LCFF Budget Overview for Parents

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

CDS Code: 31 66845 0000000

School Year: 2024-25

LEA contact information:

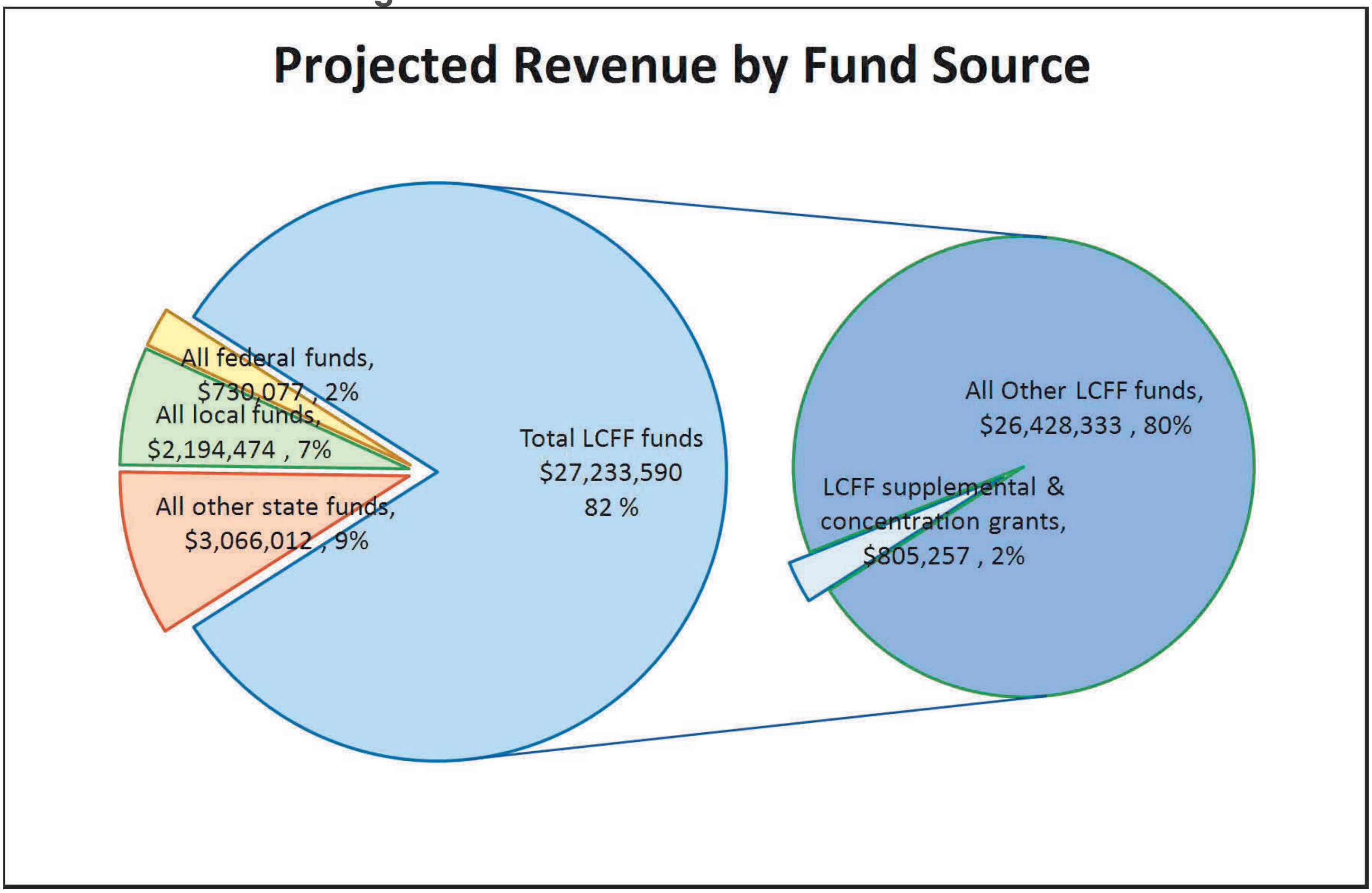
Brittaney Meyer

Assistant Superintendent of Educational Services

916-652-1800

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

Budget Overview for the 2024-25 School Year

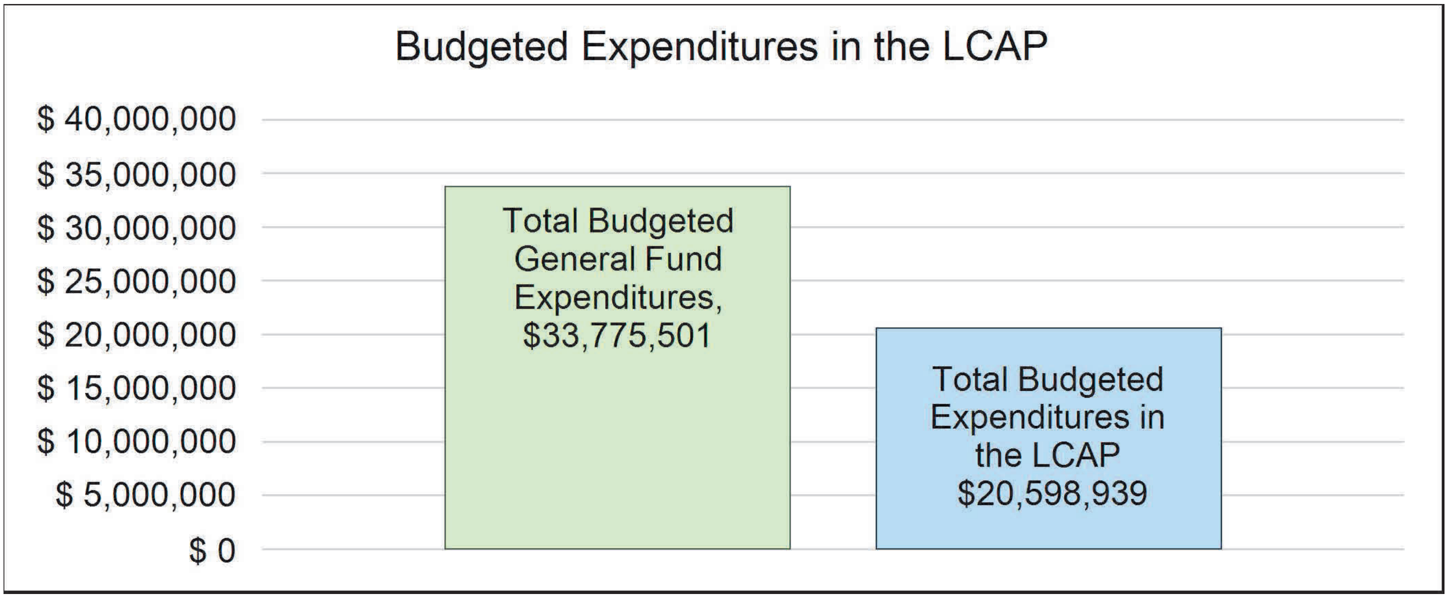


This chart shows the total general purpose revenue Loomis Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loomis Union Elementary School District is $33,224,153, of which $27,233,590 is Local Control Funding Formula (LCFF), $3,066,012 is other state funds, $2,194,474 is local funds, and $730,077 is federal funds. Of the $27,233,590 in LCFF Funds, $805,257 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 Loomis Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Loomis Union Elementary School District plans to spend $33,775,501 for the 2024-25 school year. Of that amount, $20,598,939 is tied to actions/services in the LCAP and $13,176,562 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

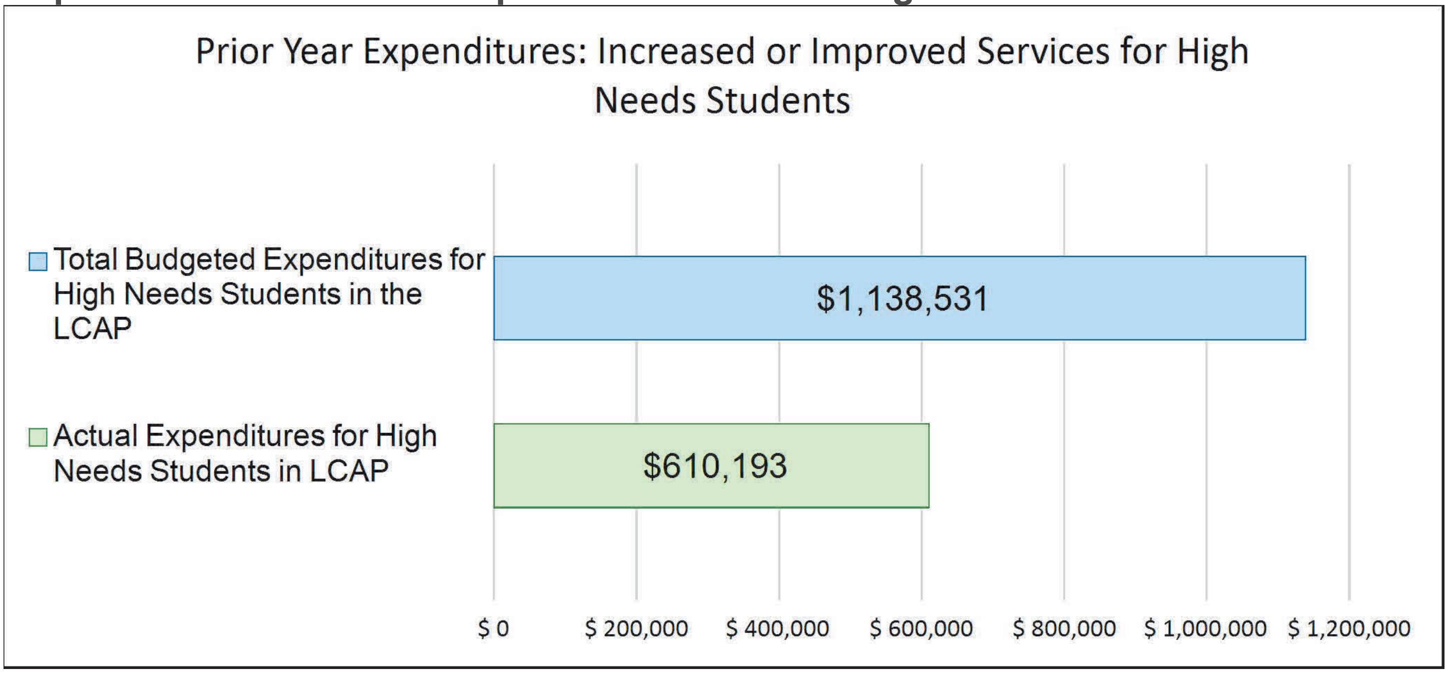
General Fund Budget Expenditures not addressed in the LCAP include certificated/classified, confidential and management salaries and
benefits,substitute costs, general supplies and instructional materials, extended day program costs, special education costs, utilities,
transportation, property and liability insurance, legal services, contracted services, and STRS/PERS On-Behalf Contributions.

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

In 2024-25, Loomis Union Elementary School District is projecting it will receive $805,257 based on the enrollment of foster youth, English learner, and low-income students. Loomis Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Loomis Union Elementary School District plans to spend $1,392,903 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Loomis Union Elementary School District's LCAP budgeted $1,138,531 for planned actions to increase or improve services for high needs students. Loomis Union Elementary School District actually spent $610,193 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-528,338 had the following impact on Loomis Union Elementary School District’s ability to increase or improve services for high needs students:

The actual expenditures to increase services for high-needs students were less than budgeted. Costs for student progress monitoring systems were less than anticipated. The district did renew the assessment system and students and staff continued with the implementation of student progress monitoring as a method to provide targeted instructional support to identified students (through the Academic Conference and Multi-Tiered System of Support (MTSS) processes). In addition, staffing costs related to Title I support teachers and intervention teachers were less than anticipated. The district was able to staff all positions and continued to provide Title I support to eligible students and intervention support to students in need of academic support. Carryover supplemental funds designated for summer school were not expended due to the use of one-time funds (ESSER III - ELO) for these costs. Carryover supplemental funds designated for technology replacement to support students in need to access to technology were not expended due to changes in the life-spans, as determined by the availability of updates provided by Google for existing chromebooks. Students were able to continue to access technology through the existing chromebooks due to this extension of life-spans offered through Google. As a result, it is projected for the district to have a supplemental carryover for the 23-24 school year of approximately $579,550. These funds have been accounted for in the 2024-25 LCAP and associated budget.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Loomis Union Elementary School District	Brittaney Meyer Assistant Superintendent of Educational Services	bmeyer@loomisk8.org 916-652-1800

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth towards meeting or exceeding standards in math and English Language Arts, while narrowing the performance gaps between the All Students group and Students with Disabilities and English Learners, as demonstrated through CAASPP and local assessment data

