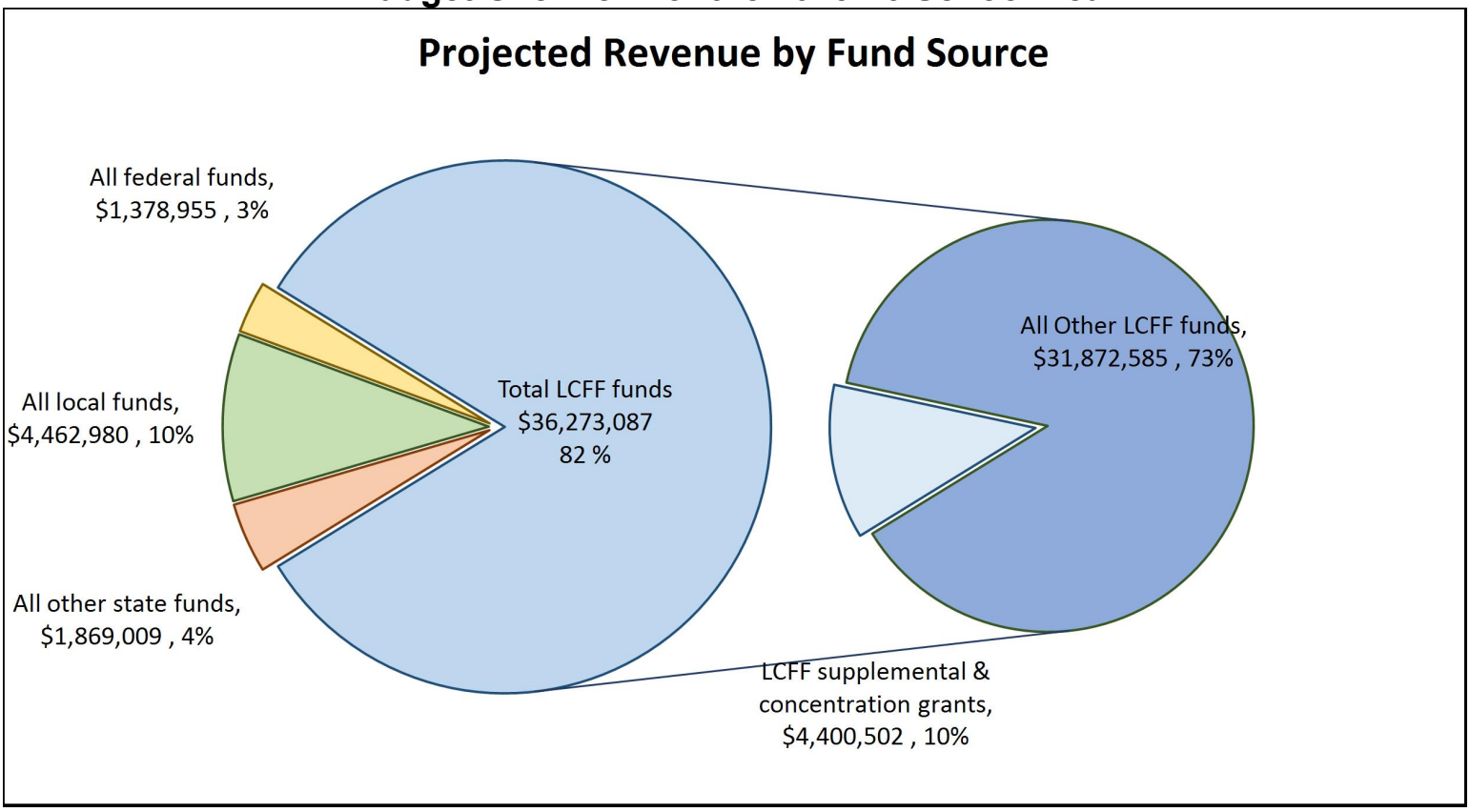
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lowell Joint School District
CDS Code: 30-64766-0000000
School Year: 2025-26
LEA contact information:
Jim Coombs
Superintendent
jcoombs@ljsd.org
562.902.4203

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

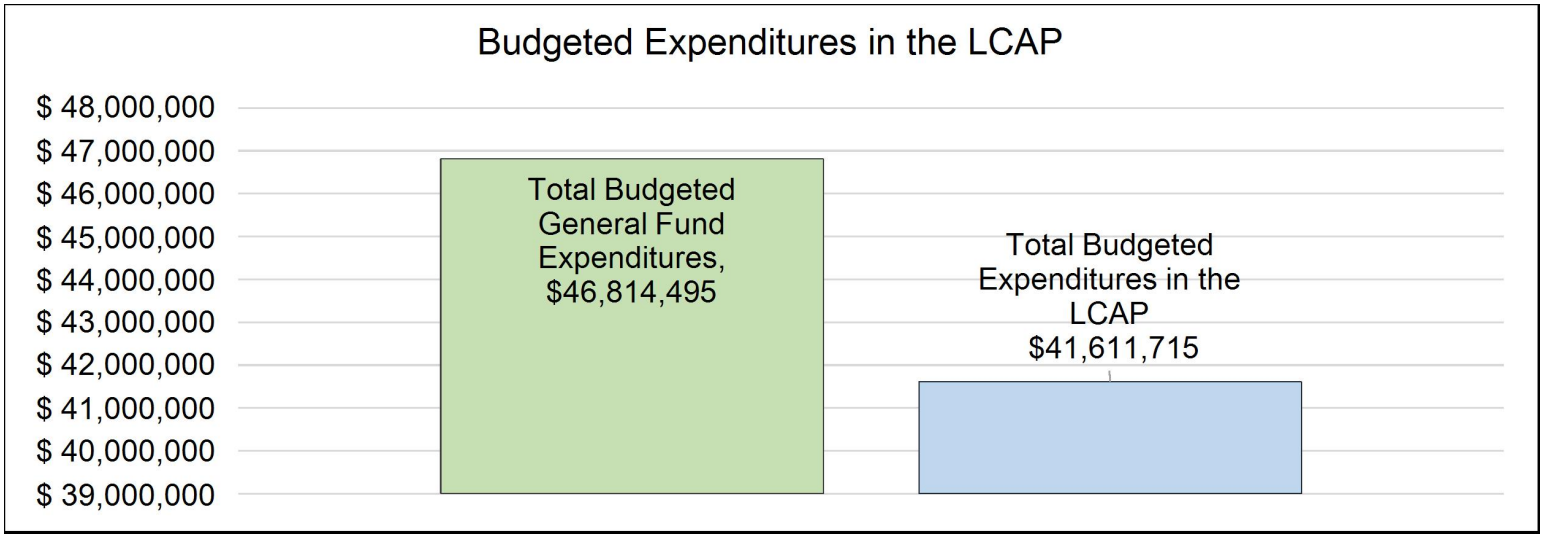


This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lowell Joint School District is $43,984,031, of which $36,273,087.00 is Local Control Funding Formula (LCFF), $1,869,009.00 is other state funds, $4,462,980.00 is local funds, and $1,378,955.00 is federal funds. Of the $36,273,087.00 in LCFF Funds, $$4,400,502.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lowell Joint 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: Lowell Joint School District plans to spend $46,814,495.00 for the 2025-26 school year. Of that amount, $41,611,715.00 is tied to actions/services in the LCAP and $5,202,780 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

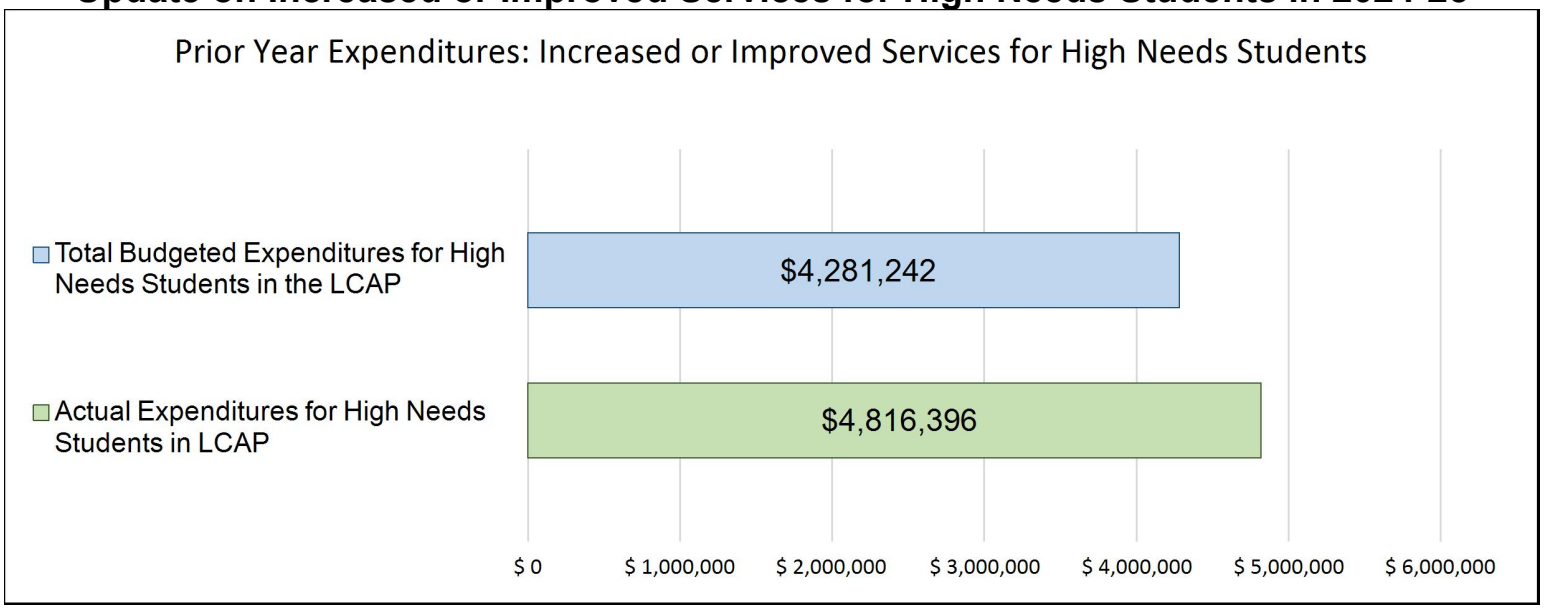
There is just over five million dollars in general fund monies not included in the LCAP; approximately $1.5 million in Misc. Salary & Benefit costs and OPEB-Other Post Employment Benefits. There is also approximately $3.7 million in miscellaneous costs, including but not limited to: District Departments & Misc. Site Supplies, Non Capitalized Equipment, Non-Public Agencies, Travel & Conference, Dues & Memberships, Property & Liability Insurance, Repairs & Maintenance, Licenses & Technology, Professional Services, Consulting Services, Legal & Audit Services, Equipment, Tuition/Excess Costs-County Office of Education and other School Districts, Direct and Indirect Costs.

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

In 2025-26, Lowell Joint School District is projecting it will receive $$4,400,502.00 based on the enrollment of foster youth, English learner, and low-income students. Lowell Joint School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lowell Joint School District plans to spend $5,783,455.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Lowell Joint 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 Lowell Joint 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, Lowell Joint School District's LCAP budgeted $$4,281,242.00 for planned actions to increase or improve services for high needs students. Lowell Joint School District actually spent $4,816,396.00 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
Lowell Joint School District	Jim Coombs Superintendent	jcoombs@ljsd.org 562.902.4203

Plan Summary [2025-26]

General Information

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

The Lowell Joint School District was established in 1906 and encompasses 8 square miles in the cities of La Habra, La Habra Heights, Whittier, and portions of unincorporated Los Angeles County. The District serves the educational needs of approximately 3,000 students in Transitional Kindergarten through eighth grade at five TK-6 elementary schools and one intermediate school. There are also two special needs preschools at one elementary site, with three additional preschools at Jordan, Macy, and Olita. The district is proud of its diverse student body, which comprises students from a wide range of cultural, ethnic, and socioeconomic backgrounds. The LJSD recognizes the importance of providing a safe and supportive learning environment for all students and works to create a culture of respect, inclusivity, and equity. The race/ethnic breakdown of the student population reported for the 2024-2025 California Dashboard includes significant student groups for Hispanic at 71.2% and White, non-Hispanic at 16.3%. There are also 4.2% Asian, 1.6% Filipino, and 1.3% African American, with a few students in other ethnicities, and 2.7% of 2 or more races. 6.4% of the overall student population are English Learners. We monitor all these student groups to provide targeted support based on need within our overall Multi-Tiered System of Supports (MTSS).

All six schools have received a Pivotal Practice Award as well as recognition as California Distinguished Schools and Gold Ribbon schools in prior years. Rancho Starbuck Intermediate was also designated as a School To Watch in the 2016-17 school year and was redesignated in the 2020 and 2023 school years. The District is committed to providing a strong academic foundation, basic skills, and a well-rounded program of traditional subject offerings. Our focus is on our five cornerstones: Reading, Writing, Math, Character Education, and Patriotic Education. We emphasize the importance of education, the family, and traditional American values: higher education, personal integrity, social responsibility, Character Education, and an appreciation of our national heritage are all stressed at District schools. All students have access to Chromebooks as part of our 1:1 Chromebook Initiative, along with professional development for teachers in instructional practices

for technology integration. All students have access to technology through STEAM activities either within the classroom or in the STEAM Lab, including 3D printers, Virtual Reality, Strawbees, Spheros, Green Screen set-ups, and Ozobots. Both Rancho Starbuck and El Portal have been honored with California School Board Association Golden Bell Awards, and the District as a whole has received eight Golden Bell Awards in the last eight years. El Portal is also a No Excuses University site. The district has been honored with two very prestigious Magna awards from the National School Boards Association on a national level for it's Blue Ribbon Special Education team and Arts for All: Let the Music Play (2022-Grand Prize winner) and in 2025, the LJSD Arts fir All was selected by the National Association of Music Merchants (NAMM) as the 2025 BEST Communities for Music Education and the 2025 BEST Merit Award for Music Education awards. Overall, the Lowell Joint School District is dedicated to delivering a high-quality education to all students, preparing them for success in high school and beyond.

With our community's support, Lowell Joint passed a bond measure (Measure P) in 2024, which will allow the district to tackle even more improvements to the aging facilities. In the 2025-26 school year, El Portal will move to Maybrook for the year while their portables are replaced with permanent classroom buildings. In addition, there will be new sewer lines installed to replace the aging clay lines underground, and a new outdoor amphitheater will be constructed. Also in the 2025-26 school year, Rancho Starbuck will have portable buildings replaced with a permanent classroom building as well as a combination Gym/Performing Arts Center. During the 2026-27 school year, both Macy and Olita will undergo the “Portable to Permanent” classroom construction, and both will receive an outdoor amphitheater. 2027-28 will be the same scope of work for Meadow Green, where portables will be removed and permanent buildings will be constructed. As funding allows, additional projects may be added to each campus.

The Mission, Core Values, and Board Goals are listed below:
Mission:
The Lowell Joint School District is committed to providing a strong academic program of 21st Century Skills with a well-rounded program of diverse and innovative subject offerings. All District Schools emphasize the importance of education, the family, and traditional values. We stress the value of personal integrity, social responsibility, and respect for our national heritage. The Lowell Joint School District envisions a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom. All stakeholders will utilize technology to become highly competent in a technological world through continuous improvement in academics, career, and life.

Core Values
EXCELLENCE: Exhibits patience and hard work in achieving goals; works, learns, and pursues constructive goals, even in the face of adversity.
PERSONAL INTEGRITY: Exhibits sound moral principles, virtues, and good character, demonstrating honesty and trustworthiness in the community.
SOCIAL RESPONSIBILITY & RESPECT: Treats others justly, fairly, and with dignity; shows high regard for others. Affirms the worth of self, others, property, and the environment through attitudes and actions. Accepts the necessity of being accountable and the consequences of individual actions, reactions, and decisions; honors commitments; demonstrates an active commitment to the welfare of self and others.
RESPECT FOR NATIONAL HERITAGE: Exhibits a value of and commitment to our American National Heritage and the public good; works for the community and cooperates with others; respects and participates in the democratic process; observes all laws and rules; and resolves conflicts peacefully.

FAMILY – TEAMWORK: Works well together, combining individual talents and strengths, supporting each other, and then working cooperatively to achieve mutual objectives. Demonstrates caring, concern, and sensitivity; exhibits tolerance; treats others politely, mercifully, and with respect and dignity; and renders service when needed.
TRADITIONAL VALUES: Tells truth; does not cheat, intentionally mislead, or steal; possesses the courage to behave and conduct interactions with integrity; exhibits consistency between words and actions; behaves in a fair and straightforward manner; and conscientiously pursues and scrutinizes evidence that supports the truth.

Guiding Goals
DISTRICT GOAL 1: ACADEMIC EXCELLENCE - LEARNING FOR ALL STUDENTS
Vision: Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment enriched with a challenging curriculum, where learning is modeled and expectations are both clear and high. We expect all students to demonstrate continued and improved academic achievement through Collaboration, Communication, Critical thinking, and Creativity, to be college and career-ready, and to become lifelong learners.
DISTRICT GOAL 2: SAFE, ORDERLY, POSITIVE, RESPECTFUL LEARNING ENVIRONMENTS
Vision: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being, and involvement of students, staff, family, and community.
DISTRICT GOAL 3: HIGH QUALITY STAFF PROVIDING HIGH QUALITY SERVICE
Vision: All staff possess the appropriate knowledge, skills, and attitudes needed to provide high-quality services leading to high-quality results. We believe that high-quality service is achieved when staff are well-trained, proactive, responsive, and collaborative. We attract, train, and retain high-performing staff who actively engage, collaborate, and support students in effective instruction and the use of current technologies.
DISTRICT GOAL 4: SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION
Vision: High-quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture that encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.
DISTRICT GOAL 5: ACQUISITION & ALLOCATION OF RESOURCES TO SUPPORT FISCAL EXCELLENCE
Vision: Resources are focused on achieving district goals. We believe that public schools deserve sufficient resources to achieve high-quality student learning. We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources.

Reflections: Annual Performance

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

Our district is committed to continuous improvement and addressing the diverse needs of our students. Student performance is based on the CA Dashboard. Colors represent performance and range from Blue (highest) to red (lowest). There are many areas to highlight where

students have achieved status in the Green or Blue band. The English Learners group achieved a "Green" status on the ELPI (English Learner Progress Indicator), indicating that successful support systems and instructional strategies are in place for this group in language proficiency. African American, Two or More Races, Students with Disabilities, and White student groups demonstrated low suspension rates, achieving "Green" status. The Homeless Student Group achieved a "Blue" status. For mathematics, the Asian student group showed excellent performance, achieving "Blue" status, indicating consistent high performance. The subgroup of "All" students improved in mathematics overall, on average, achieving "Green". Filipino, Hispanic, two or more races, and White subgroups also scored in the Green. The Students with Disabilities student group is struggling, with a "Red" status, highlighting a need for targeted interventions in mathematics. Students with Disabilities (SWD) show a slight decline (3.3 points) in ELA also ("Red"). English Learners (EL) had a slight growth in ELA and Math, maintaining "Yellow". Student groups in "Orange" are the Socioeconomically Disadvantaged (SED) and Long Term English Learners (LTEL) for English Language Arts.

Based on the 2023 Dashboard data, on the Academic Indicators, two schools (Jordan and Macy) were in the lowest performance level - "Red" for our SWD in ELA. As a district (115.5 points below standard), we were in the Red for SWD in Math and two schools (Macy and Rancho Starbuck) also fell in the Red. For Academic Engagement/Chronic Absenteeism, the district was in the Red for our EL (Increased 2.6%), Homeless (Maintained 0% change), and SED (Increased 1.3%) student subgroups. Three schools were in the lowest performance band for Chronic Absenteeism: El Portal (All, SED, SWD, HI, MR), Jordan (All, EL, SED, SWD, HI), and Olita (All, SED, SWD, HI, WH).

It's evident that while there has been some progress for our English Learners, significant challenges remain. According to the 2024 data, 57.2% of current EL students progressed at least one English Learner Progress Indicator (ELPI) level, which marks a 7% improvement from the previous year. Despite this positive trend in language acquisition, only 20% of our ELs met or exceeded state standards in both English Language Arts and Mathematics (a 6% increase from the previous year). Specifically, current English Learners were 43.5 points below the standard in English Language Arts, though they did show an increase of 43.4 points. In Mathematics, they were 57.7 points below the standard, with a good increase of 29.2 points.

Recently Reclassified English Learners, who are still within the transition period, performed slightly better but still faced significant gaps, being 15.2 points below the standard in ELA. These figures highlight the need for continued and enhanced support for our English Learner programs, focusing not only on language acquisition but also on improving academic outcomes in core subjects. This, in part, can be attributed to the high Chronic Absentee rate sitting at 16.1%, which has decreased by 7% but is still higher than the district average. Additionally, LTELs have a chronically absent rate of 31.3% (an increase of 16.3), which is one of the identifiers for being in Differentiated Assistance. The other qualifying area for the LTELs is the suspension rate. The current rate is 11.8 % - an increase of 6.8%. Differentiated Assistance is a level of support provided by the California Department of Education and County Offices of Education to districts or schools that are not meeting performance targets for specific student groups on the California School Dashboard. It is designed to help local educational agencies identify root causes and implement targeted strategies to improve outcomes for those groups.

For our Students with Disabilities (SWD), we see mixed results that highlight both progress and ongoing challenges. In English Language Arts (ELA), SWD scored 90.9 points below the standard, showing a slight decrease of 3.3 points from the previous year with 18% of students meeting or exceeding the standard. However, in Mathematics, they scored 113.3 points below the standard, with virtually no change from the previous year, as their score maintained with a slight increase of 2.2 points and 17% of students meeting or exceeding the standard. SWD are in the "Red' in ELA and Math on the California Dashboard since they did not show improvement in this year. At the site level, Jordan,

Macy and Olita are in the "Red" for this area. They have developed action items within their School Plan for Student Achievement (SPSA) to target growth in this area in addition to the district-wide actions within the LCAP.

