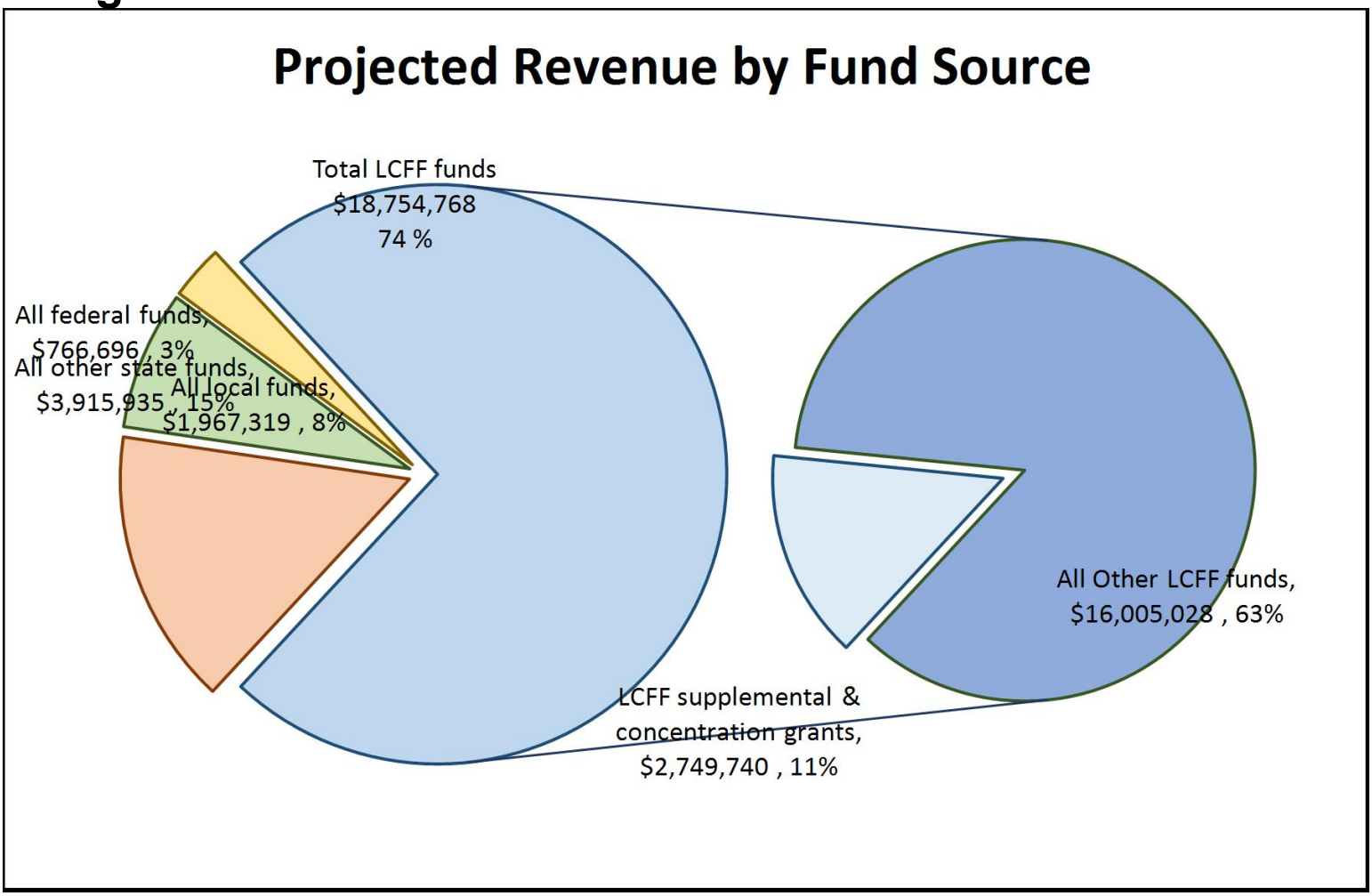
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Live Oak Elementary School District
CDS Code: 44 69765
School Year: 2025-26
LEA contact information:
Patrick Sanchez
Superintendent
psanchez@losd.ca
(831) 475-6333

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

Budget Overview for the 2025-26 School Year

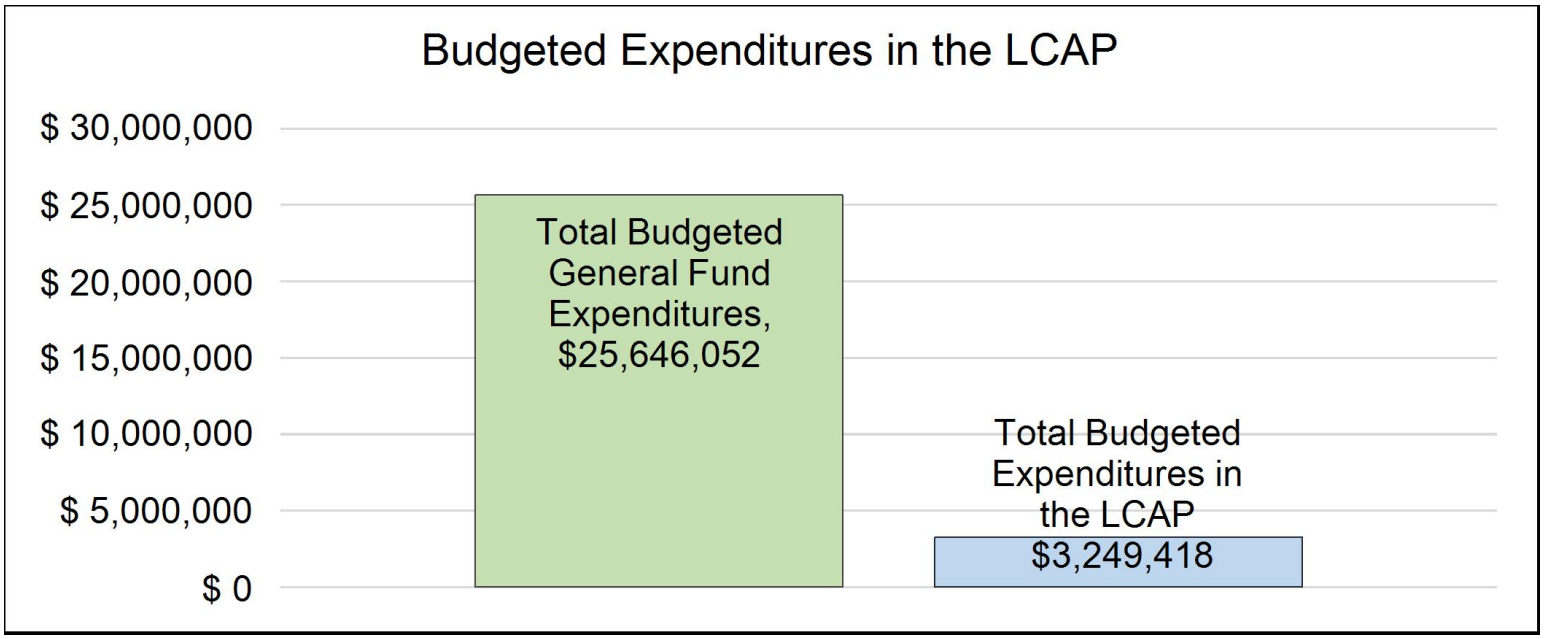


This chart shows the total general purpose revenue Live Oak Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Live Oak Elementary School District is $25,404,718, of which $18,754,768 is Local Control Funding Formula (LCFF), $3,915,935 is other state funds, $1,967,319 is local funds, and $766,696 is federal funds. Of the $18,754,768 in LCFF Funds, $2,749,740 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Live Oak Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Live Oak Elementary School District plans to spend $25,646,052 for the 2025-26 school year. Of that amount, $3,249,418 is tied to actions/services in the LCAP and $22,396,634 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

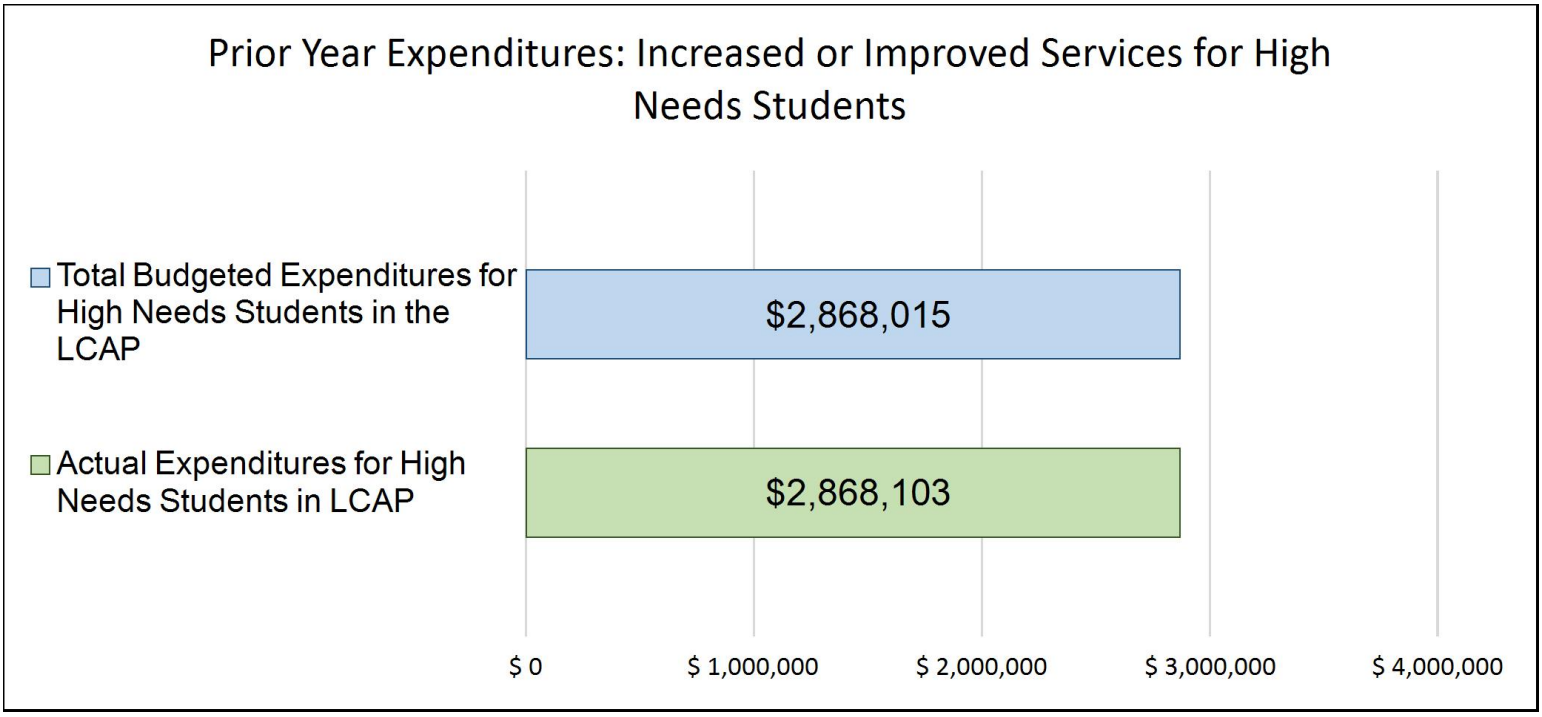
The budgeted expenditures not included in the LCAP include all general operating expenses for the district to include staff salaries and benefits, materials and supplies, and operating costs. The general fund also includes specialized programs like after school and special education programs.

