



LCFF Budget Overview for Parents

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

CDS Code: 16-63982-0000000

School Year: 2024-25

LEA contact information:

Valerie Botelho

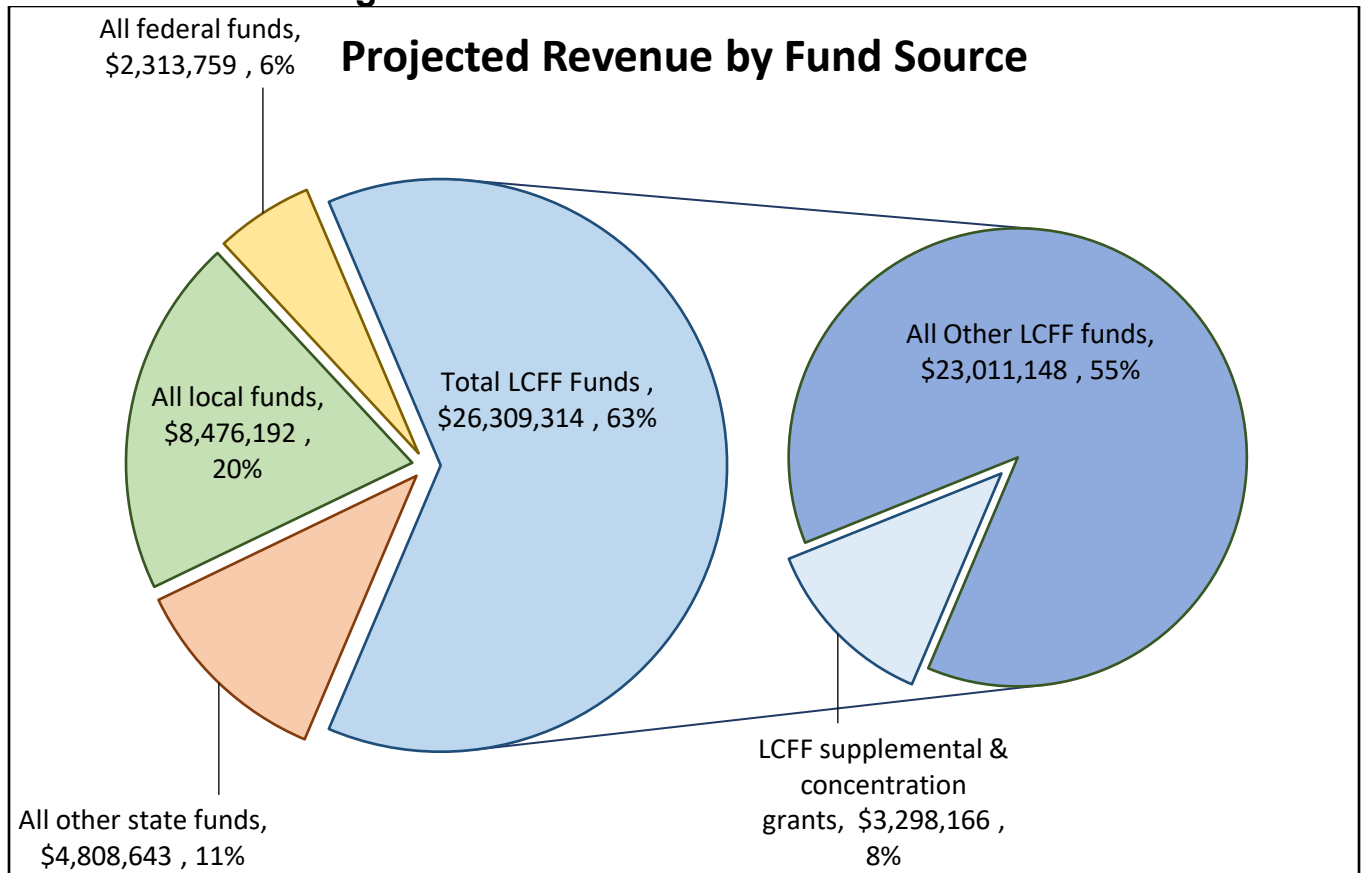
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

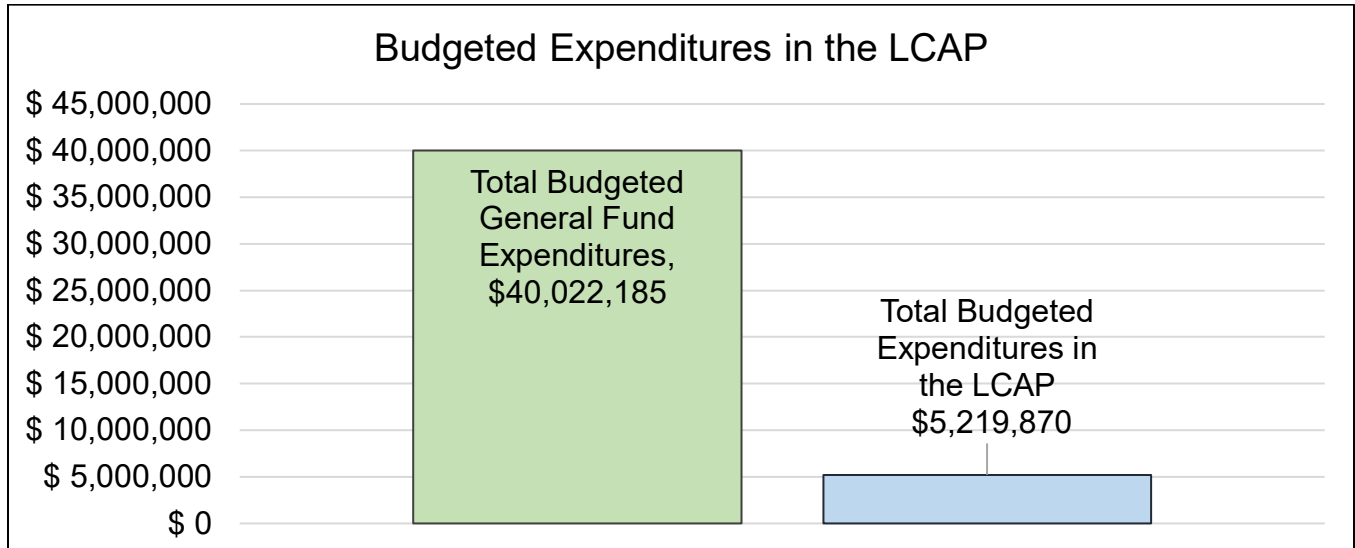


This chart shows the total general purpose revenue Lemoore Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lemoore Union High School District is \$41,907,908, of which \$26,309,314 is Local Control Funding Formula (LCFF), \$4,808,643 is other state funds, \$8,476,192 is local funds, and \$2,313,759 is federal funds. Of the \$26,309,314 in LCFF Funds, \$3,298,166 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lemoore Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lemoore Union High School District plans to spend \$40,022,185 for the 2024-25 school year. Of that amount, \$5,219,870 is tied to actions/services in the LCAP and \$34,802,315 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