While the student groups and focus may change, there will always be targeted areas for support based on the annual review of data. For this year, at the district level, we are in the "Red" for LTELS in Chronic Absenteeism and Suspension, which has put us in Differentiated Assistance. Academically speaking, there is a need for some targeted support in mathematics and ELA for our Students with Disabilities at Macy Elementary and Jordan. Additionally, El Portal was in the "Red" for English Learners on the ELPI. Costs associated with this are already identified under other action items within this Goal (Actions 5, 6, 7, 8, 11, and 16).

Reflecting on our suspension data for 2024, it is clear that while overall our All Students group is in the "Orange" performance level, our suspension rates remain relatively low. For "All Students," the suspension rate is at 2.4%. Other groups in "Orange" include Asian at 2.1% and a 0.8% increase, Filipino at 2% and a 2% increase, Hispanic at 2.5% and a 1% increase, and Socioeconomically Disadvantaged at 3% and a 0.7% increase. The Homeless student group is in the "Blue" with 0% suspended. That was a decline of 3.2%. Four student groups are in the "Green". African American at 2.6% and a 4.2% decline, 2 or More Races at 2% and a 2.1% decline, Students with Disabilities at 2.8% and a 1.6% decline, and White at 1.7% and a 0.6% decline. English Learners are in "Yellow" at 2.1% and maintained 0.1%. One subgroup is in the "Red". Our LTELS are at 11.8% and a 6.8% increase. This, along with the Chonically Absent rate (31.3% and a 16.3% increase) for LTELs has put us in Differentiated Assistance. The increase in many subgroups reflects our ongoing efforts to maintain a supportive and inclusive school environment. Nevertheless, it is crucial to continue monitoring for patterns and trends that might signify inequities in suspension rates. We are committed to ensuring fairness and equity in disciplinary actions, addressing any disparities promptly. Our proactive measures will include regular data reviews and targeted interventions to support the needs of these student groups.

Chronic absenteeism remains a challenge across multiple student groups, but improvement is noted. All students are in the "Yellow" at 12% and a 6% decline. The Homeless student group remains high at 26.9% but went from "Red" to Orange" with a 6.4% decline. Five student groups are in "Yellow" - African American (10.5%), English Learners (16.1%), Hispanic (13.4%), Socioeconomically Disadvantaged (16%), and Students with Disabilities (19.8%), with an average decline of 5.8%. Four student groups are in "Green" - Asian (5.9%), Filipino (8.2%), Two or More Races (7.3%), and White (9.8%).

Addressing these patterns requires a multifaceted approach, including enhanced support systems, community engagement, and individualized strategies to reduce absenteeism and support student attendance across all demographics. Monitoring these trends closely and implementing responsive measures is essential to improving attendance and educational outcomes for all students. Because of this, we have developed a Focus Goal around Chronic Absenteeism.

As part of our commitment to addressing persistent achievement gaps and supporting our Unduplicated Pupil Population (UPP) and other struggling learners, our district conducted a comprehensive needs assessment. This process included analysis of state and local academic performance data, California School Dashboard indicators, and input gathered through staff, parent, and student surveys. Findings highlighted the urgent need for targeted academic intervention, particularly in foundational skills, to accelerate learning recovery for students disproportionately impacted by the pandemic.

Based on these findings, Learning Recovery Emergency Block Grant (LREBG) funds have been allocated to establish a Learning Coach position at each school site. Learning Coaches provide direct support in foundational literacy and mathematics skills and deliver strategic

intervention for UPP students and others identified as needing additional academic assistance. These roles are designed to be responsive and data-informed, working closely with site administrators and classroom teachers to support small-group instruction, intervention blocks, and progress monitoring.

These positions are currently funded for a two-year period through LREBG. If additional funding becomes available, the district will explore continued support to sustain these roles beyond the grant term, given their alignment with student needs and demonstrated impact on learning acceleration. This can be accounted for in Goal 4, Action 4.23. These actions are aligned with the allowable uses of funds identified in EC Section 32526(c)(2).

Through targeted interventions and support, we aim to elevate the performance of all student groups and ensure equitable educational opportunities for every student.

Reflections: Technical Assistance

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

The LJSD district administrative team attended the Differentiated Assistance kick-off meeting in December 2024. The meeting entailed understanding the components of accountability and an opportunity to review district data in detail to analyze current systems related to the California Dashboard. This initial gathering provided a shared foundation for the work ahead, with the technical assistance of an assigned OCDE team with the emphasis on Long Term English Learners related to their suspension and chronic absenteeism rates. In the months following, systems were created and data was updated in Aeries by our Information Systems Specialist to accurately code Long Term English Learner students. In addition, Google spreadsheets were created by the District Office and the District implemented Ellevation to begin closely monitor English Learners in terms of their academic progress, absenteeism rates, and suspension rates at each school. The District Ed Services team met regularly to continue working on the plan including meetings with principals on Instructional Leadership Team days and bilingual aides who support English Learners on a daily basis. DA status updates were also shared with English Learner parents at the April DELAC meeting.

In April 2025, district office administrators, TOSAs, and the OCDE team reconvened at the District Office for a series of focused discussions. The first of these was the Data Analysis session, where the team reviewed current student performance data to identify trends, patterns, and areas of concern. This session laid the groundwork for deeper inquiry and informed the next phase of the process - the Root Cause Analysis meeting. During this session, district administrators facilitated an initiative mapping process related to chronic absenteeism and suspension rates to examine strategies and practices at each school site in terms of their level of impact, consistency, and support. This exercise was used to model what each principal will replicate at their respective sites.

May concluded with an LCAP Action Planning session, where teams synthesized their learning and developed concrete strategies to address identified needs aligned to LCAP goals. Also hosted at the District Office, this session emphasized alignment with district goals and accountability measures.

DA status, specific to LTELS, is addressed in (Goal 4/Metric 4.6 & 4.8) and (Goal 4/Action 4.3, 4.5 & 4.8) and (Goal 6).

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
LCAP Advisory Committee and Parent Advisory Committee The LCAP Advisory Committee includes representation from bargaining units, parents, support staff, district personnel, administrators, the SELPA, and parents.	Meeting Dates: January 16th, February 19th and March 11th, 2025. The initial meeting included an overview of the LCAP process and required elements of the LCAP along with information from the prior year in terms of how the input from Engaged Partners shaped elements of the LCAP. Data was analyzed in terms of those required areas to be addressed in the LCAP for students who are in the "red" or "orange" band on any of the state indicators. This includes the academic indicators for Language Arts and Mathematics along with Suspension and Chronic Absenteeism. An online Padlet was created that allows for Engaged Partners to provide feedback throughout the process in relation to existing goals and thoughts for future goals and/or Action Items. The information from the Padlet was then shared with the LCAP Advisory and Parent Committees to prioritize items based on patterns from across the different groups. The Padlet includes survey information from LJEA (the teacher's union), and postings from parents, members of the LCAP Advisory Committee, community partners, and the SELPA. The overall summary of key patterns across all groups is provided below along with the prioritized list based on the LCAP Advisory Committee.
PTA Committees	Meeting Dates: El Portal - Jan. 23, Jordan - April 21, Macy - Feb. 6, M. Green - Jan. 7, Olita - Mar. 10 and Rancho Starbuck - Jan. 22

Educational Partner(s)	Process for Engagement
	A brief presentation about the LCAP and data for the district was shared with parents with an opportunity to ask questions and provide feedback. The QR Code for the Padlet was shared at the meeting, and the link was distributed to PTA Presidents for disseminating amongst parents unable to attend. This is in addition to parent representation on the LCAP Advisory Committee, Parent Advisory Committee, and DELAC.
School Staff (Teachers, Principals, Administrators, Support Staff)	Meeting Dates: El Portal - Apr. 3, Jordan - Mar. 6, Macy - Feb. 24, M. Green - Feb. 26, Olita - May 9th and Rancho Starbuck - Mar. 14 A brief presentation about the LCAP and data for the district was shared with staff with an opportunity to ask questions and provide feedback. The QR Code for the Padlet was shared at the meeting. This is in addition to certificated representation on the LCAP Advisory Committee and the LJEA survey information provided to the district. An Annual Survey is also distributed to ALL staff that provides input for the LCAP from respondents.
DELAC	Meeting Dates: Nov. 20, 2024 and Apr. 17, 2025 A brief presentation about the LCAP and data for the district was shared with staff with an opportunity to ask questions and provide feedback. The QR Code for the Padlet was shared at the meeting.
SELPA Representation	Meeting Dates: January 16th, February 19th, and March 11th, 2025, with the Letter from the Superintendent to be mailed after Board approval. (Part of the LCAP Advisory Committee)
CSEA (Classified staff)	April 9 A brief presentation about the LCAP and data for the district was shared with staff with an opportunity to ask questions and provide feedback. The QR Code for the Padlet was shared at the meeting. This is in addition to classified representation on the LCAP Advisory Committee. An Annual Survey is also distributed to ALL staff that provides input for the LCAP from respondents.

Educational Partner(s)	Process for Engagement
LJEA (Certificated Staff)	Meeting Dates: Same as staff meetings.This group represents LJEA.
Students	Survey distributed by teachers to 3-8th grade students. 1,016 students responded to the survey to provide input to the LCAP.

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

The adopted Local Control and Accountability Plan (LCAP) was significantly shaped by the comprehensive feedback received from various educational partner groups, including the LCAP Advisory and Parent Advisory Committees, PTA Committees, School Staff, DELAC, and SELPA. The input from these groups played a crucial role in identifying key areas of need, refining goals, and shaping specific actions and services to better support our students, especially unduplicated pupils. Based on the extensive feedback from the "Engaged Partners Input 2025" document, here's a synthesized analysis focusing on the six district goals. The feedback reveals broad areas of concern, appreciation, and suggestion across different sectors of the school community, indicating areas where each goal may require reinforcement, modification, or new initiatives.

Goal 1: Basic Conditions
Staff feedback directly informed this goal through calls for increased classroom supply budgets, equitable per-student allotments, and access to essential materials. PE and playground needs were also central, with repeated requests for PE equipment, painted tracks, shade structures, updated playground surfaces, and more recess equipment. Requests also emphasized improved classroom environments, including updated desks and functional sliding doors. Staff also identified facility maintenance as critical to ensuring supportive learning conditions.

Goal 2: Early Literacy
The community is asking for more focused efforts on literacy, especially for younger and special education students. This includes both material resources and teacher training to address diverse learning needs: diverse and inclusive literature (Spanish books, decodable books), professional development (Science of Reading, Orton-Gillingham training), classroom resources (books for literature units, classroom libraries).

Goal 3: Facilities
There's a clear call for updating and maintaining physical facilities to ensure a safe, comfortable, and conducive learning environment. Community members also highlight the need for inclusive playgrounds to accommodate students with mobility issues.: infrastructure improvements (AC and heating, bathroom remodels), playground enhancements (equipment, drainage), maintenance responsiveness (fix-it tickets, classroom repairs).

Goal 4: Academic, Behavioral, and Social Emotional Supports (MTSS)

The feedback underscores the need for comprehensive support systems that address both academic challenges and behavioral/emotional health, suggesting a holistic approach to student wellness and learning: behavior and emotional support (dedicated school psychologists, ABA-trained aides), academic support (intervention teachers, EL support), professional development (behavior management, inclusive practices).

Goal 5: 21st Century Learning, Enrichment, STEAM
Engaged Partners expressed a strong interest in enriching the curriculum with STEAM and arts integration, indicating a desire for a balanced educational approach that includes academics, creativity, and physical education: STEAM resources (hands-on projects, industry partnerships), enrichment programs (music, art, PE), technology access (classroom technology, science lab safety equipment).

Goal 6: Chronic Absenteeism
Engages partners suggest mentoring systems, before-school clubs, improved transportation options, and better coordination between schools and after-school providers to support consistent attendance.

Additional Insights:
Attendance Concerns: An emerging theme outside the established goals is attendance, signaling a need for strategies to improve student participation post-pandemic.
Cultural Diversity and Inclusivity: Suggestions for promoting diversity and teamwork through cultural activities and sports highlight a community interest in fostering a more inclusive and collaborative school environment.
This summary reflects a community invested in enhancing the educational experience through infrastructure improvements, resource allocation, curriculum development, and support systems. Trends suggest a desire for balanced educational priorities that address academic needs while also fostering emotional, social, and physical well-being.

Below is a summary of how the feedback from each group influenced the final LCAP:

LCAP Advisory and Parent Advisory Committees, which include SELPA and union representation for both certificated and classified:
Input from the LCAP Advisory Committee reinforced many districtwide priorities and added site-specific insights to help shape each goal. For basic conditions, committee members emphasized the need for additional water bottle filling stations—including some designated for staff use—and improved restroom facilities, more precise field boundaries for student play, and completion of updated classroom furniture through primary grades. Early literacy feedback focused on providing bilingual books, developing parent readiness toolkits, expanding Learning Link opportunities, and ensuring strong articulation from preschool through kindergarten. Facility concerns included restroom cleanliness, upgraded playground equipment, MPR renovations, improved classroom lighting, and real running tracks. Under MTSS, participants recommended designated student regulation spaces, before-school free play programs, bilingual support staff, and full-time counselors. Additional support was requested for K–2 DLI classrooms with increasing enrollment. For 21st-century learning, the committee highlighted the value of STEAM and computer labs, and the need to promote the “why” behind skills like collaboration, communication, and creativity to families and staff. To reduce chronic absenteeism, suggestions included publicizing attendance goals, surveying families to address root causes, offering tangible student incentives, and creating welcoming school environments through outreach efforts. Ideas like the Watch D.O.G.S. program and on-site community education opportunities (such as English classes for parents) were also proposed to foster connection and engagement.

PTA Committees:
Stakeholder feedback across the district highlighted several consistent priorities that informed the development of the LCAP. Families and staff emphasized the need for improved basic conditions for learning, including shaded outdoor areas, filtered water stations, clean restrooms, and updated playgrounds. Equitable access to library spaces and classroom resources, particularly bilingual books and phonics-based instruction, was identified as critical to supporting early literacy, especially for Dual Language Immersion students. Facility concerns focused on the condition of multipurpose rooms, adaptive playgrounds for students with special needs, and the reallocation of space to better serve intervention and library needs. To strengthen multi-tiered systems of support, stakeholders advocated for full-time counselors, therapists, and intervention staff, along with structured intervention tracking and consistent behavioral supports. There was also strong interest in expanding 21st-century learning opportunities, including access to computer science, music, art, and credentialed PE teachers, as well as district-funded field trips and hands-on enrichment. Finally, to reduce chronic absenteeism, suggestions included mentoring systems, before-school clubs, improved transportation options, and better coordination between schools and after-school providers to support consistent attendance.

School Staff:
Staff feedback directly informed this goal through calls for increased classroom supply budgets, equitable per-student allotments, and access to essential materials. Teachers requested greater flexibility in purchasing and highlighted needs such as replenishing classroom libraries, tissues, paper, and cleaning supplies. PE and playground needs were also central, with repeated requests for equipment, painted tracks, shade structures, updated surfaces, and more recess items. Teachers also emphasized improving classroom environments, including updated desks, functional sliding doors, and consistent facility maintenance to support learning conditions. They advocated for expanded classroom libraries, leveled readers, phonics manipulatives, and bilingual materials to support early readers and dual language learners. There was strong support for professional development for intervention and early intervention programs and materials. Suggestions for family engagement included literacy nights, weekend camps, book giveaways, and home-language resources for EL families. Feedback also emphasized the need for a more responsive work order system. Classrooms require updated flooring, cabinetry, carpet, and clean water faucets. Grounds improvements such as running tracks, shaded playgrounds, and usable outdoor learning areas were frequently mentioned, along with fixed doors and windows, more water bottle filling stations, and secure campus gates. Facility upgrades were viewed as essential to daily operations. Staff strongly supported maintaining and expanding access to school counselors, psychologists, and counseling interns, with many advocating for full-time placements at every site. There was a growing call for behavioral support professionals, ABA-trained aides, and intervention teachers, along with training to better support neurodiverse learners and students with behavioral needs. Support for enrichment was also clear. Teachers endorsed continuing and expanding art and music instruction, hands-on learning, and access to instruments for younger students. Upgraded science materials, outdoor creative play, and STEAM opportunities were also prioritized. Teachers suggested structured, site-based GATE activities, and additional programs such as AVID, video production, and gardening. Staff recommended continuing Saturday school with engaging activities, prizes, and robotics. Incentives such as class treats, extra recess, and raffles were encouraged, and successful site practices like attendance bingo were proposed for districtwide use. Staff also emphasized early-morning engagement strategies, clearer attendance policies, stronger family accountability, and increased support for principals managing SART/SARB. Suggestions included parenting classes during Saturday school and home visits by designated staff.

DELAC (District English Learner Advisory Committee):

DELAC emphasized the need to improve English language development (ELD) programs and support for English learners, along with suggestions for more bilingual communication and resources to better engage non-English-speaking families. To address these needs, the LCAP enhances ELD programs with additional instructional resources, targeted interventions, and professional development for ELD teachers. This will include training and ongoing support for the implementation of Project GLAD. An increase in bilingual communication efforts, including translation services and bilingual family outreach programs, to ensure non-English-speaking families are well-informed and involved in their children's education has also been identified to support English learners both academically and with engagement to reduce chronic absenteeism..

Students:
The majority of students feel respected by staff (90%); however, there is an acknowledgement from students that the behaviors in the classroom can interfere with classroom instruction. According to students, the number one reason for absence is illness. Vacation was the second. This provided additional insight into planning how to address chronic absenteeism across the district.
Influence on LCAP:
The additional counselors and school psychologists will increase access to behavioral supports to reduce classroom disruption. Goal 6 addresses issues related to Chronic Absenteeism. The idea of having a committee (including students) to help identify barriers to attendance, along with potential solutions, was inspired by the input from students on the survey.

The adopted LCAP reflects a comprehensive and responsive approach to the diverse needs of our students, shaped significantly by the valuable input from our educational partners. By incorporating their feedback, we have developed a plan that prioritizes equity, access, and success for all students, particularly our unduplicated pupils, and fosters a collaborative and supportive educational environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal addresses the basic conditions necessary to open the doors of our schools and support the successful learning of our students. Staffing and basic operations are accounted for here to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning). In addition, evidence for the sufficiency of materials to address the LCFF State Priority #2 Implementation of State Standards (Conditions for Learning) is also included. Beyond just having materials, staff are surveyed each year to determine their level of comfort with implementing state standards. Additionally, given the need for proficiency in technology, digital resources as part of core programs, and the changes in instructional practice since remote learning, devices and the internet have become a part of ensuring that students have access to the resources they need to be successful with state standards. Partnering with parents is a critical component to ensuring success for our students, which is LCFF Priority #3 Family Engagement. Parents are actively involved in the school community through School Site Council, PTAs, volunteer opportunities, and parent training. This also addresses all five Board Goals: Fiscal Excellence, Academic Excellence, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments, and School/Family/Community Partnerships and Communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Credential Audit and data from CBEDS, CalSAAS Detail Report	All continuing teachers were fully credentialed appropriately assigned for the 2023-2024 school year. There is one teacher with an Internship Credential	100% of continuing teachers are fully credentialed and appropriately assigned in the 2024-2025 school		All teachers will be fully credentialed and appropriately assigned.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and one teacher on Local Assignment.	year. There are two teachers on a Local Assignment and one on a short-term staff permit.			
1.2	Board minutes for William's sufficiency	Every student has standards-aligned materials as measured by Williams compliance documentation from the October Board meeting in 2023.	In 2024-2025, 100% of students have standards-aligned materials.		All students will continue to have standards-aligned materials	Maintained 100%
1.3	Certificated staff survey on implementation of standards	In the Spring of 2024, 90% of certificated staff members who teach core content areas marked Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards". Because the survey includes non-classroom certificated staff, 9% were neutral with only 1% who disagreed.	In the 2024-2025 school year, 91% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards".		100% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards".	+1 percentage point increase
1.4	Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of	100% of students were provided a device in the 2023-2024 school year for use in the classroom with devices checked out to 7th and 8th grade	100% of students were provided a device in the 2024-2025 school year for use in the classroom, with		100% of students are provided a device. 100% of qualifying families were also	Maintained 100% for students receiving devices and wifi and a +0.3 percentage points increase for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	proficiency in state standards. Parent Survey question on access to technology in the home.	students. TK-6th grade students needing access at home were able to check out a device. 100% of qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. Again, 99.7% of families stated they had access to technology and received communication from the district. The plan is to slightly modify this question since access to a device can often mean a smartphone, which isn't the most conducive for a student needing to access the internet for instructional purposes.	devices checked out to 7th and 8th-grade students. TK-6th-grade students needing access at home were able to check out a device. 100% of qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. On the 2024-2025 Parent Survey, 100% of families stated they had access to technology.		able to check out a hot spot and/or be connected with low-cost internet providers. Maintain 99.7% of families stating they had access to technology and received communication from the district.	families having access to technology.
1.5	Documentation of training for SSC and DELAC members including the minutes, sign ins, and presentation materials	100% of Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year.	In the 2024-2025 school year, 100% of Principals reviewed roles and procedures with their respective School Site Councils at the		100% of Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of DELAC members were trained.	beginning of the year. 100% of DELAC members were trained.		100% of DELAC members were trained.	
1.6	District/School Climate Survey Results	In the Spring of 2024, 95% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”. 98% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”. 92% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, "Our school	In the 2024-2025 school year, 95% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”. 97% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”.		95% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”. 97% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”.	95% that they feel welcome. -1 percentage point that they receive communication about progress +1 percentage point that school is safe, orderly, and well-disciplined +11 percentage point that students feel safe at school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		is safe, orderly, and well disciplined". 82% or more of students marked “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.	93% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, "Our school is safe, orderly, and well-disciplined". 86% of students marked “Agree” or “Strongly Agree” with the statement “I feel safe at school.” (1,016 responses).		93% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, "Our school is safe, orderly, and well disciplined". 92% or more of students will “Agree” or “Strongly Agree” with the statement “I feel safe at school” and “I have opportunities to connect with my school”.	
1.7	Family Survey Results: Awareness of Involvement Opportunities	In the Spring of 2024, 96% or more of parent respondents marked Agree of Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple	In the 2024-2025 school year, 95% of parent respondents marking Agree or Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher		Maintain 96% or more of parent respondents marking Agree or Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA),	-1 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities to be involved in my child's education".	Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".		Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".	
1.8	Site actions within the SPSA for UPPs.	TBD new metric: Data from SPSAs including actions for UPPs over all indicators will be collected in 2024-2025.	In the 2024-2025 school year, 100% of SPSAs include actions for UPPs over all indicators.		100% of SPSAs include actions for UPPs over all indicators.	New metric: Baseline data is now 100%
1.9	Parent involvement in the LCAP process as documented through sign-in sheets to ensure representation of parents of UPPs along with regularly scheduled meetings for parent input in "Coffee with Coombs" at each site.	The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in May where input for the LCAP was solicited in addition to information on the Consolidated Application and Title III funding specifically.	DELAC meetings were conducted in the 2024-2025 school year. Sign in sheets were maintained to document participation.		Meetings will be calendared each school year including the potential for reaching a wider audience by continuing with virtual options. Sign in sheets will be maintained to document participation.	No changes
1.10	Attendance at PTA meetings by district staff to connect with parents and support efforts to involve the parents of UPPs .	The Assistant Superintendent attends PTA meetings at each site to gather input for the LCAP, and the Superintendent regularly meets with PTA representatives to discuss what's happening in the district in addition to the	In the 2024-2025 school year, the Assistant Superintendent attended PTA meetings at each school throughout the year. Sign-in sheets were made to document the participation of		Sign in sheets will document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra.	No changes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Coffee with Coombs" at each site.	district staff at regularly scheduled PTA meetings, along with the PTA Council meetings for La Habra.			