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

In 2025-26, Live Oak Elementary School District is projecting it will receive $2,749,740 based on the enrollment of foster youth, English learner, and low-income students. Live Oak Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Live Oak Elementary School District plans to spend $2,755,459 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Live Oak Elementary School District's LCAP budgeted $2,868,015 for planned actions to increase or improve services for high needs students. Live Oak Elementary School District actually spent $2,868,103 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Live Oak Elementary School District	Patrick Sanchez Superintendent	psanchez@losd.ca (831) 475-6333

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.

Our Vision:
All students will have the confidence, knowledge and ability to pursue their dreams and realize their full potential. Students will have the courage, compassion and character to make a meaningful impact in the world.

Our Mission:
To empower, inspire and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative and innovative learning environment.

Live Oak is a diverse community located in the heart of Santa Cruz County. It spans a 3.2 square mile area bordering the Monterey Bay Coast and Highway 1, situated between the Santa Cruz Yacht Harbor and Capitola. We are proud that the Live Oak School District is a California Exemplary District. All three comprehensive elementary schools are California Gold Ribbon Schools for literacy, and Live Oak Elementary School was honored as a California Distinguished School in 2018 and 2020 based on its students' academic performance. Shoreline Middle School is a National and California School to Watch (2023) and a California Distinguished School (2024).

In 2024-25, the Live Oak School District (LOSD) served 1669 students in three elementary schools, one middle school, one alternative K-8 school, and one independent charter school. Schools included in this plan are Del Mar Elementary, Green Acres Elementary, Live Oak Elementary, Shoreline Middle School, and Ocean Alternative. The non-charter school student population is 1503 and includes 22% English learners, 60% students eligible for free and reduced meals, 4% homeless, 17% special education students (no foster youth). For LCFF

purposes, LOSD has 63% unduplicated students. Finally, because LOSD is a K-8 district, the state priorities related to high school students are not applicable to this plan.

Our District goals for this LCAP period are:
I. Outreach and Family Engagement
II. Academic Achievement
III. Social-Emotional and Physical Wellness

Reflections: Annual Performance

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

On the 2023 Dashboard, the following groups were rated in RED:

District-level
English Language Arts (ELA):
**Students with Disabilities - 85.7 points below standard with an increase of 2.6 points
Math:
**Students experiencing Homelessness - 101.2 points below standards with a decrease of 15.9 points
Chronic Absenteeism: all subgroups were in RED. (Please note: an increase in percentage indicates an increase in absenteeism)
** Students experiencing Homelessness - 35.8% with an increase of 6.2%
** Students with Disabilities - 41.4% with an increase of 10.6%
** Socioeconomically Disadvantaged - 34.9% with an increase of 8.4%
** English Learners - 33.5% with an increase of 6.1%
** Hispanic - 34% with an increase of 8.5%
** African American - 32.40% with an increase of 10.9%
** White- 23.3% with an increase of 8.7%

School-level
Ocean Alternative is in RED for both ELA and Math for all students, except the white subgroup.

On the 2024 Dashboard, the following subgroups/schools were rated in RED:

District-level:
ELA:
**Students experiencing Homelessness - 72 points below standard with a decrease of 3.1 points
**Long-term English Learners - 129.8 points below standard with a decrease of 21 points
**Students with Disabilities - 100.2 points below standard with a decrease of 14.5 points
Math:

**Long-term English Learners - 167.2 points below standard with a decrease of 30.9 points
**Students with Disabilities - 120.2 points below standard with a decrease of 7 points
Suspension (Please note: an increase in percentage indicates an increase in suspensions):
**Long-term English Learners - 10.2% suspended at least one day, an increase of 2.8%
**Students with Disabilities - 3.9% suspended at least one day, an increase of 2.2%
Note: Long-term English Learners (LTEL) is a NEW subgroup on the Dashboard in 2024

Observations:

- The District and all subgroups are no longer in RED for Chronic Absenteeism.
- Students with Disabilities continue to perform in RED in ELA and are now RED in Math and Suspensions as well.
- Students experiencing Homelessness are no longer RED in Math but are now RED in ELA.
- Long-term English Learners are RED in ELA, Math, and Suspension.

School-level:
Del Mar Elementary:
Suspension -
** All Students, White, Socioeconomically Disadvantaged
ELA -
**Students with Disabilities
Math -
**Students with Disabilities

Live Oak Elementary:
**English Learner Progress (English Learner subgroup)

Shoreline Middle:
ELA -
**Students with Disabilities & Long-term English Learners
Math -
**Students with Disabilities, English Learners & Long-term English Learners

Observations:

- Del Mar Elementary is in RED for Suspensions and for Students with Disabilities performance in ELA
- Live Oak Elementary is in RED for English Learner Progress
- Shoreline Middle is in RED for Students with Disabilities & Long-term English Learners performance in both ELA & Math, and English Learners performance in Math

The district had no remaining Learning Recovery Emergency Block Grant funds to include in the 2025/26 LCAP. Should additional funding become available, actions within the LCAP have been identified as possible actions to expand upon to support the students of Live Oak

Elementary School District.

Reflections: Technical Assistance

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

Live Oak School District has qualified for two-year Differentiated Assistance (DA) support from the County Office of Education as follows:

Students with Disabilities: Chronic Absenteeism (Y1), English Language Arts (Y1), and Mathematics (Y2)
Students experiencing Homelessness: Chronic Absenteeism (Y2) and Mathematics (Y2)
Long-term English Learners: English Language Arts (Y1), Mathematics (Y1), and Suspension (Y1)

The Live Oak School District administrative team (including the Superintendent, Senior Director of Educational Services, Principals, and the Special Education Coordinator), has worked with the Santa Cruz County Office of Education as a team over the course of 5 meetings (Nov 18, 2024, Dec 16, 2024, Feb 3, 2025, March 10, 2025, March 24, 2025) to address the areas of inequitable low performance noted above. During these meetings, the team:
*Conducted in-depth analysis of quantitative and qualitative data to determine patterns and root causes of students' Chronic Absenteeism, Suspensions, and academic challenges including disaggregating academic, attendance, and suspension data by student group, school, and disability status.
*Discussed evidence-based practices/interventions to address identified challenges, including professional development, additional intervention support, and additional monitoring of targeted groups' data.
*Created a DA Implementation Plan that includes Cycles of Improvement. The Plan will be supported by the disaggregation of formative and summative assessments.
Specific actions included in this LCAP as identified through the DA process follow.

Long-term English Learners:

- Create a map/plan for preparing for the ELPAC, starting in January.
- Provide Professional Learning to staff on the English Learner Roadmap & ELD Standards.
- Pilot an ELD program at the middle school.
- Participate in SCCOE's county-wide Multilingual Network.
- Explore the free EPiCC Professional Development resources.
- Specifically identify LOSD's LTEL students and create an individualized plan for each student that is then shared with their teachers.

Students with Disabilities:

- Increase academic discourse in math by implementing Accountable Talk strategies in the classroom, supported through PL time
- Provide PL time & resources to Special Education department staff around writing high quality IEP goals and ensure all IEP goals are aligned to grade level standards.
- The Special Education Department meets monthly for PL on topics such as LRE, core instruction, eligibility determinations, legal updates regarding Special Education legislation, and case law.
- Ensure Tier 1 core instruction is available to students with disabilities, as well as Tier 2 interventions.

- Continue to revise and systematize the Tier 2 process at sites for addressing and responding to student concerns prior to referral for Special Education.
- Embed Orton Gillingham strategies in special education classrooms.
- Explore ELD materials appropriate for middle school special day classes.
- Based on the results of the SPED Study, create a Task Force with representation from parents, teachers, classified union members to develop a Strategic Plan to reduce the over-identification of English Learners as needing Special Education services.

Additionally, the Live Oak School District is engaged in the three-year Santa Cruz County Mathematics Initiative to address instruction and interventions for all qualifying subgroups. The network meetings were tailored to elementary (Sept 25, 2024, Feb 5, 2025) and secondary (Sept 24, 2024, Feb 4, 2025) grade levels. A two-day training on Math Justice (Jan 14-15, 2025) covered all grade levels.

A county-provided Math Coach has also provided on-site professional development five times during 2024-25. The work will result in the creation of a district-wide vision and strategic plan for mathematics by the end of the 2024-25 school year.

Finally, the Live Oak School District is beginning a three-year Continuous Improvement Monitoring process focused on improving outcomes for their Students with Disabilities. A specific plan of action is due to the SELPA in November 2025 - related actions and services are included in this LCAP and will be featured in future LCAPs to ensure alignment between the two plans and transparency to the community. The DA Team worked to ensure that the CIM plan is integrated with the Technical Assistance work underway.

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.

We do not have any schools 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.

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	LOSD students in grades 3-8 had the opportunity to provide input through surveys. A Panorama survey on School Climate, Safety, Engagement, Sense of Belonging, Leadership, and Expectations was distributed to 3rd-8th grade students, while the California Healthy Kids Survey was distributed to 5th and 7th grade students.
Parents/Caregivers	LOSD administers an annual bilingual survey to parents/caregivers. The Panorama survey was distributed online between February 13 - March 6, 2025 and focused on Family Efficacy, Student Grit, School Climate and School Fit. The survey was sent out through Parent Square with reminders to complete it. 191 parents completed it.
District English Learner Advisory Committee (DELAC)	LOSD's District English Learner Advisory Committee (DELAC) met on March 25, 2025 to provide input on Goal #1 (Outreach & Engagement). They met again on April 29, 2025 to review and consult with District leaders on the LCAP in its entirety.
Staff	Certificated staff and principals from each school site met on February 24, 2025 to provide input on Goal 2 (Academic Achievement). Additional staff representatives from all classifications are part of the Budget Advisory Committee and have had the opportunity to provide input through those meetings (please see below).
Budget Advisory Committee (BAC)	LOSD's Budget Advisory Committee (BAC) is composed of 24 community members, including 7 parents, all school site Principals, representatives from both certificated and classified unions, 3 Board Members, leaders from the Education and Business Services Departments, and the Superintendent. During 2024-25, BAC met on:

Educational Partner(s)	Process for Engagement
	November 6, 2024, November 20, 2024, December 4, 2024, December 17, 2024, January 27, 2025, March 19, 2025, and May 20, 2025 to identify and prioritize areas for budget cuts, as well as prioritize expenses for reinstatement should funding allow. Input gathered at BAC meetings was used to create the District's Fiscal Stabilization Plan as well as the initial creation of the LCAP draft.
Unions: Certificated (LOETA) & Classified (CSEA)	Consultation with LOETA leadership on May 6, 2025. Consultation with CSEA leadership on May 19, 2025. The LCAP summary was shared with representatives of both unions. LOETA representatives asked clarifying questions regarding actions that may be impacted by contract language, but suggested no substantive changes to the plan. CSEA provided no feedback on the plan.
SELPA meeting	Consultations with Jessica Little, the Executive Director of North Santa Cruz County SELPA on March 4, 2025 and May 15, 2025. During the first meeting, LOSD was advised to include language describing the focus planned for the Continuous Improvement Monitoring cycle just beginning. Items related to Students with Disabilities specific to metrics and actions/services were shared in the second meeting. Feedback included prompting the District to analyze its CAASPP performance data for that subgroup in order to evaluate the effectiveness of current and planned actions, as well as articulating the need to ensure alignment between special education and general education settings in order to best support the success of students being mainstreamed.

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

LOSD's LCAP was influenced by its educational partners in numerous ways. Highlights are shared below, broken out by Goal.