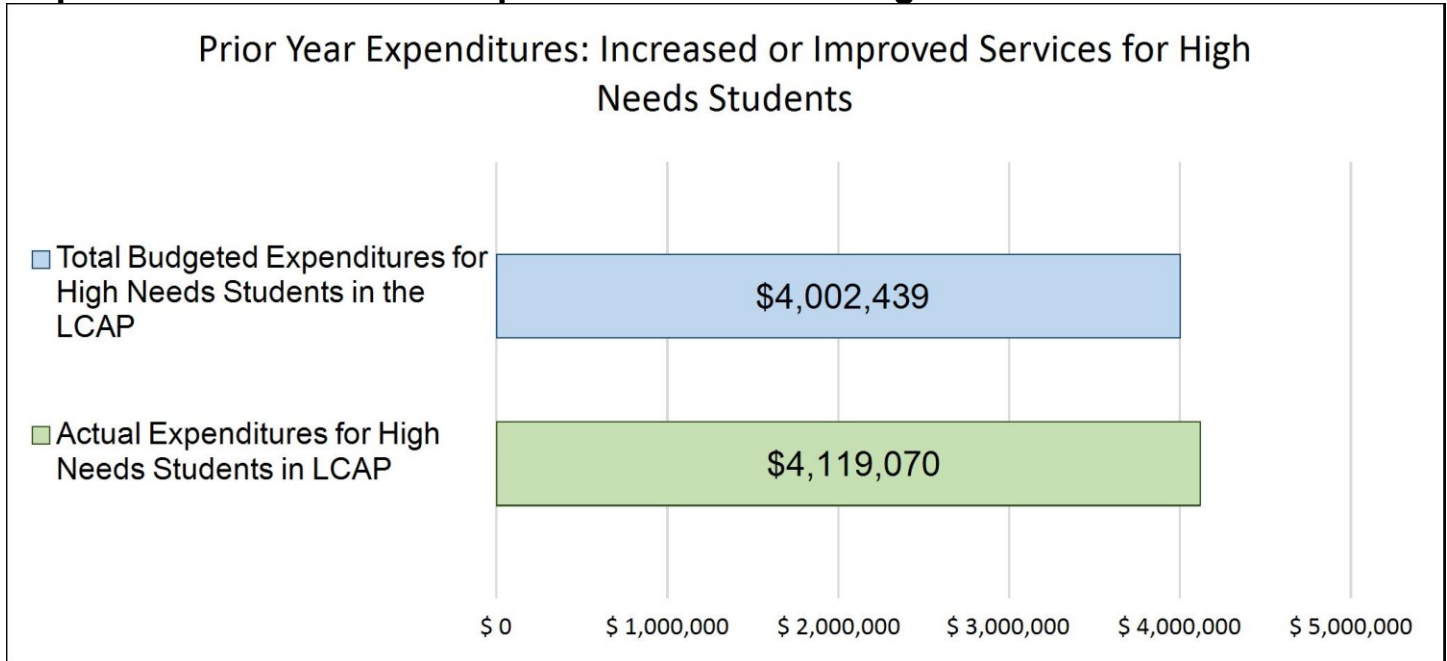
The most significant general fund expenditures not included in the LCAP are primarily related to the salaries and benefits of administrators, certificated staff, classified staff, and support staff and expenditures that are not funded through supplemental dollars and may not be specific to the goals and actions outlined in the LCAP. Additionally, other expenditures not included in the LCAP are for school facilities and maintenance that involve staffing, equipment, repair, and contracts. These additional funding sources are utilized to keep the District operating efficiently.

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

In 2024-25, Lemoore Union High School District is projecting it will receive \$3,298,166 based on the enrollment of foster youth, English learner, and low-income students. Lemoore Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lemoore Union High School District plans to spend \$3,998,630 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Lemoore Union High School District's LCAP budgeted \$4,002,439.00 for planned actions to increase or improve services for high needs students. Lemoore Union High School District actually spent \$4,119,070.00 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lemoore Union High School District	Valerie Botelho Assistant Superintendent, Curriculum & Instruction	vbotelho@luhsd.k12.ca.us (559) 924-6610, extension 1202

Goals and Actions

Goal

Goal #	Description
1	All schools will provide excellent instruction, curriculum and broad educational program, that builds college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Progress Indicator	<p>Enrollment 2,266 = English Learners 125 (5.5%) / RFEP = 543 / 81.3%</p> <p>EL (0-3 years) = 18 / 2.7%</p> <p>EL (4-5 years) = 7 / 1.0%</p> <p>EL 6+ years = 100 / 15%</p>	<p>Enrollment 1,958: English Learners 164 (8.4%) / RFEP = 391 (19.9%)</p> <p>EL (0-3 years) = 16 (2.3%)</p> <p>EL (4-5 years) = 5 (0.9%)</p> <p>EL 6+ years = 137 (22.3%)</p> <p>22 students reclassified RFEP *Baseline = 13.4% reclassification rate</p>	<p>Enrollment: 1,955 students / LHS = 1,868 students & JHS = 87 students</p> <p>EL = 164 students (8.4%)</p> <p>RFEP = 391 (20.0%)</p> <p>EL (0-3 years) = 9 (1.6%)</p> <p>EL (4-5 years) = 7 (1.3%)</p> <p>EL 6+ years = 148 (26.7%)</p> <p>5 students reclassified RFEP *Reclassification Rate = 3%</p>	<p>Enrollment: 1,955 LHS = 1,868 & JHS = 87</p> <p>EL = 164 students (8.4%)</p> <p>RFEP = 391 (20.0%)</p> <p>EL (0-3 years) = 9 (1.6%)</p> <p>EL (4-5 years) = 7 (1.3%)</p>	<p>Reduce the percentage of English Learner students under 5% total; reducing the number of EL 6+ years by 5 - 7%</p>
ELPAC testing results	<p>ELPAC Student Totals:</p> <p>Level 1 = 29.54%</p> <p>Level 2 = 44.20%</p>	<p>ELPAC Student Totals:</p> <p>Level 1 = 17.93%</p> <p>Level 2 = 46.90%</p>	<p>ELPAC Student Totals:</p> <p>Level 1 = 20.77%</p> <p>Level 2 = 39.23%</p>	<p>ELPAC Student Totals:</p> <p>Level 1 = 23.92%</p> <p>Level 2 = 28.83%</p>	<p>Reduce the number of EL students scoring Level 1 to under 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 3 = 19.91% Level 4 = 6.50%	Level 3 = 29.66% Level 4 = 5.52%	Level 3 = 31.54% Level 4 = 8.46%	Level 3 = 31.29% Level 4 = 15.95%	and on Level 2 to under 35%
A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable: *Programs and services developed and provided to unduplicated pupils *Programs and services developed and provided to individuals with exceptional needs.	201 students Participated in Music instruction 817 students participated in Visual Art instruction 1,347 students participated in PE 709 students enrolled in 11 CTE pathways (total) Set baseline participation numbers for ELL, Foster, Homeless, Low Income, Student with Disabilities, Military families, Migrant, African-American, Native American and Hispanic subgroups.	Music = 214 students (+ 6%) ELL = 4 Foster = 2 Low Income = 71 Visual Art = 726 students (- 11%) ELL = 40 Foster = 4 Low Income = 421 Physical Education = 1,434 students (+ 6%) ELL = 112 Foster = 7 Low Income = 573 CTE pathways = 1,763 students (+31%) ELL = 102 Foster = 6 Low Income = 1,232	Music = 276 students (+28.9%) ELL = 7 Foster = 3 Low Income = 157 Visual Art = 645 students (-11.2%) ELL = 47 Foster = 8 Low Income = 399 Physical Education = 1,534 students (+6.9%) ELL = 137 Foster = 8 Low Income = 997 CTE pathways = 1,742 students (- 1.2%) ELL = 115 Foster = 10 Low Income = 986	Music = 276 students (+28.9%) ELL = 7 Foster = 3 SED = 157 Visual Art = 645 students (-11.2%) ELL = 47 Foster = 8 SED = 399 Physical Education = 1,534 students (+6.9%) ELL = 137 Foster = 8 SED = 997 CTE pathways = 1,742 students (- 1.2%) ELL = 115 Foster = 10 SED= 986	Continue to increase the number of students participating in each metric by a minimum of 5%. It is a priority to increase the participation rate of unduplicated students to be equal or exceed the overall growth metrics.
Graduation Rates	426 students / 399 graduates 93.7% grad rate	All Students = 93.1% (464 students / 432 graduates)	All Students = 96.4% (443 students / 427 graduates)	2023 Dashboard All Students 94.2% EL- 84.8% SWD- 85.7% SED- 93.6%	Maintain at least current level overall, with the goal to increase to 96% total