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.

The bulk of this goal is related to basic operations for the school district, which is predominantly salary and benefits. There are a few action items that are related to parental engagement, instructional materials, Chromebooks, communication resources, and utilities. Planned actions were implemented as expected. A key success was the district's ability to provide updated Chromebooks and Wi-Fi, instructional materials, and positive communication with families as it relates to parent engagement. The district made progress toward its implementation targets.

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

Action 1.1 Salary costs were down overall for certificated staffing, with offsetting costs in more classified positions. This is in part due to declining enrollment. The addition of both the Expanded Learning program and Universal Pre-Kindergarten initiatives (preschools and TK aides) also increased the overall number of classified employees dramatically. Dual Language costs for additional staffing with an added grade and additional classes are up when including the costs of step and column as well, and funded through Action 4.21. Utility costs were also up approximately $100,000. Action 1.15 spending was less than expected due to funding being allocated from other sources.

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

All basic school functions were carried out over the course of the year. There are a few action items not related to salary that we need to continue to work on more effectively. We continued with Title I Crate this year to better organize documentation related to federal programs.There is still some difficulty in identifying a representative from each site for the District English Learner Advisory Committee (DELAC). So while we provide training for SSC members, we need to support schools in strategies for increasing parent involvement (Goal 1.12). This feeds into another action item (1.14) around family engagement. We have made great connections with our Learning Link families again this year in creating a community of support for the program. Our PTAs do a phenomenal job of partnering with us in support of our schools. The actions were generally effective. Students had access to core materials and technology, and staff/parent feedback indicated

increased satisfaction with classroom resources and improvements in facilities. The access to clean, functioning environments contributed positively to student engagement and instructional delivery.

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.

Metric1.11 was edited for clarity. Removal of SPSA as the metric was changed to Systems to Support UPPs at each site as more than the SPSA is used.

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	Certificated Staffing - Teachers	Fully credentialed teachers will be employed and appropriately assigned. This includes some teachers that support unduplicated pupils; however, those services are documented elsewhere within the Local Control Accountability Plan (LCAP). Where the documentation of services is provided, the expense is identified as a repeated expenditure	$19,349,689.00	No
1.2	Certificated Staffing-Administration and other Support Staff	This includes certificated personnel working at the district office, Principals, the Assistant Principal at Rancho Starbuck, School Psychologists, and SLPs (Speech and Language Pathologists).	$3,419,325.00	No
1.3	Classified Staffing-Technology Department	The Technology Department, consisting of three full-time employees, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and online testing for the state. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Go Guardian was implemented as well across the district to allow teachers the ability to monitor students on their Chromebooks for added safety. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department as will safety and security measures such as Raptor which was purchased for implementation in the 2018-19 school year. Raptor is an electronic check in system for all people visiting a campus that alerts staff to potential issues with a visitor. Tech staff also work with students in specialized	$477,486.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities to learn about technology such as drones, programming, and robotics.		
1.4	Classified Staffing-Custodial, Maintenance, and Grounds	Provide basic custodial, maintenance, and grounds services.	$2,634,817.00	No
1.5	Basic Utilities	Basic utilities including electrical and water.	$989,798.00	No
1.6	Instructional Materials-Textbooks and Software	In order to ensure that all students have standards-aligned instructional materials, the district has a Textbook Adoption timeline to plan for the expenditure of funds to stay in alignment with the release of new frameworks under the state adoption cycle. This also includes the purchase of any necessary supplemental materials and software programs that are part of the overall instructional program designed to support progress on mastery of state standards. For the 2026-2027 school year, we anticipate purchasing new math materials, and in 2027-2028, the purchase of new ELA materials. Software items included here are those purchased by the district that directly impact student progress on standards and/or tools teachers use for instructional purposes within the classroom, including Lexia, SeeSaw, Kami, and Google Enterprise.	$255,333.00	No
1.7	Site Technology Allocation	Each school is provided with a technology allocation to update and expand equipment inventory with a priority placed on any teacher computer that is five or more years old. After those replacements have been made, the sites work with their site leadership teams to determine how best to use the funds in alignment with their identified needs and goals in their School Plan for Student Achievement (SPSA).	$45,000.00	No
1.8	Instructional Supplies-Per Pupil Site Allocation	Each school was provided with a per pupil allocation for the purchase of instructional supplies. This allocation is based on overall enrollment at the site as calculated from CBEDS data in October. It is adjusted each year in alignment with the Consumer Price Index (CPI).	$554,889.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Maintenance of Chromebooks	Maintain and refresh devices from the first cycle of purchasing in 2015-16, which expanded to include the TK-2nd grade classrooms. The refresh of devices at Rancho Starbuck in 2021-2022 allowed distribution of those current devices into the lower grades; however, replacements and refreshing of Chromebooks is an ongoing cycle. There is an allocation for this in the reserves based on board priorities so the funds are available as needed. Funding for this action is accounted for with other funds.	$0.00	No
1.10	Classified Staffing-Data Systems Analyst	With the increase in state-required reporting through CalPads in addition to the need for the management of the Student Information System (Aeries), it is necessary to maintain a classified position for the data input and monitoring. As a small district, this position also supports the monitoring of our unduplicated pupils in running queries and reports for English learners, Foster Youth, McKinney-Vento Youth, and low income families. That portion of the salary is accounted for under Goal 4, Action 14.	$167,395.00	No
1.11	Systems to Support UPP	Various tools are used to ensure that the needs of UPP are being served at the school level with targeted actions. LJSD will use software tools to ensure accountability in the use of LCFF funds to support these actions.	$3,950.00	Yes
1.12	School Site Council and DELAC	Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council. The ELAC representative from the site along with other parents of English learners attend District English Language Advisory Committee (DELAC) meetings to provide input on services for English learners at the district level. This is a vital part of targeting and involving our SED, EL, and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Foster Youth parents in the decision-making process. Funding for this action is accounted for in other action items.		
1.13	Parent Teacher Associations (PTA)	Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs. Meetings are scheduled both in the morning and in the evening to allow for greater attendance. PTAs strive to include parents in meaningful ways from event planning to roles within the PTA. At least once a year, district personnel attend meetings to discuss the LCAP in addition to parent meetings held by the Superintendent known as "Coffee with Coombs". Site Principals regularly attend meetings to provide information and receive feedback for planning purposes. The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings. Funding for this action is accounted for in other action items.	$0.00	No
1.14	Family Engagement	Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The District will continue to offer trainings and/or institutes designed to partner with parents in supporting student success. An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs. The Director of Special Education will continue to support families in accessing resources and training through the SELPA to ensure our students with special needs are being supported.	$15,000.00	No
1.15	Classified Staff-Administration and other Support	The costs associated with Office Managers, Fiscal Services, Attendance Clerks, and other classified support staff necessary for the basic operations at the district office and sites are included here.	$3,263,279.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Early Learning to support school readiness	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In recent years, the evolving needs of our community have underscored the importance of enhancing school readiness skills among incoming students. Lowell Joint recognizes this critical requirement, not only through feedback from educational partners but also supported by data from the Early Developmental Index (EDI). Over the past few years, we have initiated Transitional Kindergarten classes at each elementary site and operated a preschool to support students with special needs. Historically, even before the challenges of the pandemic, the closure of two area preschools highlighted a growing community need. Despite the freezing of funding for new programs in March 2020, which temporarily stalled our plans for an additional preschool, our commitment to early literacy has not wavered. Engaging with First Five Orange County and First Five LA has enabled us to gather comprehensive data through the EDI and secure critical funding. This collaboration resulted in receiving an Early Childhood grant aimed at enhancing programs and services that support early literacy. We were able to open a Learning Link and partially fund a Teacher on Special Assignment (TOSA) to focus on early literacy. We have been able to open three state-funded preschools and hire an Early Learning Coordinator to help oversee programs for Early Learning. During school closures, our primary grades experienced significant disruptions in attendance and engagement, with chronic absentee rates surpassing 9% in Kindergarten and over 6% in 1st and 2nd grades, markedly higher than other grades. For 2021-2022, Kindergarten was at 27.5% with grades 1-3 at 18.1%. For 2022-2023, Kindergarten was at 32.6%, which is almost double the district rate as a whole at 18.1%. Grades 1-3 were barely over the district average at 18.3%. This trend highlights an urgent need for targeted interventions-especially for our earliest learners. Any approach for supporting engagement will need to include parents as a vital partner in getting students to school each day. This initiative aligns with LCFF State Priority #2 (Implementation of State Standards – Conditions for Learning), State Priority #3 (Parental Involvement-Engagement) and State Priority #4 (Pupil Achievement – Pupil Outcomes), supporting our Board Goals of Academic Excellence and enhancing School/Family/Community Partnerships and Communication. By investing in early literacy, we not only equip our youngest learners with essential skills but also lay a foundation for long-term academic success, critical thinking, and problem-solving abilities that are pivotal in today’s dynamic educational landscape.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Early Childhood Accountability Plan and quarterly updates on progress.	In 2023-2024, 100% of the Early Childhood Leadership Team (ECLT) met as a group and individually with the lead on the First 5 Grant. This is built into the ECAP (Early Childhood Accountability Plan) and then reported on regularly.	In the 2024-2025 school year, 100% of the Early Childhood Leadership Team (ECLT) continues to meet as a group and monitor steps outlined on the Early Childhood Accountability Plan (ECAP).		100% of the Early Childhood Leadership Team (ECLT) met as a group and individually with the lead on the First 5 Grant. This is built into the ECAP (Early Childhood Accountability Plan) and then reported on regularly.	Maintained 100%.
2.2	Agendas and Minutes from the Early Childhood Leadership Team. This includes EDI Data, benchmark data, and the DRDP beginning in 2025.	3 meetings In 2023-2024, the Early Childhood Leadership Team met three times to evaluate data around the needs of early learners and their families to develop programs and connect families with resources to support school readiness.	In 2024-2025, there were 5 meetings.		3 meetings The Early Childhood Leadership Team will continue to meet three times a year to evaluate data from benchmarks and other sources to develop programs and connect families with resources to support school readiness.	+2 meetings
2.3	Transitional Kindergarten enrollment and benchmarks	For 2023-2024, there are 10 TK classrooms serving approximately 200 students.	In 2024-25, there are 8 TK classrooms serving		Approximately 300 students will be served in TK.	-2 TK classrooms. 0 students tested on the DRDP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0 students in TK are currently assessed on the DRDP.	approximately 143 students. 0 students in TK are currently assessed on the DRDP. Assessment will begin in the 2025-2026 school year.		100% of students in TK are assessed on the DRDP.	
2.4	Data from Constant Contact for Newsletters and Brochures with Early Literacy information including participation in Ready4K. Metric Discontinued effective 2024-25	2023-2024, Constant Contact subscriptions: 90 Ready4K text messages: 96 participating families with over 17,000 messages including over 700 custom messages to date. Discontinued Constant Contact and Ready4K in 2024-2025 New Metric: In 2025-2026, data will be collected with the new communication tool.	In 2024-2025, the district utilized other communication resources for families.		Constant Contact subscriptions: 5% increase Ready4K text messages: 5% increase 100% of our families will subscribe and receive all program communications.	NA/New metric
2.5	Sign-ins to document parent involvement in the Learning Link.	In the 2023-2024 school year, 100 families participated in the Learning Link.	In the 2024-2025 school year, 117 families attended.		10% increase over baseline in family involvement in the Learning Link.	+17 families

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Enrollment in the preschool program.	In 2023-2024, 76% of slots were filled.	In the 2024-2025 school year, we had 92% of our slots filled.		100% of slots within a for-fee and/or state-funded preschool will be filled.	+16 percentage points
2.7	Required state reports for CSPP on student progress	100% of state reports are currently completed. Additional analysis needs to happen to determine the ongoing needs of students and families.	In 2024-2025, 85% of state reports have been completed. We are currently working on meeting the needs of our CSPP fiscal reporting.		100% of state reports are currently completed.	-15 percentage points.
2.8	Implementation of professional development around language acquisition as measured by observation.	TBD new metric: Data will be collected starting in the 2024-2025 school year.	New Baseline: In the 2024-2025 school year, during PD days teachers were offered workshops on strategies to support language acquisition, including resources for GLAD strategies. Strategies were implemented by 100% of the staff.		100% of classroom observations indicate implementation of Project GLAD strategies.	NA/New metric
2.9	Early Developmental Index (EDI) data	In partnership with First Five OC, EDI data is gathered every few years to determine Kindergarten readiness within our school district and across Orange County. There are four	In the 2024-2025 school year, we gathered new data from our Kindergarten students. This data will be available in		EDI data will reflect an overall increase in the number of students who are ready for Kindergarten including specific	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		areas of concern from the last administration of the assessment which was in 2022. In terms of readiness for Kindergarten, only 45% of students were ready based on Communication Skills and General Knowledge; 56% for Gross and Fine Motor Skills; 35% for Prosocial and Helping Behaviors; and 51% for Overall Social Competence.	September of 2025. EDI data is collected every 2 or 3 years.		increased of 5% or more for Overall Social Competence and Gross and Fine Motor Skills with 10% or more for Prosocial and Helping Behaviors and Communication Skills and General Knowledge.	
2.10	Preschool Satisfaction Survey/Learning Genie	In 2022-2023, this was first administered through Learning Genie. For the 2022-2023 school year, all families were satisfied with the program including 93% extremely satisfied. 100% of families responded extremely satisfied to feeling their child was safe in the program; happy in the program. Communication of Information: 90% responded "yes" to receiving information	In the 2024-2025 school year, we achieved an overall satisfaction rate of 98%. 100% of families responded extremely satisfied to feeling their child was safe in the program; happy in the program. 100% of families received comprehensive information on developmental milestones across		Maintain an overall satisfaction rate between 98%-100% while improving on some of the key areas of support for families including 100% of families receiving information about developmental milestones for different ages; student progress; daily activities; what they can do to help their child learn and develop; parenting skills; how to get involved; and	-2 percentage points in overall satisfaction. Maintained 100% extremely satisfied to feeling their child was safe/happy 100% receiving communication maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		about age appropriate milestones; 100% for student progress; 80% for a schedule of daily activities; 97% for what they can do to help their child learn and develop; 93% for parenting skills; 90% for how to get involved, and 83% for community resources.	ages including student progress. Discontinued communication of information related to daily schedule, what to do to help their child learn and develop, parenting skills, and community resources as this is provided in weekly/monthly communication and is in line with the outcome for year 3.		community resources.	

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.

Implementation of actions aligned with the plan. The district expanded access to decodable readers and provided focused PD on phonics and structured literacy. Metric 2.4 was updated as we no longer use Constant Contact and Ready4K to communicate with families. Learning Genie will be used as the school-to-home communication to make sure families are up to date with happenings on campus and with community resources. The Early Learning TOSA continued to support the First Five grant in terms of deliverables, including the operation of the Learning Link. The parents have become a tight-knit community, which has been amazing to see over the course of the year. They are taking the initiative to organize events to support each other while creating opportunities for their children to socialize and develop gross and fine motor skills. We had monthly Parent Cafe meetings both in the evening via Zoom and face-to-face that focused on parent PD for early childhood. We shared a live Google overlay map that allows sharing of resources and programs for families in the surrounding areas with community programs and resources related to health and wellness. We had a Family Fun Night - Spring Into Summer Event with a guest professor, who linked the ASQ (Ages & Stages Questionnaires) to strengths and areas of growth with families ages newborn to 5. We had

185 total registered to attend. Various community partners participated. While we have continued to focus on literacy trainings in the area of writing, it has been difficult to schedule the full Project GLAD training due to sub shortages.

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 minimal differences between planned and actual expenditures. Funding was fully utilized to support literacy, materials, and interventions as planned. There are additional costs for preschool and other early learning program items. Much of this is associated with costs for the program, including additional staffing due to program expansion, which includes a director and multiple site supervisors, as well as teachers and aides. There was an additional expense for Action 2.1 to reflect total salary costs for the TOSA position not covered by the First Five grant. Action 2.4 is primarily funded through Fund 12.

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

The actions contributed to measurable progress. Early literacy supports showed promise, and feedback from staff and families supported continued investment in this area. We continue to submit quarterly reports to First Five OC that outline goals and action steps for discussion and hold monthly meetings with our First 5 consultant to review data. Notes are taken, meetings are recorded, and action steps are determined to continue the work. Our collaborative work is shared at ECLT team meetings and emails. TK teachers are working together and preparing to be trained on using the DRDP. Metric 2.4 was adjusted to use a new communication tool as it aligned with the DRDP.

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.

No major changes were made to the goal or metrics. Metric 2.4 was updated as we no longer use Constant Contact and Ready4K to communicate with families. Learning Genie will be used as the school-to-home communication to make sure families are up to date with happenings on campus and with community resources. Action 2.1 has been edited to remove the ECAP from this location since it was already a part of Action 2.2. Additionally, the description was changed to align with this removal and for clarity. Action 2.3 was edited for clarity and the removal of the software no longer in use.