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of "All Students" in grades 3-8 that meet or exceed standard on the CAASPP	73% of LUSD students in grades 3-8 met or exceeded standard in ELA on the CAASPP (2019) 67% of LUSD students in grades 3-8 met or exceeded standard in math on the CAASPP (2019)	LUSD used a local measure (Renaissance Learning) in spring 2021 in lieu of CAASPP. LUSD will begin using CAASPP in May 2022. Therefore, LUSD will not have outcome data on this metric until the 2022-2023 LCAP Annual Update (Spring 2023). Data unavailable, metric unable to be measured.	69% of LUSD students in grades 3-8 met or exceeded standard in ELA on the CAASPP (2022) 63% of LUSD students in grades 3-8 met or exceeded standard in math on the CAASPP (2022)	69% of LUSD students in grades 3-8 met or exceeded standard in ELA on the CAASPP (2023) 65% of LUSD students in grades 3-8 met or exceeded standard in math on the CAASPP (2023)	The “All Students” group will maintain the meet or exceed percentage of the previous CAASPP year (within 2 percentage points). At least 73% of the "All Student" group will meet or exceed standard in ELA on the CAASPP. At least 67% The "All Student" group will meet or exceed standard in math on the CAASPP.
Distance from standard in ELA and	Distance from Standard on CAASPP (ELA)	LUSD used a local measure (Renaissance	Distance from Standard on CAASPP (ELA)	Distance from Standard on CAASPP (ELA)	The gap between the ALL student group and the identified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
math on CA School Dashboard	ALL student group: 45.5 points above standard Students with Disabilities: 55.4 points below standard English Learner: 13.7 points below standard Distance from Standard on CAASPP (math) ALL student group: 28.1 points above standard Students with Disabilities: 72.3 points below standard English Learner: 36.6 points below standard	Learning) in spring 2021 in lieu of CAASPP. LUSD will begin using CAASPP in May 2022. Therefore, LUSD will not have outcome data on this metric until the 2022-2023 LCAP Annual Update (Spring 2023). Data unavailable, metric unable to be measured.	ALL student group: 44 points above standard Students with Disabilities: 36.1 points below standard English Learner: 13.6 points below standard. Distance from Standard on CAASPP (math) ALL student group: 25.1 points above standard Students with Disabilities: 61.2 points below standard English Learner: 23.5 points below standard.	ALL student group: 38.7 points above standard Students with Disabilities: 39.8 points below standard English Learner: 32 points below standard. Distance from Standard on CAASPP (math) ALL student group: 23.1 points above standard Students with Disabilities: 54.7 points below standard English Learner: 28.6 points below standard.	subgroups will decrease by at least 10 points each year. The gap between Students with Disabilities and the ALL student group in ELA and math on the CAASPP will be at or below 70 points. The gap between English Learners and the ALL student group on the CAASPP will be at or below 29 points for ELA and 34 points for math.
Based on information provided by CDE's English Learner progress indicator, the percentage of English Learners making progress toward proficiency	41.3% of English Learners made progress toward proficiency (2019)	Data for this metric requires data from two consecutive years. ELPAC data was not collected in 2020. ELPAC data was collected in 2021. Therefore, 2022 will be our second consecutive year of data collection, meaning, LUSD will not have outcome data on this metric until the 2022-2023	56.7% of English Learners made progress toward proficiency (2022). English Learner participation rate was 90.2%	71.4% of English Leaners made progress toward proficiency (2023).	The percentage of English Learners making progress toward proficiency will increase at least 3% each year. 50.3% of English Learners making progress toward proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		LCAP Annual Update (Spring 2023). Data unavailable, metric unable to be measured.			
LUSD quarterly Williams Act reports	LUSD was 100% compliant with Williams Act (2020)	LUSD was 100% compliant with Williams Act. Metric met.	LUSD was 100% compliant with Williams Act.	LUSD was 100% compliant with Williams Act.	LUSD will maintain 100% compliance with Williams Act
Percent of 3-8 grade students score at or above the 40th percentile on Renaissance Learning (STAR Assessments) for ELA and math	72% of students in grades 3-8 were at or above the 40th percentile for ELA (2020) 79% of students in grades 3-8 were at or above the 40th percentile for math (2020)	75% of students in grades 3-8 scored at or above the 40th percentile for ELA. 82% of students in grades 3-8 scored at or above the 40th percentile for math. Metric met.	73% of students in grades 3-8 scored at or above the 40th percentile for ELA. 82% of students in grades 3-8 scored at or above the 40th percentile for math.	73% of students in grades 3-8 scored at or above the 40th percentile for ELA. 82% of students in grades 3-8 scored at or above the 40th percentile for math.	Students in grades 3-8 will increase or maintain (within 2 percentage points) the percentage at or above the 40th percentile for ELA and math each year. 61% of students in grades 3-8 will be at or above the 40th percentile for ELA 68% of students in grades 3-8 will be at or above the 40th percentile for math

Goal Analysis

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

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

LUSD was able to implement the majority of actions as planned during the 2023-2024 school year. Success and challenges related to action implementation are outlined below.

Successes:

1.1: High quality, standards based instruction to all students

- High quality instructional materials were provided to students in all core subjects;
- Training for use of new NGSS aligned science materials was provided for 6th-8th grade teachers;
- Training on all core instructional materials was provided for new teachers;
- 100% of LUSD staff were highly qualified to teach in their subject area and/or grade level;
- LUSD 6-8 history/social-studies (HSS) teachers participated in a collaborative pilot process for standards aligned HSS curriculum; and
- New teachers participated in induction programs to support their learning and growth.

1.2: High quality, standards based supplemental curricular supports

- Supplemental curricular supports were utilized during targeted interventions with unduplicated pupils including, but are not limited to, phonics instructional materials (SIPPS, Barton), research based math interventions, and intervention materials embedded within core subject curricular materials;
- Coaching follow-up was provided to new staff and those new to implementing the utilized curriculum support materials; and
- Additional supplementary curricular supports for EL students, in particular newcomers, were piloted and purchased for use district-wide including Lexia ELD.

1.3: Professional development for all staff

- Certificated staff participated in four full-day staff development opportunities. The schedule balanced grade level collaboration, school specific initiatives, content area development, and breakout sessions on a variety of topics;
- To support staff new to LUSD on demand resources were available online for new teachers and staff. Additionally, a new principal professional development series and coaching plan was implemented;
- In agreement with CSEA, classified staff development day was moved up to the day before school started (normally held in September) as a way to allow for professional development and collaboration prior to students arriving for the school year;
- Professional development courses based on staff interest were offered throughout the school year both in-person and virtually to accommodate for attendance;
- PBIS implementing schools participated in professional development and collaboration days focused on a multi-tiered system of support; and
- Student Services staff, including School Psychologists, Counselors, Speech and Language Pathologists, and Health Service staff, attended professional development through outside agencies in order to improve their professional practice within a multi-tiered system of support.

1.4: English language development (ELD) standards based instruction

- Newly hired K-5 teachers and all reading intervention teachers attended literacy professional development with the California Reading and Literacy Project (CRLP) which focuses on foundational reading skills and strategies that support ELD students; and
- Experienced 3-5 teachers attended supplemental literacy professional development with the California Reading and Literacy Project (CRLP); and
- Professional development on ELD best practices was provided to all classroom teachers by the LUSD EL teacher. There was a focus on newcomer instruction this school year in response to an increase in newly enrolled EL students; and
- Teachers and administrators attended opportunities for training around English Learner Roadmap Power in Collaboration Across California (EPiCC) as part of the state-wide initiative to support ELD programs.

1.5: Expanded learning support opportunities

- Summer school continues to be offered to students with a focus on ELA and math instruction with a STEM focus;
- Of the 203 unduplicated pupils invited to summer school in 2023, 73 attended (36%). LUSD accomplished this by early communication with families and the offering of free after school care; and
- Each school site organized and implemented before and after school programs for intervention. These programs were provided by both highly qualified teachers and through partnerships with outside agencies. When enrollment had to be limited, unduplicated pupils were provided preference.

1.6: Expanded learning enrichment opportunities

- In July 2023 TK/Kinder preparatory camp was offered to all incoming students in order to support a successful transition to the start of school;
- Kindergarten readiness skill instruction and materials for use at TK/K prep camp were developed based on teacher feedback on areas of need;
- Each school site organized and implemented before and after school programs for expanded learning in both curricular and extracurricular areas (VAPA, STEM, etc). These programs were provided by both highly qualified teachers and through partnerships with outside agencies;
- Based on Educational Partner feedback from previous years GATE offerings were modified to better meet student need; and
- Based on ongoing interest, Esports teams were expanded to include middle school students;

1.7: Instructional technology

To support district Certificated and Classified staff with the use of technology to support instruction, the following actions and services were provided:

- Coordinator of Instructional Technology participated in both the CUE and ISTE conferences in order to expand knowledge of effective instructional technology uses in the classroom;
- Continue to utilize speech-to-text and text-to-speech services as a method of increasing student access to curriculum;
- Interactive TVs were added in Transitional Kindergarten classrooms;
- A weekly “Tech Tips” email is sent out to teachers to update them on various forms of technology and sites to enhance in classroom instruction;

- Implemented a repair and replacement cycle for Chromebooks previously purchased by LUSD;
- Ed Services provided training for use of the CAASPP interim assessments for ELA and math online assessment and data analysis; and
- California Library resources were shared with all teachers and implemented in classrooms to support students with the research and writing process.

1.8: Instructional technology supports for subgroups
- Talking Points program was used for communication between the EL teacher, classroom teachers, and families. This allowed for translated communication into multiple home languages; and Parent Square (communication platform) was piloted and then expanded to provide greater access of information for families, including translation customization;
- Screencastify was used by Educational Services staff to create instructional videos for on-demand professional development. Educational videos for parents have also been created and are housed on our school website for on-demand access;
- School-wide access to text to speech audiobook resources through the audiobook reading program Learning Ally was provided with targeted implementation for target students (those reading below grade level, dyslexic students, etc); and school libraries have audiobooks available for K-8 students;
- C-pens, which are devices that allow an individual to scan printed text and have it read aloud, were provided to all special education resource teachers in order to increase student access to text; and
- Pocket Talk devices, which allow students to translate spoken instruction on-demand, were provided at each school to increase students' access to verbal instruction within the classroom.

Challenges

1.3: Professional development for all staff
- Although somewhat improved from previous years, the availability of substitutes across the district and county continues to be a concern. Due to the shortages there have been times when staff have had to miss professional development opportunities and collaboration around instructional practices.

1.4: English language development (ELD) standards based instruction
- LUSD's English Learner population has grown in recent years. The number of newcomer students in particular has been on the rise. This has presented challenges for staff who have never or rarely had EL students in their classrooms. LUSD, through the EL teacher, has provided professional development opportunities and supplemental supports with success but recognizes a need for a professional development plan and timeline targeting a move to integrated ELD.

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.

Estimated Actual Expenditures for Goal 1 were more than the originally budgeted expenditures by $32,060. The difference is attributed to the following:

Goal 1, Action 1: Salary and benefit adjustments for certificated teachers including, vacancies and new hires, which resulted in a net decrease in anticipated costs for salaries and benefits. In addition, less than anticipated costs for substitutes (daily and long-term) resulted in a decrease in actual expenditures for this goal. These decreases were offset by increases to actual expenditures for textbooks and related supplies. These changes resulted in a net decrease in estimated actual expenditures compared to the originally budgeted expenditures (-$485,876).
Goal 1, Action 2: An increase in actual expenditures related to Science supplemental materials (Mystery Science) and Staff Development supplies were offset by a decrease in actual expenditures for student progress monitoring and assessment systems (Ren-Learn Systems). This resulted in an increase in estimated actual expenditures compared to the originally budgeted expenditures (+$2,892).
Goal 1, Action 3: An increase in actual expenditures related to the use of Educator Effectiveness one-time funds related to staff training and professional development (substitute costs and related benefits, professional development supplies, conferences and contracted services for staff professional development) resulted in a net increase in estimated actual expenditures compared to the originally budgeted expenditures (+$173,737).
Goal 1, Action 4: Salary and benefit adjustments for certificated EL staff resulted in a decrease in actual expenditures compared to originally budgeted expenditures. In addition, less than anticipated costs for Learning Ally Renewal and for mileage and conferences resulted in a net decrease in estimated actual expenditures compared to originally budgeted expenditures (-$10,957).
Goal 1, Action 5: Salary and benefit adjustments for Title 1 and intervention teachers coupled with less than anticipated expenditures related to site-based after-school expanded learning opportunities (supplies, staffing) resulted in decreases in estimated expenditures. In addition, carryover funds designated for summer school were not expended due to the use of one-time funds (ESSERIII-ELO Grant) for these costs. These decreases were offset by an increase in contracted services (Right-at-School) for before-after-school intervention and enrichment and intercession programs offered through the Expanded Learning Opportunity Grant. The overall impact was a net increase in estimated actual expenditures compared to the originally budgeted expenditures (+$541,963).
Goal 1, Action 6: Less than anticipated costs related to staffing for the Extended School Year and less than anticipated for GATE supplies and related contracted services resulted in a net decrease in estimated actual expenditures compared to originally budgeted expenditures (-$7,242).
Goal 1, Action 7: Less than anticipated costs for extra time for staff related to instructional technology and benefits adjustments related to instructional technology staffing coupled with less than anticipated expenditures related to technology general supplies, mileage, conferences, and repairs resulted in a decrease in estimated actual expenditures. These were offset by an increase in technology-related contracted services (for cabling projects). The overall impact was a net increase of estimated actual expenditures compared to originally budgeted expenditures (+$22,120).
Goal 1, Action 8: Carryover funds designated for technology replacement were not expended due to changes in life-spans and updates provided the Google for existing Chromebooks, and the resulting updated Chromebook replacement schedule. In addition, adjustments to salaries and benefits related to technology staff resulted in a net decrease in estimated actual expenditures compared to originally budgeted expenditures (-$204,577).

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

All actions and services for goal #1 were intended to positively impact academic growth for students both as a whole and in targeted groups. When the three year LCAP was drafted (2021-2024), LUSD focused on metrics that would provide academic progress data for all students as well as target groups.

LUSD has grouped the actions for goal 1, along with applicable data sources into two groups—actions meant to improve academic progress for all students and actions meant to improve academic progress for target groups (English Learner and Students with Disabilities).

Actions meant to improve academic progress for all students:
1.1—High quality, standards based instruction to all students
1.3—Professional development for all staff
1.6—Expanded learning enrichment opportunities
1.7—Instructional technology

LUSD’s throughline has continued to be a focus on high quality first instruction, relationship building, and a multi-tiered system of support (MTSS). To this end, the actions as listed above primarily focused on high quality first instruction by providing standards aligned materials; training staff to effectively implement through regularly scheduled staff development days; additional after school professional development opportunities; the utilization of supportive instructional technology (Google Suite, Seesaw, etc); and expanded learning for students through prep-camps, GATE, VAPA, and STEM opportunities.

Metrics related to high quality curricular materials access were met for all three years of the LCAP—LUSD was 100% compliant with the Williams Act for all years of LCAP reporting.

Additionally, professional development was provided to staff for new curricular materials (6th-8th grade NGSS aligned science materials) and for new staff members on all curricular areas that they were unfamiliar with. In addition, ongoing professional development around throughline areas—high quality first instruction, relationships building, and MTSS—through staff development days, after school opportunities, and content specific training attendance was provided throughout the year with positive outcome and implementation data reported by participating staff as outlined in previous sections.