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		LHS = 94.9% (414 students/ 393 graduates) JHS = 81.3% (48 students / 39 graduates)	LHS = 96.9% (387 students/ 375 graduates) JHS = 92.9% (56 students / 52 graduates) *DataQuest 4-yr. Cohort*		
College Career Indicator on CA Dashboard (including EAP)	424 students total 39.2% of graduates demonstrated Preparedness on CCI (166 students) 25.5% of graduates were Approaching Preparedness on CCI (108 students)	472 students total District-wide *NO CCI DATA for 2021 Dashboard* CCI data listed as: AP = 4.6% CTE Completers = 29.0% A-G Completion = 36.0% A-G with 1 CTE = 14.2% College Credits = 8.1% Biliteracy = 6.6%	450 students total District-wide CCI data listed as: AP = 3.6% CTE Completers = 28.2% A-G Completion = 35.3% A-G with 1 CTE = 12.7% College Credits = 17.6% Biliteracy = 5.3% *CA Dashboard 2022*	2023 Dashboard All Students 37.1% (483 students) demonstrated preparedness on CCI EL- 8.7% SWD- 14.3% SED- 32.4% 26.7% Approaching Prepared on CCI	Increase students Prepared or Approaching Prepared to 75%; with minimum of 50% of students identified as Prepared
AP Participation and AP testing pass rates	758 students enrolled 369 AP exams taken (49% of AP students took the exam) 138 received a score of 3 or higher on the AP exam	572 students enrolled 251 AP exams taken (43.9% of enrolled) 97 with score 3 or higher on AP exam (38.6% pass rate)	605 students enrolled 240 AP exams taken (39.6% of enrolled) 79 with score 3 or higher on AP exam (33% pass rate)	690 students enrolled 220 AP Exams Taken (31.9% enrolled) 83 with score of 3 or higher on AP exam (37.72% Pass Rate)	Increase enrollment to 50% of overall students Increase test rate to 55% or higher Increase test pass rate to 50% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual Enrollment course offerings and student pass rates	<p>4 Dual Enrollment Course offered in 2020-21 (2 new Ag dual enrollment courses to begin in 2021-22)</p> <p>77.2% of students enrolled in dual enrollment earned a C or better (61 students with a C or better; 79 students enrolled)</p>	<p>Dual Enrollment Courses offered: 6</p> <p>Students enrolled: 107</p> <p>Students earning C or better: 102 95.3% of students earned a C or better</p>	<p>Dual Enrollment Courses offered: 5</p> <p>Students enrolled: 91</p> <p>Students earning C or better: 88 96.7% of students earned a C or better</p>	<p>4 Dual Enrollment Courses (Stats, Business, Psychology, Ag Business)</p> <p>106 Students Enrolled</p> <p>83% of students enrolled in dual enrollment earned a C or better (88 students with a C or better; 106 students enrolled)</p>	<p>Increase the number of students in dual enrollment classes by 5%, with an overall pass rate of 80% or higher</p>
CTE Pathways - Student Concentrator and Completers numbers	<p>CTE concentrators = 549 concentrators in 11 pathways</p> <p>CTE completers = 149 completers in 11 pathways</p> <p>Set baseline participation numbers for ELL, Foster, Homeless, Low Income, Student with Disabilities, Military families, Migrant, African-American, Native American and Hispanic subgroups.</p>	<p>11 Pathways</p> <p>CTE concentrators = 551 (100%) SWD = 79 (14.3%) Low Income = 385 (69.9%) ELL = 41 (7.4%) Foster youth = 1 (0.1%) Homeless = 2 (0.3%) Military = 0 (0.0%)</p> <p>CTE Completers = 137 25% completion rate</p>	<p>14 Pathways</p> <p>CTE concentrators = 551 (31.9%) SWD = 72 (13.1%) Low Income = 385 (69.9%) ELL = 41 (7.4%) Foster youth = 1 (0.1%) Homeless = 2 (0.3%) Military = 0 (0.0%)</p> <p>CTE Completers = 127 SWD = 1 (4.8%) Low Income = 89 (26.2%) ELL = 6 (16.2%)</p>	<p>2022-2023</p> <p>CTE Concentrators = 551 in 14 Pathways SWD = 72 (13.1%) SED = 385 (69.9%) ELL = 41 (7.4%) Foster = 1 (0.1%) Homeless = 2 (0.3%) Military = 0 (0.0%)</p> <p>CTE Completers = 127 28.2% completion rate SWD = 1 (4.8%) SED = 89 (26.2%) ELL = 6 (16.2%) Foster = 0 (0%) Homeless = 4 (13.8%) Military = 7 (11.1%)</p>	<p>Increase concentrator students to 85% total in all CTE pathways</p> <p>Increase the completer students to minimum of 35% in all CTE pathways</p> <p>It is a priority to increase the participation rate of unduplicated students to be equal or exceed the overall growth metrics.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Foster youth = 0 (0%) Homeless = 4 (13.8%) Military = 7 (11.1%) 28.2% completion rate		
Student Performance on State Academic Indicators	2019 CA Dashboard: LUHSD English Language Arts = Green Mathematics = Yellow LHS English Language Arts = Green Mathematics = Orange JHS English Language Arts = No Color Mathematics = No Color	2020-2021 CAASPP Results LUHSD: English Language Arts = 23.9% Lv. 4; 31.2% Lv. 3; 24.4% Lv. 2; 20.5% Lv. 1 Mathematics = 7.6% Lv. 4; 17.3% Lv. 3; 29.5% Lv. 2; 45.6% Lv. 1 LHS: English Language Arts = 25.7% Lv. 4; 33.1% Lv. 3; 24.2% Lv. 2; 17.0% Lv. 1 Mathematics = 8.0% Lv. 4; 18.8% Lv. 3; 31.3% Lv. 2; 42.0% Lv. 1 JHS: English Language Arts = 2.9% Lv. 4; 8.8% Lv. 3; 26.5% Lv. 2; 61.8% Lv. 1	2022 CA Dashboard Results LUHSD: English Language Arts = Low / 5.8 pts. below standard English Learners (DA)= Very Low/103.5 pts. below standard Students with Disabilities (DA)= Very Low/ 128.5 pts. below standard Mathematics = Low / 114.4 pts. below standard English Learners (DA)= Very Low/202.4 pts. below standard Students with Disabilities (DA)= Very Low/ 214.4 pts. below standard LHS:	2023 CA Dashboard: LUHSD English Language Arts = Orange Mathematics = Yellow LHS English Language Arts = Orange Mathematics = Yellow JHS English Language Arts = No Color Mathematics = No Color	Increase overall state performance indicators to Green or better for LUHSD and each school site reported. Increase overall state performance indicators to Yellow for Students with Disabilities and English Learners.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Mathematics = 2.9% Lv. 4; 0.0% Lv. 3; 8.8% Lv. 2; 88.2% Lv. 1</p>	<p>English Language Arts = Medium / 3.3 pts. above standard English Learners (DA)= Very Low/108.3 pts. below standard Students with Disabilities (DA)= Very Low/ 128.5 pts. below standard Mathematics = Low / 106.8 pts. below standard English Learners (DA)= Very Low/202.7 pts. below standard Students with Disabilities (DA)= Very Low/ 218.3 pts. below standard</p> <p>JHS: English Language Arts = No level / 115.8 pts. below standard English Learners (DA)= No performance level. Less than 11 students. Data not displayed for privacy. Students with Disabilities (DA)= No performance level. Less than 11</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>students. Data not displayed for privacy. Mathematics = No level / 217 pts. below standard</p> <p>English Learners (DA)= No performance level. Less than 11 students. Data not displayed for privacy.</p> <p>Students with Disabilities (DA)= No performance level. Less than 11 students. Data not displayed for privacy.</p>		