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	Early Learning - Teacher on Special Assignment (TOSA)	The Early Literacy Teacher on Special Assignment (TOSA) is responsible for implementing early learning instructional strategies, intervention supports, curriculum development, and the integration of 21st-century skills and digital tools. The position will provide instructional coaching focused on	$157,970.00	Yes

Action #	Title	Description	Total Funds	Contributing
		building capacity in early literacy, foundational skills, innovation, and the use of technology to promote student success.		
2.2	Early Childhood Leadership Team	Convene an Early Childhood Leadership Team that will develop an Early Childhood Accountability Plan (ECAP) with evidence of implementation and support.	$500.00	No
2.3	Early Learning-Community Engagement and Learning Link	The following include strategies identified for engaging with community providers, parent groups and individuals to support early learners with a primary focus on our families needing help with community resources and navigating school readiness: • Establish relationships with neighboring community providers, parent groups, and individuals in the LJSD district boundaries. • Develop ongoing communication with existing providers, parent groups, and individuals to work collaboratively in supporting early learning. • Utilize the YES (Young Essential Scholars) Newsletter to showcase community providers, parent groups, and individuals who support early learners. • Provide a Learning Link for families to engage in meaningful activities linked to early learning. • Provide access to Ready4K to target resources to existing families and those with children ages 0-5 within our community. • Utilize quarterly informational brochure documenting early childhood milestones for families supporting children ages 0-5. We will continue to run a Learning Link: a space where parents come with their children ages 0-5 to engage in activities designed to develop and support school readiness skills. The goal was to have the space open for 10 hours a week, which we were able to do in the spring of 2021. So we are exploring options to increase hours and potentially offer a second site. With all of the additional offerings under Universal Pre-Kindergarten, we will examine the feasibility once we have enrollments for both TK and preschool completed.	$83,954.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Early Literacy-Preschool Program	With approximately 55% of our families within Lowell Joint meeting the requirements for free and reduced lunch, there is a tremendous need to support our community with access to quality preschool at no charge. As the discussion began around opening a state-funded preschool, many additional families expressed an interest in having a fee-based program as well, since we would be able to offer a program at less expensive rates than some of the local alternatives. We have four preschool licenses with three state-funded preschools, including fee-based options. The Coordinator of Early Childhood Education is responsible for coordinating the development of the Early Childhood Accountability Plan and its deliverables while also supporting teachers with literacy development strategies. This includes the actions specifically identified within the LCAP as well as those in the Early Childhood Accountability Plan that is required by the grant funding from First Five Orange County. They will work with teachers on identifying areas of need through the data gathered in the Early Developmental Index and district-wide benchmarks. Expenditures are charged to Fund 12.	$46,165.00	Yes
2.5	Transitional Kindergarten	Transitional Kindergarten is not compulsory; however, those students who would not otherwise be enrolled in preschool or other school readiness programs prior to entry into Kindergarten are at a serious disadvantage without the opportunity to participate in activities designed to nurture and develop foundational skills. This is especially true for frequently underserved student groups. Providing opportunities in both TK and preschool programs at no cost for UPPs helps to level the playing field in developing school-readiness skills. This includes the addition of Instructional Aides in order to maintain the required 10-1 ratio under Universal Pre-Kindergarten along with the TK teachers that were already funded. This Action is principally directed at UPPs.	$1,709,343.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Modernization and Maintenance of Facilities	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The schools in Lowell Joint were built in the 1950s and 60s and are in desperate need of major maintenance and modernization. The District continues to prioritize facility needs, and with the passing of a bond in 2018 (Measure LL), there were additional monies available to begin the modernization and upgrading of all sites over the last few years. The primary focus of the bond was related to roofing and HVAC with the associated electrical and plumbing. These additional dollars allowed District funds for maintenance to be used on other needs in the prioritized list. Facilities projects were identified beginning with the Olita Major Maintenance project that began in 2020. There was an unexpected vacancy at the Maybrook site within the district that had been leased to a private school. This allowed for the consideration of using that site as temporary housing for the six schools as the repairs to roofing and HVAC systems were completed. No students present on site allowed for a faster construction timeline, which decreased the overall cost of the project. It also meant students were not disrupted during the day by construction. Olita was technically moved to the Maybrook campus at the beginning of the 2020 school year while we were still in distance learning. Because we were not able to return to in-person instruction until March of 2021, there was little disruption for students who were meeting virtually. Construction was completed on the Olita site and Macy was moved to Maybrook mid-year. With the work at El Portal being done over the summer, three of the six schools were able to complete major construction and modernization within about a year. This allowed the district to complete the issuance of the bonds, which ultimately saved the tax payers approximately seven million dollars in addition to some construction savings. Jordan was moved to the Maybrook site for the 2021-2022 school year. Meadow Green (2022-2023) and Rancho Starbuck (2023-2024) were also moved to Maybrook temporarily as projects were completed. Given that the primary purpose of the bond was to upgrade basic necessities (roofing, HVAC, electrical and plumbing), there is still much work to be done. The district will continue to address major areas for improvement in conjunction with the projects identified in the scope of work for the bond. This goal helps to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning) with an acknowledgement of the additional work that still needs to be completed moving forward.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Updates on Facilities Master Plan	For 2023-2024, 2 formal updates to the Board	In 2024-2025, there were 2		2 formal updates to the Board	Maintained (2 formal meetings)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The Facilities Master Plan was Board approved in June of 2021	formal updates to the Board.			
3.2	SARCs and FIT Reports	100% of school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs)	In 2024-2025, 100% of school sites were in “Good Repair" or higher. Four were in "Good Repair" and two received "Exemplary" status.		100% school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs)	Maintained 100%
3.3	Bond Oversight Committee agendas and minutes	In 2023-2024, 90% of work identified in Measure LL has been completed.	100% of the work for Measure LL has been completed. Lowell Joint has passed a new bond, Measure P. We will begin the scope of the work laid out and approved by the Board. 0% of Measure P has been completed in the 2024-25 school year.		100% of work for Measure LL will be completed.	+10 percentage point

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.

There were no substantive differences, and the actions outlined in the bond measure and Facilities Master Plan are being completed and monitored regularly. Work was ahead of schedule. The Facilities Master Plan is revised regularly to leverage additional projects as other work is completed ahead of schedule and under budget. Measure P has been passed and is reflected in the Facilities Master Plan.

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 significant material differences were reported. Expenditures remained aligned with facilities improvement targets. None of the Action Items in this particular goal are contributing to increased and/or improved services. While there are always fluctuations in budgeted expenses and actual expenditures with large construction projects, these are documented in Board agenda items on a regular basis for things like change orders and/or monitored by the Citizens Oversight Committee for the bond.

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

Actions were largely effective in improving student access to clean, well-maintained environments. Stakeholder feedback indicated appreciation for visible improvements and emphasized continued attention to restrooms, playgrounds, and classroom upkeep. The Bond Oversight Committee will monitor the progress and expenditures of bond monies to ensure that the district is on target with meeting goals identified within the bond. All schools were in "Good Repair" or higher (Exemplary) on the FIT Reports reported on the School Accountability Report Cards.

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

The goal and overall intent remain unchanged. Year 1 outcome is reflective of a new bond that was passed (Measure P) and will be reported on in years 2 and 3.

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	Facilities Master Plan	Given the scope of work necessary to support the aging facilities within the district, a Facilities Master Plan was approved to prioritize the major	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		maintenance projects in conjunction with the work done through Measure LL, which is nearing it's completion. District funds for maintenance are earmarked based on the prioritized list within the Facilities Master Plan. The plan will set the vision for the next 20 plus years as "Caretakers of a Legacy". The plan was developed over the last few years and Board approved. There are regular updates to the Board. There are $1,960,183.32 currently expended for non-personnel items out of Fund 14, 25, and 40. These are not included in the general fund budget.		
3.2	FIT Reports	Continue to inspect all school sites to ensure that facilities are in “Good Repair.” Funding for this action is accounted for in other funding sources.	$0.00	No
3.3	Bond Measure	In November of 2018, the community passed a bond to support the much needed facilities work at each of the six sites. The scope of work is outlined in the Master Plan and the expenditures are documented through the Bond Oversight Committee to support the ongoing work in meeting this goal beyond the use of general fund monies. These costs are not included in the general fund budget since they are a reflection of the bond monies. With the completion of the scope of work from Measure LL, there is the potential for a second bond should the Board chose to move forward with another measure.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	In order to meet the unique academic, behavioral, and social emotional needs of all students, a Multi-Tiered System of Support (MTSS) will continue to be expanded and refined.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to meet the unique needs of all students within the Lowell Joint School District, there has been a continued focus on developing clear levels of support for students in academics, behavior, and social-emotional learning over the last few years under the larger umbrella of a Multi-Tiered System of Support (MTSS). The work began with identifying district-wide initiatives to support first, best instruction in the classroom that would meet the needs of the majority of students. This is also known as Tier 1. Then, additional supports (Tier 2 and Tier 3) were developed and layered in to address smaller, more targeted groups of students based on need. With academic supports in place, we continue to tackle the supports for Behavior and Social Emotional/Mental Health needs. The overall system is constantly being refined based on data and the ever-changing needs of our student population. Stakeholders have continued to express concern for student's growth and well-being. Targeted goals have been identified for the Social, Emotional, and Mental Health needs of students and for Early Literacy. While these fall within the Multi-Tiered System of Support, it was important to spotlight these areas given the current context for our students and the increased need in these areas. There is continued attention on any potential changes in that first, best instruction that may need to take place to provide opportunities for learning. Represented in this goal are some of the ongoing practices that have been successfully supporting students, as well as additional actions designed to address both the greater number of students needing intervention and the varied challenges facing students in the coming years.

Refining our overall Multi-Tiered System of Support continues to be an ongoing means of addressing the needs of students at all levels. We will continue to develop additional services and interventions for our English Learners and Students with Disabilities. While we maintained the supports from the prior year, there is a continued need to provide additional intervention for students to close the achievement gap. We are adding some additional counseling and psychological supports for our UPPs, which will allow for more targeted support and monitoring for these student groups that are below the overall average for the district. This is especially true for our English learners and Socio-Economically Disadvantaged students. We want to continue to monitor both the academic and socio-emotional needs of our Foster Youth as well. Our Foster Youth, Homeless (a portion of our low-income families) and English learners are all monitored on a weekly basis by various support personnel, which allows us to increase and improve services based on the individual needs of these students under the umbrella of

our MTSS. These support positions would not be available without the supplemental dollars designated for our unduplicated pupils. With the closeout of the year, we will look at SBAC and ELPAC Summative data as baseline information to plan for any necessary adjustments.

This addresses the LCFF State Priorities 2: State Standards (Conditions of Learning), Priority 5: Student Engagement (Engagement), Priority 6: School Climate (Engagement), Priority 7: Course Access (Conditions of Learning), and Priority 8: Other Pupil Outcomes (Pupil Outcomes). On a local level, this goal is designed to meet Board expectations around Academic Excellence, School/Family/Community Partnerships and Communication, High-quality staff providing high-quality service, and Safe, orderly, positive, and respectful learning environments.

The county reclassification rate for Orange County is 18% while the state is 16%. We have had significantly fewer English learner students with only 6.8% of our total population currently identified as ELs. We will need to look at the data from CalPads since we reclassified 30 out of 186 students, which is 16.13%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Dashboard English Learner Progress Indicator (ELPI) ELPAC Data	In 2023-24, 50.3% of English learners made progress towards English language proficiency, which is an increase of 5% over the prior year. 50.3% increased one level on the ELPI with 29% maintaining their level from the prior year. 21% decreased at least one level from the prior year. 2022-2023 Summative ELPAC 15.21% at Level 4 (well-developed) 41.94% at Level 3 (moderately developed)	In 2024-25: 57.2% of English Learners made progress towards proficiency. 28.3% of students maintained their current proficiency. 14.5% experienced a decline of at least one level. 2023-2024 Summative ELPAC 27.23% at Level 4 (well-developed) 36.63% at Level 3 (moderately developed)		65% of English Learners will be making progress towards English language proficiency with 25% scoring well-developed and 50% at moderately developed. Summative ELPAC 25% at Level 4 (well-developed) 50% at Level 3 (moderately developed) 20% at Level 2 (somewhat developed)	+6.9 percentage points in English learners making progress towards proficiency. -6.5 percentage points of English learners declined in at least one level on the ELPAC. Summative ELPAC change: Level 4: +12 percentage points Level 3: - 5. percentage points Level 2: -7 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		25.81% at Level 2 (somewhat developed) 17.05% at Level 1 (beginning stage)	18.81% at Level 2 (somewhat developed) 7.33% at Level 1 (beginning stage).		5% at Level 1 (beginning stage)	Level 1: +0.28 percentage points
4.2	Smarter Balanced Assessment Consortium (SBAC) Data and California Educator Reporting System (CERS)	For 2023, 55.71% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 45.43% in mathematics. English Learners performed with 14% met or exceeded in ELA and 13% in Math. ALL students had an overall growth of 9% in ELA and 12% in Math. EL students had an overall growth of 2% in ELA and 3% in Math.	In 2024, the total % of students meeting or exceeding the standard were: ELA - 56.4% Math - 47.8% Science - 38.2% English Learners ELA - 20% Math - 20.2% Science - 7.69%		70% of ALL students will score met or exceeded the standard on the CA Dashboard in ELA and mathematics. English learners will achieve 50% met or exceeded in ELA and in Math.	+0.69 percentage points in ELA +2.4 percentage points in math. English Learners +6 percentage points in ELA +7.22 percentage points in math
4.3	Reclassification Rates	DataQuest reports a 2022-23 Reclassification Rate of 8.0%. Discontinued effective 2025-26 New metric - Internal LJSD Reclassification Rate	New metric for 2025-2026 - The reclassification rate in the 2024-25 school year was 15%.		Reclassification rates will be at 10% or higher.	NA/New Metric
4.4	iReady Data	In 2023-24, baseline data in ELA currently shows 60% meeting	In 2024-25, data in ELA currently shows 57%		80% of students will meet their typical goals with	-3 percentage points in ELA and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		typical goals with another 32% meeting stretch goals and baseline data in Math currently shows 56% meeting typical goals with another 29% meeting stretch goal with the current diagnostic still being open. Assessment of Spanish Reading There are 7 DLI teachers this year with 5 who administered the End-of-Year Assessment of Spanish Reading. Moving forward, this will be a requirement for all DLI teachers in grades K-6. The current numbers show 43%, 71%, 77%, 32%, and 48% for each respective class in terms of meeting grade level expectations.	meeting typical growth with another 31% meeting stretch growth. In math, data shows 54% meeting typical growth with another 27% meeting stretch growth. This is the final result of diagnostic #3. Assessment of Spanish Reading. There are 9 DLI K-6 teachers this year. 6 DLI teachers administered the End of Year Assessment of Spanish Reading. The current numbers show 96%, 70%, 81%, 48%, 30%, and 18% meeting grade level expectations.		40% completing stretch goals in ELA and Math. Assessment of Spanish Reading 80% of Spanish learners will be making progress toward Spanish Language proficiency in alignment with our goal of developing English proficiency with our English learners.	a -2 percentage points in Math. -4 percentage points in DLI teachers administering the End-of-Year Assessment of Spanish Reading.
4.5	Professional Development Records Classroom Observations	In 2023-24, 118 (88%) teachers have gone through professional development to be	As of 2024-25, 132 (95%) teachers have gone through professional		All teachers will be certified in GATE through OCDE.	+7 percentage points of teachers are GATE certified.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		GATE certified and integrate depth and complexity strategies.	development to be GATE certified.			
4.6	Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism	In 2023-24, current attendance data within Aeries as of month 9 shows an average cumulative attendance of 94.55% districtwide. 3 students began the SARB process in 2023-2024. (Metric discontinued for 2025-26). The Chronic Absentee rate for 2022-23 settled at 18%, which was a slight increase overall for the district. Student groups include: EL at 23% Homeless at 33% SED at 22% Hispanic 20% 2 or More Races at 17% SWD at 27% White at 16% Filipino at 11% Foster Youth 13%	In 2024-2025, the average cumulative attendance rate is 95.20%. 0 entered the SARB process in the 2024-20 25 school year. The Chronic Absentee rate for the 2023-2024 school year was 12%. Student group absenteeism rates include: EL at 16% Homeless at 26.9% SED at 16% Hispanic at 13.4% 2 or More Races at 4.9% SWD at 19.7% White at 9.8% Filipino at 8.2% Foster Youth at 21.4%		Attendance rates will continue to be at 96% or higher. All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process. The Chronic Absentee rate will be less than 10% overall with significant student groups being no more than 10%.	0% SARBs Chronic absenteeism: - 4% Student Group Analysis: EL - 7 percentage points Homeless - 6.1 percentage points SED - 6 percentage points Hispanic - 6.6 percentage points 2 or More Races - 12.1 percentage points SWD - 7.3 percentage points White - 6.2 percentage points Filipino - 2.8 percentage points Foster Youth + 8.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	CARE logs Nurse Documentation of supports	CARE stands for Counseling and Resource Enhancement, and the CARE Team in 2023-2024 consisted of 1 counselor, 4 full-time psychologists, 10 paid psych interns, 7 paid counseling interns, a program specialist, the Director of Special Ed, and an Intern Program Director. 100% of unhoused students, foster youth, and English learners are met with by team members at least once a trimester/quarter.	In 2024-25, the CARE Team consists of 4 counselors, 5 full-time psychologists, 7 paid psych interns, 5 paid counseling interns, a program specialist, the Director of Special Ed, and an Intern Program Director. 100% of unhoused students, foster youth, and English learners are regularly met with by team members.		Support staff will continue to meet each trimester/quarter with 100% Foster Youth, low income (specifically Unhoused), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.	+3 counselors, +1 psychologist, -3 psych interns. Students served is equivalent at 100%.
4.8	Suspension and Expulsion Rates	The overall suspension rate for the district was 2.4% for the 2023-24 school year and there were no expulsions. There have been no expulsions.	California Dashboard Data: 2023-24 suspension rate: 2.4% There were no expulsions in 2023-2024 and 2024-25.		The overall suspension rate for the district will be less than 3%. The district will continue to maintain less than 1% in expulsions.	Less than 3% for suspension rate Expulsion rate of 0% remains equivalent.
4.9	HR and Payroll Records demonstrating appropriate personnel in place	In 2023-24, 100% of personnel connected to action items were hired to carry out	100% of personnel connected to action items were hired.		100% of personnel connected to action items were hired to carry out responsibilities and	Maintained 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		responsibilities and coordinate services.			coordinate services.	
4.10	Middle school drop out rate	We have had no drop outs in the 2023-2024 school year to date.	We have had no dropouts in the 2024-2025 school year.		Maintain the drop out rate at less than 1% for middle school students.	0 dropouts.
4.11	EL Goal Sheets	In 2023-24, Intervention Coordinators met with 100% of EL students and created trimester, quarter, and yearly goals.	In 2024-25, Intervention Coordinators met with and worked with teachers at each school site to ensure that 100% of ELs were progress monitored by teachers, interventionists, and administrators.		Intervention Coordinators will meet with 100% of English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.	Maintained 100%.
4.12	Professional Development Records and Classroom Observations	In 2023-24, 100% of existing staff have been trained in Explicit Direct Instruction (EDI) and Thinking Maps with approximately 75% in Write from the Beginning. 60% of staff have been trained in Project GLAD (Guided Language Acquisition Design) 100% of teachers are observed by Principals for implementation of EDI. Project GLAD,	With the addition of new teachers, in 2024-25, 85% of existing staff have been trained in Explicit Direct Instruction (EDI) and Thinking Maps with approximately 75% in Write from the Beginning. New staff will be trained. 60% of staff have been trained in Project GLAD (Guided Language Acquisition Design		100% of staff are trained in Explicit Direct Instruction (EDI), Thinking Maps, and Write from the Beginning. 100% of staff have been trained in Project GLAD (Guided Language Acquisition Design). 100% of teachers are observed by Principals for	-15 percentage points with new staff trained in EDI 0 change in Thinking Maps/Write from the Beginning and GLAD.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Thinking Maps, and Write from the Beginning are observed but not tracked formally.	New staff will be trained in the above areas. 100% of teachers are observed by Principals for the implementation of EDI. Project GLAD, Thinking Maps, and Write from the Beginning are observed but not tracked formally.		implementation of EDI, Project GLAD, Thinking Maps, and Write from the Beginning.	
4.13	Monthly Attendance for Before and After school supports	In 2023-2024, 100% of tutoring provided through the Expanded Learning program (ELOP-PowerSource) and supplemental funds is monitored with daily sign-ins. The digital tracking of UPPs availing themselves of the tutoring supports in ELOP are not as readily available for tutoring through supplemental funds since the sign-ins are paper/pencil.	In 2024-2025,100% of tutoring provided through the Expanded Learning program (ELOP - PowerSource) and supplemental funds are monitored digitally with daily sign-ins so that the data can be better disaggregated for other purposes.		100% of tutoring provided through the Expanded Learning program (ELOP-PowerSource) and supplemental funds is monitored digitally with daily sign-ins so that the data can be better disaggregated for other purposes.	Maintained 100%.
4.14	Course Access	In 2023-2024, 100% of students are provided a broad course of study	In 2024-2025, 100% of students were provided a		100% of students are provided a broad course of	Maintained 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		including traditional subject matter in English Language Arts, Mathematics, Science, Social Studies, and PE. Additionally 100% of sites provide instruction in the arts and music, with opportunities for enrichment in coding, robotics, dance, theater, eSports, leadership, world languages, and more through the Expanded Learning Opportunities Program and extra curricular activities such as clubs.	broad course of study including traditional subject matter in English Language Arts, Mathematics, Science, Social Studies, and PE. 100% of sites continue to provide instruction in the arts and music, with opportunities for enrichment in coding, robotics, dance, theater, eSports, leadership, and more through the Expanded Learning Opportunities Program and extracurricular activities such as clubs.		study including traditional subject matter in English Language Arts, Mathematics, Science, Social Studies, and PE. 100% of sites continue to provide instruction in the arts and music, with opportunities for enrichment in coding, robotics, dance, theater, eSports, leadership, world languages, and more through the Expanded Learning Opportunities Program and extra curricular activities such as clubs.	

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 and services were implemented. We continued to add services and supports for MTSS. With ongoing training on CERS and i-Ready, teachers and administrators are getting better at analyzing CAASPP data and benchmarks to look at student groups. We continued with i-Ready training this year. Teachers are now able to use this more consistent measure of student growth for every grade level to track

progress over the course of the year. Once all CAASPP data is available, we will again analyze i-Ready progress alongside CAASPP data to give us a good indication of how the benchmarks predict proficiency on state standards measured through state testing. Identifying those predictors will allow us to better plan for intervention and support for students throughout the year. We have also added a level of social-emotional support for our more at-risk student groups through our CARE program. Academic and social-emotional check-ins are implemented, and students are experiencing success with school work and relationships. The nursing support has again been critical in being able to check in with high-risk students (our UPPs). We also worked with community agencies for vision and dental screenings (described in Goal 2), which freed up nursing staff to monitor the needs of our UPPs more closely and provide services or referrals as needed. We continue to fund a retired administrator with a counseling background as a consultant to support CARE. This allows for ongoing training and support of those staff providing social-emotional and mental health services for students. A second consultant, who is also a retired administrator and former employee of the district, oversees induction. This is a critical piece for supporting new teachers in developing their skill sets to support all aspects of that first, best instruction and support for behavioral and social-emotional needs.

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.

Funding was fully used to support MTSS personnel and intervention resources. There was a significant increase in the expenses for the Dual Language program with the addition of an additional grade and additional classes at lower grade levels due to high demand (4.20). There were additional staffing costs and supplies, such as textbooks, that are a reflection of higher enrollment in this program. Additional aide costs for special education were up. Our nursing costs have also increased due to the need for support after school and the additional 30 days of intersession (4.13), which was previously 4.22. There was less spent on Action 4.2 since ELLevation was purchased this year to support our EL students. Professional development came with this purchase, which used other funds. This will remain a priority and an action item. Action 4.3 actuals were less than expected, as we did not hire additional staffing due to the number of students supported. Action 4.8 was expended; however, the Estimated Budget was not updated, but the funds were spent. Action 4.15 spending is higher than expected due to funding a second ABA teacher in this area. Action 4.18 was under, but still remains in the budget; this is due to a multi-year discount and not paid in the 24-25 school year.