2019 CAASPP data for 3rd-8th grade students showed that 73% met or exceeded standard in ELA and 67% in math. Data from the 2023 CAASPP test shows that ELA proficiency from 2022 to 2023 remained the same at 69% of 3rd-8th grade students meeting or exceeding standard on the ELA CAASPP test. Math proficiency from 2022 to 2023 increased by 2% with 65% of 3rd-8th grade students meeting or exceeding standard on the math CAASPP test.

LUSD's CAASPP performance metric for all students was partially met as 67% of all students met or exceeded standard in math but did not meet 73% of all students meeting or exceeding standard in ELA. While LUSD did not meet its metrics related to CAASPP performance, it is believed that the instructional challenges of COVID, and learning loss experienced by students county, state, and nationwide, were significant contributing factors. When the growth of student proficiency as measured by the CAASPP is observed from 2022 (the first year LUSD administered the CAASPP following the COVID pandemic) to 2023 an increase in math proficiency and a maintenance of ELA proficiency is observed as described previously.

In addition to CAASPP proficiency metrics for goal #1 also consider 3rd-8th grade student scores on the Renaissance Learning assessment—a local assessment measure—for both ELA and math. At the culmination of the three year LCAP cycle this metric indicated that the percentage of students scoring at or above the 40th percentile would increase or maintain. Baseline data for this metric indicated the 72% of students scored at or above the 40th percentile for ELA and 79% for math. At the culmination of the three year LCAP cycle 73% of students scored at or above the 40th percentile for ELA and 82% for math.

Given CAASPP, local assessments, and additional data sources as described above, LUSD considers action items 1.1, 1.3, 1.6, and 1.7 to have been effective in maintaining and improving LUSD student achievement to a large degree.

Actions meant to improve academic progress for target groups:
1.2—High quality, standards based supplemental curricular supports
1.4—English language development (ELD) standards based instruction
1.5—Expanded learning support opportunities
1.8—Instructional technology supports for subgroups

While LUSD continues to have discrepancies between English Learner and Students with Disabilities subgroups and the "all student" group for ELA and math progress has been made during the three year LCAP cycle.

To address action 1.2 for English Learners, LUSD provides teachers with high quality, standards based ELD aligned supplemental curricular supports. Designated ELD is currently provided by the district EL teacher. Additionally, the LUSD EL teacher observes, and models integrated lessons for classroom teachers in order to increase competency and implementation district wide. LUSD, like many local districts, has seen a larger percentage of newcomer ELs in recent years. To address this increased need for integrated ELD, and action 1.4, LUSD offered a professional development series for teachers targeting newcomer and integrated ELD instruction led by the LUSD EL teacher. Additional professional development and coaching was provided at site staff meetings and through 1:1 collaboration between classroom teachers and the LUSD EL teacher. While some progress has been made, LUSD recognizes a need for a professional development plan and timeline targeting integrated ELD. Based on educational partner feedback, LUSD will add a Teacher on Special Assignment (TOSA) that will utilize at least 40% of their time to support ELD program needs.

To address action 1.2 for Students with Disabilities, LUSD provides general education teachers with high quality, standards based curricular supports such as: multi-sensory phonics materials, access to audiobooks through Learning Ally and online text-to-speech and speech-to-text tools. Special education teachers are provided with additional support for individualized support such as the Barton reading program.

To address action 1.6, all English Learner and special education students are provided with access to summer learning through Extended School Year (ESY) or the general educational summer school offering in order to provide additional access to expanded learning opportunities. Beginning in 2023 ESY and general education summer school were held on the same campus and staff worked in conjunction to provide inclusion and push-in support. This was done to increase access to general educational peers and grade level aligned instruction.

Additional tier II strategies include: Intervention materials (I.e., phonics materials, intermediate math supports) to bolster foundational skills in ELA and math; a credentialed teacher to support EL's and ELD instruction in the classroom; a credentialed teacher to support intervention groups in both ELA and math with preferential enrollment for students of highest need; partnerships with the California Reading & Literacy Project targeting phonics instruction in primary grades and reading comprehension and writing strategies in intermediate and upper grades; targeted before/after school programs; additional technology equipment and programs (embedded speech-to-text/ text-to-speech resources, audiobook access).

These grouped actions under 1.2, 1.4, 1.5, and 1.8 have led to gains for subgroups and, therefore, are considered effective in making progress toward LCAP goals. Current data trends, per the California Dashboard, indicate that 71.4% of English Learners are making progress as assessed by the ELPAC. In 2019 41% of English Learners made progress on the ELPAC. The goal for three years was 50.3% of English Learners making progress as assessed by the ELPAC. This goal was well surpassed.

In addition to ELPAC, the English Learner subgroup is currently 32 and 28.6 points below standard for ELA and math respectively. While there is still work to be done, this is an improvement over 2019 data for math, when EL students were 36.6 points below standard. Overall, our EL data is trending upwards over the past 4 years. Our math data has a greater upward trend than our ELA data, which has dipped this year, but the projection based on previous data is for an upward trend; We recognize that outside factors have influenced our data (COVID-19 and doubling our EL population). We are expanding our ELD programs to place greater attention on our growing ELD population.

Current data trends, per the California Dashboard, for Students with Disabilities shows the following distance from standard data for 2023: 39.8 points below standard for ELA and 54.7 points below standard for math. When the achievement gap from the "all student" group between 2019 and 2023 is compared there is a decrease in the achievement gap as follows: gap between groups in ELA 100.9 points for 2019, 100.4 points for math in 2019; gaps between groups in ELA 78.5 for 2023, 77.8 for math in 2023. Both the ELA and math gaps have decreased overtime, including most recently from 2022 to 2023—a 2 point decrease in ELA gap and a 8.5 point decrease in math.

Given the information and data sources described above, LUSD considers action items 1.2, 1.4, 1.5, and 1.8 to have been effective in addressing the needs of LUSD student subgroups as it relates to academic achievement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
LUSD continues to see a need for increased support for unduplicated pupils, specifically English Learners. Based on educational partner feedback and data, LUSD plans to make the following additions to to the LCAP under Goal #1: • Addition of a 1.0 FTE TOSA with 40% of their time dedicated to English Learner support • Professional development for all certificated teachers with EL students on their roster during the 2024-2025 school year targeting Integrated ELD in math and ELA and Designated ELD • Addition of an English Leaner Advisory Committee (ELAC) for Loomis Grammar in 2024-2025 given the growth in their EL population • Creation and dissemination of "newcomer" toolkits for teachers with newcomer EL students which will include resources, tools, and guidance materials for best supporting newcomer students throughout the school year

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

Goals and Actions

Goal

Goal #	Description
2	The instructional environment will be both emotionally and physically safe for all students as measured by suspension rates, attendance percentages, facility rating, and local assessment data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (CA School Dashboard)	LUSD's CA dashboard rating was "green" in 2019 with 1.7% of students being suspended at least once in the ALL student group. The CA Dashboard for 2019 reported that 5.5% of Students with Disabilities were suspended at least once and gave an overall rating of "orange"	The CA Dashboard did not provide suspension ratings for 2022, however, LUSD calculated the following percentages: All students: .47% suspended SpEd students: .7% These data are inline with a "green" rating for all students and a decrease in suspension percentage for SpEd students. Metric met	The CA Dashboard for 2022 showed that 1.3% of students were suspended at least once in the ALL student group with a rating of "low." The CA Dashboard for 2022 shows that 2.9% of Students with Disabilities were suspended at least once and gave an overall rating of "medium." These data show a decrease of 2.6% in suspension percentage for Students with Disabilities. The overall rating for ALL	The CA Dashboard for 2023 showed that 1.9% of students were suspended at least once in the ALL student group with a rating of "orange." The CA Dashboard for 2023 shows that 3.7% of Students with Disabilities were suspended at least once and gave an overall rating of "orange." These data show an increase of .7% in suspension percentage for Students with Disabilities.	LUSD will have an overall rating of at least "green" for ALL students and the Students with Disabilities subgroup The percentage of Students with Disabilities suspended at least once will decrease by at least 2% each year or reach a "green" level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			students remains "low."		
Attendance Rate	LUSD's ADA percentage for 2019-2020 was 96.47%	2021-2022 ADA percentage was 93.4%. Metric not met.	2022-2023 ADA percentage was 95%	2023-2024 ADA Percentage was 95.5%	LUSD's ADA percentage will meet or exceed 95%
Facility Inspection Tool	All LUSD facilities scored a "good" rating on the Facility Inspection Tool in 2019	All LUSD facilities scored a "good" rating on the Facility Inspection Tool in 2021-2022 school year. Metric Met.	All LUSD facilities scored a "fair" rating on the Facility Inspection Tool in the 2022-2023 school year.	All LUSD facilities scored a "fair" rating on the Facility Inspection Tool in the 2023-2024 school year.	All LUSD facilities will score a "good" rating on the Facility Inspection Tool
PBIS Tier I Fidelity Check	PBIS tier I fidelity data collected in Fall 2019 indicated that, out of eight fidelity measures observed during classroom walkthroughs, LUSD classrooms scored a 2 (a score indicating that the measure was implemented with fidelity) at least 70% of the time for seven out of eight measures.	During the October 2021 data collection window 29% of classrooms scored a 2 on all eight measures. 59% of classrooms scored a 2 on at least 7 of 8 measures (29% 8/8 and 30% 7/8). Metric not met.	During the February 2023 data collection window 15% of classrooms scored a 2 on all eight measures. 20% of classrooms scored 2 on at least 7 of 8 measures (15% 8/8 and 5% 7/8).	During the October 2023 data collection window 49% of classrooms scored a 2 on all eight measures. 19% of classrooms scored 2 on at least 7 of 8 measures.	The percentage of classrooms scoring a 2 in all components of the Tier I Fidelity Check will be at or above 70% and increase by at least 2% each year. PBIS tier I fidelity data will show that LUSD classrooms scored a 2 (a score indicating that the measure was implemented with fidelity) at least 80% of the time for all eight measures.

Goal Analysis

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

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

LUSD was able to implement the majority of actions as planned for the 2023-2024 school year. These actions included social-emotional learning and intervention across a multi-tiered system of support; the offering of extra and co-curricular activities; and strategies for safe school climate, online access, and facility improvements. Successes and challenges related to each action as applicable are described in more detail below. While the challenges that LUSD experienced this year did not substantively impact implementation, they are noted as they are areas LUSD is looking to improve in the coming years.

Successes:

2.1: Social-emotional learning (SEL) for all students

- Classroom teachers, with the support of school counselors, incorporated Second Step (SEL) lessons as a tier I strategy across all LUSD school sites;
- Site and district administrators were trained on Nonviolent Crisis Intervention (NCI) in order to build capacity around a tiered approach to behavior regulation;
- Professional development was provided by school principals on the deescalation portion of NCI for all staff during staff meeting time;
- PBIS teams at each participating school site revisited their tier II interventions to create an interventions inventory that included data sources to determine entry into an intervention, progress monitoring, and fade/graduation criteria for each intervention offered on a school campus; and
- All PBIS sites participated in three collaborative professional development days focused exclusively on SEL and behavioral intervention/support.

2.2: Social-emotional and behavioral intervention

- LUSD continued to build the MTSS process utilized across all school sites with a focus on MTSS meeting process, efficiencies, and data-driven discussions; and
- Increase of school psychologist time (.3 FTE) was done mid-year to account for student needs in the area of social-emotional and behavioral need.

2.3: Online safety supports

- LSUD continued to provide digital citizenship lessons for students prior to the use of electronic devices such as Chromebooks at the start of each year; and
- Filtering software was updated and continuously monitored for student use.

2.4: Facility improvements

- Addition of a TK classroom at Penryn Elementary for the 2023-2024 school year;
- HVAC upgrades/repairs across the district as needed with the additional feature of CO_2 monitoring in individual classroom; and
- School traffic upgrades done at multiple school sites to allow for increased drop-off and pick-up area efficiencies.

2.5: Co-curricular and extra-curricular activities

- Esports teams continued to be offered at all school sites with the addition of grade levels based on student interest, up to and including 7th-8th grade programs;
- Loomis Basin Athletic League (LBAL) ran a full sports programs for all offered sports; and
- Due to increased student interest in previous years the LUSD band program continued to run an additional section during the 2023-2024 school year.

2.6: School safety and climate

- Updates to the Behavioral Threat Assessment protocol developed in 2022-2023 were made based on input from educational partners including local and state agencies such as CalOES;
- All school staff, certificated and classified, were trained on active threat response through a process created in collaboration with the Placer County Sheriff's Department;
- District administration was trained on reunification process in summer 2023 and used insight gained to draft a protocol for LUSD in Fall 2023;
- Certificated and classified staff were trained on the reunification process and participated in simulations to build capacity in November 2023; and
- Successful school climate programs piloted in previous school years were continued, including a new student welcome program, intramural sports programs, and student recognition for positive behavior.

Challenges:

2.2: Social-emotional and behavioral intervention

- Certificated and classified staff continue to report (via MTSS process) high behavioral needs for students;
- Due to behavioral needs school psychologists and counselors report an increase in time spent addressing tier III needs including assessment, behavior plan drafting, and implementation which has led to a decrease in focus on tier II and I supports; and
- School site teams continue to modify their tier I and II offerings in response to student need which leads to ongoing adjustments for staff.

2.4: Facility improvements

- While ongoing maintenance of school sites has always been a priority, the majority of LUSD campuses have been around for 50+ years, as such, major systems, such as plumbing/septic, at these schools have reached their life expectancy and are at the point of requiring replacement versus repair. To address these high cost upgrades, LUSD continues to look both within LCFF funding and outside via grants and other financial sources.

2.5: Co-curricular and extra-curricular activities

- Given continued substitute shortages, co-curricular teachers (ex: music, PE, intervention teachers) occasionally had to fill open substitute positions. As a result, there were some interruptions to the continuity of our co-curricular programs.