Goal #1 (Outreach & Family Engagement):
Over the course of two meetings with the District's English Learner Advisory Council (DELAC), numerous changes were made to this goal, primarily to specify activities where parents can be engaged as leaders in the planning of activities and ensuring widespread knowledge on how to participate. Specific examples of impact include:

- Hosting a Multicultural District-wide event
- The inclusion and integration of Cradle to Career in LOSD Family Engagement work
- Training on Parent Square for all new families

Goal #2 (Academic Achievement):
Input from instructional leaders (teachers, principals, directors) resulted in numerous changes to this goal. Changes to academic metrics include:

- Changing the reporting of iReady data (ELA & Math) to focus on the percentage of students meeting “typical” and “stretch growth” targets (Goal 2 Committee)
- Creation of LTEL growth targets and action items (DA team)

The Goal 2 Committee determined and/or consulted on all actions/services, with newly added items including:

- Creating a map/plan for preparing for the ELPAC, starting in January
- Providing Professional Learning (PL) time and resources to staff on the English Learner Roadmap & ELD Standards
- Identifying ways to emphasize math fact fluency

Educational partners consistently identified the prioritization of re-building the Response to Intervention (RTI) program should LREBG funds become available or if other unanticipated revenue was received. (Goal 2, BAC, Leadership).

Additionally, specific actions for Students with Disabilities are based on guidance from the SELPA and discussions in the Goal 2 Committee and Leadership meetings, as well as SELPA consultations. These include:

- Developing and beginning implementation of Continuous Improvement Monitoring (CIM) Plan focused on improving access to the Least Restrictive Environment (LRE), including how to align general and special education instructional environments to support student success.
- Providing PL time & resources to Special Education department staff around writing high quality IEP goals and ensuring all IEP goals are aligned to grade level standards.

Goal #3 (Social-Emotional and Physical Wellness):
Input for this section was based on input from all educational partners described above. Due to their engagement, the following actions/services were added to the plan:

- Creating a seasonal schedule, trainings, and processes to ensure clean, maintained facilities
- Salud y Monarca after school groups for girls and boys (new)
- Having the school counselor teach Second Step lessons at the beginning of the school year
- Providing trainings for recess coaches and yard supervisors on Playworks, conflict resolution, first aid, and CPR

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Outreach and Family Engagement: Live Oak School District will actively promote family engagement and community partnerships at all schools through effective communication and opportunities for participation and leadership, with a focus on supporting students' academic and social-emotional success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LOSD values collaborative relationships with our families as well as community members and organizations as a means to support students' personal growth, health, safety, and academic success. Informed by data-based conversations, multiple stakeholders from the community were involved in establishing this goal many years ago. In recognition of our immigrant community and the high proportion of non-English-speaking families in our District, we invest in translation services, culturally-sensitive family learning nights, and the collective impact initiative -- Cradle to Career -- which situates Latinx parents in a position of power to inform programming and make changes at a systems level. We conduct annual parent surveys that collect feedback on welcoming environments, engagement, shared leadership, safety, and climate, and hold regular parent meetings in order to assess our effectiveness in meeting this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Schools Dashboard Local Indicator on Parent Engagement	CA Schools Dashboard Local Indicator on Parent Engagement: MET	MET		CA Schools Dashboard Local Indicator on Parent Engagement: MET	No Difference
1.2	Percentage of parents returning annual survey	OA: 25% SL: 13% GA: 20% LO: 17% DM: 15%	OA: 24% SL: 16% GA: 17% LO: 15% DM: 13%		50% or greater	OA: -1% SL: +3% GA: -3% LO: -2% DM: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Parent surveys on perceptions of: * physical safety * engagement * climate * involvement in schools	95% of families believe that we provide inclusive settings and socially supportive learning opportunities that celebrate cultural identity and communicate student belonging. (climate) 95% of families said that our school-wide activities and events model and encourage diversity, equity, inclusion, and belonging. (engagement) 94% of families believe that school communication is responsive, consistent, and culturally relevant (origin and lifestyle). 80% of families perceived that their student is physically safe at school 28% of families felt like they were able to be involved with their child's school	83% of families believe that we provide inclusive settings and socially supportive learning opportunities that celebrate cultural identity and communicate student belonging. (climate) 76% of families said that our school-wide activities and events model and encourage diversity, equity, inclusion, and belonging. (engagement) 90% of families believe that school communication is responsive, consistent, and culturally relevant (origin and lifestyle). 72% of families perceived that their		For each identified area, an increase of 5 percentage points each year and/or reach 100	-12% of families believe that we provide inclusive settings and socially supportive learning opportunities that celebrate cultural identity and communicate student belonging. (climate) -19% of families said that our school-wide activities and events model and encourage diversity, equity, inclusion, and belonging. (engagement) -4% of families believe that school communication is responsive, consistent, and culturally relevant (origin and lifestyle). -8% of families perceived that their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			student is physically safe at school 65% of families felt like they were able to be involved with their child's school			student is physically safe at school +37% of families felt like they were able to be involved with their child's school
1.4	Number of participants attending Back to School Nights	Shoreline: 323 Del Mar: 282 Live Oak: 280 Green Acres: 228	2024-25 school year Shoreline: 364 Del Mar: 200 Live Oak: 257 Green Acres: 165 Ocean: 65		Each school to increase by 5 percentage points	Shoreline: +41 Del Mar: -82 Live Oak: -23 Green Acres: -63 Ocean: n/a
1.5	Number of participants attending Open House	Shoreline: 362 Del Mar: 267 Live Oak: 256 Green Acres: 251	2024-25 school year Shoreline: 485 Del Mar: 240 Live Oak: 250 Green Acres: 311 Ocean: 34		Each school to increase attendance by 5 percent	Shoreline: +123 Del Mar: -27 Live Oak: -6 Green Acres: +60 Ocean: n/a
1.6	Percentage of parents attending Fall parent-teacher conferences	Shoreline: 84% Del Mar: 88% Live Oak: 85% Green Acres: 83%	2024-25 school year Shoreline: 88% Del Mar: 96% Live Oak: 95% Green Acres: 97% Ocean: 100%		Each school to reach 90%	Shoreline: +4% Del Mar: +8% Live Oak: +10% Green Acres: +14% Ocean: n/a

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 foundation for implementing Goal #1 was the CDE's Community Schools Grant. However, LOSD was not an award recipient. As a result, funding was no longer available for implementing the FACE Strategic Plan, including the employment of a FACE Manager and Family Liaisons.

Action 1.1 - Family and Community Engagement (FACE) opportunities to create welcoming environments: Despite the dissolution of the FACE Team, LOSD successfully engaged family partners as volunteers, and offered community events that were site-based as well as district-wide in order to create a welcoming environment.

Action 1.2 - Shared leadership and open-dialogue with the community: Without the FACE Team to support planned activities, LOSD utilized existing leadership structures such as Home and School Clubs, School Site Councils, school English Learner Advisory Councils, District English Learner Advisory Councils, and Cradle to Career to engage parent leaders. Direct communications from schools and the District were managed through the bilingual Parent Square Platform.

Action 1.3 - FACE Staffing: The FACE Manager left her position mid-way through the school year. The position was not filled due to lack of a FACE Team to manage as well as instability of funding for the position.

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

Actions 1.1 and 1.3 for FACE opportunities and staffing experienced a cost savings due to a mid-year resignation of the FACE Manager. The position is not being refilled.

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

Certainly, LOSD continued to pursue actions and services related to Family and Community Engagement. However, they were implemented differently and not as thoroughly as anticipated given the dissolution of the FACE Team. For instance, specific employees of the Human Resources Department were trained to offer fingerprinting services for parent volunteers. This approach made the service free and accessible, increased our parent involvement, and volunteerism, at the elementary school sites. In addition, the utilization of the bilingual Parent Square platform, as a two-way communication platform, created a visible and memorable calendar of all school functions and activities. This greater awareness resulted in increased participation and engagement in and with the school communities. Parent Square is

now consistently used by families, teachers, community stakeholders, and staff and has reduced the communication gap between schools and families.

We believe that the actions and services implemented under the spirit of this goal were effective given the data on participation in school events, but acknowledge that there is room for improvement given parent survey data, anecdotal feedback, and recognition that we know we can and should do more. As such, many changes were made to this goal that reflect the District's current budget situation and direct input from parents and caregivers with an understanding of that context.

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.

Many changes were made to this Goal based on Stakeholder Input (noted in the Engaging Educational Partners section). To start, we revised and broadened the goal language to focus on parent and community engagement since we did not receive the Community Schools grant that was funding the FACE team and activities upon which the previous goal language was based. We removed 2 metrics (1.7 and 1.8 in 2024-25 LCAP) that were related to grant activities and not defined for data collection purposes. We changed the baseline data for Metric #2 (Parent Survey Response Rate) to align with the survey questions that will be used moving forward, in order to have consistent and eligible data informing the LCAP cycle. We also changed the target of that metric to 50% or greater (by school). We defined actions and services more specifically for transparency purposes with the community and so that parents could easily identify areas and ways they could be directly involved in their child's education and school community.

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	Welcoming Environments	LOSD's District Office and Schools will provide a welcoming environment for ALL families. Through the following actions, families will know that they are valued members of the district community and that they offer valuable insight and input as we seek to build an innovative learning culture that serves all scholars. The following actions/services will serve unduplicated pupils by bringing families and support together to present opportunities for engagement, empowering parents/guardians to be active participants and communicators as they provide their valuable family perspective. Related actions/services include:	$2,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Each school site to hold their Back to School Night within the first month of school - social activities before the BTSN will be designed and created in partnership with families • Cradle to Career and LOSD to convene and host a Multicultural event in collaboration with School Site Councils & ELACs • Families will be given purposeful advance notice and invitations to attend appropriate school assemblies/performances • In partnership with C2C, ensure timely bilingual information and resources are disseminated (via print and/or online) • Host quarterly Coffees with the Principal • Families will be invited to assist with providing friendly greetings (such as Parent Safety Patrol) in elementary drop-off aisles • Make information about the schools available in multiple languages in the front office (ex., behavioral expectations, universal supports & systems)		
1.2	Effective Communications	LOSD will promote effective two-way communication with ALL families and the community. Related activities include: • Teachers will send home a brief introductory letter in the first week of school (welcome and introduction) • Continue communication (including bilingual) to families through Infinite Campus & Parent Square • Ensure all printed communications posted at school, and sent home, are bilingual. • Quarterly District newsletters will be sent out to all families. • Interpreters will be utilized for school events and parent meetings. • Provide simultaneous interpretation services at all District public meetings through Zoom's Interpretation Channel and/or headsets • Offer Parent Square Training for all new families	$83,343.00	Yes
1.3	Parent Education & Engagement	LOSD will provide multiple opportunities for parent education and engagement with each site sharing a school year calendar of family-	$11,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focused events that are culturally responsive and highlight student work/performances as appropriate. Related activities include: • Provide 1 Family Arts Night & 1 Family Engagement Night • By leveraging C2C funding and infrastructure, integrate Cradle to Career (C2C) into District Family Education and Engagement efforts • C2C to continue providing a series of parent/guardian-focused workshops (ex., Triple P, Digital Literacy, Know Your Rights, etc) • Continue student-led conferences focused on Growth Mindset • Administer and reporting on parent surveys annually • Subsidize fingerprinting costs for parent volunteers • Acknowledge and celebrate the parent volunteers at each site		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academic Achievement: Live Oak School District will empower, inspire, and ensure equitable opportunities for every student to thrive in an academically rigorous, collaborative, and innovative learning environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LOSD's main focus and purpose is to educate our students and ensure they have the tools they need to succeed academically and be college and career ready, which would give them the opportunity to have choices in their future. Therefore, LOSD has adopted a student-centered approach that includes high academic expectations for all students, access to a broad course of study, and a commitment to fostering a growth mindset. Our long-term professional learning (PL) focus is organized into three strands: interventions in math and English language arts; English Language Development; and social-emotional learning. Given the high proportion of English learners and low-income students enrolled in the District, many actions and services are selected because they best meet the needs of those student groups yet are also beneficial to meet the learning needs of all students. Examples include iReady (in ELA & Math), Accelerated Reader platform, FOSS NGSS, and a Response to Intervention (RTI) model. Additionally, districtwide the elementary schools have designated the first 40 minutes of the school day to ELD and SEL instruction. The middle school has a flex schedule supporting ELD and academic supports for all students, with SEL instruction provided on the early release Wednesdays.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	iReady Literacy assessment K - 8th grades	iReady Literacy assessment	iReady Literacy assessment		Each grade level and subgroups to increase by 10%	No difference since we changed the metrics of focus starting in 2024-25 (will serve