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

The actions contributed to a stable support system, though discipline rates in some student groups indicated the need for continued improvement. Feedback affirmed the value of mental health and behavioral support. Social-emotional, academic, behavioral, and college/career needs are being met for all district TK - 8th grade students through 1:1 counseling, group counseling, college/career days and specialized lunchtime and schoolwide activities. The Lowell Joint School District's CARE team has had 5,674 student contacts from August 2024 through April 2025.

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.

Based on reflection, the district will expand MTSS staffing (Learning coaches - LREBG) Action item 4.23, which is based on research by educational experts including John Hattie, Robert Marzano, and Linda Darling-Hammond. Hattie’s findings on the effectiveness of small-group instruction, RTI, and feedback; Marzano’s high-yield strategies for foundational learning; and Darling-Hammond’s emphasis on using

data to drive equitable, targeted supports for students all affirm the design of this initiative. We will continue to prioritize alignment between counseling and behavioral systems, and enhance tracking of interventions and outcomes. Metric 4.3 was edited for clarity. Metric 4.8 removed 2022-2023 data for clarity.

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	Professional Development	Provide non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for unduplicated pupils. We will continue with refreshers on Thinking Maps as a foundation to the Write from the Beginning program since writing is an identified need for Unduplicated Pupils across the district. Having the ability to use nonlinguistic representations of complex thinking to remove language barriers is a critical component in supporting our English learners. The iReady assessment system will serve to support the identification of student needs for both intervention support and enrichment opportunities. Woven within these days will also be training for the social emotional side of our most vulnerable students. This includes our students from low income households along with our English learners. Early-release Mondays will also be used for training in social emotional learning, iReady, and Thinking Maps, along with collaborative planning time. A consultant will provide ongoing professional development for new teachers in induction. This action is being funded by another funding source.	$0.00	No
4.2	Professional Development English Learners	Continue to provide ELD training so EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices. This includes support for the district-wide initiative in implementing OCDE Project GLAD (Guided Language Acquisition Design). Training will also include support for teachers in understanding the ELD Standards and strategies for both Designated and Integrated ELD.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Progress Monitoring and Support of English Learners	In addition to teachers who provide Designated English Language Development (ELD) and Integrated ELD on a daily basis as part of Tier 1 instruction, three Bilingual Aides provide additional support to both students and parents. All 3-8 grade English learners track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with Aeries to monitor and track student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) Intervention Coordinators at each site meet one-on-one with English learners to support the development of their goals after discussing progress data on local measures and/or state assessment data. All English learners (including those reclassified that are still being monitored for progress), are given a language assessment to track language proficiency and provide additional supports as needed. Historically, LAS Links had been used for tracking proficiency. However, there were some significant issues with administering the assessment, so we are in the process of identifying a new tool.	$182,769.00	Yes
4.4	Dual Immersion Program	The district will continue to expand its Dual Immersion Program to support our English learners and provide the opportunity for English only students to develop a second language. There are currently 7 grades available (TK-5th grade), with 6th being added in the 2024-25 school year and AP Spanish Language at the Junior high (2025-26). iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency. All new core materials have been purchased for the program to better address Spanish language standards and support differentiation based on student needs.	$436,461.00	Yes
4.5	ELD, Reading Intervention, Spanish Elective, and AP	In addition to a double block of English for all students, English learners at Rancho Starbuck are included in an English Language Development elective to increase language proficiency before entering high school. We	$74,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Spanish Language at Rancho	typically have less than 20 long-term English learners across the entire district, but the added support helps to prepare students for the increased language demands at both the intermediate and high school levels. For the 2025-2026 school year, AP Spanish Language will be added as an elective to support students who have been through the Dual Language Program and others with high levels of Spanish.		
4.6	Before and After School Intervention	We will continue to hire staff to provide for extended day intervention classes principally directed toward the needs of our UPPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.	$60,000.00	Yes
4.7	Intervention Coordinators	Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate, CERS. and iReady to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and low income students.	$23,000.00	Yes
4.8	Intervention Support During the Day	As part of differentiation within the classroom, teachers provide support to students in making progress toward identified goals. For our English learners, Bilingual Aides provide push-in support for language development. Elementary sites with Title I funds have hired personnel for intervention support within the day in addition to the intervention provided in the classroom by the teacher. This is principally directed at supporting UPPs. Funding for this action is accounted for in other action items.	$0.00	No
4.9	Teacher Planning/Choir Teacher	Teachers will continue collaborating regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an FTE for a music teacher, which allows for additional	$82,674.00	No

Action #	Title	Description	Total Funds	Contributing
		collaboration time at the elementary level during music instruction and increases student access to the Arts.		
4.10	Classified Staff Instructional Assistants & Special Ed Support Aides	These assistants and aides provide direct support to our students with special needs. This can include one-on-one instruction or guided practice, small group support, support for a specific student while mainstreamed, and work within a self-contained classroom.	$1,832,980.00	No
4.11	Math Intervention Rancho Starbuck	Maintain Math intervention sections at the intermediate school for targeted students (one seventh-grade section and one eighth-grade section). This Action is principally directed at UPPs	$53,769.00	Yes
4.12	Illuminate	Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UPPs (Illuminate). We are in the process of evaluating the need for this with the addition of iReady. Aeries is our student information system, so Illuminate is an additional resource that allows for better disaggregation of data to monitor and track our UPPs.	$25,000.00	Yes
4.13	Nurse and LVNs	Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UPPs (partial funding for the District Nurse). Offsetting the cost of support to these students along with other local funds has allowed us to hire 2 nursing assistants who check in with Foster Youth specifically each week. There is a focus on monitoring the specific needs of our low-income families who may need assistance with no or low-cost healthcare, screeners, immunizations, or other healthcare supports.	$394,133.00	Yes
4.14	Coordination of Services	Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UPPs) by certificated personnel at the District Office. With the growing supports and services from the inception of LCFF for our	$298,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Unduplicated Pupils (from just over $230,000 to over $2 million), there is a need to add an additional classified person in fiscal services related to the administration of program actions and expenditures. This also includes half of the classified salary for our Data Systems Analyst position to provide aggregated and disaggregated data for the LCAP, reports to principals each month on attendance, chronic absenteeism, and suspensions, and support for monitoring each of the unduplicated pupil groups so that students are receiving appropriate services. The remainder of that salary is in Goal 1, Action 10.		
4.15	ABA Class and Program Specialist Position	Two Program Specialists and two ABA Teachers are funded to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing interventions for behavior, mental health, and other nonacademic barriers to learning.	$364,790.00	No
4.16	Learning Hubs - Libraries	School libraries will continue to be open for additional hours to provide homework and tutoring help. This is in addition to their regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home. This also allows for before and after-school intervention to be housed in the school library so that students are able to receive the targeted support they need in flexible groupings. This Action is principally directed at UPPs.	$284,211.00	Yes
4.17	MTSS Coordination and Monitoring of UPPs	District personnel updated the LJSD districtwide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Ongoing implementation and monitoring of MTSS are coordinated through district personnel. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless/Foster Youth Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district. A portion of the MTSS Teacher on	$332,189.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Special Assignment and the Early Learning Innovation TOSA who coordinate training and provide coaching support to teachers around the implementation of strategies is included here, along with the costs for training and resources.		
4.18	Assessment System	In order to assess unduplicated pupils and provide appropriate supports, the district will continue to invest in a comprehensive system (iReady) for benchmarks, language proficiency assessments, and intervention content targeted to student needs. This system provides baseline data for benchmarks as well as training for staff. The data provided will allow us to assess and monitor our unduplicated students, although it will benefit all. The Dashboard allows for filtering based on high-need student groups so that English learners, Foster Youth, and low-income students can be readily identified in terms of both need and targeted support.	$130,000.00	Yes
4.19	Classified Staff Custodial Support	Continue to fund additional night custodians beyond base needs to provide daily classroom cleaning. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before- and after-school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies. This Action is principally directed at UPPs.	$284,979.00	Yes
4.20	Attendance Monitoring	Student absences will be monitored regularly, and attendance letters will be sent to students with signs of chronic absenteeism. The district will continue with the attendance incentive program to encourage sites to explore unique ways to promote attendance. The Director of Educational Services is also the Attendance Supervisor for the district and will continue to work through the SARB process with principals as needed. Attendance rates are monitored as well as the middle school drop out rate as indicators of overall student engagement. Because Chronic Absenteeism has been such a big issue for the district, a Focus Goal has been developed in this area. (Goal 6)	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.21	Counseling and Resource Enhancement (CARE)	CARE has been an overwhelming success. The counselors and interns will monitor the social emotional needs of our UPPs along with a Program Specialist funded through the SELPA and four school psychologists to ensure that both counseling and psychological needs are being met. These services continue to be critical in meeting the social-emotional needs of those students. Contacts with Foster Youth, ELs, and low-income students (primarily Homeless) are documented weekly to ensure timely support. We have continued to partner with Care Solace, a third-party vendor that operates as a resource for connecting students, families, and staff with mental health resources. This includes finding the right support, navigating insurance, and checking in to determine if the issues are being addressed. Additionally, Hazel Health was added as a partner this year through work with the Orange County Department of Education. They provide direct services to students once they have been referred through the district. We continue to hire counseling and psych interns to expand support services for our students, and for 2024-2025, we are adding three full-time counselors and another school psychologist with Concentration funds to support the needs of our English Learners, Foster Youth, and SED. Having interns allows every site to provide much-needed services, but the increasing percentage of UPP students has increased the demand for these support services. This continues to be a high priority in feedback on the LCAP. We will continue to keep the consultant we hired to oversee the program and provide ongoing support to the interns.	$2,041,788.00	Yes
4.22	Targeted Intervention	While the student groups and focus may change, there will always be targeted areas for support based on the annual review of data. For this year, at the district level, we are in the "Red" for LTELS in Chronic Absenteeism and Suspension, which has put us in Differentiated Assistance. Academically, there is a need for some targeted support in mathematics and ELA for our Students with Disabilities at Macy Elementary and Jordan. Additionally, El Portal was in the "Red" for English Learners on the ELPI. Costs associated with this are already identified under other action items within this Goal (Actions 5, 6, 7, 8, 11, and 16).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.23	Learning Coaches	LREBG FUNDS ($1,013,425) LCFF Funds = (112,602) will be used as part of our commitment to addressing persistent achievement gaps and supporting our Unduplicated Pupil Population (UPP) and other struggling learners. After looking at the analysis of state and local academic performance data, California School Dashboard indicators, and input gathered through staff, parent, and student surveys. Findings highlighted the urgent need for targeted academic intervention, particularly in foundational skills, to accelerate learning recovery for students disproportionately impacted by the pandemic. Based on these findings, we created a Learning Coach position at each school site. Learning Coaches provide direct support in foundational literacy and mathematics skills and deliver strategic intervention for UPP students and others identified as needing additional academic assistance. These roles are designed to be responsive and data-informed, working closely with site administrators and classroom teachers to support small-group instruction, intervention blocks, and progress monitoring. These positions will be funded for a two-year period through LREBG and Supplemental. If additional funding becomes available, the district will explore continued support to sustain these roles beyond the grant term, given their alignment with student needs and demonstrated impact on learning acceleration. This action will be funded, in part, with LREBG funds and Supplemental funds (Goal 4 Action 17), and measured with Metrics 4.1, 4.2, and 4.4.	$1,126,027.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Enrichment and 21st Century Skill Development	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

With more than 58% of our students coming from low-income homes in 2023-2024 (up 3 % from the prior year), it continues to be evident that not all students have equal access to opportunities outside of school to experience and develop 21st-century skills which often require access to pathways that some families are able to provide and some are not. As a district, Lowell Joint will continue to add programs to support enrichment and talent development. Both staff and parents have provided feedback that we need to develop more opportunities and a more cohesive program while not limiting access to just formally identified GATE students. With this in mind, the district is developing a comprehensive identification system that includes multiple measures and local norms for GATE identification, training all teachers in best practices for working with GATE students to impact instruction within the day, and creating enrichment opportunities that do not require GATE identification for participation. We continue to believe that all students should have access to music and the arts, coding and STEAM, leadership opportunities, and outlets to showcase their unique talents and abilities. The district continues to develop a wide variety of offerings to support both enrichment and 21st-century skill development with ongoing funds for Expanded Learning Opportunities. Harnessing student interest to support the development of the whole child through this program will truly allow for much greater access and participation of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Completion of GATE Certification	As of the 2023-2024 school year, 118 (88%) teachers have gone through professional development to be GATE certified and integrate depth and complexity strategies.	As of the 2024-2025 school year, 132 (95%) teachers have gone through professional development to be GATE certified.		All teachers within the district will be GATE certified.	+7 percentage points of teachers becoming GATE certified.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	GATE Assessments and Local Norms	For the 2023-2024 school year, the CogAT test is being used. 100% second and fourth grade students take the Cognitive Abilities Test along with the Test of Creativity. A final list of approximately 16 - 20 GATE identified students for each school (per grade), based on local norms, the test of creativity, and teacher recommendations was completed in May of 2024.	2024-2025Second and fourth grade students were assessed. Local norms were applied to identify students eligible for GATE identification. To ensure a more comprehensive evaluation, a creativity assessment and teacher rating scale were also included to help identify students who may not have scored within the top 10% of local norms. 43 additional students identified GATE districtwide.		100% second and fourth grade students take the Cognitive Abilities Test along with the Test of Creativity. Approximately 20 - 25 GATE identified students for each school (per grade), based on local norms, the test of creativity, and teacher recommendations.	Maintained 100% tested +43 New Gate students identified.
5.3	STEAM lab activity logs Professional Development records	For 2023-2024, TOSAs have trained 50% of staff on STEAM equipment. 80% of before and after-school programs in coding and robotics at each elementary site are tracked through	In 2024-2025, Staff Training on STEAM = 75%. Tracking of before and after-school coding and robotics programs is 90%.		100% of staff trained on technology in the STEAM Lab. 100% of before and after-school programs in coding and robotics at each site	+25 percentage points of staff trained with STEAM equipment. +10 percentage points tracking before and after-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELOP activity logs (enrollment and attendance). 50% of individual school sites maintain detailed logs of lab and equipment usage. 25% of teachers have received professional development on how to integrate the lab into their core curriculum.	Site-level lab usage logging has increased to 83% Professional development for lab integration increased to 60%.		(including Rancho and offerings not connected to ELOP) will be tracked through activity logs. 100% of individual school sites maintain detailed logs of lab and equipment usage. 100% of teachers will receive professional development on how to integrate the lab into their core curriculum.	school coding and robotics +33 percentage points of schools maintaining detailed logs o +35 percentage points of teachers receiving professional development
5.4	STEAM Participation Students have multiple opportunities to participate in STEAM activities: Within their classrooms, Computer Science club, AP Computer Science and/or Robotics during the school day and as part of after school enrichment	Student participation in STEAM activities has significantly increased in the 2023-24 school year. Approximately 30% of students are now involved in after-school programs, with opportunities for enrichment in coding, robotics, and other STEAM activities.	In 2024-2025, student participation in STEAM activities grew to 45% of students engaged in after-school STEAM opportunities.		Activity logs will reflect 100% of students having multiple opportunities to access the lab and participate in enrichment activities during the school day in addition to after school enrichment opportunities.	Current difference from baseline demonstrates an increase of 15%.
5.5	CAST	New Metric for 2025-26: CAST status only data	2024-2025		% of growth will be determined once the 2024	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		will be collected from 2024-2025 Dashboard	El Portal - 29.17% of 5th graders met or exceeded the standard for science. Jordan - 45.62% of 5th graders met or exceeded the standard for science. Macy - 35.83% of 5th graders met or exceeded the standard for science. Meadow Green - 47.62% of 5th graders met or exceeded the standard for science. Olita - 29.63% of 5th graders met or exceeded the standard for science. Rancho-Starbuck - 39.05% of 8th graders met or exceeded the standard for science.		Dashboard is released.	

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

Goal Analysis [2024-25]

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

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

The district offered enrichment opportunities in STEAM. All students had access to enrichment and instruction in STEAM programs. Actions were implemented as planned. A success was the continued expansion of the Youth Theater program and GATE offerings. Challenges included ensuring equitable enrichment across all grade spans and sites.

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.

Expenditures were consistent with the budget.

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

Enrichment programs were effective in engaging students and expanding access to 21st-century learning with support from our TOSAs. TOSAs continue to support classroom implementation through modeling and collaboration. These percentage gains reflect strong progress toward our goal of 100% in all areas by the end of the 3-year cycle. All school sites now report that 100% of students have multiple opportunities to access the STEAM lab during the instructional day. This includes integrated classroom use, hands-on science instruction, and cross-curricular STEAM projects. New offerings such as esports, science clubs, and vertically aligned robotics classes are expanding the reach and appeal of STEAM programs, contributing to increased student interest and engagement. These gains reflect our commitment to expanding both in-school and extended learning opportunities, ensuring equitable access to 21st-century learning experiences for all students.

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.

Based on feedback, the district will continue to strengthen enrichment offerings in all grades and expand access to hands-on science materials and field experiences. CAST was added as a metric (5.5) to monitor progress on science and 21st century learning. This metric blends with the use of STEAM activities and programs used to increase student interest and engagement.

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	Professional Development - GATE Certification	The district will continue to train teachers in depth and complexity to support critical thinking and high levels of rigor in the classroom. This benefits all students. Training all teachers ensures that all students have access to highly qualified teachers who understand the unique needs of gifted and talented learners and can differentiate instruction accordingly.	$13,600.00	No
5.2	GATE Identification	The primary goal of developing comprehensive identification criteria is to ensure that typically under-represented student groups (including English learners, low-income, and Foster Youth) are afforded access to GATE services. Measures of leadership and creativity, along with a non-verbal assessment, are included along with more traditional measures. Training all teachers in the characteristics of gifted and talented students ensures teachers are not just identifying students who are doing well in school. The Universal Screener was administered to all 2nd and 4th graders this year, and the data is being evaluated to determine further assessments as part of the multiple measures. A portion of the Teacher on Special Assignment who will coordinate training and provide coaching support to teachers around the implementation of strategies is included here, along with the costs for training and resources.	$79,343.00	Yes
5.3	STEAM Enrichment	Continue to expand access to STEAM programs at the elementary level above offerings within the classroom as part of traditional science. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs such as the AP Computer Science course or the Conservatory of the Fine Arts (CoFA). This is especially true for our unduplicated pupils who lack access to technology and STEAM experiences outside the school system. In evaluating STEAM labs at each of the sites, there are some costs for resources such as equipment and tables at a few sites with some additional costs for materials at all sites. This also includes an ongoing partnership with Fullerton Joint Union High School District to develop pathways that feed into high school programs. Included here is a portion of the cost for the Teacher on Special Assignment who is developing the STEAM program and overseeing GATE. Many of the offerings through the	$48,124.00	No