Goal Analysis

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

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

Year 3:

Year 3:

Challenge and Successes: The two new positions developed in Year 1 (College and Career Specialist and Counselor) that focus on the metrics in Goal 1 have a significant impact on equity and closing the achievement gaps for unduplicated student. This is show in the metrics for graduation rates (baseline from 93.7% overall graduation rate to 94.2% with a substantial increase for our EL and SWD) and students completing college credits (baseline was 61 students in dual enrollment and 77.2% earned a C or higher to 106 students enrolled in dual enrollment and 83% earning a C or higher). Much of their initial work has focused on systems, policies and procedures to ensure unduplicated students have access to pathways and college courses. When baseline was established LUHSD was not breaking out data by student subgroup. Since then we have begun breaking out our data and are able to see our different subgroups in our CTE programs which allows us to work to improve equity and access among them. From our baseline year we have seen an increase in our students taking music

courses (201 at baseline and 276 currently). The number of Low-Income students enrolling in the Music program has risen. ELPAC test results have improved (Level 3 went from 19.91% baseline year to 31.29% and Level 4 from 6.50% baseline year to 15.95%). A challenge LUHSD continues to face is that our students are still below standard in English and in Math (LUHSD ELA baseline was green and is now orange. Math has stayed at yellow). There were no substantive differences in planned actions and actual implementation of these actions.

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.

Year 3: Material differences were found on the following actions:

Action 1.3 Provide Professional Development for Staff (PLCs & instructional strategies)- LUHSD worked with Solution Tree to provide PLC support throughout the year. Additional work was done with Solution Tree regarding instruction. Due to the price of salary and benefits sub costs were more expensive. For this reason, we came in higher than budgeted.

Action 1.7: Maintain Teacher Induction Program – costs did not equal the budgeted amount due to the decline in the number of staff members in the current school year that qualified for the induction program.

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

1.1: Maintain a district wide 1-to-1 technology program. (WASC)

1.5: Maintain AVID Program and Elective Courses

1.7: Maintain Teacher Induction Program

Actions 1.1, 1.5, and 1.7 were effective as evident in an increase in graduation rates from the baseline year to the present. All students saw a slight increase of 0.5%. Notable improvements were observed in various student groups: English Learners (EL) saw a 5.3% increase and were reported with a green indicator on the 2023 dashboard; Student with Disabilities (SWD) saw a 19% increase; and Socioeconomically Disadvantaged (SED) students saw a 1.4% increase. Technology access supported overall student achievement and was a necessary component in ensuring students have needed access to curriculum both in the traditional setting and credit recovery courses. AVID and Teacher Induction Program/Support for new teachers were also significant in improving the graduation rate by ensuring that teachers receive continuous learning and support regarding first best instructional practices.

1.2: Provide professional development for staff (PLCs & instructional strategies) - Action 1.2 was somewhat effective. Student performance on state testing has been an area of focus for LUHSD which was an impetus to sites working with Solution Tree to implement the PLC process. A result of that process has led to more consistency across the district in assessment, data analysis, and intervention. While there is still a long way to go, some successes related to this action are evident in CAASPP assessment data. Although scores dipped the year we returned to statewide testing, there was rebound in 2022-23 for All Students, EL, SWD, Hispanic, African American and Filipino student groups. All of the groups mentioned saw an improvement in their distance from standard between 8 and 29 points. Each of those groups that had a color indicator on the 2023 dashboard also saw an improvement in their indicator color. There were also some celebrations in ELA

outcomes. The SWD student group demonstrated an improvement in their distance from standard and moved to an Orange indicator on the 2023 dashboard. There are some areas of concern and student group outcomes in ELA. However, the data has indicated necessary improvements that can be made to the PLC process and guidance provided by Solution Tree. The PLC process and professional learning will continue in the future and support PLCs in aligning their assessments more closely with the CAASPP assessment and incorporating more the the CSA/CFA interim assessments to monitor student progress in alignment with CAASPP expectations.

1.3: Maintain Advanced Placement and Dual Enrollment courses - Action 1.3 was somewhat effective. LHS has seen an increase in students taking dual enrollment courses. From baseline 4 dual enrollment courses were offered. Presently LHS offers 5 dual enrollment courses and will continue to increase that number. During the baseline year, 79 students were enrolled in dual enrollment and 77.2% of those students earned a C or higher. Year 3 outcomes indicate that 106 students participated in dual enrollment and 83% of those students earned a C or higher.

1.4: Maintain CTE Pathways (WASC) - Action 1.4 was somewhat effective. Lemoore High School has seen an increase in CTE pathway concentrators and completers data by student group. EL students increased from 22 to 47, SWD increased from 75 to 77, and SED increased from 312 to 474. The College and Career Specialist and Counselor have had a significant impact on equity and closing the achievement gap for unduplicated students as shown in the metrics for graduation rates, CTE completion rates, and students completing college credits. LHS has also expanded CTE pathways from 11 to 14, offering more options to students. Despite this expansion, there has been a decrease in SWD CTE enrollment. The overall CTE completion rate is 28.2%, but does remain lower for some student groups: SWD - 4.8%, EL - 16.2%, and SED - 26.2%, HM - 13.8%. The data highlights challenges in the midst of other successes and will direct the future work and enhancement of CTE pathway development. The continued expansion of CTE offerings and targeted enrollment and education by the College and Career Specialist and Counselor will continue in the future to address the inequitable outcomes.

1.6: Maintain Performing Arts Programs (WASC) - Action 1.6 was effective due to an increase in the number of all students enrolled in VAPA courses and an increase in the number of EL and SWD students enrolled. EL students had a 1.2% increase in enrollment from the baseline and FY saw an almost 1% increase in students enrolled. In the future, LUHSD will continue to enhance VAPA programs and encourage enrollment to meet the diverse interests and passions of all students.

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.

1.1 Maintain a district wide 1 to 1 action was discontinued in the 20204-2025 LCAP due to the fact that Chromebook are considered as an essential tool for students to access the curriculum. Each student at LUHSD receives a Chromebook upon enrolling in the district.