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.
Estimated actual expenditures for Goal 2 exceeded original budgeted expenditures by $397,328. This difference is accounted by the following: Goal 2, Action 1: Staffing adjustments and related changes to counselors' salaries and benefits resulted in a net decrease in estimated actual expenditures compared to originally budgeted expenditures (-$8,660). Goal 2, Action 2: Adjustments of counselors' salaries apportioned based upon the Unduplicated Pupil Count percentages resulted in an increase in anticipated expenditures, which were slightly offset by a decrease in substitute costs related to Positive Behavior Intervention and Supports (PBIS). In addition, increases to anticipated expenditures for PBIS-related conferences (through the use of Title IV funds) resulted in a net increase in expenditures (+$4,978) Goal 2, Action 3: Decreases in salary and benefit costs due to a transfer of costs for Loomis Basin Charter School's percentage of staffing for technology coordinator were offset by increases in cost associated with Go Guardian contracted services, resulting in a net decrease in estimated actuals (-$23,957) Goal 2, Action 4: Increases in costs for supplies, vehicles, non-capitalized equipment (tractor canopy, tools, blowers, storage containers, etc.), conference costs, rentals (excavators, trucks, etc.), repairs (mowers, roll-up doors, skylights, flooring, electrical, HVAC, septic, etc.), contracted services (CalShape Grant) related to facilities, grounds, and maintenance. In addition increases in expenditures related to capitalized equipment (seeder, de-thatcher, mowers, trailers, etc.). These increases were offset slightly by a decrease in actual costs for the TK modernization project at Penryn Elementary School. These resulted in a net increase in estimated actual expenditures compared to the originally budgeted expenditures (+$464,911) Goal 2, Action 5: Staffing adjustments resulted in a decrease in salaries and benefits related to Music, Spanish, ASL, and PE teacher positions. In addition, there were less than anticipated expenditures for LBAL coaches. There was also a decrease in expenditures for contracted services for Spanish (My Spanish Journey). These decreases were offset by increases in expenditures for transportation and field trip costs for the Band program. The result was a net decrease in estimated actuals compared to originally budgeted expenditures (-$44,479) Goal 2, Action 6: Decreased costs for the Second Step Social Emotional Curriculum and increased costs for Non-Crisis Intervention (NCI), and Zones of Regulation Trainings (through the use of Title IV funds and Educator Effectiveness funds) resulted in a net increase of estimated actual expenditures (+$4,535).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
All actions and services for goal #2 were intended to positively impact emotional and physical safety for students and staff. When the three year LCAP was drafted (2021-2024) LUSD focused on metrics that would provide data on the physical safety of campuses (Facility Inspection Tool), as well as outcome data related to a positive school climate (emotional safety). Attendance percentage is predictive of a positive school climate as students who feel emotionally safe and supported at school are more likely to attend school regularly. Suspension

percentages and Tier I fidelity data are indicative of the success of behavioral interventions and supports as students who understand behavior expectations and are supported in following them (Tier I fidelity data) are less likely to be suspended (suspension percentage).

Given this, LUSD has grouped the actions for goal 2, along with applicable data sources into two groups—actions meant to improve physical safety and actions meant to improve emotional safety.

Actions meant to improve physical safety:
2.4—Facility improvements

Each year LUSD conducts an analysis of each school facility. This is a collaborative process between district administration, site administration, site custodians, and our maintenance department. Site walks by district and site staff are conducted at least annually with day to day operation and upkeep oversight by site principals and custodians. Based on the outcomes of these site visits, action plans for addressing areas of identified need are drafted and implemented. These assessments continue to demonstrate that our sites, while well maintained, are all aging and the district continues to shift its focus from one of repair to that of replacement. For example, HVAC systems at all sites have received repairs and upgrades but, beginning in 2023-2024, system replacements began to take place.

All collected site data is fed into the Facility Inspection Tool evaluation. For the 2023-2024 school year all school sites received a rating of "fair". These align with the previous year's ratings. A major focus for fall 2023, LUSD Facilities and Operations made changes to the traffic flow patterns at individual school sites based on traffic studies done in previous years. LUSD plans to continue to assess the need for replacement and repair in outgoing years.

Actions meant to improve emotional safety:

School District
2.1—Social-emotional learning (SEL) for all students
2.2—Social-emotional and behavioral intervention
2.3—Online safety supports
2.5—Co-curricular and extra-curricular activities
2.6—School safety and climate

Data showed one of two metrics for emotional safety being met—suspension rate and attendance percentage. Suspension percentage for the "all student" group decreased to .47% from 1.7% for the "all student" group and to .03% from 5.5% for students receiving Special Education services. ADA percentage for the 2023-2024 school year was 95.5%. Given our preferred outcome of 95% or above, this metric was met. LUSD continues to recognize the need for robust and layered social-emotional supports for students as outlined in the LCAP action items. While this has always been a focus for the district it has been increasingly important to bolster supports in recent years.

In previous years' LCAP Chronic Absenteeism has been mentioned as an area of need. Based on 2023 CA Dashboard data LUSD shows a level of "green" for chronic absenteeism with no student subgroups in the "red". This can be attributed to actions related to emotional safety and school climate within goal #2 (2.1, 2.2, 2.3, 2.5, 2.6). Throughout the three year LCAP cycle LUSD focused on student attendance through a variety of avenues including activities that foster student engagement and school connection, tiered social emotional learning, online safety tools, and an ongoing emphasis on positive school climate measures. LUSD understands that we cannot positively impact students unless they are present in our schools. The previously described actions, as well as a renewed focus on positive attendance practices and supports, were emphasized during the 2022-2023 school year. To support principals, attendance was an ongoing topic of discussion during cabinet meetings and strategies to promote ongoing positive attendance and appropriate intervention, and support for high need students were taught and coached at the site level. LUSD's "green" rating for the 2022-2023 school year and improved attendance percentage for 2023-2024 are indicative of the effectiveness of the applicable actions.

Lastly, LUSD did not meet the Tier I fidelity check metric, however significant progress toward the target was made. For schools implementing Positive Behavior Intervention and Supports (PBIS), a fidelity check of tier I (foundational) practices. The fidelity check includes a classroom walkthrough evaluation completed by PBIS team members (principal, school counselor, PBIS coach, etc). Of the eight (8) components of the classroom walkthrough, 49% of classrooms demonstrated 7/8 and 19% of classrooms demonstrated 8/8. A total of 68% of classrooms demonstrated at least 7/8 components. In 2022-2023 this percentage was 35%, demonstrating an increase of 94%. This can be attributed to the foundational work PBIS teams put in place around tier I practices as well as the onboarding of new staff members, including two new PBIS site coaches. PBIS teams were able to discuss tier I fidelity check data during districtwide facilitated workdays. Each year the district leadership team, made up of a few key members from each site, complete a tiered fidelity check and develop action items focused on creating procedures and resources to support sites in their efforts. In this way LUSD is able to assess areas of success and areas for growth related to PBIS.

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

In order to better support physical and emotional safety, LUSD plans to make changes as outlined above in the following areas:

Physical Safety:

- Ongoing investigation of traffic patterns and improvements;
- Ongoing investigation of strategies to address a growing student population in outgoing years; and
- Focus on replacement versus repair for aging systems as needed.

Emotional Safety:

- Investigation of adding PBIS programing at Ophir STEAM Academy in the 2024-2025 school year (directly related to ATSI for suspension rate—identified as "red" at the 2023 data collection period);
- Ongoing PBIS training for participating school sites with a focus on data driven tier II practices;
- Utilizing PBIS Application assessments in lieu of district-created assessments for fidelity checks in future years for continuity and ease of data collection and analysis;
- Training for all school counselors on small group intervention targeting anxiety and depression (Cognitive Behavioral Therapy) by age group—Bounce Back (K-5th) and CBITS (6th-8th); and

- Addition of a 1.0 FTE behaviorist position in the 2024-2025 school year to serve tier III behavioral needs district wide.

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

Goals and Actions

Goal

Goal #	Description
3	Parent and community members will engage in the school community as demonstrated through parent participation rates in outreach opportunities and survey feedback.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Educational Partner Survey	2019 Data: Learning Environment and Culture-96% Communication-94% Student Achievement and Instruction-91%	LUSD will reimplement the Community Educational Partner Survey in Fall 2022. Therefore, LUSD will not have outcome data on this metric until the 2022-2023 LCAP Annual Update (Spring 2023). Data unavailable, metric unable to be measured.	2023 Data: Learning Environment and Culture-95% Communication-94% Student Achievement and Instruction-91%	2024 Data: Learning Environment and Culture-94% Communication-94% Student Achievement and Instruction-89%	On a community survey provided to educational partners, 85% of respondents will respond positively, which is defined as a score of 3 or higher on a 4-point scale, to each question area (Learning Environment and Culture, Communication, Student Achievement and Instruction).
Community Educational Partner Survey (Communication Section)	2019 Data: My child's teacher effectively communicates-91% My child's school effectively communicates-94% LUSD effectively communicates-96%	LUSD will reimplement the Community Educational Partner Survey in Fall 2022. Therefore, LUSD will not have outcome data on this metric until the 2022-2023	2023 Data: My child's teacher effectively communicates-93% My child's school effectively communicates-92%	2024 Data: My child's teacher effectively communicates-93% My child's school effectively communicates-93%	On a community survey provided to educational partners, 80% of respondents will respond positively, which is defined as a score of 3 or higher on a 4-point scale, to each question within

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		LCAP Annual Update (Spring 2023). Data unavailable, metric unable to be measured.	LUSD effectively communicates-97%	LUSD effectively communicates-96%	the "Communication," section of the survey.
Parent Education Video Analytics	300 views on average per video in the 2019-2020 school year. 2019-2020 viewing data showed that 50% of viewers watched videos in their entirety	Three new videos were added to the parent video series in 2021-2022. On average, there were 35 viewers per video and 100% of viewers watched the video in its entirety. Metric partially met.	One new video was added to the parent video series in 2022-2023. On average, there were 82 viewers per video and 18% of viewers watched the video in its entirety.	In lieu of parent education videos LUSD launched social media in 2023-2024. This was in response to parent feedback on preferred methods of information and communication via LCAP surveys.	Each parent education video will have at least 150 views with at least 50% of viewers watching the video in its entirety.
Parent Outreach Meetings	During the 2020-2021 school year: • Fall and Spring DELAC Meetings	A fall (September 2021) and spring (February 2022) DELAC meetings were held. Metric met.	A fall (November 2022) and spring (March 2023) DELAC meetings were held.	A fall (Oct 2023) was held and a spring DELAC meeting is planned.	Conduct at least two outreach events per year to families of English Language Learners, students of Low Income or Socio-Economic Disadvantage to provide access to resources and supports.

Goal Analysis

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

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

LUSD was able to implement the majority of actions as planned for the 2023-2024 school year. These actions included reaching out to and seeking input from educational partners in a variety of ways. As outlined below, LUSD used in person, written, and recorded modalities to provide information to families. Input was collected through site and district level opportunities and, when possible, individual connections with English Learner, low income families, and foster youth were utilized to engage communities. While the challenges that LUSD experienced this year did not substantively impact implementation, they are noted as they are areas LUSD is looking to improve in the coming years.

Success:

3.1: Educational partner outreach
- Electronic access portals were provided for on demand access to student information—Aeries Parent Portal, Seesaw, Google Classroom;
- Parent nights were held for high interest topics (ex: TK/Kindergarten information night); and
- Launched social media accounts for on demand, real-time access to district information.

3.2: Educational partner input
- LCAP Parent Advisory Committee (PAC) meetings held quarterly to review and collect feedback related to LCAP;
- Parent Teacher Club (PTC) site collaboration and district level PTC president meetings to collect feedback throughout the school year;
- Ongoing public participation via School Board meetings;
- Community Educational Partner Survey (November 2023); and
- 5th-8th grade student LCAP survey (March 2024);

3.3: English learner and low income family outreach
- Two DELAC meetings held (fall 2023 and spring 2024) to review pertinent information and collect parent input;
- Ongoing, translated information to English Learner families on important topics such as ELPAC and CAASPP testing, and LCAP input requests; and

Individual communication and meetings with low income and foster youth families to coordinate site, district, and community support as needed.

Challenges:

3.1: Educational partner outreach
- Community access for on-demand videos began to wane in 2022-2023 and continued into the current year.

3.3: English learner and low income family outreach

- LUSD has had a steady and significant increase in the number of EL students over the past few years. Many of these students have been newcomers. While outreach to existing and new families of ELs has been ongoing participation remained low.

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.

Estimated actual expenditures for Goal 3 were more than budgeted expenditures by $7,693. These differences are attributed to:

Goal 3, Action 1: The purchase of Parent Square (Communication tool) was offset by a slight decrease in cost for Aeries (Student Information System), which resulted in an increase of estimated actual expenditures (+$7,886)
Goal 3, Action 2: No material differences noted
Goal 3, Action 3: No material differences noted

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

All actions and services for goal #3 were intended to build collaborative communication with educational partners. When the three year LCAP was drafted (2021-2024) LUSD focused on metrics that would provide data on disseminating information to educational partners (Parent Education Videos and Outreach Meetings), as well as collecting input from educational partners (Community Educational Partner Survey).

Given this, LUSD has grouped the actions for goal 3, along with applicable data sources into two groups—actions meant to improve the dissemination of information and actions meant to collect information from educational partners.

Actions meant to disseminate information:
3.1—Educational partner outreach
3.3—English Learner and low income family outreach

Throughout the 2023-2024 school year LUSD maintained a tiered approach to communication with educational partners. At the classroom level communication was sent by teachers with updates on weekly classroom topics, upcoming events, and, as needed, individual student information. At the site level, principals provided updates via weekly newsletters and school PTCs provided updates on community events through both the site newsletter and PTC specific communication. At the district level parents were provided with information through updates from our Superintendent as well as event/student specific communications through Educational Services (summer school enrollment, TK/K information night, etc).