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of students making progress towards Typical Growth Overall / Low-SES / EL K: 59% / 56% / 39% 1st: 43% / 33% / 16% 2nd: 30% / 18% / 10% 3rd: 55% / 43% / 30% 4th: 33% / 27% / 9% 5th: 39% / 20% / 0% 6th: 39% / 21% / 3% 7th: 42% / 29% / 5% 8th: 23% / 18% / 0%	% of students that have met the Growth Target Overall / Low-SES / EL K: 4% / 2% / 10% 1st: 17% / 15% / 14% 2nd: 33% /30% / 12% 3rd: 61% / 60% / 60% 4th: 52% / 52% / 45% 5th: 50% / 47% / 47% 6th: 55% / 48% / 38% 7th: 55% / 53% / 50% 8th: 62% / 63% / 43% Stretch Growth Target Met: Overall / Low-SES / EL K: 0% / 0% / 0% 1st: 7% / 7% / 0% 2nd: 10% /8% / 0% 3rd: 30% / 24% / 33% 4th: 24% / 20% / 15%			as Baseline for 2025-26)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5th: 21% / 21% / 18% 6th: 27% / 18% / 4% 7th: 24% / 21% / 4% 8th: 25% / 22% / 43%			
2.2	California Schools Dashboard: English Language Arts 3rd - 8th grades	California Schools Dashboard (2024, 2022-2023 assessment): English Language Arts Measured in points above or below standard District level: yellow - 7.8 pts below Homeless students: orange - 68.9 pts below Socioeconomically disadvantaged: yellow - 31.4 pts below English Learners: orange - 49.2 pts below Hispanic: yellow - 30.6 pts below White: green - 33.9 pts above	California Schools Dashboard (2025, 2023-2024 assessment): English Language Arts Measured in points above or below standard District level (overall): ORANGE - 17.4 pts below Homeless students: RED - 72 pts below Students with Disabilities: RED - 100.2 pts below Socioeconomically disadvantaged:		California Schools Dashboard: English Language Arts Measured in points above or below standard District level: BLUE and/or at standard Homeless students: YELLOW - 30 pts below Students with disabilities: TBD Socioeconomically disadvantaged: GREEN and/or 20 pts below English Learners:	District level (overall): -9.6 pts Homeless students: -3.1 pts Students with Disabilities: -14.5 pts Socioeconomically disadvantaged: -11.6 pts English Learners: -12.5 pts Long-term English Learners: n/a Hispanic: -9.7 pts White: -7.3 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ORANGE - 43 pts below English Learners: ORANGE - 61.7 pts below Long-term English Learners: RED - 129.8 Hispanic: ORANGE - 40.3 pts below White: GREEN - 26.6 pts above		YELLOW and/or 25 pts below Long-term English Learners: ORANGE and/or 114.9 pts below Hispanic: GREEN and/or at standard White: BLUE - 50 pts above	
2.4	iReady Math assessment K - 8th grades	iReady Math assessment % of students making progress towards Typical Growth Overall / Low-SES / EL K: 31% / 22% / 12% 1st: 39% / 27% / 13% 2nd: 24% / 13% / 14% 3rd: 41% / 28% / 18% 4th: 27% / 21% / 9% 5th: 47% / 33% / 3% 6th: 36% / 25% / 3% 7th: 33% / 14% / 0% 8th: 19% / 10% / 4%	iReady Math assessment % of students that have met the Growth Target Overall / Low-SES / EL K: 12% / 0% / 0% 1st: 19% / 15% / 14% 2nd: 18% / 15% / 24% 3rd: 31% / 28% / 38%		Each grade level and subgroups to increase by 10%	No difference since we changed the metrics of focus starting in 2024-25 (will serve as Baseline for 2025-26)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4th: 35% /30% / 30% 5th: 40% / 36% / 49% 6th: 46% / 37% / 38% 7th: 48% / 42% / 32% 8th: 53% / 51% / 48% Stretch Growth Target Met K: 2% / 0% / 0% 1st: 9% / 7% / 3% 2nd: 3% / 5% / 2% 3rd: 10% / 7% / 18% 4th: 9% /7% / 6% 5th: 11% / 12% / 16% 6th: 12% / 7% / 12% 7th: 14% / 10% / 7% 8th: 24% / 21% / 22%			
2.5	California Schools Dashboard: Mathematics 3rd - 8th grades	California Schools Dashboard (2024, 2022-2023 assessment): Mathematics	California Schools Dashboard (2025, 2023-2024 assessment): Mathematics		California Schools Dashboard: Mathematics Measured in points above or below standard District level:	District level: -3.4 pts Homeless students: +7.9 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Measured in points above or below standard District level: yellow - 41.4 pts below Homeless students: red - 101.2 pts below Students with disabilities: orange - 68.5 pts below Socioeconomically disadvantaged: yellow- 113.1 pts below English Learners: yellow - 77.3 pts below Hispanic: yellow - 64.6 pts below White: green - 1.5 pts above	Measured in points above or below standard District level (overall): ORANGE - 44.8 pts below Homeless students: YELLOW - 93.3 pts below Students with Disabilities: RED - 120.2 pts below Socioeconomically disadvantaged: ORANGE- 70.9 pts below English Learners: ORANGE - 84.8 pts below Long-term English Learners: RED - 167.2 pts below Hispanic: ORANGE - 68.4 pts below White:		GREEN and/or 20 pts below Homeless students: ORANGE and/or 50 pts below Students with disabilities: RED - 105.2 pts below Socioeconomically disadvantaged: YELLOW and/or 50 pts below English Learners: YELLOW and/or 30 pts below Long-term English Learners: ORANGE and/or 152.3 pts below Hispanic: GREEN and/or 30 pts below White: BLUE and/or 20 pts above	Students with disabilities: -51.7 pts Socioeconomically disadvantaged: +42.2 pts English Learners: -7.5 pts Long-term English Learners: n/a Hispanic: -3.8 pts White: +1 pt

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			YELLOW - .5 pts below			
2.6	State Science Test (CAST) 5th, 8th grades	CAST (2024, 2022-2023 assessment) Met or Exceeded Standard Districtwide: 43.82% 5th: 38.07% 5th statewide: 31.86% 8th: 50.29% 8th statewide: 28.76%	CAST (2025, 2023-2024 assessment) Met or Exceeded Standard Districtwide (overall): 34.83% 5th: 32.94% 5th statewide: 32.68% 8th: 36.81% 8th statewide: 28.95%		CAST assessment Met or Exceeded Standards Districtwide: 60% 5th: 55% 8th: 65%	Districtwide (overall): -8.99% 5th: -5.13% 8th: -13.48
2.7	California Schools Dashboard: English Learner Progress (based on ELPAC assessment)	California Schools Dashboard (2024, 2022-2023 assessment): EL Progress Measured in percentage making progress District level: green - 55.8% making progress 56% of ELs Progressed at least one ELPI level	California Schools Dashboard (2025, 2023-2024 assessment): EL Progress Measured in % of students making progress District level: ORANGE- 48.7% making progress 47.1% of ELs Progressed at		California Schools Dashboard: EL Progress District level: BLUE - 60% making progress 60% of ELs progressed at least one ELPI level 35% of ELs maintained their level	District level: -7.1% -8.9% (for ELs Progressed at least one ELPI level) +2.6% (for ELs maintained their level)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		31.7% of ELs maintained their level	least one ELPI level 34.3% of ELs maintained their level			
2.8	Long-term English Learners (LTEL)	California Schools Dashboard (2024, 2022-2023 ELPAC assessment) (34 students tested) Percentage of students in each level Level 1 - 11.76% Level 2 - 26.47% Level 3 - 35.29% Level 4 - 26.47%	California Schools Dashboard (2025, 2023-2024 ELPAC assessment) (30 students tested) Percentage of students in each level (goal is Level 4) Level 1 - 20.00% Level 2 - 43.33% Level 3 - 23.33% Level 4 - 13.33%		Percentage of students in each level Level 1 - 10% Level 2 - 20% Level 3 - 40% Level 4 - 30%	Level 1: +8.24% Level 2: +16.86% Level 3: -11.96% Level 4: -13.14%
2.9	Reclassification rates	2023-2024 413 English Learners - 55 students have been reclassified District-wide:13.32 % Elementary: 8.82% Middle School: 26.2%	2024-2025 333 English Learners - 24 students were reclassified District-wide: 7% Elementary: 7% Middle School: 6%		District-wide: 20% Elementary: 15% Middle School: 25%	District-wide: -6.32% Elementary: -1.82% Middle School: -20.2%

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.

Over the course of the 2024-25 school year, LOSD has provided students with opportunities to thrive in an academically rigorous, collaborative, and innovative learning environment. A report on the implementation of specific actions follow:

Action 2.1 - Supportive staff: The RTI Program continued to support students in the area of ELA. However, due to the fiscal stabilization plan, RTI aides who were supporting mathematics, were not funded in 2024-25.

Action 2.2 - MTSS - academic supports: Lack of an MTSS Coordinator resulted in little progress to further develop Tier 1 classroom strategies that would have addressed academic and behavioral challenges. In turn, this deficiency has led to an overidentification of students referred to special education as indicated in the district-wide SPED Study.

Action 2.3 - Educator supports: Academic platforms were streamlined to provide consistency across the district. The focus was the use of i-Ready with fidelity, including accessing the MyPath differentiating arm of the program.

Action 2.4 - Multilingual supports: A district-wide focus on designated ELD continued. Each school site engaged in ELD instruction during the first 40 minutes of the school day. The new curriculum, now in its second year of implementation, is the foundation for this instruction at the elementary sites. While some training continued, it is noted that further and deeper training for teachers must ensue over the course of the 2025-26 school year.

Action 2.5 - Supplemental programs and services for unduplicated and other students: A scope and sequence of field trips, by grade level, and supported by the district has been established. These supplemental hands-on learning excursions are connected to grade level standards and enhance learning.

Action 2.6 - Development of whole-child: The Second Step curriculum continued to be used to facilitate Social-Emotional Learning.

Action 2.7 - Long-term English Learners: Under the guidance of the County Office of Education, and within the work of DA Team, data and statistics have been a focus as we investigate why we have so many LTELs and why they have not yet reclassified. One finding is that many of our LTELs are also characterized as having a disability (as noted by having an IEP). A reclassification ceremony was held on May 12, 2025.

Action 2.8: Special Education students not meeting standards: Used i-Ready to disaggregate data as related to IEP goals and to support core instruction. i-Ready’s “MyPath” for ELA and Mathematics has served to promote stretch growth towards “at” grade level.

Action 2.9 - Student experiencing homelessness not meeting standards: Used i-Ready MyPath for ELA and Mathematics serves to promote stretch growth towards achieving “at” grade level.

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

Action 2.3 - The district was able to spend more on educator supports and instructional services due to savings from the resignation of the FACE manager.
Action 2.4 - This action had an increase of cost from the budget with the addition of the Dual Immersion program.
Action 2.5 - The actual cost for the supplemental learning platforms was more than expected when the budget was developed.
Action 2.7 - No costs were incurred for LTEL services.
Action 2.9 - No costs were incurred for homeless students.