Action #	Title	Description	Total Funds	Contributing
		Expanded Learning Opportunities funding will support STEAM enrichment: coding, robotics, and art.		
5.4	Technology Integration - 21st Century Skills	Continue to fund Teachers on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UPPs. The TOSAs also provide support for Illuminate, CERS, and i-Ready and train teachers on reports for data analysis to monitor the progress of English learners, students from low-income families, and Foster Youth. This often means supporting parents of these students as well, who need training in navigating digital resources for use in the home. The TOSAs will continue developing training for interactive displays that will allow for more student interaction to support the use of visuals and anchoring academic vocabulary within the room through sentence stems, concept maps, and Thinking Maps, for example, in support of our English learners. Includes stipend for work outside contracted days. With additional support needed for digital literacy and innovation, our Early Learning TOSAs will focus on 21st century as well.	$200,397.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Chronic Absenteeism	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To address the significant issues of chronic absenteeism reflected in our data, it is essential to implement evidence-based strategies grounded in current research. Research suggests that a comprehensive approach, involving both prevention and intervention, is most effective. Key strategies include fostering a positive school climate, where students feel safe, supported, and engaged, which has been shown to improve attendance rates. Implementing early warning systems to identify and support students at risk of chronic absenteeism is also beneficial. These systems involve regular monitoring of attendance data and prompt, targeted interventions for students who begin to show patterns of absenteeism. Engaging families through regular communication and partnerships can help address barriers to attendance, such as health issues, transportation, or family obligations. Additionally, creating a culture of attendance through school-wide initiatives and attendance incentives can motivate students to attend regularly. Professional development for staff on the importance of attendance and strategies to engage students can further support these efforts. By adopting these research-backed strategies, we can create a more supportive and responsive environment that encourages consistent attendance and improves educational outcomes for all students. This goal was influenced by input from primarily parents and teachers as Engaged Partners who expressed concern at the number of students chronically absent. Even students, however, acknowledged the connection between engagement and attendance with more than just illness being responsible for the increase in students chronically absent.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	School Climate-Survey Questions	Since key strategies include fostering a positive school climate, where students feel	In 2024-2025, 93% of parent respondents “Agree” or		97% of parent respondents “Agree” or “Strongly Agree”	+1 percentage point increase in parents "strongly agreeing" or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		safe, supported, and engaged, this will continue to be a question on surveys of parents and students. Current survey questions (2023-2024) may be slightly modified, but baseline data includes: 92% of parent respondents marked “Agree” or “Strongly Agree” with the statement, "Our school is safe, orderly, and well disciplined". 82% of students marked “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.	“Strongly Agree” with the statement, "Our school is safe, orderly, and well disciplined". 92% of parents and 86% of students “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.		with the statement, "Our school is safe, orderly, and well disciplined". 92% of students “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.	"agreeing" with the statement, "Our school is safe, orderly and well disciplined." + 4 percentage points increase in students "strongly agreeing" or "agreeing" with the statement, "I feel safe at school" and said "I have opportunities to connect with my school."
6.2	District Attendance Review Team meetings	2023-2024 0 meetings There is not currently a team in place for Chronic Absenteeism. This is discussed with Principals at Principal meetings; however, developing a team may	In 2024-2025, there were 10 meetings.		10 meetings	+10 meetings to address the topic of chronic absenteeism with site administrators.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		provide insight into root causes and steps to increase overall attendance rates.				
6.3	For parent engagement around attendance, number of workshops conducted and number of home visits completed	2023-2024 There were 7 home visits. Site based parent workshops on attendance: TBD This data is not currently collected but will be beginning in 2024-2025.	There were 9 home visits conducted during the 2024-25 school year. 25 events were offered to parents throughout the 2024-25 school year on the topic of school attendance and parent engagement.		The number of home visits completed will be increased by 20% At least 2 workshops will be conducted (one each semester) with more as needed.	+2 home visits. 25 school events will serve as the new baseline for parents associated with school attendance and engagement opportunities.
6.4	Number of students participating in mentoring and counseling programs, and progress reports from counselors.	In 2023-2024, 0 aggregated records including attendance related to programs. Records are kept for students participating in mentoring and counseling programs; however, the data is not tracked in terms of attendance issues unless attendance is the main reason for referral to services.	Records are kept for students who attend counseling. Although they have attendance as part of their session, formal data collection for attendance as the main reason for counseling was not collected. It will be collected in the 2025-2026 school year.		100% of records kept for students participating in mentoring and counseling programs will include attendance to determine effectiveness of programs and student engagement.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.5	Number of students attending tutoring sessions and academic performance improvement metrics.	TBD new metric. Data will be collected in the 2024-2025 school year to determine attendance at tutoring and academic improvement.	Over 3,000 hours were dedicated to after-school tutoring sessions across sites during the 2024-25 school year servicing approximately 300 students. iReady data was used as an internal measure of academic growth and data demonstrates significant gains across schools in the area of reading and math comparing all three diagnostic assessments: El Portal reading 36% to 62% El Portal math 20% to 57% Jordan reading 34% to 68% Jordan math 20% to 58% Macy reading 34% to 64%		TBD once baseline is established.	2024-2025 serves as the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mach math 15% to 59% Meadow Green reading 48% to 79% Meadow Green math 27% to 72% Olita reading 34% to 63% Olita math 19% to 58% Rancho-Starbuck reading 52% to 61% Rancho-Starbuck math 32% to 47% Overall, the district saw a gain from 41% to 65% in reading proficiency and 23% to 57% in math proficiency. The median % progress towards iReady typical growth in reading was 116%. The median % progress towards iReady typical growth in math was 104%.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.6	Number of partnerships formed and services provided through these partnerships.	We currently (2023-2024) have 5 partnerships with various organizations.	In 2024-2025, we have 6 partnerships with various organizations.		A growing network of partners (increased by at least 5) will provide support and resources for working with families around attendance.	+1 partnership with the school district.
6.7	Total number of communications sent from District and Site level (newsletters, emails, etc.) and parent feedback responses	TBD new metric: Data will be collected at the district and site levels beginning in the 2024-2025 school year.	The district adopted the school-home communication platform of ParentSquare in the 2024-25 school year. The district released 15 official district communications reaching 4,028 people. Sites sent out a total of 882 communications. 52 SART contracts signed by parents between the six schools. 336 parent responses on the LCAP survey.		District communications per year: 5 Site communication per year: 10	2024-2025 serves as the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.8	Professional development sessions	We have had 0 professional development sessions specific to absenteeism.	During the 2024-2025 school year, the junior high administrative team (2 members) participated in 3 days of training. 5 elementary school principals participated in one professional learning session. 100% of our site and District Ed Services team completed the 2-year SARB certification course in 2024.		3 professional development sessions specific to absenteeism.	+2 professional development sessions attended specific to absenteeism.
6.9	CA Dashboard Data on Chronic Absenteeism	2023 Dashboard - Chronic Absenteeism "All Students" stands at 18.1% English Learners (22.9%) Homeless (33.3%) Socioeconomically Disadvantaged (21.7%) Filipino (11.1%) Foster Youth (13%) Hispanic (19.6%) Two or More Races (16.8%)	2024 Dashboard - Chronic Absenteeism "All Students" 12% English Learners (16.1%) Homeless (26.9%) Socioeconomically Disadvantaged (16%) Filipino (8.2%) Foster Youth (21.4%) Hispanic (13.4%)		Data on the California Dashboard will indicate an overall reduction in the Chronic Absentee rate to 10% or below. No individual student group will be above 15% at either the district or site level.	-6 percentage points in chronic absenteeism rates for all students. This includes decreases for the following student groups: English Learners - 6.8 percentage points Homeless - 6.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (26.7%) White (16.3%). Sites: El Portal: Hispanic (21%); Two or More (22%); SED (22%); SwD (25%) Jordan: Hispanic (23%); English Learners (33%); SED (25%); SwD (27%) Olita: Hispanic (22%); White (23%); SED (24%); SwD (32%)	Two or More Races (7.3%) Students with Disabilities (19.8%) White (9.8%) Sites: El Portal: Hispanic (12.8%) Two or More (6.7%) SED (14.9%) SWD (17%) Jordan: Hispanic (13.8%) English Learners (21%) SED (15%) SWD (20%) Olita: Hispanic (10.8%) White (7.6%) SED (13.6%) SWD (21%)			Socioeconomically Disadvantaged - 5.7 percentage points Filipino - 2.9 percentage points Foster Youth - 8.4 percentage points Hispanic - 6.2 percentage points Two or More Races - 9.5 percentage points Students with Disabilities - 7 percentage points White - 6.5 percentage points Sites: El Portal: Hispanic (-8.2 percentage points) Two or More (-15.3 percentage points) SED (-12.9 percentage points) SWD (-8 percentage points) Jordan: Hispanic (-9.2 percentage points) English Learners (-12 percentage points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED (-10 percentage points) SWD (-7 percentage points) Olita: Hispanic (-11.2 percentage points) White (-15.4 percentage points) SED (-10.4percentage points) SWD (-11 percentage points)

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.

The district implemented attendance incentives, Saturday school programs, and SART/SARB protocols to improve attendance. Chronic absenteeism was monitored and addressed through family outreach and targeted supports. Saturday School and incentives were successfully implemented, but challenges included inconsistent participation and continued high rates of absenteeism among targeted subgroups (LTELs and Students with Disabilities). Most students attended tutoring sessions consistently, evidenced by sign-in sheets. However, a challenge is that we need to implement a more precise attendance monitoring system in 2025-2026 to retrieve an exact student total. iReady data was used as an internal measure of academic growth for these students, and data demonstrates significant gains across schools in the area of reading and math, comparing all three diagnostic assessments. Our new Parent Square platform allows for two-way communication between school staff and families with automatic language translation.

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.

Spending was aligned with budget expectations. Funds were used for incentives, attendance monitoring, and outreach strategies. Action 6.3 was less than expected, as we had long-range planned to organize quarterly workshops and home visits to engage parents and address attendance barriers. Action 6.5 is less as this incentive will be distributed at the first of the new year.

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

While the district saw a reduction in chronic absenteeism (a 6% decrease), certain student groups remain disproportionately impacted. Efforts showed positive trends but require intensified support for long-term improvement. Jordan, Olita, and El Portal have significantly dropped their chronic absenteeism rates for all respective student groups in 2023-2024. The topic of chronic absenteeism was agendized at monthly instructional leadership team meetings with site and district administrators, including the dissemination of data by site. Additionally, one entire meeting in April was dedicated to initiative mapping strategies being used at each site to combat chronic absenteeism in preparation for the 2025-26 school year. Site-based parent engagement workshops that incorporated the topics of school attendance and healthy children were collected from all six sites. Additional school to home communication included documents embedded in the data confirmation process, monthly mailed attendance letters, attendance documentation that is part of the SART/SARB process, and report cards. The LCAP survey was distributed to every school community to solicit feedback as it relates to the LCAP goals. During the 2024-2025 school year, the junior high administrative team participated in a 3-day training series offered by Attendance Works. Administrators learned proven, evidence-based tiered strategies to engage students and promote attendance. They also learned which attendance measures to monitor to identify students in need of engagement and support. All five elementary school principals attended the ACSA Leadership Summit and participated in one professional learning session focused on strategies to improve chronic absenteeism. This included positive reinforcement strategies, systems of support, and progress monitoring. Additionally, our site and District Ed Services team completed the 2- year SARB certification course in 2024.

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.

Additional strategies such as family engagement programs, early morning activities, and refined data monitoring will be implemented. Goal was changed from a focus goal to a broad goal in order to support efforts for all students in academics, social-emotional, and behavioral improvements connected to chronic absenteeism. Metric 6.1 added parents to represent challenges to chronic absenteeism and represent parents' voice.

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	Analyze Data and Identify Root Causes	Conduct monthly data reviews to identify trends and root causes of absenteeism. Each month, Principals will be given the list of students to review with absences identifying them as chronically absent (10% or more) and in danger of becoming chronically absent (7-9%). Monthly attendance data reports and analysis summaries will be completed to track root causes of absenteeism. These will be facilitated by the Attendance Monitor for the district whose salary is included elsewhere. As part of this analysis, patterns and trends specific to English Learners, Homeless and SED will be identified to inform actions for intervention at the district level. This may include everything from home visits to connection to community resources once the data has been analyzed. This action is being funded through other action items.	$0.00	No
6.2	Establish a Chronic Absenteeism Team	Form a dedicated team to address absenteeism and meet monthly to discuss strategies and progress. This will be facilitated by the Attendance Monitor for the district whose salary is included elsewhere. The Principals will also be included as part of the team since some sites have had multiple student groups within the "Red" on the California Dashboard. This action is being funded through other action items.	$0.00	No
6.3	Parent and Family Engagement	Organize quarterly workshops and home visits to engage parents and address attendance barriers. These will be facilitated by the Attendance Monitor for the district whose salary is included elsewhere. Costs are associated with workshops for parents.	$10,000.00	No
6.4	Mentoring and Counseling	Provide mentoring and counseling services for at-risk students. Three additional counselors will be responsible for supporting attendance and achievement goals for students identified as at-risk due to chronic absenteeism, which are primarily our English Learners, Homeless, and SED. Concentration funds to support these needs with additional staffing are reflected in Goal 4, Action 21. Having interns allows every site to provide much-needed services, but the rising number of UPP students has increased the demand for these supports. This action is being funded through other action items.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
6.5	Incentives and Recognition	Establish an incentive program to reward good and improved attendance. There is currently a school level incentive on Goal 4, Action 20 for $12,000. This is awarded to sites based on an overall increase in their attendance rates twice a year. This is for additional incentives and recognition from the district distributed at the student level for primarily our English Learners, Homeless, and SED who are in the "Red" in this area.	$12,000.00	Yes
6.6	Academic Support and Tutoring	Offer after-school tutoring and academic support sessions to fill in gaps created with attendance issues. Costs for tutoring are accounted for in Goal 4 and through ELOP funding; however, the monitoring of student progress through the lens of attendance issues will be addressed here.	$0.00	No
6.7	Community Partnerships	Develop partnerships with community organizations to support attendance initiatives. There are no costs associated with this item.	$0.00	No
6.8	Regular Communication	Implement a regular communication plan to keep parents informed about attendance and school activities. This action is being funded through other action items.	$0.00	No
6.9	Professional Development	Provide regular training for teachers and staff on attendance interventions. This will include Attendance, Behavior, Academic, and Homework strategies with a specific focus on supporting English Learners, Homeless, and SED for the district level. For El Portal, Jordan, and Rancho, the focus will include general strategies for all students, Students with Disabilities, and Hispanic students. Additionally, El Portal is in the "Red" for Multiple Races, Jordan for English Learners, and Rancho for White, which will frame professional development opportunities. Each site has developed action items within their SPSA to address this at the site level in addition to the district-wide goal within the LCAP. This action is being funded through other action items.	$0.00	No

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
$4,400,502.00	$173,023.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.942%	0.000%	$0.00	13.942%

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
1.11	**Action:** Systems to Support UPP **Need:** For 2024, 56% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 20% met or exceeded in ELA and 20% in Math, SED performed with 48% met or exceeded in ELA	It is both a federal requirement to have a site based plan reflecting the data analysis for these student groups as well as a monitoring tool for sites to be in alignment with the LCAP at the district level and vice versa. The needs assessment done through the SPSA process ensures that data is being analyzed to identify actions to meet the needs of their most struggling students.	1.8 Site actions within the SPSA for UPPs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and 39% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. Sites need to develop goals and action steps to support their most struggling students, which can include their Free and Reduced Lunch population who generate the funding received for Title I and English Learners who generate the funding for Title III. All schools within the district develop a SPSA even if not receiving Title I funds. All Title I sites are school-wide. For the 2024-25 school year, The English Learners group achieved 57.2% on the ELPI (English Learner Progress Indicator) African American, Two or More Races, Students with Disabilities, and White student groups demonstrated low suspension rates, achieving "Green" status. The Homeless Student Group achieved a "Blue" status. For mathematics, the Asian student group showed excellent performance, achieving "Blue" status, indicating consistent high performance. The subgroup of "All" students improved in mathematics overall, on average, achieving "Green". Filipino, Hispanic, two or more races, and White subgroups also scored in the Green. The Students with Disabilities student group is struggling, with a "Red"	Hattie's research shows an effect size of .51 for parent involvement in learning. This is echoed in the research from Proven Interventions to Increase Student Achievement of Poor and Minority Students where engaging families, parents, and the community is vital to the success of students. Supporting parents is also identified by the National Education Association (NEA) as researched- based, best practices in Strategies for Closing the Achievement Gap. The training of our parents is critically important to ensuring we have parent voice reflected in our Goals and Actions designed to meet the needs of our UPPs. Low income and English learner families often struggle with connecting to the school and availing themselves of available resources. The SSC is a requirement under Title I (monies provided to meet the needs of low income families); however, we have all schools complete a School Plan for Student Achievement. While not limited to Unduplicated Pupils and this specific action, the Parent Teacher Associations (PTA) also provides an important avenue to address the needs of these students by engaging parents in meaningful ways. It is important in building relationships between the PTA and staff that we support the focus of increasing the number of parents of our UPPs with involvement in the PTA and committees like SSC and ELAC in developing plans for student success. This allows for representation in the decision-making process as well as a stronger community of stakeholders. It also encourages them to participate in opportunities to provide direct input to the LCAP through meetings in addition to just survey feedback.	

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
	status, highlighting a need for targeted interventions in mathematics. Students with Disabilities show a slight decline (3.3 points) in ELA also ("Red"). English learners had a slight growth in ELA and Math, maintaining "Yellow". Student groups in "Orange" are the Socioeconomically Disadvantaged and LTELs for English Language Arts. 57.2% of current EL students progressed at least one ELPI level, which marks a 7% improvement from the previous year. Despite this positive trend in language acquisition, only 20% of our ELs met or exceeded state standards in both English Language Arts and Mathematics (a 6% increase from the previous year). Specifically, current English Learners were 43.5 points below the standard in English Language Arts, though they did show an increase of 43.4 points. In Mathematics, they were 57.7 points below the standard, with a good increase of 29.2 points. Reclassified English Learners performed slightly better but still faced significant gaps, being 15.2 points below the standard in ELA. These figures highlight the need for continued and enhanced support for our English Learner programs, focusing not only on language acquisition but also on improving academic outcomes in core subjects. This, in part, can be attributed to the high Chronic Absentee rate sitting at 16.1%, which has decreased by 7% but is still higher than the district average.	The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,762 students counted as low income out of 2980 enrolled and as few as 15 Foster Youth, 27 Homeless and 192 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	

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
	Additionally, LTELs have a chronically absent rate of 31.3% (an increase of 16.3), which is one of the identifiers for being in Differentiated Assistance. The other qualifying area for the LTELs is the suspension rate. The current rate is 11.8 % - an increase of 6.8%. For our Students with Disabilities (SWD), in English Language Arts (ELA), SWD scored 90.9 points below the standard, showing a slight decrease of 3.3 points from the previous year, with 18% of students meeting or exceeding the standard. However, in Mathematics, they scored 113.3 points below the standard, with virtually no change from the previous year, as their score maintained with a slight increase of 2.2 points and 17% of students meeting or exceeding the standard. SWD are in the "Red' in ELA and Math on the California Dashboard since they did not show improvement in this year. At the site level, Jordan and Macy are in the "Red" for this area. They have developed action items within their SPSA to target growth in this area in addition to the district-wide actions within the LCAP. At the district level, we are in the "Red" for LTELS in Chronic Absenteeism and Suspension, which has put us in Differentiated Assistance. Academically, there is a need for some targeted support in mathematics and ELA for our Students with Disabilities at Macy Elementary and Jordan. Additionally, El Portal was in the "Red" for English Learners on the ELPI. Costs associated with this are already		

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
	identified under other action items within this Goal (Actions 5, 6, 7, 8, 11, and 16). Reflecting on our suspension data for 2024, All Students group is in the "Orange" performance level; For "All Students," the suspension rate is at 2.4%. Other groups in "Orange" include Asian at 2.1% and a 0.8% increase, Filipino at 2% and a 2% increase, Hispanic at 2.5% and a 1% increase, and Socioeconomically Disadvantaged at 3% and a 0.7% increase. The Homeless student group is in the "Blue" with 0% suspended. That was a decline of 3.2%. Four student groups are in the "Green". African American at 2.6% and a 4.2% decline, 2 or More Races at 2% and a 2.1% decline, Students with Disabilities at 2.8% and a 1.6% decline, and White at 1.7% and a 0.6% decline. English Learners are in "Yellow" at 2.1% and maintained 0.1%. One subgroup is in the "Red". Our LTELS are at 11.8% and a 6.8% increase. This, along with the Chonically Absent rate (31.3% and a 16.3% increase) for LTELs, has put us in Differentiated Assistance. Chronic absenteeism- All students are in the "Yellow" at 12% and a 6% decline. The Homeless student group remains high at 26.9% but went from "Red" to Orange" with a 6.4% decline. Five student groups are in "Yellow" - African American (10.5%), English Learners (16.1%), Hispanic (13.4%), Socioeconomically Disadvantaged (16%), and Students with Disabilities (19.8%), with an average decline of 5.8%. Four student groups		

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
	are in "Green" - Asian (5.9%), Filipino (8.2%), Two or More Races (7.3%), and White (9.8%). Each site has developed action items within their SPSA to address this at the site level in addition to the district-wide goal within the LCAP. **Scope:** LEA-wide		
2.1	**Action:** Early Learning - Teacher on Special Assignment (TOSA) **Need:** The Early Learning TOSA supports both classroom and intervention teachers with the development of curriculum and implementation of best practices in early childhood. This includes working with parents and community partners on school readiness. Our English learner, Foster Youth, and SED students are most likely to enter school with gaps. This has been especially true post-pandemic, and teachers need support in adjusting practice to address these learning gaps. The majority of our English learners are in TK-2nd grade. This position was created in the 2020-2021 year and adjusted for the 2025-26 school year. **Scope:** LEA-wide	The TOSA position is necessary to facilitate the ongoing cycle of data evaluation into instructional practice. Once the needs have been identified, the TOSA provides both professional development and in-class modeling to support teachers with increasing their capacity in meeting the needs of their students. This is essential in that foundation for long-term academic success, critical thinking, problem-solving abilities, and weaving in 21st-century skills. Struggles in these critical early learning stages can have cascading effects on later academic success. The TOSA newsletter and Google Site highlight specific strategies linked to language development and linguistic supports (sensory, graphic, and interactive) for our multilingual learners. Our TOSA meets with various grade levels to plan standards-based units while modeling and co-teaching language acquisition strategies. This is principally directed at meeting the needs of our English learners; however, all students in need of language development support will benefit. The Actions and Services best support our UPPs because they are integrated services as part of a	2.8 Implementation of professional development around language acquisition as measured by observation..