In addition, parent education has been provided via information nights and on-demand videos. While information nights continue to be well attended, views of on-demand videos began to wane. While educational partner feedback via the parent survey (Fall 2023) remained positive (94% reported favorable results in regards to teacher, site, and district communication) respondents indicated that they preferred communication to be via text message or a dedicated app that would send directly to them instead of requiring them to go to a website and/or open PDFs or links embedded within an email. As a result, LUSD investigated alternative communication methods that aligned with these parameters and settled on Parent Square. The Parent Square app met the needs of educational partners and aligned with our feeder high school district (Placer Union High School District) for continuity. The Parent Square app has been piloted in 2023-2024 and will be fully rolled out to all users in 2024-2025.

Actions meant to collect input:

3.2—Educational partner input

LUSD conducted an annual community survey in November 2023. This allowed the district to collect information from the Loomis community in three key areas: Learning Environment and Culture, Communication, and Student Achievement and Instruction. LUSD collected parent survey input through Survey Monkey (online survey tool), the link to which was pushed out via district, school, and classroom communication. District communication was sent out at the opening of the survey window with a reminder sent a week prior to the survey closing. LUSD received 743 responses to the survey in Fall 2023. In six of the 10 areas surveyed LUSD was rated higher than the year prior, and of the four areas that decreased - three were less than 1% difference. Given these data, the actions are considered effective.

In addition to the annual community survey, LUSD collects input on the LCAP from the PAC, PTC presidents meetings, 5th-8th grade student surveys, and staff surveys. Data from these sources is further discussed throughout the LCAP and specifically in the Engaging Educational Partners section.

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

Based on educational partner feedback and data, LUSD plans to make the following additions to to the LCAP under Goal #3:

- Addition of an ELAC at Loomis Grammar School given an increase in the number of enrolled English Learners;
- Rollout of Parent Square to all uses (staff and families) in fall 2024; and
- Investigation of Student Square for use by 5th-8th grade students during the 2024-2025 school year.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Loomis Union Elementary School District	Brittaney Meyer Assistant Superintendent of Educational Services	bmeyer@loomisk8.org 916-652-1800

Plan Summary [2024-25]

General Information

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

The Loomis Union School District (LUSD) is guided by the mission to provide outstanding educational instruction so that each of our students is enabled to reach their full potential. To meet this mission, LUSD looks to our Strategic Plan as the primary source of direction and vision to meet the learning needs of all students. We believe that in order for educational excellence to occur we need to first believe in accepting all students, respecting all students and educating all students. In addition, we are guided by the foundational goals of our Board of Trustees to ensure that we provide an engaging and challenging instructional program for all students. To meet these goals, we are committed to providing quality professional development to staff, maintaining fiscal and human resources excellence, celebrating student and staff achievement, and researching, piloting, implementing, and evaluating innovative instructional and supplemental programs. The mission, vision and goals of the Board of Trustees are all reflected in the priorities, actions and services identified in the Loomis Union School District Local Control & Accountability Plan (LCAP).

The Loomis Union School District serves the Loomis Basin community, which has a rich tradition of community and pride. The families of the Loomis Union School District strongly support each of our schools and are actively engaged in the educational and community activities that unite the Loomis Basin community. We are an elementary district serving grades Transitional Kindergarten (TK) through 8th. Our students primarily reside within the Loomis Basin community, but LUSD is also a district of choice in Placer County with a large number of students transferring in from other local school districts. Demographically, our enrollment across our six district schools is around 2,500 students. Four of our district schools have two classes per grade level and approximately 500 students. Two of our district schools have one class per grade level and approximately 250 students. Roughly 16% of students are identified as socio-economically disadvantaged and 2% as English Language Learners. None of the schools in LUSD receive Equity Multiplier funding. All of our schools offer Special Education through a Resource Program (RSP). Our district hosts three Special Day Class (SDC) programs for students in preschool, TK-3rd, and 4th-8th and one structured teaching program for grades K-5th. The families in our area recognize that our high level of academic achievement and the expansive opportunities for co-curricular and extracurricular programs add to the desirability for attendance in the Loomis Union School District. LUSD employs approximately 300 staff members across our six school sites and our district office. Of these employees, each of our large schools has roughly twenty five highly qualified, teachers and our small schools have twelve.

LUSD's continued focus has been on high quality first instruction, relationship building, and a multi-tiered system of support (MTSS). As we move forward, LUSD continues to focus on these ever present throughlines.

Reflections: Annual Performance

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

In 2023, LUSD met all Local and State Indicators and our students continue to demonstrate high levels of achievement in core subject areas. 65% of students either meet or exceed state standards in math as measured by CAASPP. This is a 2% increase from 2022 proficiency data. In 2023, 69% of students met or exceeded state standards in English Language Arts. While this represents no change from 2022 CAASPP data, LUSD continues to exceed both Placer County (60.6%) and statewide data (46.6%) for the percentage of students who met or exceeded state standards in ELA.

According to the California School Dashboard, the school accountability reporting system for California, LUSD is "green" for student achievement in both English Language Arts and Math. Subgroup performance is outlined below:

California Dashboard Data; ELA CAASPP:
Blue: Asian
Green: Hispanic, Two or More Races, White
Yellow: Socioeconomically Disadvantaged
Orange: English Learners, Students with Disabilities
Red: No groups

Both student groups in orange had a decline in distance from standard for 2023: English Learners (-17.2 points) and Students with Disabilities (-3 points). The All Student group had a decline of -5.7 points for ELA in 2023. Given this, the gap for English Learners when compared to the all student group increased while the Students with Disabilities gap decreased. While LUSD's goal is to decrease the achievement gap for identified groups, this should be done by increasing overall performance for all students. Therefore, ELA CAASPP data shows an area for growth in outgoing years. LUSD has committed to sustaining our ELA intervention teachers at each school site through the 2024-2025 school year. As well, as expanding supports through a Teacher on Special Assignment (TOSA) position that is partly devoted to ELD programs.For the 2024-2025 and 2025-2026 school years, LUSD will be focusing professional development on research-based instructional strategies that engage learners.

California Dashboard Data; Math CAASPP:
Blue: Asian, Two or More Races
Green: White
Yellow: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Orange: English Learners
Red: No groups

For math performance as measured by the 2023 CAASPP test, the English Learners subgroup maintained their 2022 CAASPP performance (decline of -2.7 points) and were assigned a performance level of orange. Students with Disabilities increased by 7.7 points and were assigned a performance level of yellow. Math CAASPP performances is an area of success for LUSD. For the 2024-2025 and 2025-2026 school years, LUSD will be focusing professional development on research based mathematics instructional strategies that engage learners.

LUSD supported students within these identified subgroups through targeted reading instruction utilizing strategies and protocols provided by the California Reading and Literature Project (CRLP). CRLP has provided ongoing professional development to teachers and administrators to support students in language acquisition across all subject areas. Additionally, one full time credentialed intervention teacher continues to serve each school site. These small groups were formed utilizing multiple data sources, including CAASPP, and with the input of both our English Learner Teacher and special education support providers. In this way intervention groups focused on our targeted subgroups. LUSD will continue to provide an intervention teacher for each school site during the 2024-2025 school year.

LUSD has seen an increase in its English Learner newcomer population over the past several years. As a result, in collaboration with the LUSD English Learner teacher, LUSD has added additional supports for English Learner students such as Lexia English Language Development (ELD). The Lexia ELD program is a self-paced program that allows students to access and receive targeted intervention throughout the school day in addition to their regular classroom instruction and small group instruction with the LUSD EL teacher.

Additional areas of success for LUSD include Chronic Absenteeism and English Learner Progress.

Chronic Absenteeism has been an ongoing area of focus for LUSD. 2023 data shows that 9.7% of students are chronically absent—a 6.4% decline from 2022. Additionally, no student groups fall into the red performance level. LUSD has implemented a number of supports to encourage positive attendance. For example, LUSD uses a Chronic Absenteeism and Truancy Matrix. The document outlines a tiered approach to interventions at identified cut-points for number of excused, unexcused, and tardy occurrences. Principals have been trained on the use of the matrix and use it to drive monthly meeting dialogue with their attendance clerks. In this way, LUSD has been able to support sites and, in turn, families, with proactive measures that prevent students from becoming chronically absent. In the coming school year(s) principals and MTSS teams will be trained on additional proactive data review for attendance. This includes integrating attendance meeting data in the existing MTSS process, thereby allowing a multi-pronged approach to attendance interwoven with academic, behavioral, and social-emotional supports. Chronic absenteeism data outlined by subgroup can be found below.

California Dashboard Data; Chronic Absenteeism:
Blue: Asian
Green: White
Yellow: Hispanic, Two or More Races, Socioeconomically Disadvantaged, STudents with Disabilities
Orange: English Learners
Red: No groups

The percentage of students suspended at least one day during 2022-2023 data collection was 1.9%. This is an increase of .6% from the previous year. Social emotional and behavioral supports via a multi-tiered system of support continue to be an area of focus for LUSD. In order to bolster supports in this area LUSD is looking to expand successful progress such as Positive Behavior and Support (PBIS) to schools with higher suspension percentages. Additionally, teacher and staff input on tier I social emotional learning through Second Step curriculum has shown that the program is better received by TK-5th grade students than those in 6th-8th. During the 2023-2024 school year Restorative Practices was trialed by a trained school counselor at her school sites. Success with this approach has led LUSD to investigate a district-wide investigation and pilot of Restorative Practices for middle school students in the 2024-2025 school year. Suspension data outlined by subgroup can be found below.

California Dashboard Data: Suspension Rate:
Blue: Asian
Green: Hispanic, Two or More Races
Yellow: English Learners
Orange: Socioeconomically Disadvantaged, Students with Disabilities, White
Red: No groups

English Learner Progress has a performance level of blue. English Learner progress for 2023 indicates that 71.4% of English Learners are making progress toward English language proficiency. This represents an increase of 18.3% from 2022 data collection.

According to the 2023 California Dashboard, LUSD has no performance indicators that are at the lowest level (red). Neither does the school district have any individual student groups at the lowest performance level (red) for any indicator. LUSD has six schools that fall within the LEA: Franklin, H. Clarke Powers, Loomis Grammar, Ophir, Penryn, and Placer. Of these six schools one school, Ophir STEAM Academy, has an indicator that falls at the lowest level (red) and student groups that fall into the lowest performance level (red) for this same indicator. Ophir's data follows below:

Indicators at the lowest performance level (red); Ophir STEAM Academy: Suspension Rate
Student Subgroups in lowest performance level (red); Ophir STEAM Academy: White and Socioeconomically Disadvantaged—both for suspension rate

LUSD has been able to achieve its overall high levels of performance by focusing on a strong instructional foundation for students. Our district recognizes that students receive the greatest benefit from highly qualified and supported classroom teachers. For this reason, LUSD continues to focus on providing High Quality First Instruction (HQFI) and putting structures in place that support an effective Multi-tiered Systems of Support (MTSS). To do this, we offer multiple professional development opportunities to train and support teachers to meet the academic, social-emotional, and behavioral needs of students. During all staff development days survey data showed that 85% of staff felt that they gained skills or knowledge from staff development days and 88% were enthusiastic about applying new learning.

LUSD values fostering a home-school connection with our parents and community. LUSD continues to offer various community engagement opportunities at the school site and district level. Some examples include TK/K Enrollment Night for incoming families, as well as various committee and site meetings such as, the LCAP Parent Advisory Committee, District English Learner Advisory Committee, Parent-Teacher Club, School Site Council, and Positive Behavior Interventions and Supports (PBIS). Community survey data showed positive outcomes in the area of school connection and communication. 94% of community members reported that they were "always" or "often" satisfied with communication from the classroom, school, and district. 79% of surveyed 5th-8th grade students reported that they "always" or "often" felt connected to their school.

Lastly, LUSD implements a variety of programs designed to increase student engagement and connect the school community. Four of LUSD’s schools implement PBIS. All four of these sites have been recognized by the California PBIS Coalition for outstanding implementation. Two of LUSD’s school sites have been accredited as International Baccalaureate schools.

Reflections: Technical Assistance

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

Not Applicable

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.

LUSD has no schools eligable for Comprehensive Support and Improvement. This section is not applicable.

Support for Identified Schools

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

LUSD has no schools eligable for Comprehensive Support and Improvement. This section is not applicable.

Monitoring and Evaluating Effectiveness

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

LUSD has no schools eligable for Comprehensive Support and Improvement. This section is not applicable.

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
Principals	• Surveyed all staff groups (Nov 2023) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement and Instruction • Staff data was compared to corresponding community and student survey feedback to analyze trends and patterns • Cabinet meetings that include site and district administrators are held weekly. Goals and actions related to the LCAP are discussed and feedback is considered during the LCAP development process.
Administrators	• Surveyed all staff groups (Nov 2023) to request input related to three key areas: Learning Environment and Culture; Communication; - Student Achievement and Instruction • Staff data was compared to corresponding community and student survey feedback to analyze trends and patterns
Other School Personnel (Non Represented)	• Surveyed all staff groups (Nov 2023) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement and Instruction • Staff data was compared to corresponding community and student survey feedback to analyze trends and patterns

Educational Partner(s)	Process for Engagement
	• Weekly staff meetings by school site allow for principal led discussions on areas of strength and areas for growth. Feedback related to the LCAP is shared and considered.
Loomis Teachers Association (LTA)	• Surveyed all staff groups (Nov 2023) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement and Instruction • Staff data was compared to corresponding community and student survey feedback to analyze trends and patterns • Ongoing communication (at least once per semester) between Superintendent and LTA to communicate needs and areas for growth. Feedback related to the LCAP included for consideration. • Following staff development days (three per year) an opportunity for written feedback was provided to all attending staff members. Feedback used to drive future actions related to the LCAP. • Weekly staff meetings by school site allow for principal led discussions on areas of strength and areas for growth. Feedback related to the LCAP is shared and considered.
California School Employee Group (CSEA)	• Surveyed all staff groups (Nov 2023) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement and Instruction • Staff data was compared to corresponding community and student survey feedback to analyze trends and patterns • Ongoing communication (at least once per semester) between Superintendent and CSEA to communicate needs and areas for growth. Feedback related to the LCAP included for consideration. • Weekly staff meetings by school site allow for principal led discussions on areas of strength and areas for growth. Feedback related to the LCAP is shared and considered.
Parents	

Educational Partner(s)	Process for Engagement
	• Surveyed parents (Nov 2023) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement and Instruction • Parent data was compared to corresponding staff and student survey feedback to analyze trends and patterns • Presented the LCAP to the Parent Advisory Committee (April 2024) and District English Learner Parent Advisory Committee (May 2024). The Superintendent responded in writing to any comments received from either advisory committee. • Parent-Teacher Club (PTC) Presidents meet monthly with the Superintendent; LCAP reviewed and feedback collected (Jan 2024).
Students	• Surveyed 5th-8th grade students (March 2024) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement and Instruction • Student data was compared to corresponding staff and parent survey feedback to analyze trends and patterns • Additional feedback collected at the site level through leadership classes, PBIS rallies, and participation in various site initiatives. Feedback related to the LCAP included for consideration.
SELPA	- District office administrators responsible for the LCAP meet with our SELPA Program Specialist annually (April 2024) to discuss Special Education and supports as they relate to the LCAP goals and actions. Feedback is considered and incorporated into the LCAP as appropriate.