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

Our RTI Program, even with the loss of one aide per site, showed growth in ELA among lower performing students.

Use of the i-Ready platform to assess, disaggregate data, and support growth towards standards mastery, has resulted in shifting instructional delivery from curriculum based to standards based. Platforms for supporting instruction of all teachers, especially i-Ready, demonstrated growth in the area of Stretch Growth and Typical Growth for the majority of students. Based upon feedback from new teachers, we have work to do in terms of new teacher training in curriculum instruction and delivery.

More work needs to continue in terms of supporting teachers and administrators regarding multilingual instruction and supports. 24 ELs were reclassified this year. It is acknowledged that SDAIE Strategy training and support is essential in order to move our ELs and LTELs forward into reclassification.

It is clear that our special education students need more support. It is also clear that a standards-based focus needs to drive instruction as opposed to a curriculum-driven educational approach.

The Mathematics Initiative was not included in the LCAP last year. However, when the SCCOE offered this free opportunity, we elected to participate district wide. Engaging as a district in the SCCOE Math Initiative has launched a deep dive into the new Mathematics Framework. The launch of a district-wide Mathematics Leadership Team has created an essential focus on mathematics.

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.

Changes to Goal #2 (Academic Achievement) were based on an analysis of student achievement data, input from multiple stakeholders, and the collaborative work of the Differentiated Assistance (DA) Team. The largest change was to expand the number of actions/services in an effort to increase transparency and provide a full picture of the instructional programs offered by LOSD.

In addition, we collapsed Metrics 2 & 3 as they were based on the same measure; changed the CAASPP targets for Students with Disabilities based on the DA process; created new CAASPP targets for the Long-term English Learner subgroup; and changed how we analyze and report local assessment results (iReady). The iReady scores previously reported as Baseline for the 2023-24 school year were the Percent of Students making “Progress toward Typical Growth.” Instructional leaders engaged in the LCAP process during the 2024-25 school year requested that the metrics of focus be the “Percent of Students who Meet Typical Growth” target, as well as the “Percent of Students who Meet Stretch Growth” target. Stretch Growth is defined as the amount of growth that a student should target in order to attain grade-level proficiency. Given this shift, we will be using 2024-25 iReady data as the new Baseline.

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	Novice Teachers	LOSD will provide structured support for novice teachers, including the following actions/services: a. Provide induction support to all novice teachers through New Teacher Project b. Systematize an approach to onboard and train new teachers on logistics as well as implementation of grade level curriculum	$40,637.00	Yes
2.2	School Support	In order to help schools meet the needs of low income, English learners, and foster youth students, all schools will receive state supplemental and concentration funds distributed based on unduplicated pupil counts. Funds can be supplemented by their donation and fundraising accounts. Sites can spend funds on actions/services such as: • Supplemental learning materials • Field trips • Achievement awards • Classroom supplies and incentives • Classroom libraries • Printed materials • Trainings	$215,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Assemblies		
2.3	Growth Mindset	LOSD schools will infuse school cultures with the tenets of Growth Mindset. All students, parents, and staff will understand Growth Mindset and the role that effort, mistakes and goal-setting play in learning success.	$0.00	No
2.4	Multi-Tiered System of Supports (MTSS)	LOSD will provide a Multi-Tiered System of Supports in order to identify struggling students early and provide appropriate evidence-based interventions. Related actions/services include: • Provide differentiated reading instruction for elementary students through the Response to Intervention (RTI) model. • Provide a standardized, comprehensive Tier I program that delivers direct instruction aligned to grade level standards as well as differentiated, small group instruction • Build time into restructured days for collaboration between education specialists and general education teachers • Provide monthly PL time & resources for classroom teachers on Tier 2 in the classroom • Provide ongoing PL time & resources (training, coaching and technical assistance) to Tier 2 site teams ($stipends for leads) • Create a master schedule with dedicated differentiated intervention time (ex., Walk to Learn, Advisory Period) • Ocean will meet as a staff 4x per year to review and update plans for all students with Tier 2 and 3 interventions. • Reconvene monthly meetings of the Instructional Advisory Team to focus on data-based problems of practice [If provided with LREBG funds, they will be used towards the RTI program]	$444,243.00	Yes
2.5	English Language Arts	Ensure all students are making measurable progress in English Language Arts by ensuring alignment with the standards through professional development, teaching practices, and instructional materials. Related	$302,355.00	Yes

Action #	Title	Description	Total Funds	Contributing
		actions/services include: • Continue to provide PL time & resources focused on the Science of Reading (K-3: UFLI, 4-8: Rules of Morphology, K-8: Orton-Gillingham) • Use iReady for individualized Tier 1 and Tier 2 ELA instruction • Develop scope of sequence for reading instruction based on CCSS • Provide PL time & resources on scope and sequence • Utilize iReady reports to inform differentiated small group instruction • Provide PL time & resources to calibrate grade level writing • Pilot new ELA curriculum at middle school • Provide Library Media Specialists		
2.6	English Learners	LOSD will ensure English Language Learners continue to make progress learning English language, resulting in reclassification. Related actions/services include: • Provide PL time & resources on SDAIE strategies • Provide PL time & resources on elementary ELD curriculum • Identify assessments for mastery • Create a map/plan for preparing for the ELPAC, starting in January • Provide Professional Learning to staff on the English Learner Roadmap & ELD Standards • Provide an overview of the ELPAC assessment to teachers, including instructional implications (e.g. how to teach Listening with check in/comprehension) • Participate in SCCOE's county-wide Multilingual Network • Explore the free EPiCC Professional Development resources • Principals to conduct walk-throughs to ensure that designated ELD instruction is occurring with fidelity [If provided with LREBG funds, they will be used towards the RTI program to provide support with designated ELD instruction]	$38,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Long-term English Learners (LTELs)	LOSD will address the needs of Long-term English Learners (LTELs) to support their improved achievement. Related actions/services include: • Pilot an ELD program at the middle school • Specifically identify LOSD's LTEL students and create an individualized plan for each student that is then shared with their teachers		Yes
2.8	Dual Language Immersion	Provide a Dual Language Immersion (Spanish/English) instructional model as an option for students. Related actions/services include: • Onboarding support for new teachers • Continue to designate a DLI lead teacher and provide release time for planning and support • Provide PL time & resources to develop scope & sequence of DLI program • Enroll all newcomers in the DLI program • Add Spanish-language assessment metrics to LCAP • Live Oak Elementary and Shoreline Middle School to collaboratively plan for DLI articulation to Shoreline • Create a Tier I DLI Committee	$279,044.00	Yes
2.9	Mathematics	LOSD will ensure all students are making measurable progress in Mathematics by ensuring instruction is aligned to state standards and frameworks using adopted and supplemental materials. • Increase academic discourse in math by implementing Accountable Talk strategies in the classroom, supported through PL time & resources • Participate in the Santa Cruz County Math Initiative, which will elevate math teaching, learning, and achievement across the	$54,855.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District through establishing Math Leadership Teams, responding to persistently low math achievement, equity gaps, and understanding the new framework. • In connection with Math Initiative, provide PL time & resources for implementing instructional delivery of key grade level standards • Purchase piloted math curriculum (TK Eureka Math Squared) for math instruction • Use iReady for individualized Tier 1 and Tier 2 math instruction • Explore ways to offer after school Math Clubs • Focus on math fact fluency during Summer School		
2.10	Science & Technology	LOSD will provide access to quality science and technology education using the Next Generation Science Standards and adopted curriculum. Related actions/services include: • Deliver science instruction through two FOSS units year at each grade level • Each site will inventory and restock FOSS kits • Supplement instruction with Mystery Science • Provide PL focused on using academic language, via Accountable Talk into science instruction • Principals to conduct walk-throughs to ensure that science instruction is occurring with fidelity • Create life lab-based NGSS lessons for 4th and 5th grades to be delivered by life lab aides within the context of the garden • Provide all students with three digital citizenship lessons aligned to the scope and sequence. • All 6th grade students will take one semester of Beginning Computer. • Provide headphones for all students. • Provide a high speed, reliable and secure network for teaching and learning	$141,506.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Visual & Performing Arts (VAPA)	LOSD will continue to build and sustain equitable student access to sequential, standards-based Visual and Performing Arts (VAPA). Related actions/services include: • Provide a full-time elementary music teacher and full-time visual arts teacher • Provide a VAPA TOSA to facilitate arts education by providing specialized support, leadership, and expertise to teachers and staff within the school district • Convene the VAPA committee to monitor implementation of District Arts Plan • Continue youth theater club at middle school (if funds are available) • Explore additional VAPA offerings outside of the school day (summer band, choir, guitar, dance) (if funds/partnerships are available) • Ocean Alternative offers arts programming	$0.00	No
2.12	College & Career Readiness	Ensure K-8 students are on the right track for College and Career Readiness when they exit Live Oak School District. Related actions/services include: • Provide a school counselor at middle school • Continue participation in Santa Cruz County College and Career Collaborative (S5C) • Continue with Middle School Advisory period • Provide guidance to students at the time of course enrollment for incoming freshmen to ensure all students are given equal opportunities to be college-ready (eg., prepared for A-G requirements).	$275,938.00	Yes
2.13	Students with Disabilities	LOSD will ensure that Students with Disabilities continue to make progress toward grade level proficiency in ELA and Math through actions/services	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		such as: • Develop and begin implementation of Continuous Improvement Monitoring (CIM) Plan focused on improving access to the Least Restrictive Environment (LRE), including how to align general and special education instructional environments to support student success. • Provide PL time & resources to Special Education department staff around writing high quality IEP goals and ensure all IEP goals are aligned to grade level standards. • The Special Education department meets monthly for PL on topics such as LRE, core instruction, eligibility determinations, legal updates regarding Special Education legislation, and case law. • Ensure Tier 1 core instruction is available to students with disabilities, as well as Tier 2 interventions. • Continue to revise and systematize the Tier 2 process at sites for addressing and responding to student concerns prior to referral for Special Education. • Embed Orton Gillingham strategies in special education classrooms. • Explore ELD materials appropriate for middle school special day classes. • Based on the results of the SPED Study, create a Task Force with representation from parents, teachers, classified union members to develop a Strategic Plan to reduce the over-identification of English Learners as needing Special Education services. • Continue efforts to hire and train LOSD special education classroom support aides as opposed to contractors.		
2.14	Foster Youth	LOSD will attend to specific educational needs of foster youth through actions/services such as: • In partnership with SCCOE Foster Youth Services, expedite notification to schools of foster youth placement to assist, monitor, and support student success as outlined in County-wide plan.	$4,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Within the first four weeks of school or notification, the Education Services Department will schedule a meeting with the School Principal or designee, school counselor, foster parent, student's teacher (optional), and advocate/social worker to develop an individualized learning plan. • Foster Youth will have priority placement in summer school, before and after school programs, and other intervention programs.		
2.15	Students experiencing Homelessness	LOSD will provide outreach and offer intervention programs and supports to homeless youth on a priority basis through actions/services such as: • Create a confidential list of eligible students • Within four weeks of notification, school administrators will make contact with parents of homeless youth to connect them with resources. • Provide backpacks and school supplies at the beginning of the school year provided through United Way. • Homeless Youth will have priority placement in summer school, before and after school programs, and other intervention programs.	$6,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Social-Emotional and Physical Wellness: Live Oak School District will provide enriching, affirming, inclusive and healthy school communities that address the diverse needs of every child in order to ensure full engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