1.1 SPED Teacher- Co Teaching will be added to the 2024-2025 LCAP. Due to low academic performance of our students with disabilities, a SPED teacher will co-teach in the English and Math department. This action will help to provide individualized supports and diverse teaching strategies that will enhance the current learning environments.

1.2 Provide professional development for staff (PLCs & instructional strategies) will be continued. Professional development funding was increased to allow for targeted professional development in UDL. This includes a contract to work with consultants throughout the school year on implementation and coaching. PLC work will not go away as it has proven to be somewhat effective. The funding allows for the PLC work with Solution Tree to continue so that schools can dive deeper into essential standards, assessment, and intervention and enrichment. The goal is to get more equitable outcomes.

1.3 Maintain Advanced Placement and Dual Enrollment courses- will be continued and funding will be added. LUHSD is focused on expanding post-secondary opportunities for high school students through the expansion of dual enrollment. A college and career counselor will be added to help students navigate the dual enrollment process, including academic advising, course selection assistance, and college readiness workshops. LUHSD will invest in PD opportunities for teachers to ensure they are equipped with the knowledge and skills necessary to effectively facilitate dual enrollment courses.

LHS will offer AP courses as part of their master schedule. Students enrolled in the AP classes will be encouraged to take the AP exams. Staff who will be teaching AP courses will be provided with training to improve instructional practices and delivery of the AP curriculum. The goal is to increase the enrollment rates and the performance rates of the students in the courses.

1.4 Enhance CTE Pathways action will be continued. Funding will be added to enhance CTE pathways. Funding allows for work with a College and Career Specialist. Providing support personnel that understand culturally relevant instruction and advisement, providing targeted support, and removing barriers can increase participation and completion of CTE programs for unduplicated student groups

1.5 AVID Program and Elective Courses will continue. Funding will be added to support additional teachers being trained in WICOR strategies to improve instructional practices on campus with the intent of getting school wide strategies in place to support academic growth.

1.6 Enhance Performing Arts Programs (WASC) action will continue to enrich the educational experience and foster holistic development of our high school students through the arts. Funding was decreased in the LCAP due to the Arts and Music Grant which provides funding that is specifically designed to improve VAPA programs.

1.7 Support for Teachers/Teacher Induction Program action will be continued. Funding was added to support teachers/teacher induction program. TOSAs engage in reflective conversations, provide modeling, and coach new teachers and teachers who need additional support.

1.8 Computer Network Technician will be added. Due to the schools being 1:1 well trained technician needs to be available to assist with troubleshooting, software, device setup and configuration and basic training and guidance.

1.9 Student Information Coordinator was added. Funding was added for a Student Information Coordinator to address the need for accurate data collection and identification of marginalized student groups. With the proper identification, the LEA may align resources and programs to address student needs.

1.10 College and Career Counselor was added. Funding was added for a College and Career Counselor to offer support to students regarding how to access CTE and dual enrollment courses.

1.11 Social Science Teacher for Class Size Reduction was added. Funding was added Providing an additional teacher in the Social Science department to reduce class sizes and improve literacy outcomes to address red indicator on the CA Dashboard for EL students in English Language Arts.

New metrics were added to assist with monitoring these goals. CAST test results were added to the assessment section to help monitor work directed at improving instruction and academics. All colors were taken out of metrics and distance from standard will be our way of monitoring academic growth on state testing for ELA and Math.

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	Provide a variety of supports for students, parents and families to reduce impediments to student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates by student subgroups	LUHSD = 93.7% Lemoore High = 95.8% Donald C. Jamison High = 86.0% English Learners = 79.5% (14.2%) Low Income = 92.2% (-1.5%) Students w Disabilities = 66.7% (-27.0%) African-American = 88% (-5.7%) Hispanic = 94.5% (+0.8%) Homeless = 100% (+5.0%)	All LUHSD Students = 93.1% (464 students / 432 graduates) LHS = 94.9% (414 students/ 393 graduates) JHS = 81.3% (48 students / 39 graduates) All LUHSD: EL = 90.6% Homeless = 88.9% Soc. Disadvantaged = 91.2% SWD = 72.0% Afr. American = 72.7% Filipino = 94.1% Hispanic = 92.9% White = 94.14% 2 or More Races = 100%	All LUHSD Students = 96.4% (443 students / 427 graduates) LHS = 96.9% (387 students/ 375 graduates) JHS = 92.9% (56 students / 52 graduates) All LUHSD: EL = 83.8% Homeless = 86.2% Soc. Disadvantaged = 94.7% SWD = 85.2% Afr. American = 100% Filipino = 100% Hispanic = 95.7% White = 97.6% 2 or More Races = 100%	2023 Dashboard LUHSD = 94.2% English Learners = 84.8%(+1%) SED = 93.6% (-1.1%) SWD= 85.7% (+0.5%) Hispanic = 95.1% (0%) Homeless = 92.6% (+6.4%)	District and school graduation rates will be equal to 95% or higher. Student subgroups will be with 3% of overall graduation rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation rates, including survey data	<p>LUHSD received 18% parent participation on the LCAP survey.</p> <p>81% of parents stated that they were well informed.</p> <p>62% of parents believe that their input is actively sought.</p>	<p>Parent Survey participation = 16.3% (participation decreased 1.7% - setting baseline data for subgroups)</p> <p>Parents feel well-informed = 74.7%</p> <p>Parents believe input is sought = 54.9%</p> <p>Parents feel welcome at the school sites = 61.0%</p> <p>Staff believes parent and community have opportunity to provide input = 71.5%</p> <p>Staff believe our schools are welcoming = 84.3%</p>	<p>Parent Survey participation = 21.3% (participation increase 5.0%)</p> <p>Percentage of respondents:</p> <p>Low Income = 61.9%</p> <p>English Learner = 12.4%</p> <p>Foster = 0%</p> <p>Students with Disabilities = 22.7%</p> <p>African-American = 3.7%</p> <p>Native American = 2.6%</p> <p>Hispanic = 45.7%</p> <p>Parents feel well-informed = 71.4% (decrease 3.3%)</p> <p>Parents believe input is sought = 61.3% (increase 6.4%)</p> <p>Parents feel welcome at the school sites = 62.1% (increase 1.1%)</p> <p>Staff believes parent and community have opportunity to provide</p>	<p>LUHSD received 18% parent participation on the LCAP survey.</p> <p>86.1% of parents stated they are well informed.</p> <p>79% of parents believe their input is actively sought.</p> <p>Survey data was not collected in a manner that could be broken out by subgroups. LUHSD has moved to a survey platform for the 24-25 school year that will allow us to desegregate our data.</p>	<p>Increase parent participation rate to 40% minimum on surveys.</p> <p>Setting baseline data to increase the participation of parents of ELL, Foster, Homeless, Low Income, Student with Disabilities, Military families, Migrant, African-American, Native American and Hispanic to mirror by 5% each year or exceed the overall growth percentages.</p> <p>Maintain 90% or higher of parents feel they are well-informed.</p> <p>Maintain 80% or higher of parents believe their input is actively sought.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			input = 77.9% (increase 6.4%) Staff believe our schools are welcoming = 86.3% (increase 2.0%)		
Schedule one meeting per semester (minimum) for SSC, Title I, ELAC/DELAC, Migrant and MTSS	SSC = 6 Title I = 1 ELAC/DELAC = 2 Migrant = 1 MTSS parent advisory = 0 *Only number of parents as noted in bylaws attend regularly	School Site Council = 5 Title I = 1 ELAC/DELAC = 2 Migrant = 3 MTSS = 2	School Site Council = 6 Title I = 1 ELAC/DELAC = 3 Migrant = 6 MTSS = 2	2023-2024 School Site Council SSC=8 ELAC/DELAC- 4 Title 1- 2 Migrant- 6 MTSS parent advisory=0 *Only number of parents as noted in bylaws attend regularly	Maintain a minimum of 2 meetings per year minimum in all areas. Increase parent participation to at least 5% over what is noted in each meeting's bylaws.
School Attendance Rates	LUHSD overall attendance = 96.17% * Lemoore High School = 94.82% * Jamison High School = 96.64%	Overall attendance rate = 90.91% LHS attendance = 91.38% JHS attendance = 80.91% Chronic Absenteeism (set baseline): LUHSD = 8.6%	Overall attendance rate = 93.9% LHS attendance = 94.0% JHS attendance = 88.2% Chronic Absenteeism: LUHSD = 33.2%	LUHSD overall attendance = 95.18% * Lemoore High School = 95.51% * Jamison High School = 88.01% Chronic Absenteeism: LUHSD = 16.8%	Maintain at least 96% overall and at each school site. Chronic Absenteeism reduced by 5% per year and maintain LUHSD at 7.5% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Lemoore High = 5.8% Jamison High = 80.0%	Lemoore High = 31.6% Jamison High = 62.9%	Lemoore High = 14.6% Jamison High = 60.2%	
Dropout Rates	Dropout Rates: 0.6% - District 0.5% at LHS 4.7% at JHS	Dropout Rates: District = 4.09 LHS = 2.17% JHS = 16.67%	Dropout Rates: District = 2.4% LHS = 2.1% JHS = 5.4%	Dropout Rates: District = 2.9% LHS = 2.6% JHS = 5.7%	Maintain at LHS and reduce JHS by a minimum of 2%.
CTE pathway Concentrator & Completer data by student subgroup	Concentrator and Completers = 689 students in 11 pathways Students with Disabilities = 75 Low Income = 312 Non-traditional enrollment = 255 Single Parents = 0 English Learners = 22	11 Pathways CTE Completers = 117 SWD = 8 Socioeconomically Disadvantage = 51 Non-traditional enrollment = 35 Single Parents = 0 English Learners = 0 Foster = 0 Homeless = 3 Military = 6	14 Pathways CTE Concentrators & Completers = 678 SWD = 77 Socioeconomically Disadvantage = 474 Non-traditional enrollment = 202 Single Parents = 0 English Learners = 47 Foster = 1 Homeless = 6 Military = 7	14 CTE Pathways CTE Concentrators= 551 Students SWD= 13.1% SED= 69.9% EL= 7.4% Foster= 0.1% Homeless= 0.3% CTE Completers= 127 Students 28.2% Completion Rate SWD= 4.8% SED= 26.2% EL= 16.2% Foster= 0% Homeless= 4%	Begin tracking enrollment of all student subgroups, including all traditionally underserved student subgroups. Student subgroup concentrator/completer data should reflect overall demographics of district (e.g. If overall concentrator/completer data is 50%, & overall student population shows 50% Hispanic then 1/2 of concentrator/completers should be Hispanic).

