration	Yes	$521,314.00	$592,814		
1	1.13	1.3 (a) Ed Tech Time	Yes	$171,747.00	$175,807		
1	1.14	1.3 (b) Technology Equipment	Yes	$150,000.00	$150,000		

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	1.15	1.3 (c) Site funds for LCAP aligned Goals and Actions	Yes	$569,810.00	$569,810		
1	1.16	1.3 (d) K-5 Intervention Teacher	Yes	$123,053.00	$127,948		
1	1.17	1.4 (a) Supplemental Curriculum and Materials	Yes	$200,000.00	$200,000		
1	1.19	1.4 (c) Benchmark Assessments	Yes	$57,878.00	$57,878		
2	2.1	2.1 (a) Maintain Career Tech Counselor at LOHS and LOMS	Yes	$174,292.00	$145,717		
2	2.2	2.1 (b) Maintain 9-12 Elective Teacher	Yes	$116,042.00	$116,682		
2	2.3	2.1 (c) Maintain K-5 Music Teacher	Yes	$152,480.00	$154,431		
2	2.4	2.1 (d) Funding for CTE/ROP Programs	Yes	$350,765.00	$352,781		
2	2.8	2.2 (b) Maintain funding for Music, CTE and VAPA Supplies	Yes	$35,000.00	$35,000		
2	2.9	2.2 (c) Maintain funding to support Career Counselor	Yes	$10,000.00	$10,000		
2	2.11	2.4 (a) Maintain expand Summer school	Yes	$100,000	$100,000		
2	2.14	2.4 (d) Maintain expanded learning opportunities	Yes	$14,896.00	$18,666		
2	2.15	2.4 (e) Provide supplemental funding for co-curricular activities	Yes	$50,000.00	$50,000		
3	3.1	3.1 (a) Maintain five full time social-emotional Counselors	Yes	$631,103.00	$625,499		
3	3.2	3.1 (b) Maintain additional nurse's aide	Yes	$41,592.00	$41,468		
3	3.3	3.1 (c) Maintain extended nurse days/hours	Yes	$20,123.00	$20,238		
3	3.6	3.3 (b) Drug Awareness/Prevention Program (4th,7th,9th grades)	Yes	$10,000.00	$10,000		

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)
4	4.1	4.1 (a) Provide professional development and collaboration (See Goal 1.2(a))	Yes				
4	4.2	4.1 (b) Four PD days (See Goal 1.2 (b)	Yes				
5	5.1	5.1 (a) Maintain three bilingual secretaries. One at LOMS and two at Luther.	Yes	$243,033.00	$233,494		
5	5.2	5.1 (b) Maintain parent liaison and translation	Yes	$76,798.00	$77,386		
5	5.3	5.2 (a) Provide classes for parents	Yes	$5,000.00	$5,000		
5	5.4	5.3 (a) Maintain phone app	Yes	$1,000.00	$1,000		
5	5.5	5.3 (b) Maintain district and school websites	Yes	$5,000.00	$5,000		
5	5.6	5.3 (c) Maintain district phone dialer	Yes	$9,000.00	$9,000		
7	7.1	Provide funding for CTE equipment and materials	Yes				
7	7.2	Provide professional development for staff in CTE field of interest	Yes				
7	7.3	Provide transportation for career exploration connected to CTE field of interest	Yes				

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$21,413,703.00	$6,631,733.00	0	30.970%	$6,744,701.00	0.000%	31.497%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,
- Principals,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.

- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the

LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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