LOSD is focused on serving the needs of the whole child which includes every student's physical and social-emotional wellbeing. Like never before in the history of education has the need for emotional and mental health been more needed. Research continues to show that students must be physically, mentally, and emotional well and safe in order to learn at high levels. Parent, caregivers, and staff input continues to indicate this need. This goal is imperative to ensure students have access to high quality nutrition, opportunities for physical activity and mental health support services, including counseling and a social-emotional curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Schools Dashboard: Local Indicator on Local Climate Survey	MET	MET		MET	No Difference
3.2	California Healthy Kids Survey 5th, 7th grades *School Connectedness *Breakfast	2023-2024 CKHS School Connectedness: 5th: 74% / 7th: 62 % Eats breakfast in the morning:	2024-25 CHKS School Connectedness: 5th: 75% / 7th: 55%		School Connectedness: 5th: 80% / 7th: 70% Eats breakfast in the morning:	School Connectedness: 5th: +1% / 7th: -7% Eats breakfast in the morning:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Safety *Sadness	5th: 76% / 7th: 66 % Feel safe or very safe at school: 5th (“most or all of the time”): 5th: 87% / 7th: 67% ("safe or very safe”) Percentage of 7th grade girls reporting feeling sad or hopeless (within the past 12 months, almost every day for 2 weeks): 16%	Eats breakfast in the morning: 5th: 79% / 7th: 58% Feel safe or very safe at school: 5th (“most or all of the time”): 5th: 80% / 7th: 58% ("safe or very safe”) Percentage of 7th grade girls reporting feeling sad or hopeless (within the past 12 months, almost every day for 2 weeks): 48%		5th: 80% / 7th: 70% Feel safe or very safe at school: 5th: 90% (“most or all of the time”) 7th: 70% ("safe or very safe”) Percentage of 7th grade girls reporting feeling sad or hopeless (within the past 12 months, almost every day for 2 weeks): 10%	5th: +3% / 7th: -8% Feel safe or very safe at school: 5th: -7% (“most or all of the time”) 7th: -9% ("safe or very safe”) Percentage of 7th grade girls reporting feeling sad or hopeless (within the past 12 months, almost every day for 2 weeks): +32%
3.3	Student Survey on Social-emotional Learning and Wellness 3rd - 8th grades	SEL & Wellness Panorama Survey 3-5 grades *86% feel like they have supportive relationships at school *63% feel like they like the overall social and learning climate at their school *63% feel physical and psychological safety at school	SEL & Wellness Panorama Survey 3-5 grades 76% feel like they have supportive relationships at school 63% feel like they like the overall social and learning climate at their school		3-5 grades *90% feel like they have supportive relationships at school *75% feel like they like the overall social and learning climate at their school *70% feel physical and psychological safety at school	3-5 grades -10% feel like they have supportive relationships at school +/-0% feel like they like the overall social and learning climate at their school -1% feel physical and psychological safety at school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6-8 grade *85% feel like they have supportive relationships at school *46% feel like they like the overall social and learning climate at their school *46% feel physical and psychological safety at school	62% feel physical and psychological safety at school 6-8 grades 50% feel like they have supportive relationships at school 47% feel like they like the overall social and learning climate at their school 68% feel physical and psychological safety at school		6-8 grades *90% feel like they have supportive relationships at school *55% feel like they like the overall social and learning climate at their school *55% feel physical and psychological safety at school	6-8 grades -35% feel like they have supportive relationships at school +1% feel like they like the overall social and learning climate at their school +22% feel physical and psychological safety at school
3.4	Attendance (T2, Infinite Campus)	Rate in 2023-24: 94.14%	Rate in 2024-25: 94.64%		Rate: 97%	+.5%
3.5	California Schools Dashboard: Chronic Absenteeism	California Schools Dashboard (2024, 2022-2023 data): Chronic Absenteeism Measured by the percentage of students who were absent 10% or more of the instructional days they were enrolled District level:	California Schools Dashboard (2025, 2023-2024 data): Chronic Absenteeism Measured by the percentage of students who were absent 10% or more of the instructional days they were enrolled		California Schools Dashboard: Chronic Absenteeism District level (overall): GREEN and/or - 3-5% (goal is to be at 0) All subgroups to be at 3-5%	District-level (overall): -15.3% Subgroups: Homeless students: -10.6% Students with disabilities: -14.4% Socioeconomically disadvantaged: -15.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		red - 30.4% (goal is to be at 0) Homeless students: red - 35.8% Students with disabilities: red - 41.4% Socioeconomically disadvantaged: red - 34.9% English Learners: red - 33.5% Hispanic: red - 34% African American: red - 32.4% White: red - 23.3%	District level (overall): YELLOW - 15.1% Homeless students: ORANGE - 25.2% Students with disabilities: YELLOW - 27% Socioeconomically disadvantaged: YELLOW - 19.2% English Learners: YELLOW - 14.9% Long-term English Learners: YELLOW - 16.3% Hispanic: YELLOW - 15.7% African American: ORANGE - 25% White: YELLOW - 12%			English Learners: -18.6% Long-term English Learners: n/a Hispanic: -18.3% African American: -7.4% White: -11.3%
3.6	California Schools Dashboard: Suspension	California Schools Dashboard (2024, 2022-2023 data): Suspension	California Schools Dashboard (2025, 2023-2024 data): Suspension		California Schools Dashboard: Suspension	District level (overall): +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Measured in the percentage of students suspended at least 1 day District level: green - 1.2% (goal is to be at 0) Homeless students: green - 2.4% Students with disabilities: green - 1.8% Socioeconomically disadvantaged: green - 1.3% English Learners: green - 1.4% Hispanic: green - 1.5% African American: orange - 2.9% White: green .8%	Measured by the percentage of students suspended at least 1 day District level (overall): ORANGE - 2.2% Homeless students: GREEN - 1.7% Students with disabilities: RED - 3.9% Socioeconomically disadvantaged: ORANGE - 2.9% English Learners: ORANGE - 2.3% Long-Term English Learners: RED - 10.2% Hispanic: ORANGE - 2.4% African American: YELLOW - 2.8% White:		District level and all subgroups: BLUE and/or <1%	Homeless students: -0.7% Students with disabilities: +2.1% Socioeconomically disadvantaged: +1.6% English Learners: +0.9% Long-Term English Learners: n/a Hispanic: +0.9% African American: -0.1% White: +0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ORANGE - 1.9%			

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.

Over the course of the 2024-25 school year, LOSD has provided our students with enriching, affirming, inclusive and healthy school communities that address the diverse needs of every child in order to ensure full engagement. A report on the implementation of specific actions follow:

Action 3.1 - Chronic Absenteeism: Pulled student attendance reports from A2A and reviewed with Principals throughout the school year. Counselors met with students at risk for chronic absenteeism to identify and address the root cause. Attendance clerks call families for every student absent to document the reason (consistent practice across school sites).

Action 3.2 - MTSS - physical and mental health supports: Students received multiple opportunities for physical activity through PE classes, recess/intramural games, and after school sports offerings for Shoreline Middle School students. Social-emotional support was provided for all students through the Second Step curriculum and mental health clinicians were provided at each elementary school.

Action 3.3 - Staff support for students in special education: LOSD provided staff, instructional aides, and contractors to ensure coordination and compliance support for special education students.

Action 3.4 - Positive, inclusive, safe learning spaces: The planned MTSS/PBIS coordinator position was cut, which resulted in a substantive difference in terms of how these services were delivered. With funding no longer available, the Santa Cruz County Office of Education (COE) extended support to our district in the area of PBIS Training for site teams. This training expanded upon Tier 1 into Tier 2 services. LOSD continued to provide PBIS site leads; and administered a universal screener to identify students who are at risk in order to create a client base for the mental health clinicians. We did not train new teachers on PBIS, conflict resolution, or restorative practices beyond the introductory PL days at the beginning of the school year.

Action 3.5 - Supports for foster youth: LOSD had no foster youth enroll during the school year, and therefore did not partner with the COE.

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

Action 3.1 - Costs associated with this action are included in other actions of the plan.
Action 3.3 - While the district has a comprehensive special education program, no costs were reported in the LCAP.
Action 3.4 - As noted above, the MTSS coordinator position was cut, therefore the district incurred less expenses as planned.
Action 3.5 - No costs were incurred for direct foster youth student supports.

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

Although the position of MTSS/PBIS coordinator did not continue, we did receive support from the county office to provide training for all site leaders and teacher leaders in this area. As successful as these actions were, there remains a clear need for teacher training in Tier 1 and Tier 2 strategies and actions.

The attendance rate district-wide (94.68%) has improved. However, the use of the A2A platform to address Chronic Absenteeism was not used with fidelity across school sites and has been determined to not be worth the expense considering we are working within a fiscal stabilization plan. Significant gains were not seen, and the gains we did see came from office and staff connections with families. Therefore, the A2A contract will not be renewed.

Social Emotional student support was executed in the middle school via the PE teachers delivering instruction in Second Step and other supports. At the elementary sites, SEL was delivered through the Second Step curriculum by classroom teachers. It has been identified that all elementary site counselors should be interacting with the entire community. Adjustments in delivering the anti-bullying Second Step lessons will include counselors participating in delivering these lessons.

The elementary physical education instruction program, delivered by the district wide PE teacher, offered structured lessons that supported the physical wellbeing of students. Though deemed effective, unfortunately due to the constraints of the fiscal stabilization plan, this position will not be funded in 2025-26.

While the number of SPED students continues to increase, we've maintained support to ensure coordination and compliance. The recent SPED Study, conducted by a separate LLC hired by the district, has identified specific actions to be taken over the course of the 25/26 school year. Over identification of students, especially English Learners, needs to be corrected going forward.

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.

Changes to Goal #3 (Social-Emotional and Physical Wellness) include expanding the number of actions/services to more fully describe the philosophy and approach LOSD has adopted to support students' social, emotional, and physical wellbeing. Metric targets have been created for the Long-term English Learner subgroup as appropriate. Actions/services related to supporting the academic success of students with disabilities has been moved to Goal 2 (Academic Achievement).