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.

Year 3:

Successes and Challenges: LUHSD has seen a slight increase in the graduation rates for the district (from 93.7% baseline to current year 94.2%.) There is growth within the graduation rates for English Learners, 79.5% to 84.8%, and Students with Disabilities, 66.7% to 85.7%. There is continued growth in the percentage of parents who feel well informed and that their input is actively sought (from 81% baseline of parents who stated they were well informed to 86.1% and from 62% of parents who believe their input is actively sought to 79%). Although the district has seen an improvement in their chronic absenteeism rate the chronic absenteeism rate at Jamison High School is still an area of concern as it is at 60.2%. Another challenge that LUHSD is seeing is the increase in dropout rates district-wide. Baseline year the dropout rate was 0.6% LUHSD, 0.5% LHS, and 4.7% JHS. This year the dropout rate is 2.9% LUHSD, 2.6% LHS, and 5.7% JHS. There were no substantive differences in planned actions and actual implementation of these actions.

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.

Year 3: Material differences are a result of using the last of the stimulus funding (ESSER III and ELO). These funding sources plans were directly aligned to the goals outlined in the current LCAP. Material differences were found on the following actions:
Action 2.1: Provide Saturday School – costs were lower than budgeted amount due to other funding sources used.

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

2.1: Provide Saturday School

2.2: Provide courses for credit recovery including Summer School sessions

2.5: Provide 2 additional periods of English Language Development

Actions 2.1, 2.2 & 2.5 were somewhat effective as evident in an increase in graduation rates from the baseline year to the present. All students saw a slight increase of 0.5%. Notable improvements were observed in various student groups: English Learners (EL) saw a 5.3% increase and were reported with a green indicator on the 2023 dashboard; Student with Disabilities (SWD) saw a 19% increase; and Socioeconomically Disadvantaged (SED) students saw a 1.4% increase. Providing students access to Saturday School and credit recovery mitigated learning and credit loss which had a direct impact on improved graduation rates. Additionally, providing EL students with smaller class sizes and intervention through two additional ELD periods has had a positive impact.

2.3: Continue intervention counseling at Jamison High School - JHS met its goal of reducing the dropout rate by 2%. The intervention counselor at JHS has been effective in placing students in the appropriate credit recovery classes necessary to earn a high school diploma, resulting in the dropout rate decrease from 4.7% to 1.2%.

2.4: Provide a full-time Health Care Assistant to assist with medical care

2.6: Provide additional time for school psychologist to provide intervention and crisis service for foster youth

2.7: Provide resources for the WINGS program (targeting McKinney Vento, foster and Low Income students)

Actions 2.4, 2.6, and 2.7 were somewhat effective. LUHSD suffered a huge decrease in attendance rates after the return to full in-person instruction and did not meet the desired outcome for 2023-24. However the actions were slightly effective because there has been an upward trend and rebound from the first post-pandemic year. Overall attendance plummeted to 90.91% for the Year 1 Outcome but had rebounded to 94.3% as of December 2023. That trend was reflected at each of the campuses in the Year 2 Outcome: LHS improved from 91.38% to 94% and JHS improved from 80.91% to 88.2%. Continuing to provide students with physical and mental health supports will have a positive impact on attendance rates in the future.

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.

2.1 Provide Saturday School will continue. This strategy has proven to be effective with our attendance at LHS. Funds have been reduced for this action due to us not spending the budgeted amount in the past. The program is overseen by a certificated teacher who offer academic support. Students will also be able to work on credit recovery during Saturday School.

2.2 Provide Courses for Credit Recovery including Summer School Sessions will continue. Funds have been added due to increased cause of salaries and benefits. Additional funding will also help support any basic expenses as part of summer school. Basic expenses are tied to projects teachers due in the classroom to make learning more relevant. Summer School completion rates and credits recovered are to be discussed at district cabinet meetings.

2.3 Continue Intervention Counseling at Jamison High School will continue. Funds were added due to increase in salary and benefit expenses. In addition to the academic supports and social emotional supports this year the counselor will put more of a focus on ensuring the students are assigned to the appropriate interventions in addition to deliver targeted lessons to address student behaviors.