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

LUSD believes that the cultivation of collaborative relationships with educational partners and the creation of venues where feedback can be shared during the development of the Local Control and Accountability Plan (LCAP) leads to a plan that encompasses the diverse perspectives of our educational partners while meeting our school district’s unique needs. Our approach is grounded in the belief that multiple perspectives enrich the process and ultimately lead to higher levels of student success. LUSD actively seeks input from teachers, principals, administrators, other school personnel, local bargaining units (Loomis Teachers Association and California School Employees Association), parents, and students. Feedback is collected in a variety of ways including surveys, advisory councils, and school site meetings. This collaborative approach not only ensures accountability but also strengthens our collective commitment to educational excellence.

Feedback from educational partners was collected, analyzed, and influenced the LCAP in the following ways:

Students:

- Goal 1, action 1.5 was influenced by feedback by 5th-8th grade students via the student survey (March 2024) which indicated that they valued continued access to non-academic experiences such as before/after school clubs. As these opportunities were previously funded via one-time funds the addition of expanded learning via the LCAP in goal 1, action 1.5 will provide ongoing access.
- Goal 2, action 2.1 was influenced by feedback by 5th-8th grade students via the student survey (March 2024) which indicated that they felt their peers engaged in maladaptive behaviors that negatively impacted the learning environment. LUSD is investigating tier I social-emotional learning via Restorative Practices for the 2024-2025 in response to this feedback.

Parents:

- Goal 3, action 3.1 was influenced by feedback from parent via the community survey (November 2023) which indicated that streamlined communication via a single platform (versus leaving communication up to teacher and school choice) would be very helpful. Additionally, a request was made to align with Placer Union High School District. Given this, Parent Square was piloted in 2023-2024 and will be implemented district wide in Fall 2024.
- Goal 1, action 1.5 was also influenced by parent survey data with, like students, indicated that after school opportunities were meaningful and important.

Staff (Teachers, non-represented, and CSEA):

- Goal 1 action 1.5 aligned for students, parents, and staff--as previously mentioned, staff also felt that providing continued support for students, particular academic support, via before/after school and through intervention teachers within the school day were vital to ongoing students success.
- Goal 2, action 2.2 was influenced by feedback from staff via the staff survey (November 2023) which indicated that counseling support and interventions for struggling students were of high import. As such, tier II training for counselors (i.e. small group evidenced based practices) and coaching for staff on tier I instruction (Restorative Practices) are captured within goal 2, action 2.2.

Principals:

- Goal 2, action 2.4, was influenced by principal feedback via weekly cabinet meetings and 1:1 site visits with the LUSD Senior Director of Facilities, Maintenance, and Operations. Feedback indicated the need for updating and enhancing facilities for both improved safety and student access. As such, funding is allocated for ongoing site projects to this end.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The percentage of all students who meet or exceed standards in math and English Language Arts (ELA) will maintain while targeted subgroups, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners, will improve their performance in math and ELA as demonstrated through annual CAASPP data.	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)

An explanation of why the LEA has developed this goal.

In 2023, LUSD met all Local and State Indicators and our students continue to demonstrate high levels of achievement in core subject areas, where 65% of students either met or exceeded state standards in math and 69% of students met or exceeded state standards in English Language Arts per the CAASPP. While LUSD saw a decrease in proficiency percentages on CAASPP following the COVID-19 pandemic scores are rising and/or beginning to approach 2019 levels. There was a 2% increase in students who met or exceeded state standards in math from 2022 to 2023 and LUSD maintained its met or exceeded state standard percentage on ELA from 2022 to 2023. Additionally, LUSD continues to perform well above state and Placer county meet/exceed percentages for CAASPP. Proficiency percentages in 2023 for math were 50% (county) and 35% (state). Proficiency percentages in 2023 for ELA were 61%% (county) and 47% (state). The actions associated with goal #1 outline LUSD's focus on maintaining our high levels of academic achievement in outgoing years.

While the "all student" group continues to perform well (as outlined above), there are student subgroups who do not perform as well. Data related to these student groups are as follows:

Math:

- English Learners (EL) perform, on average, 28.6 points below standard;
- The EL group ranks as "orange" on the California Dashboard;
- Socioeconomically disadvantaged students (SED), on average, perform 15.7 points below standard; and
- The SED group ranks as "yellow" on the California Dashboard.

ELA:

- English Learners (EL) perform, on average, 32 points below standard;
- The EL group ranks as "orange" on the California Dashboard;
- Socioeconomically disadvantaged students (SED), on average, perform 2.5 points above standard;

- The SED group ranks as "yellow" on the California Dashboard;
- Students with disabilities (SWD) perform, on average 39.8 points below standard; and

The metric outcomes outlined below demonstrate progress LUSD plans to make related to the subgroups outlined above. In order to address this area of need LUSD will continue to focus on high quality first instruction strategies with supportive tier II and III interventions within a robust multi-tiered system of support. As outlined below, both general education and special education staff will benefit from professional development, coaching support, and data-driven decision making collaboration to best meet the needs of all students with a particular focus on those with the highest needs. While the overarching focus is on maintaining academic growth for all students, LUSD will target supports for the identified subgroups with the ultimate goal of narrowing the current achievement gap. In order for ongoing growth and a narrowing of the achievement gap to occur student in targeted subgroups must make progress at an accelerated rate. The actions outlined in goal #1 have been chosen specifically to make this type of accelerated growth possible.

English Learners have made significant growth on their language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). In 2023, 71.4% of EL students showed progress towards English language proficiency on the ELPAC. This is an increase of 18.3% from 2022. Given this, LUSD plans to continue actions related to English Language Development (ELD) and supplementary supports/services for ELs. Metrics related to the ELPAC and corresponding actions are outlined in further detail below.

Additionally, Educational Partner feedback supports a broad goal. Community feedback collected via survey had both a high rate of respondents (outlined in the Engaging Educational Partner Section of the LCAP) and majority of respondents responding favorably ("agree" or "strongly agree"). Data related to academic program are outlined below.

Question: My child's/My student's/My academic needs are being met.
Parent: 89%
Staff: 95%
Students: 89%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of "All Students" in grades 3-8 that meet of exceed standard on the CAASPP	69% of LUSD students in grades 3-8 met or exceeded standard in ELA on the CAASPP (2023) 65% of LUSD students in grades 3-8 met or			The percentage of the "All Students" group in grades 3-8 that meet or exceed standard in ELA on the CAASPP will be at least 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exceeded standard in math on the CAASPP (2023)			The percentage of the "All Students" group in grades 3-8 that meet or exceed standard in math on the CAASPP will be at least 67%	
1.2	Distance from standard for math on CA Dashboard for subgroups	Distance from Standard on CAASPP for math (2023): SWD: -54.7 points EL: -28.6 points SED: -15.7 points Hispanic: -10.1 points White: +25.1 points Two or More Races: +38.3 points Asian: +78.2 points			Each subgroup will improve Distance from Standard on CAASPP for math by at least 3 points per year. Resulting in the following year 3 outcome for distance from standard in math: SWD: -45.7 points EL: -19.6 points SED: -6.7 points Hispanic: -1.1 points White: +34.1 points Two or More Races: +47.3 points Asian: +87.2 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Distance from standard for ELA on CA Dashboard for subgroups	Distance from Standard on CAASPP for ELA (2023): SWD: -39.8 points EL: -32 points SED: +2.5 points Hispanic: +20.6 points White: +38.3 points Two or More Races: +61.9 points Asian: +83.8 points			Each subgroup will improve Distance from Standard on CAASPP for ELA by at least 3 points per year. Resulting in the following year 3 outcome for distance from standard in ELA: SWD: -30.8 points EL: -23 points SED: +11.5 points Hispanic: +29.6 points White: +47.3 points Two or More Races: +70.9 points Asian: +92.8 points	
1.4	English Learner Progress Indicator on CA Dashboard	English Learner Progress Indicator on CA Dashboard (2023): 71.4%			English Learner Progress Indicator on CA Dashboard (2023) would maintain at or above 71%	
1.5	LUSD quarterly Williams Act reports	100% complaint with Williams Act (2024)			100% complaint with Williams Act	
1.6	Percentage of credentialed staff members who "Agree" (3) or "Strongly Agree"	I gained skills and knowledge: 85% (2024)			Percentage of credentialed staff members who "Agree" (3) or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(4) to the following two statements on Staff Development Surveys: • I gained skills and knowledge. • I am enthusiastic about applying new learning.	I am enthusiastic about applying new learning: 88% (2024)			"Strongly Agree" (4) to the identified two statements on Staff Development Surveys will maintain at or above: I gained skills and knowledge: 85% I am enthusiastic about applying new learning: 88%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High-quality, standards-based instruction to all students	LUSD will provide high quality teachers that meet applicable state certification and licensure requirements and will ensure that students and teachers have access to standards aligned materials.	$13,683,058.00	No
1.2	High-quality standards-based supplemental curricular supports	LUSD will evaluate, adopt, and utilize high quality supplemental curricular materials and support to meet the needs of unduplicated pupils (EL and Low Income) and provide professional development and coaching to staff on instruction, assessment, and differentiation support aligned to standards.	$255,819.00	Yes
1.3	Professional development for all staff	LUSD will provide professional development to support teachers in delivering high-quality first instruction using standards aligned materials. Additionally, professional development will be provided to all staff to support the effective implementation of tiered interventions, enrichment, and academic support to meet the needs of students within a multi-tiered system of support using data-driven decision making. This will include professional development for teachers specific to English Learners.	$475,882.00	No
1.4	English language development (ELD) standards based instruction	LUSD teachers will incorporate ELD strategies into their tier I high quality first instruction and provide tier II/III interventions specifically designed to meet the needs of English Learners within a multi-tiered system of support.	$197,080.00	Yes
1.5	Expanded learning support opportunities	LUSD will provide additional learning opportunities for students either incorporated into the school day or offered outside of it. These opportunities will allow unduplicated pupils increased access to grade level core curriculum. These student groups will include those in need of academic intervention.	$1,572,337.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Expanded learning enrichment opportunities	LUSD will provide additional learning opportunities for those who would benefit from academic enrichment.	$35,087.00	No
1.7	Instructional Technology	LUSD will purchase, repair, track, and/or replace technology devices and provide continued training of devices, apps, extensions, and intervention materials that support staff and student access to curriculum and instruction in alignment with LUSD Technology Plan.	$237,579.00	No
1.8	Instructional technology supports for subgroups	LUSD will provide training and resources to staff and students for the purpose of increasing integration of technology supports that allow unduplicated pupils with multiple means of representing information, expressing knowledge, and engaging in learning.	$183,438.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The instructional environment will be both emotionally and physically safe for all students as measured by suspension rates, attendance percentages, facility rating, and local assessment data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

One area that LUSD continues to address is social-emotional instruction and support. The overall goal is to provide students with a safe instructional environment that allows them to better manage their emotions, resolve conflict, and form positive relationships. As indicated in the California School Dashboard in 2023, LUSD has an overall low suspension rate of 1.9% of students being suspended at least one day. Unfortunately, this is an increase of .6% when compared to the previous school year (2022) and, therefore, the CA Dashboard level for suspensions was orange. Based on this, a reduction to a level of 1.5% of students being suspended at least one day should result in LUSD reaching a green level for suspensions by the end of the three year LCAP cycle. Additionally, LUSD had three student subgroups in the orange. These subgroups and their corresponding suspension percentages are outlined in the metrics section for goal #2.

While LUSD's attendance rate dropped following COVID, it has been on the rise in recent years. LUSD's attendance percentage pre-COVID (2020) was 96%. Attendance dropped as low as 93% but has been on the rise. Attendance data collected at in April 2023 indicate an attendance percentage of 95.5%. This attendance increase can be attributed to the actions included within the LCAP that contribute to school culture and climate that is both positive and safe. Another data point used to assess the culture and climate of a school is the fidelity of the Positive Behavior Intervention and Support (PBIS) program. Four LUSD schools--Franklin, Loomis Grammar, Penryn, and Placer--implement PBIS at present. Each school completes an annual Tiered Fidelity Inventory (TFI) for their tier I, II, and III under the direction of an independent evaluator. The evaluator must be certified by the California PBIS Coalition and cannot be a member of the site team evaluating fidelity. School PBIS teams must score at least 70% at each level of the TFI in order for it be considered that they are implementing with fidelity. During 2023 data collection all PBIS schools scored well above a 70% for all tiers. Scores are outlined in detail in the metric section below.

LUSD facilities, as measured by the Facility Inspection Tool (FIT) continue to rate "fair" at all school sites in 2023. This can be attributed to the aging of LUSD school facilities--the newest of which is over 20 years old. While LUSD has always been good stewards to our school campuses, given aging facilities, in recent years the focus has shifted from one of maintenance to one of replacement. The work that needs to be done to replace aging facilities can only be addressed via the LCAP in small part. Therefore, additional funding outside of those provided by standard state and federal fund alone are being investigated.