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	LOSD will maintain and develop site facilities to support and promote physical fitness and wellness. Related activities include: • Develop a seasonal schedule to address the maintenance needs per site in consultation with principals • Provide training and oversight of custodial staff • Maintenance Department to assess and inventory materials/supplies, and equipment needs as well as implement a calendar for ensuring safe, healthy environments at each school site • Director of Maintenance to perform monthly walk-throughs of school sites to ensure facilities are clean, identifying areas for improvement, with reports to the Department of Education Services. • Create a two-way Maintenance Communications Log • Create schedule to regularly maintain school tracks & fields • Replace & update gym floor at Shoreline • Re-stripe blacktop lines as necessary	$0.00	No
3.2	Physical Activity	LOSD will provide students with multiple opportunities for physical activity, including a regular PE program supported by physical education resources. Supplemental activities include: • Continue to provide an intramural sports coordinator at Shoreline with a renewed effort to recruit more girls into games. • Provide elementary recess coaches with an explicit effort to encourage more female participation. • Provide ongoing training and support to recess coaches, yard supervisors and after school site supervisors in Playworks and a coordinated schedule of rotating recess games.	$233,337.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Purchase additional recess equipment to support structured play.		
3.3	Health & Wellness	LOSD will ensure students' health and wellness through actions/services such as: • Continue to provide a District-wide nurse to monitor immunization and health record compliance, provide physical exams, oral health screening, hearing and vision screenings, medical 504 planning, Special Education health assessments, individualized healthcare planning, basic first aid and urgent/emergent student care response, mandated illness/communicable disease surveillance and reporting, access to healthcare resources and referrals, MediCal billing, etc. • District nurse to provide annual overview and trainings at school staff meetings on student health conditions and appropriate responses. • Administer an annual student survey on culture & climate • Principals engage with a focus group of stakeholders to review the student survey data and then identify a key area of focus & integrate into SPSA.	$149,050.00	Yes
3.4	Healthy Nutrition	LOSD will continue to provide a healthy nutrition program for all students through actions/services such as: • Provide daily offerings of farm fresh fruit and vegetables • Offer Vegetarian or vegan option every day • Provide fresh prep options every day • Provide local, seasonal, and organic fruit and vegetables when available • Provide supper program at Boys & Girls Club, summer school lunch program, breakfast/lunch for preschool and supper/snack during the after school program. • Continue providing free breakfast and lunch to all students, as federal funding is available	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Expand nutrition education to students and parents through community partnerships • Begin development of a community-funded District Farm at Del Mar Elementary to grow a regular supply of food for the nutrition program and expand nutrition and agricultural access for students • Replace damaged cafeteria tables as appropriate		
3.5	Social-emotional Wellness	LOSD will provide social-emotional health supports for students through actions/services such as: • Provide counseling at every site, including Ocean • Teaching the Second Step lessons that cover empathy, bullying, and race/equity, with counselors providing the lessons at the - beginning of the year • Provide PL time & resources on trauma-informed practices with the intent of integrating them into District culture • Provide Salud y Monarca Girls & Boys Groups • Provide PL time & resources on the use of Mindfulness in the classroom for TK-5	$595,559.00	Yes
3.6	Positive Behavioral Intervention Support (PBIS)	LOSD will continue to provide a Positive Behavioral Intervention Support system at each school. Related actions/services include: • Provide PBIS leads at each site. • Provide annual refresh training and ongoing coaching for Tier I PBIS leads • Leads, Counselors, and Principals attend PBIS Conference and collaboratively develop site plans to share with staff and implement changes to Tier II. • Revisit, design, and implement incentive programs appealing to all ages. • Onboard and provide training on a new minor discipline capturing and data collection and analysis system for elementary sites	$61,734.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Continue training on Tier 2 with support from the COE • Provide Conflict Resolution Training for recess coaches and yard supervisors		
3.7	Bullying Prevention	LOSD will continue to implement bullying prevention strategies. Related actions/services include: • Continue providing classroom lessons on bullying, prevention, and response, co-taught by counselors • Provide district-wide collaboration time for counselors, teachers, and PBIS leads • Revisit the best/most appropriate mechanisms for anonymous reporting of bullying	$0.00	No
3.8	Suspensions	Prompted by the high rates of suspension in our LTEL and Students with Disabilities subgroups, root cause of behaviors that mandate suspension by Ed Code, will be analyzed via the school counselor, PBIS Lead, site principal, and psychologist. Based upon the outcome of the analysis, specific preventative and restorative practices will be implemented. Additional actions to reduce suspensions include: • Provide PL time & resources on cultural proficiency • Co-convene Racial Equity Student Group with C2C at Shoreline • Elementary schools will design a strategy based on their school culture (ex., schoolwide monthly book club, lunch bunch student group, etc)	$3,000.00	No
3.9	Attendance & Chronic Absenteeism	LOSD will monitor and address student attendance with a specific focus on families that struggle with chronic absenteeism. Related actions/services	$291,441.00	Yes

Action #	Title	Description	Total Funds	Contributing
		include: • Implement an attendance awareness campaign co-designed with teachers • Use data analysis to support efforts to improve attendance and minimize chronic absenteeism • Provide site-determined incentive programs that recognize improved attendance, especially for those students with chronic absences • Identify students early in the school year who are at risk for chronic absenteeism and communicate with families to assess situation and provide support • Provide clear and ongoing communication of expectations to students & parents on when to stay home if sick • Provide short-term Independent Study assignments for absences of 1-15 days • Provide SARB training to Principals and office staff at elementary schools, with a focus on ensuring consistent practices across sites • Develop & convene the District Attendance Review Team (DART) committee to meet with families on a quarterly basis regarding chronic absences throughout the year, pending referral to County SARB		
3.10	Safety	LOSD will ensure schools are safe and well-maintained communities for students, parents, and teachers. Related actions/services include: • Provide crossing guards at elementary schools • Add security fencing at all schools • Provide regular safety trainings (including CPR & First Aid, threat assessments, response to emergencies) and drills • Maintain emergency management plans and supplies/equipment	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,749,740	$184,082

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
17.462%	0.000%	$0.00	17.462%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Welcoming Environments **Need:** As part of our educational partner engagement, we learned that parents, specifically those of English Learners and low income students, want to feel more included and welcome at school sites and become more active members of the school and district communities.	This action will impact unduplicated pupils and their families by providing greater access to school-based activities and services. Events at the district and school level will provide safe spaces for families to come together and share resources on a variety of topics. Opportunities have been identified for the active engagement of parents of unduplicated students to share in the design and leadership of events.	Parent surveys on perceptions of: * engagement * climate * involvement in schools Number of participants attending back to school nights

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	Actions were selected to serve the needs of the unduplicated population but benefit the entire student and family population.	
1.2	**Action:** Effective Communications **Need:** As part of our educational partner engagement, parents requested effective and ongoing two-way communication that is accessible and multilingual. **Scope:** LEA-wide	Our EL students and families will benefit from a platform for two-way translated communication as well as interpretation at district meetings. All unduplicated pupils and their families will benefit from training on how to use the platform. Actions were selected to serve the needs of the unduplicated population but benefit the entire student and family population.	Parent surveys on perceptions of: * engagement * climate * involvement in schools
1.3	**Action:** Parent Education & Engagement **Need:** As part of our educational partner engagement, parents requested additional engagement support provided by Cradle to Career (C2C). They also requested more opportunities for family learning as.well as ways to be actively involved at their child's school site. **Scope:** LEA-wide	This action will impact unduplicated pupils and their families by providing greater access to school-based activities and services. C2C supports parent engagement and empowerment, working collaboratively with parent leaders and community partners to address parent-determined concerns and requests. Family Learning Nights are excellent opportunities for parents to feel connected to their child, their school, and other families. Student-led conferences present a unique opportunity for a student to share their own learning goals with their parents and their teachers so everyone can support their success during the school year. Administering an annual parent survey is critical to assessing the success of the District. Subsidizing the cost of fingerprinting parent removes barriers	Percentage of parents returning annual survey Parent surveys on perceptions of: * engagement * climate * involvement in schools Percentage of parents attending Fall parent-teacher conferences

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 parent participation in providing help to their child's school during the day. Actions were selected to serve the needs of the unduplicated population but benefit the entire student and family population.	
2.1	**Action:** Novice Teachers **Need:** Schools with high proportions of unduplicated pupils also have higher rates of teacher turnover. LOSD staff and leadership identified the need to invest in structured supports for teachers in order to retain them. **Scope:** LEA-wide	This action will impact unduplicated pupils by providing trained and supported teachers who can best support their learning. Investing in induction support for novice teachers and providing stipends for mentor teachers to create a structured onboarding process for new teachers are shown to help with teacher retention. Though the action was selected based on the needs of unduplicated students, all students in the district benefit.	iReady Math & Literacy assessments
2.2	**Action:** School Support **Need:** Each of our school sites has unique needs based on their unduplicated pupil population. Principals, staff, and parents have identified the need for flexibility and autonomy to direct funds at a site level in order to respond to those specific needs. **Scope:** LEA-wide	Each school will be allocated an amount based on their percent of Unduplicated pupils to determine and support student needs as determined by their community input process. Though the action was selected based on the needs of unduplicated students, all students in the district benefit.	California Schools Dashboard: English Language Arts California Schools Dashboard: Mathematics California Schools Dashboard: English Learner Progress California Healthy Kids 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
2.4	**Action:** Multi-Tiered System of Supports (MTSS) **Need:** Assessment data show a performance gap between our Overall student performance and that of our Unduplicated pupils. LOSD staff, leaders, and parents have also identified the need for a robust RTI program as a need to support unduplicated pupils. **Scope:** LEA-wide	Unduplicated pupils often require interventional support to ensure academic success. Our Multi-Tiered System of Supports (MTSS) is designed to address student needs and result in differentiated instruction shown to be impactful on student learning. Though the action was selected based on the needs of unduplicated students, all students in the district benefit.	iReady Math & Literacy assessments California Schools Dashboard: English Learner Progress
2.5	**Action:** English Language Arts **Need:** Assessment data show a performance gap in ELA between our Overall student performance and that of our Unduplicated pupils. LOSD staff and leaders have identified the need for changes to the ELA professional learning and instructional program to best support unduplicated pupils. **Scope:** LEA-wide	Increased understanding and support for teaching the ELA CCSS, use of the iReady platform to disaggregate data and differentiate instruction, and providing school librarians are specific actions selected based on the needs of unduplicated students, though all students in the district benefit.	iReady Literacy assessment California Schools Dashboard: English Language Arts
2.9	**Action:** Mathematics **Need:** Assessment data show a performance gap in Math between our Overall student	Increased understanding and support for teaching the Math CCSS and use of the iReady platform to disaggregate data and differentiate instruction, adopting a Math curriculum for TK, and seeking ways to integrate math in out-of-school time are specific actions selected based on the needs of	iReady Math assessment California Schools Dashboard: Mathematics

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
	performance and that of our Unduplicated pupils. LOSD staff and leaders have identified the need for increased Math professional learning and a focus on Accountable Talk to best support unduplicated pupils. **Scope:** LEA-wide	unduplicated students, though all students in the district benefit.	
2.10	**Action:** Science & Technology **Need:** We have observed that Unduplicated pupils often have less exposure and access to hands-on science and technology outside of the school day. To level the playing field, and in anticipation of the disaggregation of results on the CAST test on the California School Dashboard, we want to address this gap. **Scope:** LEA-wide	This action will impact unduplicated pupils by providing greater access to hands-on, school-based activities and services. Hands-on science and technology instruction, including digital citizenship lessons ensure all students know how to be safe and thoughtful in their Science & Technology work. The focus on Accountable Talk ensures that all students have the necessary vocabulary to succeed in these subjects (and supports the development of the English literacy skills). Though the action was selected based on the needs of unduplicated students, all students in the district benefit.	State Science Test (CAST)
2.12	**Action:** College & Career Readiness **Need:** A persistent gap can be observed at local, state, and federal levels in the overall college-going rates of high school graduates and pupils who meet one or more of the Unduplicated pupil designations. Within LOSD, Shoreline staff have observed that	This action will impact unduplicated pupils by providing greater access to school-based supports and services aimed at building a college-going mindset. LOSD introduces the idea of college-going behaviors in elementary school and then provides structured support in middle school to set students on a path to meet the A-G requirements.Though this action was selected based on the needs of	California Schools Dashboard: English Language Arts California Schools Dashboard: Mathematics

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
	Unduplicated pupils often need additional support to be ready for high school. **Scope:** LEA-wide	unduplicated students, all students in the district benefit.	
2.14	**Action:** Foster Youth **Need:** Though small in number, foster youth have a myriad of needs given their situation. Since each case is unique, there is a need for an individualized approach for each student. **Scope:** LEA-wide	Timely notification and meetings regarding a foster youth placed in LOSD are critical. Support services will be provided as determined during by the team at the meeting. Actions/services provided will be available to all foster youth in the District.	California Schools Dashboard: English Language Arts California Schools Dashboard: Mathematics [due to the small number of foster youth, LOSD will analyze the performance of foster youth on a one-on-one basis]
2.15	**Action:** Students experiencing Homelessness **Need:** Students experiencing homelessness can present with many needs in order to succeed in school. The needs of one student may be different than those of another though, so a consultation between the Principal and parent/guardian of the student is necessary to identify the student's specific needs. **Scope:** LEA-wide	To the best extent possible, the student's confidentiality will be maintained while assessing what support services are necessary for their success. Actions/services provided will be available to all students experiencing homelessness in the District.	California Schools Dashboard: English Language Arts California Schools Dashboard: Mathematics