2.4 Provide a Full-Time Health Care Assistant and Part-time Health Clerk to Assist with Medical Care will continue. Funds were added due to increase in salary and benefit expenses. The added focus will be helping with linking students and families with outside services such as Medi-Cal enrollment information and linkage to outside organizations regarding health needs and health barriers that may be keeping their students from accessing their education.

2.5 Provide 2 additional periods of English Language Development will be discontinued. This is already part of the master schedule. Beginning with the 2024-20256 LCAP action 2.5 will be EL TOSA. The TOSA will focus on improving services and supports to EL students. The TOSA will provide support for teachers and helps with instructional strategies.

2.6 Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students will continue. The added focus will be for the social worker to create enrichment activities to help increase school connectedness. Social worker will set up a mentoring program to connect FY students to mentors. Mentors will provide individualized support for academic and social-emotional learning. The social worker will help connect students to additional supports on campus.

2.7 Provide resources for the WINGS program (targeting McKinney Vento, foster and Low-Income students) will continue. The added focus will be for the Wings Coordinator to help provide crisis services and will assist with connecting students and families with outside resources in order to help remove barriers to learning. WINGS Coordinator will work with Director of Student Services to order needed school supplies to remove barriers for academic success.

2.8 Professional Development for Working with English Learners was added. LUHSD will provide professional development aligned to working with English Learners. PD will include how to administer the ELPAC, how to interpret ELPAC assessment data, how to develop instructional and curricular materials designed for our EL students, how to use the EL Roadmap, and how to put in place supports for in-class research-based language acquisition instructional strategies and practices for data analysis to make informed decisions. LUHSD will provide professional development aligned to the Co-Teaching model. After being trained a Co-Teaching model will be implemented. The intended outcome of this action is to increase the academic performance of our EL students.

2.9 ELD Instructional Assistants at Lemoore High School to Support English Learners was added. LUHSD will provide funding to support two ELD Instructional Assistants to support our English Learners at Lemoore High School with their English language development skills. The instructional assistants will push into the classrooms and support the students with the goal of increasing and improving the academic success of our English learners

2.10 Bilingual Clerical Support to Assist with Absenteeism and School Connectedness was added. This provides opportunity for staff to communicate with students regularly, increase communication and build relationships with families, foster homes and group homes, Native liaisons, and communicate with the school site to help remove barriers and increase school connectedness. By ensuring their most basic needs are met and each student is connected to a caring adult on campus we expect that we will see an overall decrease in chronic absenteeism and feeling of connectedness for FY and EL students.

Metrics for the added actions will be 2.5, 2.8, 2.9- EL reclassification rate and 2.10 chronic absenteeism rate. In addition, progress of our ELs towards reclassification and attendance data will be discussed at district cabinet meetings.

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

Goals and Actions

Goal

Goal #	Description
3	All schools will provide a safe, clean, and welcoming environment that supports community engagement and ensures all students have optimal conditions for learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Credentialing and assignments	84 teachers with full credential 14 teachers without full credential 1 teacher are outside of subject area 0 teacher misassignments	Full credential = 82 Without Full credential = 17 Outside of subject area = 1 Teacher misassignments = 1	Full credential = 71 Without Full credential = 16 Outside of subject area = 2 Teacher misassignments = 5	103 teachers with full credential 0 teachers without full credential 1 teacher are outside of subject area 0 teacher misassignments	All teachers will either have their full credential or are in the process of completing their full credential in their subject area. LUHSD will provide information and supports to teachers to earn their full credential utilizing the partnership with KCOE.
Sufficiency of Materials	100% as reported in Williams	100 % reported in Williams	100 % reported in Williams	100% as reported in Williams	Maintain 100% sufficiency of materials for all students.
Facility Inspection Tool (FIT)	Facility Inspection Tool (FIT): Lemoore High School = overall Good Jamison High School = overall Good	Facility Inspection Tool (FIT): Lemoore High School = overall Poor Jamison High School = overall Exemplary	Facility Inspection Tool (FIT): Lemoore High School = overall Good Jamison High School = overall Good	2023-2024 Lemoore High School = Overall Good Jamison High School = Overall Good	All sites are in Good condition with all areas within the FIT are in Good condition. (Minor repairs only)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rates including by subgroup on CA Dashboard	2018-2019 Lemoore High School = 7.3% (365 incidents) Jamison High School = 24.5% (71 incidents)	2020-2021 Lemoore High School = 1.7% (43 incidents) Jamison High School = 0.0% (0 incidents)	2021-2022 Lemoore High School = 8.2% (238 incidents) English Language Learners(DA)=17.4% Students with Disabilities(DA)= 15.7% Jamison High School = 18.2% (22 incidents) English Language Learners(DA)=No Performance Level Students with Disabilities(DA)= No Performance Level	2022-2023 Dashboard LUHSD 8.2% (-0.4%) Lemoore High School 7.7% SED= 10.4% SWD= 13.2% EL= 12.3% White= 4.9% Hispanic= 8.8% African American= 8.2% Filipino=3.1% American Indian= 25.6% Jamison High School 20.20% SED= 20.2% EL= 22.2% Hispanic= 16.2% White= 35.7% 2023-2024 Lemoore High School- 116 suspensions Jamison High School- 16 suspensions	Decrease all school sites suspension rate to below 5%, and begin tracking all student subgroup suspension data that is reflective of the overall rate noted here.
Pupil Expulsion Rates	Lemoore High School = 0.82% (21 expulsions) Jamison High School = 1.02% (2 expulsions)	Lemoore High School = 0.0% (0 expulsions) Jamison High School = 0.0% (0 expulsions)	Lemoore High School = 0.95% (19 expulsions) Jamison High School = 2.73% (3 expulsions)	2023 CA Dashboard Lemoore High School = 0.16% (3 expulsions) Jamison High School= 1.09% (1 expulsion)	Decrease overall expulsions to 10 or less district wide.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Truancy Rates	<p>2020 Chronic Absenteeism Rates:</p> <p>Lemoore High School = 9.3% (goal was 9.8%)</p> <p>Jamison High School = 56.5% (goal was 53.9%)</p>	<p>2021 Chronic Absenteeism Rates:</p> <p>Lemoore High School = 2.14%</p> <p>Jamison High School = 54.4%</p>	<p>2022 Chronic Absenteeism Rates:</p> <p>Lemoore High School = 31.6%</p> <p>Jamison High School = 62.9%</p>	94.3% attendance rate (Through Dec 2023)	Decrease Chronic Absenteeism Rates by a minimum of 3% per year, and maintain overall rate at 5.0% or less.
Parent and Student Survey data	<p>Parent Participation Rate is 18%</p> <p>Student Participation Rate is 12%</p> <p>Complete CA Healthy Kids Survey every other school year</p> <p>74% of three groups totaled feel safe on campuses (Local Survey)</p> <p>75% of three groups totaled feel connected to school (Local survey)</p> <p>CA Healthy Kids (Grade 9 / Grade 11): Participation Rate = 67%</p>	<p>Parent Survey participation = 16.3%</p> <ul style="list-style-type: none"> Promote positive attendance = 70.8% My student is valued by staff = 56.5% School is a safe place = 63.6% My student is treated with respect = 58.4% <p>Student Survey participation = 40.0%</p> <ul style="list-style-type: none"> Safe on campus = 56.7% 	<p>Parent Survey participation = 21.3%</p> <ul style="list-style-type: none"> Promote positive attendance = 69.3% My student is valued by staff = 56.0% School is a safe place = 57.3% My student is treated with respect = 59.3% <p>Student Survey participation = 27.6%</p> <ul style="list-style-type: none"> Safe on campus = 55.4% 	<p>LHS Student Survey 1,187 Students 65% Completed the 2023-2024 LCAP Survey</p> <p>48.2% reported feeling safe at school</p> <p>24.3% reported a feeling of unsafeness at school</p> <p>45% reported having classrooms and facilities that are kept clean.</p> <p>20.8% reported having classrooms and facilities that cleanliness needed to be improved</p> <p>68.2% reported having at least 1 adult they could reach out to at school</p>	<p>Increase Participation Rates to at least 40% and 80% on CA Healthy Kids Survey</p> <p>Move survey data in a positive manner between 3-5% per scheduled data collection.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Connected to School = 42% / 33%</p> <p>Caring Adult Relationships = 52% / 55%</p> <p>Promote Parent Involvement = 38% / 27%</p> <p>Experience harassment/bullying = 39% / 33%</p> <p>Alcohol and Drug Use = 24% / 21%</p> <p>Consider Suicide = 25% / 31%</p>	<ul style="list-style-type: none"> Connected to school overall = 46.7% Connected to at least 1 adult = 67.2% Administration is approachable = 31.6% <p>Staff Survey participation = 52.8%</p> <ul style="list-style-type: none"> Schools have a professional atmosphere = 78.2% Provides students with systems and activities to meet diverse student's needs = 80.0% Provides students with academic supports to meet goals = 82.6% 	<ul style="list-style-type: none"> Connected to school overall = 50.5% Connected to at least 1 adult = 74.1% Administration is approachable = 30.1% <p>Staff Survey participation = 38.7%</p> <ul style="list-style-type: none"> Schools have a professional atmosphere = 80.0% Provides students with systems and activities to meet diverse student's needs = 86.2% Provides students with academic supports to meet goals = 86.3% 	<p>9.2% reported they did not have at least 1 adult they could reach out to at school</p> <p>LHS Parent Survey 197 Parents 16.5% Completed the 2023-2024 LCAP Survey 57.3% reported feeling their student's school is a safe place 14.8% reported feeling their student's school is unsafe 64.5% reported having classrooms and facilities that are kept clean. 9.7% reported having classrooms and facilities that cleanliness needed to be improved 68.4% reported having adults who care about the students at the school 8.7% reported the school not having adults who care 64% reported feeling welcome to participate in school activities as parents</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> Provides staff with opportunity for professional growth = 88.6% Believe we have clear vision (purpose) = 90.0% 	<ul style="list-style-type: none"> Provides staff with opportunity for professional growth = 78.1% Believe we have clear vision (purpose) = 84.3% 	<p>10.7% reported not feeling welcome to participate in school activities as parents</p> <p>LHS Staff Survey 65 Staff Completed the 2023-2024 LCAP Survey 83.1% of Staff Feel School Is a Safe Place for Staff 78.5% of Staff Feel School Is a Supportive and Inviting Place for Staff to Work 81.3% of Staff Feel School Is a Supportive and Inviting Place for Students to Learn</p> <p>JHS Student Survey 62 (90%) Students Completed the 2023-2024 LCAP Survey 66.1% reported feeling safe at school 6.4% reported a feeling of unsafeness at school 71% reported having classrooms and facilities that are kept clean.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>3.2% reported having classrooms and facilities that cleanliness needed to be improved</p> <p>70.9% reported having at least 1 adult they could reach out to at school</p> <p>1.6% reported they did not have at least 1 adult they could reach out to at school</p> <p>JHS Parent Survey 45 Parents 69% Completed the 2023-2024 LCAP Survey 95.6% reported feeling their student's school is a safe place 95.6% reported having classrooms and facilities that are kept clean. 98.8% reported having adults that care about the students at the school 88.9% reported feeling welcome to participate in school activities as parents</p> <p>JHS Staff Survey</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				12 Staff Completed the 2023-2024 LCAP Survey 100% of Staff Feel School Is a Safe Place for Staff 100% of Staff Feel School Is a Supportive and Inviting Place for Staff to Work 100% of Staff Feel School Is a Supportive and Inviting Place for Students to Learn	