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		Multi-Tiered System of Support. With 1,762 students counted as low income out of 2980 enrolled and as few as 15 Foster Youth, 27 Homeless and 192 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources, although the services are principally directed toward one or more unduplicated pupil groups.	
2.3	**Action:** Early Learning-Community Engagement and Learning Link **Need:** There are four areas of concern from the last administration of the EDI assessment. In terms of readiness for Kindergarten, only 45% of students were ready based on Communication Skills and General Knowledge; 56% for Gross and Fine Motor Skills; 35% for Prosocial and Helping Behaviors; and 51% for Overall Social Competence. Since the assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purposed of planning to increase these missing skillsets in students who are not yet enrolled within our district. **Scope:** LEA-wide	The Learning Link provides an opportunity for families to come twice a week with their children to experience activities designed to support the development of foundational skills. The Learning Link is specifically targeting our low-income families that do not have access to full-day preschool options or are too young for preschool. We have added another form to track phone calls and emails related to enrollment, absences, and feedback around parent/guardian participation in the Learning Link. The Learning Link facilitator uses software to communicate with families as well. Activities within the Learning Link, along with resources, are targeted to families based on the EDI data to be sure that parents are able to work on these school readiness skills within the home or the community to lay that vital foundation for school success. It is provided on an LEA-wide basis since the program supports students at all elementary sites. The use of Newsletters and Skill Builder Kits are resources that our team utilizes to emphasize and have a lens on early childhood.	2.4 Data from Constant Contact for Newsletters and Brochures with Early Literacy information, including participation in Ready4K (Discontinued and replaced by Learning Genie; 2.5 Sign-ins to document parent involvement in the Learning Link.; 2.9 Early Developmental Index (EDI) data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Early Literacy-Preschool Program **Need:** 30% of respondents to the Preschool Satisfaction Survey said they were able to take a job because of the preschool program with another 50% saying the same for keeping a job. 40% were able to attend training or some kind of education due to the program. Preschool provides much needed opportunities for access to vital early learning resources to develop school readiness skills for the students. With the closure of two local preschools and an increased awareness of the deficits some of our incoming students were facing, the district has opened three preschools in service of our students most impacted by the lack of access to school readiness opportunities, which are predominantly our UPPs. Again, there are four areas of concern from the last administration of the EDI assessment which was in 2022. In terms of readiness for Kindergarten, only 45% of students were ready based on Communication Skills and General Knowledge; 56% for Gross and Fine Motor Skills; 35% for Prosocial and Helping Behaviors; and 51% for Overall Social Competence. Since the assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purpose of planning to increase these missing skillsets in students who are not yet enrolled within our district.	Preschool provides an opportunity to support the development of foundational skills, especially for families who otherwise would not have access to resources or opportunities due to cost. This is reflected in the job security provided for families, which impacts the overall population of the district in terms of SED students. Since the EDI assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purpose of planning to increase these missing skillsets in students who are not yet enrolled within our district. Now that we have had the Learning Link and preschool program for 3 years, we are beginning to track the impacts on both school readiness measures from the EDI data and benchmark data.	2.6 Enrollment in the preschool program; 2.7 Required state reports for CSPP on student progress; 2.9 Early Developmental Index (EDI) data; 2.10 Preschool Satisfaction 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
	Scope: LEA-wide		
2.5	**Action:** Transitional Kindergarten **Need:** Students entering Kindergarten without much needed skillsets are at a disadvantage for being successful in school. TK provides the space for families who may not otherwise have access to opportunities to develop those skill sets. There was only a single TK classroom prior to LCFF funding and the program has continued to grow as the importance of building foundational skills for Kindergarten preparedness has become a priority. Again, there are four areas of concern from the last administration of the EDI assessment which was in 2022. In terms of readiness for Kindergarten, only 45% of students were ready based on Communication Skills and General Knowledge; 56% for Gross and Fine Motor Skills; 35% for Prosocial and Helping Behaviors; and 51% for Overall Social Competence. **Scope:** LEA-wide	Providing opportunities in TK for UPPs helps to level the playing field in developing school-readiness skills. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. Since the assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purpose of planning to increase these missing skillsets in students. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	2.3 Transitional Kindergarten enrollment and benchmarks; 2.9 Early Developmental Index (EDI) data
4.2	**Action:** Professional Development English Learners **Need:**	Professional development for teachers will better support the instructional practices while promoting greater success for our English Learner students including Thinking Maps and Write from the	4.5 Professional Development Records and Classroom Observations

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
	While 57% of EL students are making progress on state measures of language proficiency (ELPAC), they are well below other students with only 18% meeting or exceeding standards in both ELA and Math on the SBAC. **Scope:** LEA-wide	Beginning which focus on nonlinguistic representations of thinking with scaffolded supports for writing to support English learners. Training on state standards and ELD standards including specific strategies for working with ELs in both Integrated and Designated ELD (Project GLAD) will also support academic growth for our EL population. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With right under 200 English learners and 15 LTELs across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward English learners.	
4.4	**Action:** Dual Immersion Program **Need:** 57% of EL students are making progress on state measures of language proficiency (ELPAC), they are well below other students with only 18% meeting or exceeding standards in both ELA and Math on the SBAC. English Learners are one of our most struggling student groups in academic achievement. The Dual Immersion program was designed to ease the transition of our Spanish-speaking students and help them develop fluency in both Spanish and English **Scope:**	This is in alignment with our goal of developing English proficiency with our English learners. Bilingual proficiency supports ELs in becoming proficient in both English and Spanish, and a second language opportunity provides English-only students with the chance to learn Spanish. The Dual Immersion program which supports the development of truly biliterate students. . iReady Spanish Assessments need to be administered consistently to better track Spanish language proficiency as well. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With right under 200 English learners across six schools, it is not in the best interest of these students to isolate	4.1 ELPAC; 4.2 SBAC; 4.4 iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups. In this case, housing the Dual Immersion program at Jordan allows for services at the school with the greatest EL population while pulling students from across the district as a viable program.	
4.5	**Action:** ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho **Need:** 57% of EL students are making progress on state measures of language proficiency (ELPAC), they are well below other students with only 18% meeting or exceeding standards in both ELA and Math on the SBAC. This class is in addition to an ELA class with Designated ELD and Integrated ELD within other subject area courses. We have also added a Spanish elective to support primary language fluency. We have less than 20 students who are typically identified as Long Term English Learners; however, these classes provide support to developing a strong foundation before entering high school. **Scope:** Schoolwide	While the Double Block of English provides extended English instruction for all students, the ELD Elective Increases English proficiency for ELs before high school. The Spanish Elective offers a cognitive break and supports Spanish language development for ELs. Advanced Spanish Language Elective: Starting in 2025-2026, supports advanced Spanish learners, including those from the Dual Language Program. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With about 700 students at Rancho and only 19 English learners, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources, although the services are principally directed toward English learners.	4.1 ELPI and ELPAC; 4.2 SBAC; 4.4 iReady

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
4.6	**Action:** Before and After School Intervention **Need:** For 2024, 56% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 20% met or exceeded in ELA and 20% in Math, SED performed with 48% met or exceeded in ELA and 39% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. **Scope:** LEA-wide	Academic Support: Extended day classes offer additional instruction time for students who need extra help. Targeted Tutoring: Partnering with outside agencies and increasing staff ensures personalized support tailored to students' specific needs. Improved Outcomes: Focused interventions help UPPs catch up and keep up with grade-level standards.	4.1 ELPAC; 4.2 SBAC; 4.4 iReady
4.7	**Action:** Intervention Coordinators **Need:** For 2024, 56% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 20% met or exceeded in ELA and 20% in Math, SED performed with 48% met or exceeded in ELA and 39% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math.	Unduplicated pupils, including English learners, Foster Youth, Homeless, and low-income students, require targeted support to address their specific needs and close achievement gaps. Stipends for Intervention Coaches: Funding provided for each school to hire intervention coaches. Training and Collaboration: Coaches meet with district personnel regularly to discuss Multi-Tiered System of Supports (MTSS) and make necessary adjustments to support unduplicated pupil needs. Data Analysis and Monitoring: Coaches are trained in Illuminate, CERS, and iReady to analyze data, monitor subgroup populations, determine	4.1 CA Dashboard, ELPAC; 4.2 SBAC and CERS; 4.4 iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	intervention groupings, and identify gaps in support.	
4.11	**Action:** Math Intervention Rancho Starbuck **Need:** For 2024, 57% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 0% met or exceeded in ELA and 5% in Math, SED performed with 50% met or exceeded in ELA and 41% in Math, and Foster Youth had fewer students than can be reported. **Scope:** Schoolwide	Students need targeted math intervention to meet grade-level standards and close performance gaps, with a focus on unduplicated pupils such as English learners, low-income students, and foster youth. Targeted Instruction: The math intervention classes are designed to provide targeted, small-group instruction tailored to the specific needs and learning gaps of the students. Academic Support and Skill Building: Focuses on reinforcing foundational math skills, understanding new concepts, and providing practice to ensure mastery, which is critical for students who are behind. Progress Monitoring: Regular assessments and adjustments to teaching strategies ensure that the interventions are effective and meet the evolving needs of students.	4.1 CA Dashboard; 4.2 SBAC; 4.4 iReady
4.12	**Action:** Illuminate **Need:** UPPs need targeted assistance to close achievement gaps through effective monitoring of student progress and data analysis. **Scope:**	Continued Funding for Technology Program/System (Illuminate): Supports teachers in monitoring student progress and analyzing data. Data-Driven Instruction: Illuminate and other systems help teachers monitor progress and analyze educational outcomes, facilitating targeted interventions for students who are behind.	4.2 CERS Reports, SBAC Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Personalized Support: Enables personalized educational strategies that address specific areas where UPPs may struggle, ensuring that interventions are effectively tailored to meet their needs. Continuous Improvement: The evaluation of Illuminate alongside iReady ensures that the district uses the best tools available for data analysis, improving overall educational outcomes for UPPs. As teachers are trained on CERS, this additional tool may be less needed moving forward.	
4.13	**Action:** Nurse and LVNs **Need:** On the 2024 CA Dashboard: On the CA Dashboard, All Students are 8 points Below Standard in Math, with a color of Green. EL students are 13 points Above standard. Student Group data shows: SED Students are 6 points Below Standard in ELA and 27 points Below Standard in Math. LTELS are 109 points Below Standard in ELA and 159 points Below Standard in Math While foster youth and homeless are not reported on the Dashboard due to low numbers, the Foster Youth and Homeless liaison monitors this student group.	Comprehensive Healthcare Support: Collaborating with key agencies and investing in nursing staff ensures that foster youth and other UPPs receive support regarding their individual needs. Regular Check-ins and Support: The presence of nursing assistants allows for regular check-ins and support for foster youth, providing them with a consistent point of contact for addressing health and welfare concerns. Focus on Low-Income Families: Monitoring and addressing health and welfare needs for low-income families ensures that financial barriers do not prevent students from accessing essential services. Only a small percentage of the Nurse's salary is included in supplemental funds to ensure that coordination with community partners to support families with low or no cost healthcare, screeners, and referrals can be done in a timely manner. The	4.7 Nurse documentation of supports and outreach

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	UPP students often require specialized support to address their unique health and wellness needs. Access to healthcare services, including screenings, immunizations, and mental health support, is crucial for their overall well-being and academic success. **Scope:** LEA-wide	Nursing Assistant is not included in supplemental dollars; however, this position is responsible for checking in with Foster Youth each week for support with any potential needs for these students. This allows us to improve our services to Foster Youth without additional cost to the supplemental budget.	
4.14	**Action:** Coordination of Services **Need:** For 2024, 56% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 20% met or exceeded in ELA and 20% in Math, SED performed with 48% met or exceeded in ELA and 39% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. There is an increased need for coordinating and administering programs funded through Supplemental Grant dollars aimed at supporting UPPs, which continue to grow as a greater proportion of our overall student enrollment. This includes English learners (and LTELs), low-income students, foster youth, and homeless students. Student data and progress monitoring are consistently used	Effective Program Management: Enhancing the administration and coordination capabilities ensures that programs are effectively implemented and outcomes are closely monitored. Data-Driven Decision Making: The provision of detailed and specific data helps in evaluating the impact of various programs on UPPs and facilitates adjustments based on real-time data. Resource Allocation: Accurate fiscal management and data reporting ensure that resources are utilized efficiently and appropriately, maximizing the impact on UPPs.	4.9 HR or Payroll Records

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to identify root causes and plans of action to target our UPPs. **Scope:** LEA-wide		
4.16	**Action:** Learning Hubs - Libraries **Need:** For 2024, 56% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 20% met or exceeded in ELA and 20% in Math, SED performed with 48% met or exceeded in ELA and 39% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. While foster youth and homeless are not reported on the Dashboard due to low numbers, the Foster Youth and Homeless liaison monitors this student group. Based on input from parents and students in surveys and in-person meetings, students, particularly those from low-income families, English learners, foster youth, and homeless students, often lack access to conducive learning environments and resources. They require additional academic support, access to technology, and structured environments for	Extended Library Hours: School libraries will continue to be open extended hours to provide homework help, tutoring, and access to technology. Library Media Techs Support: These professionals not only manage library resources but also assist students during these extended hours. Flexible Grouping for Interventions: The extended library hours facilitate before and after-school interventions, allowing for flexible grouping based on student needs. This reflects the cost for an additional 10 hours per site of the Library Media Tech to keep the library open and provide a space for our UDPs to receive homework help, tutoring, and access to internet	4.1 CA Dashboard; 4.13 Monthly Attendance for Before and After school supports

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	homework and tutoring, which can take place in the school library. **Scope:** LEA-wide		
4.17	**Action:** MTSS Coordination and Monitoring of UPPs **Need:** On the 2024 CA Dashboard: For 2024, 56% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 20% met or exceeded in ELA and 20% in Math, SED performed with 48% met or exceeded in ELA and 39% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. While foster youth and homeless are not reported on the Dashboard due to low numbers, the Foster Youth and Homeless liaison monitors this student group. These students often face unique challenges that impact their academic performance, including instability in living situations, emotional distress, and lack of consistent support networks. They require targeted intervention and support to address their academic needs.	Updated MTSS Framework: District personnel monitor and implement the districtwide Multi-Tiered System of Support to better cater to both struggling and advanced students. This also creates a consistent approach across schools. Role of Homeless/Foster Youth Liaison: The Director of Educational Services doubles as the Homeless and Foster Youth Liaison, coordinating support and monitoring academic achievement among these students. Collaboration with Local Sites: The liaison works closely with individual school sites and specific counselors to ensure tailored support.	4.1 CA Dashboard; 4.4 iReady; 4.13 Monthly Attendance for Before and After school supports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.18	**Action:** Assessment System **Need:** 57% of EL students are making progress on state measures of language proficiency (ELPAC); however, they are well below other students with only 18% meeting or exceeding standards in both ELA and 17% in Math on the SBAC. On the 2024 CA Dashboard, All Students are 13 points Above Standard in ELA and 8 points Below Standard in Math while student group data shows: SED Students are 6 points Below Standard in ELA and 27 points Below Standard in Math. LTELS are 109 points Below Standard in ELA and 159 points Below Standard in Math While foster youth and homeless are not reported on the Dashboard due to low numbers, the Foster Youth and Homeless liaison monitors this student group. **Scope:** LEA-wide	The use of iReady will allow for better measurement of progress for our UPPs across the district while also providing intervention and supports based on individual student need. UPPs require precise, data-driven assessments to identify their specific academic needs and language proficiencies. Tailored Assessments: iReady provides tailored assessments that are crucial for understanding the specific needs of unduplicated pupils, allowing for the development of targeted interventions. Data-Driven Decision Making: The comprehensive data provided by iReady aids in the continual assessment and monitoring of student progress, ensuring that interventions remain relevant and effective. Accessibility and Visibility of Needs: The filtering capabilities of the dashboard enhance the visibility of the needs and progress of high-need groups, facilitating timely and appropriate support. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,762 students counted as low income out of 2980 enrolled and as few as 15 Foster Youth, 27 Homeless and 192 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We	4.1 CA Dashboard; 4.2 SBAC Data; 4.4 iReady

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		realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	
4.19	**Action:** Classified Staff Custodial Support **Need:** The increased frequency of school activities for UPPs such as before- and after-school interventions, parent engagement activities, and extended professional development meetings necessitates additional custodial support beyond the regularly scheduled day. This is a direct result of services provided to UPPs, and therefore is principally directed at UPPs. If those services were not being provided, the additional custodial support would not be necessary. **Scope:** LEA-wide	This reflects only the portion of salary identified to address the demands on custodial staff related to those items increasing or improving services for our UPPs. For example, keeping the library open an additional 10 hours shifts the cleaning and sanitizing of the space onto the next custodial shift. Parent trainings and other night time events targeting our UPPs also increase the need for additional custodial support.	4.9 HR and Payroll Records; 4.13 Monthly Attendance for Before and After school supports
4.21	**Action:** Counseling and Resource Enhancement (CARE) **Need:** Students from underserved populations, including foster youth, English learners (and LTELS), low-income and homeless students, often face significant social-emotional challenges. Meeting their counseling and	The CARE program was designed to meet this need by partnering with local universities to hire interns. Anywhere from 8-12 interns are hired each year to focus on our UPPs through weekly check-ins and small group sessions as needed. The prioritized list of contacts for the interns each week is Foster Youth and Homeless with additional students seen as space allows. With the addition of concentration monies, we have hired 3 counselors and another school psychologist to	4.7 CARE Logs and 4.9 HR and Payroll Records

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	psychological needs is critical for their overall well-being and academic success. Providing support for mental health continues to be a top priority for parents and staff based on input from the LCAP process. With only one counselor and 4 school psychologists to support the six schools within the district, the ongoing need for additional services was a common thread from all stakeholders. **Scope:** LEA-wide	address the varied mental and behavioral needs of students post pandemic. TThe Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,762 students counted as low income out of 2980 enrolled and as few as 15 Foster Youth, 27 Homeless and 192 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups. Tailored Support Services: The CARE team ensures that the social-emotional needs of UPPs are identified and addressed through counseling and psychological support. Phone calls and connections to families and mental health services are offered. Partnerships for Accessible Resources: Collaborations with external organizations provide additional resources and support for mental health services, ensuring that UPPs have access to the help they need. Care Solace and Hazel Health will continue to serve as partners. Expansion of Counseling Services: Increasing the number of counselors and psychologists allows for more students to receive much-needed counseling support, benefiting UPPs who may face additional social-emotional challenges.	

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
4.23	**Action:** Learning Coaches **Need:** In 2024-25, iReady data in ELA currently shows 57% meeting typical growth with another 31% meeting stretch growth. 57% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 20% met or exceeded in ELA and 20% in Math. SED students performed with 48% met or exceeded in ELA and 39% in Math. Homeless and Foster Youth are small subgroups not reported on the Dashboard. This is an LEA-wide action principally directed to our UPPs due to the gap in foundational skills in ELA . **Scope:** LEA-wide	Unduplicated pupils, including English learners, Foster Youth, Homeless, and low-income students, require targeted support to address their specific needs and close achievement gaps. The implementation of Learning Coaches is grounded in research by educational experts including John Hattie, Robert Marzano, and Linda Darling-Hammond. Hattie's findings on the effectiveness of small-group instruction, RTI, and feedback; Marzano's high-yield strategies for foundational learning; and Darling-Hammond's emphasis on using data to drive equitable, targeted supports for students all affirm the design of this initiative. Learning Coaches support the academic recovery and progress of Unduplicated Pupil Populations (UPP) by delivering strategic, data-informed interventions in foundational literacy and mathematics, directly addressing achievement gaps intensified by the pandemic. Training and Collaboration: Coaches meet with district personnel regularly to discuss Multi-Tiered System of Supports (MTSS) and make necessary adjustments to support unduplicated pupil needs. Data Analysis and Monitoring: Coaches are trained in Illuminate, CERS, and iReady to analyze data, monitor subgroup populations, determine intervention groupings, and identify gaps in support.	4.1 CA Dashboard, ELPAC; 4.2 SBAC and CERS; 4.4 iReady
5.2	**Action:** GATE Identification **Need:**	GATE Identification-We have spent time developing an identification system that will target traditionally underrepresented student groups, which are our UPPs (Foster Youth, low income,	5.1 Completion of GATE Certification, 5.2 GATE Assessments and Local Norms

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
	Some student groups are often under-identified for Gifted and Talented Education (GATE) services. Comprehensive and inclusive identification criteria are needed to ensure equitable access to GATE programs. Our data indicates a disparity in the identification of Unduplicated Pupils (UPPs) in our Gifted and Talented Education (GATE) program, with only 36.6% of GATE students being UPPs compared to 58% of our overall enrollment. This suggests that our current identification processes may not fully capture the potential of UPPs, highlighting the need for more equitable identification practices and support systems to ensure that all students have access to advanced academic opportunities. **Scope:** LEA-wide	and English Learners). The district has not had a formal identification system in well over 10 years. Identifying an appropriate non-linguistic assessment for English learners, a measure of creativity and leadership along with traditional assessments using local norms has been a key first step. Another is moving toward the training of all teachers within the district so that the qualities of gifted and talented students are readily recognized regardless of formal identification. This has the added benefit of increasing the level of rigor and critical thinking for all students regardless of gate identification. Equitable Access to GATE Services: The comprehensive identification criteria ensure that students from under-represented groups, including English learners, low-income students, and foster youth, have fair access to GATE programs. Broad Identification Measures: Including measures of leadership, creativity, and non-verbal assessments helps capture the potential of students who may not excel in traditional academic settings but show gifted characteristics in other areas. Informed and Inclusive Teacher Training: Training teachers to recognize a wide range of gifted characteristics ensures that more students, including those from diverse backgrounds, are considered for GATE services. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,762	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students counted as low income out of 2980 enrolled and as few as 15 Foster Youth, 27 Homeless and 192 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	
5.4	**Action:** Technology Integration - 21st Century Skills **Need:** UPP students often require additional support to access and benefit from specialized instructional programs and digital resources that enhance learning. Teachers and parents need training to effectively integrate these resources and support students' academic progress. In feedback on surveys from parents, our English learners and Low Income families are those with the least access to technology in the home. **Scope:** LEA-wide	Again pulled from Hattie's research, Problem Based Learning (ES=.65), Goals (ES=.56), and High Expectations (ES=.43) are all effective strategies in engaging students at high levels and providing access to career paths that might otherwise be out of reach for our UPPs. This same finding is echoed in Proven Interventions to Increase Student Achievement of Poor and Minority Students, which talks about having high expectations and providing a rigorous curriculum and also in Strategies for Closing the Achievement Gap. Funding Teachers on Special Assignment (TOSA) will assist staff in integrating technology with content standards, provide access to specialized programs, and support differentiating instruction for UPPs. Similar to the STEAM enrichment, students today would be hard pressed to compete at high levels in the workplace without the ability to integrate the use of technology in meaningful ways. This includes exposure to technology tools for productivity (email, presentation programs, documents, spreadsheets, and so forth) as well as tools for learning (3-D printers, green screens, video production, coding, virtual reality, Viewsonic boards, IPevo cameras,	4.2 Smarter Balanced Assessment Consortium (SBAC) Data and California Educator Reporting System (CERS); 5.4 STEAM lab purchases and activity logs, Professional Development records; 5.5 CAST