Additionally, Educational Partner feedback supports a broad goal. Community feedback collected via survey had both a high rate of respondents (outlined in the Engaging Educational Partner Section of the LCAP) and majority of respondents responding favorably ("agree" or "strongly agree"). Data related to emotional safety and positive school climate are outlined below.

Question: There is an atmosphere of care, respect, and responsibility at my child's/my school.
Parent: 93%
Staff: 99%
Students: 85%

Question: My child's/My student's/My social/emotional needs are being met.
Parent: 88%
Staff: 81%
Students: 84%

Given overall positive metrics and ongoing satisfaction with the emotionally and physically safe environment provided within LUSD a broad goal was written for goal #2.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	1.9% of students suspended at least one day (2023) CA Dashboard Level: Orange			No more than 1.5% of students will be suspended at least one day. CA Dashboard Level: Green	
2.2	Suspension Rate (Subgroups)	Percentage of students suspended at least one day (2023) SED: 3.3% SWD: 3.7% White: 2.1% EL: 1.3%			No more than the following percentage of students suspended at least one day by subgroup:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 1% Two or More Races: .6% Asian: 0%			SED: 2.4% SWD: 2.8% White: 1.5% EL: 1.3% Hispanic: 1% Two or More Races: .6% Asian: 0%	
2.3	Attendance Rate	Average Daily Attendance (ADA) for 2023: 95%			ADA will meet or exceed 95%	
2.4	Chronic Absenteeism (Subgroups)	Percentage of students chronically absent (2023) SED: 21.8% EL: 18.9% SWD: 17.7% Hispanic: 13.1% Two or More Races: 12% White: 9.3% Asian: 0%			Chronic Absenteeism by subgroup will be at or below the following percentages: SED:13% EL: 10% SWD: 14.7% Hispanic: 10.1% Two or More Races: 10.2% White: 8.7% Asian: 0%	
2.5	Facility Inspection Tool (FIT)	All LUSD facilities scored a "fair" rating on the FIT for 2023			All LUSD facilities will score a "fair" rating on the FIT	
2.6	Positive Behavior Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI)	TFI scores to tier for each PBIS School (Spring 2024): Franklin:			All LUSD PBIS implementing schools will score a 70% or greater on the TFI for each	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier I: 87% Tier II: 96% Tier III: 91% Loomis Grammar: Tier I: 97% Tier II: 100% Tier III: 97% Penryn: Tier I: 100% Tier II: 100% Tier III: 97% Placer: Tier I: 100% Tier II: 96% Tier III: 88%			tiered level of support they offer.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social-emotional learning (SEL) for all students	In order to support positive mental health and increase educational access LUSD will provide curricular materials, resources, and ongoing professional development for staff in order to support the implementation of evidence based practices for tier I, social-emotional learning for all students.	$526,932.00	No
2.2	Social-emotional and behavioral intervention	LUSD will provide and progress monitor targeted social-emotional and behavioral interventions. Ophir STEAM Academy will be onboarding at tier I for PBIS in the 2024-2025 school year.	$149,714.00	Yes
2.3	Online safety supports	LUSD will maintain appropriate filters, platforms, and system updates in order to maintain a safe online environment for all staff and students. Additionally, curriculum, training, and support will be provided in the areas of digital citizenship and appropriate technology usage.	$201,856.00	No
2.4	Facility improvements	LUSD will update or enhance facilities as needed to improve the student learning environment, community involvement and student, staff and parent safety and security.	$1,641,985.00	No
2.5	Co-curricular and extra curricular activities	LUSD will offer and provide co-curricular activities, including Spanish & ASL instruction, music and physical education as well as extracurricular activities such as Junior Eagles Band, choir, and Loomis Basin Athletic League sports to foster students' connection to school.	$1,375,488.00	No
2.6	School safety and climate	LUSD will implement programs and initiatives that support positive school climate and safety.	$10,999.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent and community members will engage in the school community as demonstrated through parent participation rates in outreach opportunities and survey feedback.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Over the past several years, as outlined in the Educational Partner Feedback sections of the LCAP, LUSD has reported high percentages of positive feedback on community surveys. As such, LUSD hopes to focus its continued efforts on effectively communicating at the classroom, school, and district level as well as focusing on high quality first instruction and a multi-tiered system of support that meets the needs of all students and families.

Additionally, Educational Partner feedback supports a maintenance of progress goal. While data has been overwhelmingly positive there were slight declines between LCAP baseline data in 2019 and baseline data from 2023. While percentages continue to climb LUSD would like to focus on maintaining this progress throughout this three year LCAP.

Community feedback collected via survey had both a high rate of respondents (outlined in the Engaging Educational Partner Section of the LCAP) and majority of respondents responding favorably ("agree" or "strongly agree"). Data related to educational partner engagement are outlined below.

Question: Parents and Community/Students are provided with an opportunity to be involved in our school community.
Parent: 97%
Staff: 99%
Students: 93%

When asked if they agreed that communication was satisfactory at the classroom/school/district level the favorable responses were as follows:

Teacher communication:
Parent: 93%
Staff: 93%
Students: 91%

School communication:

Parent: 93%
Staff: 98%
Students: 92%

District communication:
Parent: 96%
Staff: 100%
Students: 83%

Additionally, while parents continue to attend District English Learner Advisory Committee (DELAC) meetings, LUSD is looking to continue our growth in participation for outgoing years.

Given overall positive metrics and ongoing satisfaction with the emotionally and physically safe environment provided within LUSD a maintenance of progress goal was written for goal #3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Educational partner outreach survey	2023 Survey Data: Parent Survey Feedback--percentage that agree or strongly agree • Learning Environment and Culture 94% • Communication 94% • Student Achievement and Instruction 89% Staff Survey Feedback-			On a community survey provided to educational partners, at least 90% of respondents will respond positively, which is defined as a score of 3 or higher on a 4-point scale, to each question area (Learning Environment and Culture, Communication, Student Achievement and Instruction).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- percentage that agree or strongly agree • Learning Environment and Culture 99% • Communication 97% • Student Achievement and Instruction 93%				
3.2	Community Educational Partner Survey (Communication Section)	2023 Survey Data: Parent Survey Feedback--percentage that agree or strongly agree • My child's teacher effectively communicates -93% • My child's school effectively communicates -93% • LUSD effectively communicates -96% Staff Survey Feedback-- percentage that agree or strongly agree			On a community survey provided to educational partners, at least 90% of respondents will respond positively, which is defined as a score of 3 or higher on a 4-point scale, to each question within the “Communication,” section of the survey.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• I effectively communicate with families regarding expectations, academic progress and events. 93% • My school effectively communicates with me regarding expectations, academic progress and events. 98% • LUSD effectively communicates with me regarding district-wide announcements and events. 100%				
3.3	Parent Outreach Meetings	During the 2023-2024 school year 3-5 families attended District English Learner Advisory Committee (DELAC) meetings			Each school site (6 total) will have a representative EL parents attending DELAC meetings	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational partner outreach	LUSD will utilize various forums (in-person, virtual, on-demand) to provide information to families on pertinent topics including, but not limited to, curriculum and instruction, strategies to support student learning, district budget updates, school offerings, etc for all grades preschool-8.	$49,195.00	No
3.2	Educational partner input	LUSD will develop and distribute a parent, community, student, and staff survey to gather input on education-related events and activities and to solicit feedback from the community on priorities for the district and information regarding our performance in state and local priority areas for grades preschool-8.	$490.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	English learner and low income family outreach	LUSD will support and assist the development and provision of opportunities that encourage engagement of our English Language Learning and Low Income/Socio-economically disadvantaged student community.	$2,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$805,257	$0

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
3.286%	2.398%	$581,003.19	5.684%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** High-quality standards-based supplemental curricular supports **Need:** CAASPP data shows that our EL students are performing below standard for both ELA and math. 2023 CAASPP data shows that our EL student subgroup are -32 and -28.6 below standard respectively. Furthermore, LUSD has had an increase in EL student enrollment	Standards-based supplemental curricular supports are offered to English Learners (EL) and low-income students via programs such as Lexia and Lexia EL--and online, self-paced language support programs. These programs are used because high-quality standards-based supplemental curricular supports are beneficial for English Learners (EL) and low-income students as they ensure alignment with academic standards, providing students with equitable access to rigorous content. These supports offer clear	1.2, 1.3, and 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and newcomer enrollment specifically in recent years. Teachers report increased need in the area of ELD instruction and EL student supports as reported by the LUSD EL teacher. CAASPP data shows that our SED students are performing below standard for math and they had a decline of -15.8 points on ELA in 2023. This results in SED performing -15.7 points below standard for math and 2.5 points above standard for ELA. **Scope:** LEA-wide	learning objectives, helping EL and low-income students understand expectations and goals. Additionally, they often include differentiated instruction, accommodating diverse learning needs and ensuring all students can access the material. With engaging and interactive resources, these supports foster motivation and interest, promoting active participation in the learning process. Additionally, as described in the article "Unlocking the Research on English Learners" (Goldenberg, 2013) and cited in the English Learner Roadmap developed by the California Department of Education, English learners benefit from "instructional supports and modifications" such as those provided within action 1.2. Some of these supports include, but are not limited to, hand-on interactive learning, depictions via pictures and real-life objects (as opposed to text alone), and graphic organizers such as sentence frames. In order to support implementation of high quality first instruction, LUSD is offering summer and staff development day professional development (PD) to teachers on both Designated and Integrated ELD. This PD was created by our EL teacher based on input from educational partners--primarily teachers and principals--that outlined areas of need. This input guided the PD plan. PD is planned for July, August, and September via a collaboration with Placer County Office of Education. Following PD, teachers will be provided coaching support by their site principal, our EL teacher, and a new position for 2024-2025--a teacher on special assignment (TOSA). Professional development supported by follow-up	

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
		coaching related to supplementary curricular supports will increase usage by classroom teachers. Research shows that instructional coaching had an effect size of .49 on instruction and .18 on achievement ("The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence"; Kraft, Blazar, and Hogan; 2017). Likewise, low-income students directly benefit from both the supplementary materials provided within action 1.2 and the professional development and coaching of teachers. As discussed in "The Effect of Instructional quality on low-and high-performing students" (Stipek and Chiatovich, 2017), high teacher ratings, in particular on reading instruction and classroom climate observation scales predicted high levels of student engagement and these findings placed import on high-quality teaching as a method for addressing poor academic skills in low-incomes students.	
1.4	**Action:** English language development (ELD) standards based instruction **Need:** CAASPP data shows that our EL students are performing below standard for both ELA and math. 2023 CAASPP data shows that our EL student subgroup are -32 and -28.6 below standard respectively. Furthermore, LUSD has had an increase in EL student enrollment and newcomer enrollment specifically in recent years. Teachers report increased need in the	LUSD is targeting Integrated ELD instruction for the 2024-2025 school year and beyond. To this end, teachers will be provided with professional development related to Integrated ELD via a summer course offering and/or during staff development day time beginning in fall 2024. PD discusses both the rational and impact of Integrated ELD and provides teachers with strategies they can interweave within their current classroom practices to support language acquisition. Additionally, current curriculum adoptions provide ELD support materials that teachers will be better able to access and implement following professional development.	1.2, 1.3, and 1.4

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
	area of ELD instruction and EL student supports as reported by the LUSD EL teacher. **Scope:** LEA-wide	Research, as outlined in the English Learner Roadmap (California Department of Education, 2018), indicates that English Learner outcomes improve when instruction addresses four interrelated principles: 1: Assets-Oriented and Needs-Responsive Schools 2: Intellectual Quality of Instruction and Meaningful Access 3: Systems Conditions that Support Effectiveness 4: Alignment and Articulation Within and Across Systems The work related to action 1.4 focuses on professional development and the implementation of classroom practices that provide Integrated ELD. This is in direct alignment with principle 2 of the EL Roadmap. Research indicates that, students who receive ELD instruction via these two modalities show improvements in reading comprehension, fluency, accuracy level, and linguistic growth (Benefits of Instructional Models for Teaching Elementary English Language Learners; Elder; 2018). Action 1.4 is being implemented LEA-wide as ELD strategies--while targeted for English Learners--are solid strategies that benefit all learners, including native English speakers.	
1.5	**Action:** Expanded learning support opportunities **Need:**	In past years LUSD had provided school sites with a full-time intervention teacher to provide intervention in English Language Arts and math. These positions were funded out of one-time monies that have since expired. To provide	1.2, 1.3, and 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP data shows that our EL students are performing below standard for both ELA and math. 2023 CAASPP data shows that our EL student subgroup are -32 and -28.6 below standard respectively. Furthermore, LUSD has had an increase in EL student enrollment and newcomer enrollment specifically in recent years. Teachers report increased need in the area of ELD instruction and EL student supports as reported by the LUSD EL teacher. CAASPP data shows that our SED students are performing below standard for math and they had a decline of -15.8 points on ELA in 2023. This results in SED performing -15.7 points below standard for math and 2.5 points above standard for ELA. **Scope:** LEA-wide	ongoing support LUSD has included intervention teacher positions in the 2024-2025 LCAP. These credentialed teachers will serve students across all school campuses (one full-time teacher per campus) through small-group instruction based on student need and worked into the school day schedule. High-quality standards-based supplemental curricular supports are beneficial for English Learners (EL) and low-income students because they ensure alignment with academic standards, providing these students with equitable access to rigorous content. These supports offer clear learning objectives, helping EL and low-income students understand expectations and goals. Additionally, they often include differentiated instruction, accommodating diverse learning needs and ensuring all students can access the material. With engaging and interactive resources, these supports foster motivation and interest, promoting active participation in the learning process. According to research conducted by the National Center on Time and Learning, schools with expanded school day and school year (summer school) saw positive results for their English Learners. These data support the benefits of expanded learning opportunities for English Learners as outlined in action 1.5 ("Give English Language Learners the Time They Need To Succeed", Farbman, 2015). Similar research is cited in the EL Roadmap which outlines the need to "provide extra time in school (as needed) and to build partnerships with after-school and other entities to provide additional support for English	