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
3.2	**Action:** Physical Activity **Need:** Students and parents have identified the need for supported structured play during break times. Physical activity is critically important for youth mental health as well as physical health. Structured games provide a safe and inclusive space for students to join a group focused on play, which builds pro-social connections. **Scope:** LEA-wide	This action will impact unduplicated pupils by providing greater access to physical activities and services. Though the action was selected based on the needs of unduplicated students who may not have access to these types of activities outside of the school day, all students in the district benefit.	California Healthy Kids Survey Student Survey on Social-emotional Learning and Wellness
3.3	**Action:** Health & Wellness **Need:** LOSD wants to ensure the health and wellness of unduplicated students who may not have access to a regular source of care. **Scope:** LEA-wide	This action will impact unduplicated pupils by providing greater access to health and wellness services. Providing a districtwide nurse ensures that all students receive necessary screenings, monitoring, and care. Though the action was selected based on the needs of unduplicated students, other students in the district may benefit as well.	California Healthy Kids Survey Student Survey on Social-emotional Learning and Wellness Attendance
3.5	**Action:** Social-emotional Wellness **Need:** Social-emotional wellness emerged as a need for unduplicated students upon input from multiple educational partners, as well as students themselves.	This action will impact unduplicated pupils by providing greater access to social-emotional wellness activities and services. On-site counselors, as well as a social-emotional curriculum, supportive after school groups, and Mindfulness training are supplemental services determined to positively impact the social-emotional wellness of our unduplicated student	California Healthy Kids Survey Student Survey on Social-emotional Learning and Wellness Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	population. Though the action was selected based on the needs of unduplicated students, all students in the district benefit.	California Schools Dashboard: Suspension
3.6	**Action:** Positive Behavioral Intervention Support (PBIS) **Need:** Parents and students desire a safe, inclusive space for learning. LOSD's PBIS program has yielded positive results for years, but given the current political climate toward non-white, non-binary students, it is imperative that the District continue to invest in the program to maintain expectations of positive behavior and speech. **Scope:** LEA-wide	Engaging, supported Positive Behavioral Intervention Support programs benefit school cultures and climates, and promote positive behavior of all people on campus. Though the action was selected based on the needs of unduplicated students, all students in the district benefit.	California Healthy Kids Survey Student Survey on Social-emotional Learning and Wellness California Schools Dashboard: Suspension
3.9	**Action:** Attendance & Chronic Absenteeism **Need:** Despite the good intentions of parents/caregivers, unduplicated pupils can struggle with attendance for numerous reasons. **Scope:** LEA-wide	We expect that coupling robust data analysis and individualized outreach with a large-scale attendance campaign will improve the attendance rate and lower chronic absenteeism. Though the action was selected based on the needs of unduplicated students, all students in the district benefit.	Attendance California Schools Dashboard: Suspension

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	**Action:** English Learners **Need:** Assessment data show a performance gap between our Overall student performance and that of our English Learners. LOSD staff and leaders have identified the need for increased professional learning (PL) and structure for delivering English Language Development (ELD) and designing a plan for improved performance on the ELPAC in order to support our English Learners (EL). **Scope:** Limited to Unduplicated Student Group(s)	A variety of PL opportunities will be provided to increase teacher knowledge of ELD and best ways to support EL students district-wide. A map will be created to outline the necessary steps to ensuring students perform their best on the ELPAC.	California Schools Dashboard: English Learner Progress Reclassification rates
2.7	**Action:** Long-term English Learners (LTELs) **Need:** **Scope:** Limited to Unduplicated Student Group(s)	An ELD curriculum will be piloted at the middle school to help increase the reclassification rate and reduce the number of LTELs.	Long-term English Learners (LTEL) (based on ELPAC assessment) Reclassification rates
2.8	**Action:** Dual Language Immersion **Need:**	Actions to support the success of the program are focused on the retention of teachers, identifying key metrics to ensure biliteracy upon completion, and creating the leadership and articulation structures necessary for ongoing success.	California Schools Dashboard: English Language Arts

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Parents of English Learners requested a Dual Language Immersion (DLI) program that would preserve their child's first language while they acquire English, resulting in bilingualism. The DLI program was launched in 2020-21 with a Kindergarten cohort and has expanded to the next grade each year. In 2025-26, the program will run school-wide (TK-5th). As the DLI program has expanded within the school, structural needs to support the success of the program have emerged. **Scope:** Limited to Unduplicated Student Group(s)		California Schools Dashboard: English Learner Progress Reclassification rates

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

This plan does not contain actions with a planned percentage of improved services.

Additional Concentration Grant Funding

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

The district has used the additional concentration funding to increase the number of staff with the positions of special education staff (2.11) and additional hours for mental health clinicians (3.5).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:5.5
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:5.2

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	15,747,189	2,749,740	17.462%	0.000%	17.462%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,754,659.00	$65,559.00	$376,100.00	$52,300.00	$3,248,618.00	$2,590,513.00	$658,105.00

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	Welcoming Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$2,800.00	$2,800.00				$2,800.00	
1	1.2	Effective Communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$83,343.00	$83,343.00				$83,343.00	
1	1.3	Parent Education & Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$11,125.00	$5,500.00	$5,625.00			$11,125.00	
2	2.1	Novice Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$8,737.00	$31,900.00	$40,637.00				$40,637.00	
2	2.2	School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$215,000.00	$215,000.00				$215,000.00	
2	2.3	Growth Mindset	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$443,843.00	$400.00	$444,243.00				$444,243.00	
2	2.5	English Language Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$251,500.00	$50,855.00	$302,355.00				$302,355.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$0.00	$38,000.00	$38,000.00				$38,000.00	
2	2.7	Long-term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Shoreline Middle School 6-8									
2	2.8	Dual Language Immersion	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Live Oak Elementary School TK-5th	ongoing	$278,744.00	$300.00	$279,044.00				$279,044.00	
2	2.9	Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$12,000.00	$42,855.00	$54,855.00				$54,855.00	
2	2.10	Science & Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$58,530.00	$82,976.00	$130,481.00	$11,025.00			$141,506.00	
2	2.11	Visual & Performing Arts (VAPA)	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.12	College & Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$275,938.00	$0.00	$275,938.00				$275,938.00	
2	2.13	Students with Disabilities	Students with Disabilities	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.14	Foster Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	ongoing	$0.00	$4,651.00	$4,651.00				$4,651.00	
2	2.15	Students experiencing Homelessness	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$6,000.00	$3,000.00			$3,000.00	$6,000.00	
3	3.1	Facilities	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
3	3.2	Physical Activity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$227,437.00	$5,900.00	$227,437.00		$5,900.00		$233,337.00	
3	3.3	Health & Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$149,050.00	$0.00	$53,841.00	$45,909.00		$49,300.00	$149,050.00	
3	3.4	Healthy Nutrition	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5	Social-emotional Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$585,559.00	$10,000.00	$240,359.00		$355,200.00		$595,559.00	
3	3.6	Positive Behavioral Intervention Support (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$16,734.00	$45,000.00	$61,734.00				$61,734.00	
3	3.7	Bullying Prevention	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.8	Suspensions	All	No			All Schools	ongoing	$3,000.00	$0.00		$3,000.00			$3,000.00	
3	3.9	Attendance & Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$264,441.00	$27,000.00	$291,441.00				$291,441.00	
3	3.10	Safety	All	No			All Schools	ongoing	$15,000.00	$0.00			$15,000.00		$15,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
15,747,189	2,749,740	17.462%	0.000%	17.462%	$2,754,659.00	0.000%	17.493 %	**Total:**	$2,754,659.00
								LEA-wide Total:	$2,437,615.00
								Limited Total:	$317,044.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Welcoming Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,800.00	
1	**1.2**	Effective Communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,343.00	
1	**1.3**	Parent Education & Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,500.00	
2	**2.1**	Novice Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,637.00	
2	**2.2**	School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,000.00	
2	**2.4**	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$444,243.00	
2	**2.5**	English Language Arts	Yes	LEA-wide	English Learners Foster Youth	All Schools	$302,355.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.6	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$38,000.00	
2	2.7	Long-term English Learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Shoreline Middle School 6-8		
2	2.8	Dual Language Immersion	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Live Oak Elementary School TK-5th	$279,044.00	
2	2.9	Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,855.00	
2	2.10	Science & Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,481.00	
2	2.12	College & Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275,938.00	
2	2.14	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	$4,651.00	
2	2.15	Students experiencing Homelessness	Yes	LEA-wide	Low Income	All Schools	$3,000.00	
3	3.2	Physical Activity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$227,437.00	
3	3.3	Health & Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,841.00	
3	3.5	Social-emotional Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$240,359.00	
3	3.6	Positive Behavioral Intervention Support (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,734.00	
3	3.9	Attendance & Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth	All Schools	$291,441.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,944,522.00	$2,868,103.00

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**	Family and Community Engagement (FACE) opportunities to create welcoming environments	Yes	45,000.00	826
1	**1.2**	Shared leadership and open-dialogue with the community	Yes	87,000.00	100213
1	**1.3**	FACE Staffing	Yes	186,625.00	96534
2	**2.1**	Supportive staff (only FTE)	Yes	999,512.00	982819
2	**2.2**	MTSS - academic supports (FTE only)	Yes	501,614.00	514057
2	**2.3**	Educator supports	Yes	174,264.00	238782
2	**2.4**	Multilingual supports	Yes	35,000.00	69335
2	**2.5**	Supplemental programs and services for unduplicated and other students	Yes	130,000.00	147182
2	**2.6**	Development of whole-child	Yes	7,000.00	7276
2	**2.7**	Long-term English Learners (LTEL) – new requirement - need action for this	Yes	10,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.8**	Special Education students not meeting standards – new requirement - need action for this	No	0.00	0
2	**2.9**	Student experiencing homelessness not meeting standards – new requirement - need action to address	No	2,000.00	0
3	**3.1**	Chronic absenteeism – new requirement - need action for this	No	32,000.00	0
3	**3.2**	MTSS - physical and mental health supports (FTE only)	Yes	654,255.00	690964
3	**3.3**	Staff support for students in special education (FTE only)	No	42,507.00	0
3	**3.4**	Positive, inclusive, safe learning spaces	Yes	33,094.00	20115
3	**3.5**	Supports for foster youth	Yes	4,651.00	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)
2,803,814	$2,868,015.00	$2,868,103.00	($88.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Family and Community Engagement (FACE) opportunities to create welcoming environments	Yes	$45,000.00	826		
1	1.2	Shared leadership and open-dialogue with the community	Yes	$87,000.00	100213		
1	1.3	FACE Staffing	Yes	$186,625.00	96534		
2	2.1	Supportive staff (only FTE)	Yes	$999,512.00	982819		
2	2.2	MTSS - academic supports (FTE only)	Yes	$501,614.00	514057		
2	2.3	Educator supports	Yes	$174,264.00	238782		
2	2.4	Multilingual supports	Yes	$35,000.00	69335		
2	2.5	Supplemental programs and services for unduplicated and other students	Yes	$130,000.00	147182		
2	2.6	Development of whole-child	Yes	$7,000.00	7276		
2	2.7	Long-term English Learners (LTEL) – new requirement - need action for this	Yes	$10,000.00	0		
3	3.2	MTSS - physical and mental health supports (FTE only)	Yes	$654,255.00	690964		

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)
3	3.4	Positive, inclusive, safe learning spaces	Yes	$33,094.00	20115		
3	3.5	Supports for foster youth	Yes	$4,651.00	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)
15,592,086	2,803,814	0	17.982%	$2,868,103.00	0.000%	18.395%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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