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
		etc.) While some families are able to provide access to these types of tools, they are frequently non-existent in our low income households. The tools and activities designed to support all students, but they are principally directed at our low income students who would not otherwise have access to these types of experiences. The TOSAs will help teachers integrate technology effectively, ensuring that UPPs receive differentiated instruction tailored to their specific needs. The TOSAs will provide support for Illuminate, CERS, and iReady, and train teachers to use these tools for data analysis to monitor the progress of English learners, low-income students, and foster youth. Training on data analysis tools will allow teachers to monitor student progress accurately and make informed decisions to support UPPs. The TOSAs will also support parents by training them to navigate digital resources for use at home. By training parents to use digital resources, the TOSAs ensures that students receive consistent support at home, reinforcing their learning and progress. The TOSAs will develop training for interactive displays to enhance student interaction for English learners and LTELS. This also increases classroom engagement and supports the academic vocabulary development of English learners through visual aids and structured activities. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,762 students counted as low income out of 2980 enrolled and as few as 15 Foster Youth, 27 Homeless and 192 English learners across six	

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
		schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	
6.5	**Action:** Incentives and Recognition **Need:** Reflecting on the chronic absenteeism data for 2023, it is evident that this issue is a significant concern across multiple student groups. The overall rate of chronic absenteeism for "All Students" stands at 18.1%, marked as "Orange," with an increase of 1.5% from the previous year. Several student groups are particularly affected, with English Learners (22.9%), Homeless (33.3%), and Socioeconomically Disadvantaged (21.7%) students all in the "Red" category, indicating the highest levels of concern. These increases suggest systemic challenges that need urgent attention. Other groups in the "Orange" category, such as Filipino (11.1%), Foster Youth (13%), Hispanic (19.6%), Two or More Races (16.8%), Students with Disabilities (26.7%), and White (16.3%), also highlight areas needing targeted interventions. Because of this, we have developed a Focus Goal around Chronic Absenteeism for this next LCAP cycle. Given that English Learners, Homeless, and SED are in the "Red" at the district level for Chronic Absenteeism, we	A study published in the "Journal of Education for Students Placed at Risk" found positive effects of incentives. It is provided LEA-wide since the issue is pervasive across the district. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,706 students counted as low income out of 3014 enrolled and as few as 15 Foster Youth, 27 Homeless and 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	6.9 CA Dashboard Data on Chronic Absenteeism

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
	clearly have sites in the "Red" contributing to the aggregate concern across the district. El Portal, Jordan, and Olita have multiple student groups in the "Red": All, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic. Additionally, El Portal is in the "Red" for Multiple Races, Jordan for English Learners, and Olita for White. Each site has developed action items within their SPSA to address this at the site level in addition to the district-wide goal within the LCAP. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.3	**Action:** Progress Monitoring and Support of English Learners **Need:** 57% of EL students are making progress on state measures of language proficiency (ELPAC), they are well below other students with only 18% meeting or exceeding standards in both ELA and Math on the SBAC. English	Daily ELD Instruction: Ensures consistent language development within the regular classroom. Bilingual Aides: Provide additional support to students and parents, and assist with administrative tasks. They provide Progress Monitoring and support of English learners including communication with and outreach to parents. A unique need for our English learner	4.1 California School Dashboard, English Learner Progress Indicator, ELPAC Data; 4.4 iReady Data; 4.11 EL Goal sheets

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners need targeted support to develop English proficiency and academic skills, consistent progress monitoring, and additional interventions. **Scope:** Limited to Unduplicated Student Group(s)	population includes the communication with and opportunities for parents in their primary language, which we have built into the LCAP. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased communication and opportunities for both parents and students in their primary language support this research. Student Goal Sheets: Help students track their progress, fostering self-awareness and motivation. Intervention Coordinators: Offer personalized support based on progress data. Assessments: Track proficiency and identify areas needing additional support. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,762 students counted as low income out of 2980 enrolled and as few as 15 Foster Youth, 27 Homeless and 192 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups; in this case, English learners.	

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.

Rancho Starbuck and all elementary sites besides Macy are over the 55% mark for high needs students (foster youth, English learners, and low-income students). Counselors and an additional school psychologist have been hired to help support the needs of these students in terms of attendance, mental health, and academic achievement. This is reflected in Goal 4, Action 21. Calculations were taken from the 4.1 and 1.17 CALPADS reports. El Portal, Macy, and Olita have the district's special education classes on site. Due to the support in these classes, the ratio at those schools for classified staff is lower than at the other sites.

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	Macy 16:1	El Portal 18:1, Jordan, 23:1, Meadow Green 16:1, Olita 10:1, Rancho Starbuck 27:1
Staff-to-student ratio of certificated staff providing direct services to students	Macy 20:1	El Portal 18:1, Jordan, 21:1, Meadow Green 22:1, Olita 18:1, Rancho Starbuck 19:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	31563464	4,400,502.00	13.942%	0.000%	13.942%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$32,947,172.00	$2,093,213.00	$5,331,622.00	$1,239,708.00	$41,611,715.00	$39,456,645.00	$2,155,070.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Staffing - Teachers	All	No			All Schools	Ongoing	$19,349,689.00	$0.00	$16,975,768.00	$381,275.00	$1,992,646.00	$0.00	$19,349,689.00	
1	1.2	Certificated Staffing- Administration and other Support Staff	All	No			All Schools	Ongoing	$3,419,325.00	$0.00	$2,049,424.00	$0.00	$1,369,901.00	$0.00	$3,419,325.00	
1	1.3	Classified Staffing- Technology Department	All	No			All Schools	Ongoing	$477,486.00	$0.00	$477,486.00	$0.00	$0.00	$0.00	$477,486.00	
1	1.4	Classified Staffing- Custodial, Maintenance, and Grounds	All	No			All Schools	Ongoing	$2,634,817.00	$0.00	$2,634,817.00	$0.00	$0.00	$0.00	$2,634,817.00	
1	1.5	Basic Utilities	All	No			All Schools	Ongoing	$0.00	$989,798.00	$989,798.00	$0.00	$0.00	$0.00	$989,798.00	
1	1.6	Instructional Materials- Textbooks and Software	All	No			All Schools	Ongoing	$0.00	$255,333.00	$13,025.00	$242,308.00	$0.00	$0.00	$255,333.00	
1	1.7	Site Technology Allocation	All	No				Ongoing	$0.00	$45,000.00	$45,000.00	$0.00	$0.00	$0.00	$45,000.00	
1	1.8	Instructional Supplies- Per Pupil Site Allocation	All	No			All Schools	Ongoing	$0.00	$554,889.00	$554,889.00	$0.00	$0.00	$0.00	$554,889.00	
1	1.9	Maintenance of Chromebooks	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.10	Classified Staffing-Data Systems Analyst	All	No			All Schools	Ongoing	$167,395.00	$0.00	$167,395.00	$0.00	$0.00	$0.00	$167,395.00	
1	1.11	Systems to Support UPP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,950.00	$3,950.00	$0.00	$0.00	$0.00	$3,950.00	
1	1.12	School Site Council and DELAC	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.13	Parent Teacher Associations (PTA)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.14	Family Engagement	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	
1	1.15	Classified Staff-Administration and other Support	All	No			All Schools	Ongoing	$3,263,279.00	$0.00	$2,949,250.00	$150,257.00	$163,772.00	$0.00	$3,263,279.00	
2	2.1	Early Learning - Teacher on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites PS - 8th	Ongoing	$157,970.00	$0.00	$15,800.00	$0.00	$142,170.00	$0.00	$157,970.00	
2	2.2	Early Childhood Leadership Team	All	No			Specific Schools: Elementary Sites Preschool-3rd Grade	Ongoing	$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	
2	2.3	Early Learning-Community Engagement and Learning Link	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary sites Ages 0-5 for the Learning Link in addition to Preschool - Kindergarten.	Ongoing	$83,954.00	$0.00	$62,965.00	$0.00	$20,989.00	$0.00	$83,954.00	
2	2.4	Early Literacy-Preschool Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Jordan, Olita, Macy, and Meadow Green (special needs) although open to all students within the district. Preschoo	Ongoing	$46,165.00	$0.00	$46,165.00				$46,165.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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2	2.5	Transitional Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,709,343.00	$0.00	$1,706,343.00	$3,000.00	$0.00	$0.00	$1,709,343.00	
3	3.1	Facilities Master Plan	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	FIT Reports	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Bond Measure	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.2	Professional Development English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$35,000.00	$0.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00	
4	4.3	Progress Monitoring and Support of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$182,769.00	$0.00	$182,769.00	$0.00	$0.00	$0.00	$182,769.00	
4	4.4	Dual Immersion Program	English Learners	Yes	School wide	English Learners	Specific Schools: Jordan Elementary, Rancho Starbuck	Ongoing	$436,461.00	$0.00	$436,461.00	$0.00	$0.00	$0.00	$436,461.00	
4	4.5	ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Rancho Starbuck	Ongoing	$74,375.00	$0.00	$74,375.00	$0.00	$0.00	$0.00	$74,375.00	
4	4.6	Before and After School Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$60,000.00	$0.00	$60,000.00	$0.00	$0.00	$0.00	$60,000.00	
4	4.7	Intervention Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$23,000.00	$0.00	$23,000.00	$0.00	$0.00	$0.00	$23,000.00	
4	4.8	Intervention Support During the Day	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.9	Teacher Planning/Choir Teacher	All	No			All Schools TK-6	Ongoing	$82,674.00	$0.00	$82,674.00	$0.00	$0.00	$0.00	$82,674.00	
4	4.10	Classified Staff Instructional Assistants & Special Ed Support Aides	Students with Disabilities	No			All Schools	Ongoing	$1,832,980.00	$0.00	$132,567.00	$0.00	$785,395.00	$915,018.00	$1,832,980.00	
4	4.11	Math Intervention Rancho Starbuck	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck	Ongoing	$53,769.00	$0.00	$53,769.00	$0.00	$0.00	$0.00	$53,769.00	
4	4.12	Illuminate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
4	4.13	Nurse and LVNs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$394,133.00	$0.00	$205,698.00	$0.00	$44,304.00	$144,131.00	$394,133.00	
4	4.14	Coordination of Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$298,213.00	$0.00	$202,458.00	$0.00	$0.00	$95,755.00	$298,213.00	
4	4.15	ABA Class and Program Specialist Position	Students with Disabilities	No			All Schools	Ongoing	$364,790.00	$0.00	$0.00	$110,626.00	$218,062.00	$36,102.00	$364,790.00	
4	4.16	Learning Hubs - Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$284,211.00	$0.00	$99,489.00	$184,722.00	$0.00	$0.00	$284,211.00	
4	4.17	MTSS Coordination and Monitoring of UPPs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$332,189.00	$0.00	$283,487.00	$0.00	$0.00	$48,702.00	$332,189.00	
4	4.18	Assessment System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$130,000.00	$130,000.00	$0.00	$0.00	$0.00	$130,000.00	
4	4.19	Classified Staff Custodial Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$284,979.00	$0.00	$284,979.00	$0.00	$0.00	$0.00	$284,979.00	
4	4.20	Attendance Monitoring	All	No			All Schools	Ongoing	$0.00	$12,000.00	$12,000.00	$0.00	$0.00	$0.00	$12,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.21	Counseling and Resource Enhancement (CARE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,041,788.00	$0.00	$1,447,405.00	$0.00	$594,383.00	$0.00	$2,041,788.00	
4	4.22	Targeted Intervention	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.23	Learning Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2 years	$1,126,027.00	$0.00	$112,602.00	$1,013,425.00			$1,126,027.00	
5	5.1	Professional Development - GATE Certification	All	No			All Schools	Ongoing	$0.00	$13,600.00	$6,000.00	$7,600.00	$0.00	$0.00	$13,600.00	
5	5.2	GATE Identification	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 2nd and 4th	Ongoing	$44,343.00	$35,000.00	$79,343.00	$0.00	$0.00	$0.00	$79,343.00	
5	5.3	STEAM Enrichment	All	No			All Schools	Ongoing	$15,124.00	$33,000.00	$48,124.00				$48,124.00	
5	5.4	Technology Integration - 21st Century Skills	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$180,397.00	$20,000.00	$200,397.00	$0.00	$0.00	$0.00	$200,397.00	
6	6.1	Analyze Data and Identify Root Causes	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	6.2	Establish a Chronic Absenteeism Team	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	6.3	Parent and Family Engagement	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
6	6.4	Mentoring and Counseling	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	6.5	Incentives and Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
6	6.6	Academic Support and Tutoring	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	6.7	Community Partnerships	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$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	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	**6.8**	Regular Communication	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	**6.9**	Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$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
31563464	4,400,502.00	13.942%	0.000%	13.942%	$5,783,455.00	0.000%	18.323 %	**Total:**	$5,783,455.00
								LEA-wide Total:	$5,036,081.00
								Limited Total:	$182,769.00
								Schoolwide Total:	$564,605.00

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	1.11	Systems to Support UPP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,950.00	
2	2.1	Early Learning - Teacher on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites PS - 8th	$15,800.00	
2	2.3	Early Learning-Community Engagement and Learning Link	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary sites Ages 0-5 for the Learning Link in addition to Preschool - Kindergarten.	$62,965.00	
2	2.4	Early Literacy-Preschool Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Jordan, Olita, Macy, and Meadow Green (special needs) although open to all students within	$46,165.00	

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 (%)
						the district. Preschool		
2	2.5	Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,706,343.00	
4	4.2	Professional Development English Learners	Yes	LEA-wide	English Learners	All Schools	$35,000.00	
4	4.3	Progress Monitoring and Support of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$182,769.00	
4	4.4	Dual Immersion Program	Yes	Schoolwide	English Learners	Specific Schools: Jordan Elementary, Rancho Starbuck	$436,461.00	
4	4.5	ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho	Yes	Schoolwide	English Learners Low Income	Specific Schools: Rancho Starbuck	$74,375.00	
4	4.6	Before and After School Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
4	4.7	Intervention Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,000.00	
4	4.11	Math Intervention Rancho Starbuck	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck	$53,769.00	
4	4.12	Illuminate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
4	4.13	Nurse and LVNs	Yes	LEA-wide	Foster Youth Low Income	All Schools	$205,698.00	
4	4.14	Coordination of Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$202,458.00	
4	4.16	Learning Hubs - Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,489.00	

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 (%)
4	4.17	MTSS Coordination and Monitoring of UPPs	Yes	LEA-wide	Foster Youth Low Income	All Schools	$283,487.00	
4	4.18	Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	
4	4.19	Classified Staff Custodial Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$284,979.00	
4	4.21	Counseling and Resource Enhancement (CARE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,447,405.00	
4	4.23	Learning Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,602.00	
5	5.2	GATE Identification	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 2nd and 4th	$79,343.00	
5	5.4	Technology Integration - 21st Century Skills	Yes	LEA-wide	English Learners Low Income	All Schools	$200,397.00	
6	6.5	Incentives and Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$39,218,812.00	$37,265,177.00

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**	Certificated Staffing - Teachers	No	$19,084,340.00	$17,262,649
1	**1.2**	Certificated Staffing- Administration and other Support Staff	No	$3,419,325.00	$3,419,325
1	**1.3**	Classified Staffing-Technology Department	No	$477,486.00	$447,486
1	**1.4**	Classified Staffing-Custodial, Maintenance, and Grounds	No	$2,506,072.00	$2,286,148
1	**1.5**	Basic Utilities	No	$989,798.00	$1,131,632
1	**1.6**	Instructional Materials-Textbooks and Software	No	$336,857.00	$279,525
1	**1.7**	Site Technology Allocation	No	$45,000.00	$48,202
1	**1.8**	Instructional Supplies-Per Pupil Site Allocation	No	$554,889.00	$564,699
1	**1.9**	Maintenance of Chromebooks	No	$0.00	0
1	**1.10**	Classified Staffing-Data Systems Analyst	No	$167,395.00	$167,894
1	**1.11**	Single Plan for Student Achievement (SPSA)	Yes	$17,000.00	$17,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	School Site Council and DELAC	No	$0.00	0
1	1.13	Parent Teacher Associations (PTA)	No	$0.00	0
1	1.14	Family Engagement	No	$15,000.00	$19,584
1	1.15	Classified Staff-Administration and other Support	No	$3,644,186.00	$3,263,279
2	2.1	Early Learning - Teacher on Special Assignment (TOSA) Early Childhood Accountability Plan (ECAP)	Yes	$144,381.00	$142,840
2	2.2	Early Childhood Leadership Team	No	$500.00	0
2	2.3	Early Learning-Community Engagement and Learning Link	Yes	$85,000.00	$80,545
2	2.4	Early Literacy-Preschool Program - Fund 12	Yes	$270,000.00	$600,034
2	2.5	Transitional Kindergarten	Yes	$1,119,327.00	$1,121,706
3	3.1	Facilities Master Plan	No	$0.00	0
3	3.2	FIT Reports	No	$0.00	0
3	3.3	Bond Measure	No	$0.00	0
4	4.1	Professional Development	No	$0.00	$500

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)
4	4.2	Professional Development English Learners	Yes	$35,000.00	0
4	4.3	Progress Monitoring and Support of English Learners	Yes	$274,475.00	$182,769
4	4.4	Dual Immersion Program	Yes	$436,461.00	$436,461
4	4.5	ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho	Yes	$74,375.00	$74,375
4	4.6	Before and After School Intervention	Yes	$60,000.00	$60,000
4	4.7	Intervention Coordinators	Yes	$23,000.00	$23,000
4	4.8	Intervention Support During the Day	No	$150,000.00	$200,000
4	4.9	Teacher Planning/Choir Teacher	No	$82,674.00	$82,674
4	4.10	Classified Staff Instructional Assistants & Special Ed Support Aides	No	$1,634,010.00	$1,634,010
4	4.11	Math Intervention Rancho Starbuck	Yes	$53,769.00	$53,769
4	4.12	Illuminate	Yes	$25,000.00	$26,500
4	4.13	Nurse and LVNs	Yes	$253,146.00	$188,000
4	4.14	Coordination of Services	Yes	$298,213.00	$298,213

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)
4	4.15	ABA Class and Program Specialist Position	No	$361,546.00	$406,461
4	4.16	Learning Hubs - Libraries	Yes	$284,211.00	$284,211
4	4.17	MTSS Coordination and Monitoring of UPPs	Yes	$332,189.00	$332,189
4	4.18	Assessment System	Yes	$120,000.00	0
4	4.19	Classified Staff Custodial Support	Yes	$284,979.00	$284,979
4	4.20	Attendance Monitoring	No	$12,000.00	$18,000
4	4.21	Counseling and Resource Enhancement (CARE)	Yes	$1,169,344.00	$1,203,144
4	4.22	Targeted Intervention	No	$0.00	$253,146
5	5.1	Professional Development - GATE Certification	No	$10,000.00	$11,550
5	5.2	GATE Identification	Yes	$79,343.00	$88,343
5	5.3	STEAM Enrichment	No	$48,124.00	$43,624
5	5.4	Technology Integration - 21st Century Skills	Yes	$200,397.00	$226,711
6	6.1	Analyze Data and Identify Root Causes	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.2**	Establish a Chronic Absenteeism Team	No	$0.00	0
6	**6.3**	Parent and Family Engagement	No	$10,000.00	0
6	**6.4**	Mentoring and Counseling	No	$0.00	0
6	**6.5**	Incentives and Recognition	Yes	$10,000.00	0
6	**6.6**	Academic Support and Tutoring	No	$0.00	00
6	**6.7**	Community Partnerships	No	$0.00	0
6	**6.8**	Regular Communication	No	$0.00	0
6	**6.9**	Professional Development	No	$20,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,183,842	$4,281,242.00	$4,816,396.00	($535,154.00)	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	1.11	Single Plan for Student Achievement (SPSA)	Yes	$17,000.00	$9,100		
2	2.1	Early Learning - Teacher on Special Assignment (TOSA) Early Childhood Accountability Plan (ECAP)	Yes	$36,095.00	$0		
2	2.3	Early Learning-Community Engagement and Learning Link	Yes	$40,000.00	$60,410		
2	2.4	Early Literacy-Preschool Program -Fund 12	Yes	$270,000.00	$0		
2	2.5	Transitional Kindergarten	Yes	$1,119,327.00	$1,120,000		
4	4.2	Professional Development English Learners	Yes	$35,000.00	$0		
4	4.3	Progress Monitoring and Support of English Learners	Yes	$212,769.00	$200,000		
4	4.4	Dual Immersion Program	Yes	$436,461.00	$1,300,000		
4	4.5	ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho	Yes	$74,375.00	$74,375		
4	4.6	Before and After School Intervention	Yes	$60,000.00	$60,000		
4	4.7	Intervention Coordinators	Yes	$20,000.00	$23,000		

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	4.11	Math Intervention Rancho Starbuck	Yes	$53,769.00	$53,769		
4	4.12	Illuminate	Yes	$25,000.00	$25,280		
4	4.13	Nurse and LVNs	Yes	$26,332.00	$121,600		
4	4.14	Coordination of Services	Yes	$202,458.00	$202,458		
4	4.16	Learning Hubs - Libraries	Yes	$99,489.00	$99,489		
4	4.17	MTSS Coordination and Monitoring of UPPs	Yes	$283,487.00	$283,487		
4	4.18	Assessment System	Yes	$120,000.00	$0		
4	4.19	Classified Staff Custodial Support	Yes	$284,979.00	$293,685		
4	4.21	Counseling and Resource Enhancement (CARE)	Yes	$574,961.00	$610,000		
5	5.2	GATE Identification	Yes	$79,343.00	$79,343		
5	5.4	Technology Integration - 21st Century Skills	Yes	$200,397.00	$200,400		
6	6.5	Incentives and Recognition	Yes	$10,000.00	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$31,134,849.00	$4,183,842	0	13.438%	$4,816,396.00	0.000%	15.469%	$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).

California Department of Education
November 2024