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
		learners," (CA EL Roadmap, 16). Likewise, extended opportunities for expanded learning for low-income students provides similar benefits. For this reason, California included all unduplicated pupils (of which low-income students are a part) in the Expanded Learning Opportunities Program (ELOP). Given benefits for participating students, LUSD provides the supports outlined in action 1.5 for English Learners and low-income students first but will make the remaining program spots available to all students following initial enrollment of unduplicated pupils.	
1.8	**Action:** Instructional technology supports for subgroups **Need:** CAASPP data shows that our EL students are performing below standard for both ELA and math. 2023 CAASPP data shows that our EL student subgroup are -32 and -28.6 below standard respectively. Furthermore, LUSD has had an increase in EL student enrollment and newcomer enrollment specifically in recent years. Teachers report increased need in the area of ELD instruction and EL student supports as reported by the LUSD EL teacher. CAASPP data shows that our SED students are performing below standard for math and they had a decline of -15.8 points on ELA in 2023. This results in SED performing -15.7	LUSD has included a number of technology supports for subgroups. All 5th-8th grade students are provided with 1:1 chromebook access, however, the chromebooks remain at school. Some unduplicated pupils do not have access to computers/chromebooks at home. To support access, LUSD is purchasing additional chromebooks that can be checked out by students and taken home for the entirety of the school year. LUSD had seen an increase in EL students overall but newcomer students in particular in recent years. To support access handheld translation devices (Pocket Talk) have been purchased. These technology tools allow for real time translation services. High-quality technology supports are beneficial for English Learners (EL) and low-income students because they improve access to rigorous curricular materials and allow for greater	1.2, 1.3, and 1.4

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
	points below standard for math and 2.5 points above standard for ELA. **Scope:** LEA-wide	engagement. With engaging and interactive resources, these supports foster motivation and interest, promoting active participation in the learning process. Providing high quality resources for students to access rigorous content, in particular resources that allow a child to utilize their home language as a building block for their learning in English is in direct alignment with Principle 1 of the CA English Learner Roadmap which discusses the need for, "school climates and campuses that are affirming, inclusive, and safe," and that, "Students are provided with rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation," (CA EL Roadmap, 14). Action 1.8 is in direct alignment with Principle 1 of the CA EL Roadmap. Likewise, low-income students directly benefit from technology supports that scaffold learning and allow for increased access to rigorous, standards-based material. As noted previously, the coaching provided to staff to support the use and inclusion of technology supports in action 1.5 will increase the likelihood that such supports will be used. Professional development supported by follow-up coaching on related to supplementary curricular supports will increase usage by classroom teachers. Research shows that instructional coaching had an effect size of .49 on instruction and .18 on achievement ("The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence"; Kraft, Blazar, and Hogan; 2017). To support follow-up coaching a TOSA position with a	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		focus on both EL support and instructional technology has been added for the 2024-2025 school year. All corresponding purchases related to action 1.8 would be offered to EL and low-income students first but, based on availability, would then be offered to all student LEA wide. The purpose of this being that technology tools can benefit for all students.	
2.2	**Action:** Social-emotional and behavioral intervention **Need:** CA Dashboard Data related to suspensions shows that LUSD, overall, has a rating of "orange" with 1.9% of all students being suspended at least one day. When broken down by subgroup low-income students have a rating of "orange" with 3.3% of students being suspended at least one day and English Learners (EL) have a rating of "yellow" with 1.3% of students being suspended at least one day. While the percentage of EL students suspended is lower than the All Student group it should be noted that LUSD experienced a 1.3% increase from 2022 to 2023 data collection for suspensions of EL students. CA Dashboard Data related chronic absenteeism shows that LUSD, overall has a rating of "green" with 9.7% of students being chronically absent. When broken down by subgroup low-income students have a rating of "yellow" with 21.8% of low-income students	To address chronic absenteeism LUSD has looked to before and after school offerings that support school connection and belonging. Previously, one-time funds were used for intervention programs, however, those funds have since expired. To address this sites are provided with ongoing funds as outlined in this action to provided targeted support through tutoring, clubs, and other avenues meant to support the social-emotional needs of students via increased school connection. Regarding attendance, research indicates that even small changes in attendance are related to meaningful outcomes for students and that one of the most effective strategies for closing the achievement gap for low-income students is improved attendance (Missing School Matters, Balfanz, 2016). A variety of factors influence school attendance including community and social factors such as bullying, harassment, or a lack of connection (Chronic Absenteeism: Summarizing What we Know from Nationally Available Data, Balfanz and Byrnes, 2012). Given this, LUSD plans to continue implementatoin of school wide	2.1, 2.2, 2.3, 2.4, and 2.6

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
	being chronically absent. English Learners have a rating of "orange" with 18.9% of students being chronically absent. LUSD has derived three year data outcomes in the areas of suspension and chronic absenteeism that would move all subgroups forward. Based on these data and to meet the projected three year metrics LUSD will be implementing targeted social-emotional and behavioral interventions for unduplicated pupils within these identified groups. **Scope:** LEA-wide	Positive Behavior Intervention and Support (PBIS)--a program focused on improving school climate through explicit instruction of expectations, standardization of adult response to problem behaviors, and shifting the focus from punitive discipline systems. PBIS is currently implemented at four schools within LUSD, targeting campuses with the highest number of unduplicated pupils first. In relation to 2023 CA Dashboard data related to suspensions, Ophir STEAM Academy will be onboarding at tier I for PBIS in the 2024-2025 school year. Ophir STEAM Academy will be LUSD's fifth PBIS implementing school. In addition to PBIS, on campus social emotional programs and interventions as well as referral services for outside service through platforms like Care Solace, would be considered within action 2.2 to address social emotional needs of students across a multi-tiered system of support. While action 2.2 will serve low-income and EL students first, access for all students, LEA wide would be provided given the research based positive outcomes.	

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
3.3	**Action:** English learner and low income family outreach **Need:** CAASPP data shows that our EL students are performing below standard for both ELA and math. 2023 CAASPP data shows that our EL student subgroup are -32 and -28.6 below standard respectively. Furthermore, LUSD has had an increase in EL student enrollment and newcomer enrollment specifically in recent years. Teachers report increased need in the area of ELD instruction and EL student supports as reported by the LUSD EL teacher. CA Dashboard Data related to suspensions shows that LUSD, overall, has a rating of "orange" with 1.9% of all students being suspended at least one day. When broken down by subgroup English Learners (EL) have a rating of "yellow" with 1.3% of students being suspended at least one day. While the percentage of EL students suspended is lower than the All Student group it should be noted that LUSD experienced a 1.3% increase from 2022 to 2023 data collection for suspensions of EL students. CA Dashboard Data related chronic absenteeism shows that LUSD, overall has a rating of "green" with 9.7% of students being	In order to support educational partner participation for English Learner LUSD coordinates and utilizes translation services when needed. These translation services encompass the funding allocated to this action item. Research indicates that high levels of parent involvement is predictive of positive academic and social-emotional outcome data for English Learners (School Support, Parental Involvement, and Academic and Social-Emotional Outcomes for English Language Learners, Niehaus and Adelson, 2014). For these reasons, LUSD focuses on outreach via a variety of channels (Parent Square translated communication, interpreter services, one-on-one parent-teacher meetings, etc) to encourage parental participation in committees, such as our LCAP Parent Advisory Committee and our District English Learner Advisory Committee (DELAC) meetings. A representative from unduplicated pupil groups is included on all applicable committees and feedback that drives LCAP goals, actions, and expenditures is collected. In addition to these targeted groups LUSD offers a number of additional parental involvement programs by school site including Parent-Teacher-Clubs and volunteer programs.	1.2, 1.3, 2.2, 2.4, 3.1, 3.2, and 3.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	chronically absent. When broken down by subgroup English Learners have a rating of "orange" with 18.9% of students being chronically absent. **Scope:** Limited to Unduplicated Student Group(s)		

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

Not applicable

Additional Concentration Grant Funding

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

Loomis Union School District does not receive concentration grant funding, this section is not applicable

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	24,505,684	805,257	3.286%	2.398%	5.684%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,288,981.00	$1,764,753.00	$308,976.00	$236,229.00	$20,598,939.00	$17,708,874.00	$2,890,065.00

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	High-quality, standards-based instruction to all students	All	No					$13,083,315.00	$599,743.00	$13,198,185.00	$484,873.00	$0.00	$0.00	$13,683,058.00	
1	1.2	High-quality standards-based supplemental curricular supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$222,810.00	$33,009.00	$255,819.00	$0.00	$0.00	$0.00	$255,819.00	0
1	1.3	Professional development for all staff	All	No					$322,223.00	$153,659.00	$310,763.00	$165,119.00	$0.00	$0.00	$475,882.00	
1	1.4	English language development (ELD) standards based instruction	English Learners	Yes	LEA-wide	English Learners	All Schools		$181,480.00	$15,600.00	$148,924.00	$0.00	$0.00	$48,156.00	$197,080.00	0
1	1.5	Expanded learning support opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$1,029,040.00	$543,297.00	$766,635.00	$625,879.00	$0.00	$179,823.00	$1,572,337.00	0
1	1.6	Expanded learning enrichment opportunities	All	No					$28,525.00	$6,562.00	$35,087.00	$0.00	$0.00	$0.00	$35,087.00	
1	1.7	Instructional Technology	All	No					$63,128.00	$174,451.00	$237,579.00	$0.00	$0.00	$0.00	$237,579.00	
1	1.8	Instructional technology supports for subgroups	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$107,987.00	$75,451.00	$183,438.00	$0.00	$0.00	$0.00	$183,438.00	0
2	2.1	Social-emotional learning (SEL) for all students	All	No					$526,932.00	$0.00	$0.00	$398,758.00	$128,174.00	$0.00	$526,932.00	
2	2.2	Social-emotional and behavioral intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$117,264.00	$32,450.00	$36,087.00	$81,675.00	$26,252.00	$5,700.00	$149,714.00	0
2	2.3	Online safety supports	All	No					$191,416.00	$10,440.00	$201,856.00	$0.00	$0.00	$0.00	$201,856.00	

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	**2.4**	Facility improvements	All	No					$515,816.00	$1,126,169.00	$1,591,985.00	$0.00	$50,000.00	$0.00	$1,641,985.00	
2	**2.5**	Co-curricular and extra curricular activities	All	No					$1,318,938.00	$56,550.00	$1,270,938.00	$0.00	$104,550.00	$0.00	$1,375,488.00	
2	**2.6**	School safety and climate	All	No					$0.00	$10,999.00	$0.00	$8,449.00	$0.00	$2,550.00	$10,999.00	
3	**3.1**	Educational partner outreach	All	No					$0.00	$49,195.00	$49,195.00	$0.00	$0.00	$0.00	$49,195.00	
3	**3.2**	Educational partner input	All	No					$0.00	$490.00	$490.00	$0.00	$0.00	$0.00	$490.00	
3	**3.3**	English learner and low income family outreach	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
24,505,684	805,257	3.286%	2.398%	5.684%	$1,392,903.00	0.000%	5.684 %	**Total:**	$1,392,903.00
								LEA-wide Total:	$1,390,903.00
								Limited Total:	$2,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	High-quality standards-based supplemental curricular supports	Yes	LEA-wide	English Learners Low Income		$255,819.00	0
1	1.4	English language development (ELD) standards based instruction	Yes	LEA-wide	English Learners	All Schools	$148,924.00	0
1	1.5	Expanded learning support opportunities	Yes	LEA-wide	English Learners Low Income		$766,635.00	0
1	1.8	Instructional technology supports for subgroups	Yes	LEA-wide	English Learners Low Income		$183,438.00	0
2	2.2	Social-emotional and behavioral intervention	Yes	LEA-wide	English Learners Low Income		$36,087.00	0
3	3.3	English learner and low income family outreach	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$2,000.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,932,074.00	$19,369,155.00

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**	High-quality, standards-based instruction to all students	No	$12,924,105.00	$12,438,229
1	**1.2**	High-quality, standards-based supplemental curricular supports	Yes	$312,891.00	$315,783
1	**1.3**	Professional development for all staff	No	$315,428.00	$489,165
1	**1.4**	English language development (ELD) standards based instruction	Yes	$147,254.00	$136,297
1	**1.5**	Expanded learning support opportunities	Yes	$1,078,188.00	$1,620,151
1	**1.6**	Expanded learning enrichment opportunities	No	$39,304.00	$32,062
1	**1.7**	Instructional Technology	No	$275,842.00	$297,962
1	**1.8**	Instructional technology supports for subgroups	Yes	$403,445.00	$198,868
2	**2.1**	Social-emotional learning (SEL) for all students	No	$281,462.00	$272,802
2	**2.2**	Social-emotional and behavioral intervention	Yes	$69,896.00	$74,874
2	**2.3**	Online safety supports	No	$196,437.00	$172,480

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	**2.4**	Facility improvements	No	$1,505,112.00	$1,970,023
2	**2.5**	Co-curricular and extra curricular activities	No	$1,337,435.00	$1,292,956
2	**2.6**	School safety and climate	No	$8,000.00	$12,535
3	**3.1**	Educational partner outreach	No	$35,185.00	$43,071
3	**3.2**	Educational partner input	No	$490.00	$468
3	**3.3**	English learner and low income family outreach	Yes	$1,600.00	$1,429

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$776,846	$1,138,531.00	$610,193.00	$528,338.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	High-quality, standards-based supplemental curricular supports	Yes	$312,891.00	$260,356	0	0
1	1.4	English language development (ELD) standards based instruction	Yes	$147,254.00	$136,297	0	0
1	1.5	Expanded learning support opportunities	Yes	$257,059.00	$0	0	0
1	1.8	Instructional technology supports for subgroups	Yes	$403,445.00	$198,868	0	0
2	2.2	Social-emotional and behavioral intervention	Yes	$16,282.00	$13,243	0	0
3	3.3	English learner and low income family outreach	Yes	$1,600.00	$1,429	0	0

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$24,231,005	$776,846	1.71%	4.916%	$610,193.00	0.000%	2.518%	$581,003.19	2.398%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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