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.

Year 3:
Successes and Challenges: Sufficiency of materials and facilities metrics continue to be maintained at a high level. Teacher credentialing has improved. Student suspension rates have decreased at LHS over the baseline data (decreased from 8.2% from 7.7%). Jamison High suspension rates have increased from baseline data (increased from 18.2% to 20.2%) Expulsion rates have decreased at both LHS and JHS when compared to baseline data (LHS went from 19 to 4 and JHS went from 3 to 1) due to more restorative practices being put into place. Parent survey rates have declined while student survey participation has increased over the baseline data. School safety and connectedness remain primary concerns for all stakeholders.
There were no substantive differences in planned actions and actual implementation of these actions.

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.

Year 3: Material differences are a result of using stimulus funding and grant funding for many of the same items listed in the LCAP:
Action 3.1: Costs exceeded due to an increase in costs of outside service organizations due to need for additional support midyear.
Action 3.5: Costs exceeded due to change in personnel mid-year and sub-resource officers having to fill while the new position was hired and trained.

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

3.1: Provide campus supervision, cameras and services from outside safety organizations
3.2: Implementation of a Multi-Tiered System of Supports to provide interventions and access to resources for all students.
3.4: Provide supplemental resources (including professional development) that provide equity and access for all student subgroups.
3.5: Provide campus supervision and services from outside safety organizations (WASC)
Actions 3.1, 3.2, 3.4, and 3.5 were somewhat effective. The primary objective of these actions were to reduce suspension rates to 5% or less across all school sites. Although the ambitious target was not fully achieved, there were noticeable improvements indicating some effectiveness of the actions.
At JHS, despite not reaching the 5% benchmark, there was a commendable reduction in suspension rates. In the 2018-2019 academic year, JHS grappled with a suspension rate as high as 24.5%, which decreased to 20.2% by the 2022-2023 school year. This reduction of 4.3% is particularly noteworthy given the pandemic-induced challenges of transitioning back to in-person learning. Similarly, LHS observed a positive trend in reducing suspension rates for specific student demographics. Notably, from 2021-2022, there was a 5.1% decrease in suspensions among English Learner (EL) students and a 2.5% decrease among Students with Disabilities (SWD). This progress shows the efficacy of targeted interventions.
While the district-wide expulsion reduction goal of fewer than 10 incidents was not met, there was a tangible improvement, with three fewer expulsions recorded compared to the baseline year. Particularly noteworthy is JHS's remarkable 50% reduction in expulsions since the baseline year, a testament to the impact of professional development initiatives, particularly those centered on Multi-Tiered System of Supports (MTSS).
When looking at discipline for both LHS and JHS drug and fights are the highest discipline violations on both campuses. Student, staff, and parent LCAP survey results shared that they see vaping and drug use as an area of concern and would like further measures to eliminate it on campus.
Equity and Access professional development and work with MTSS prompted LUHSD to analyze data based on student demographics, heightening awareness of disparities. MTSS training, with a focus on restorative practices, has been instrumental in mitigating suspension and expulsion rates. Although the district fell short of fully implementing alternatives to suspension, MTSS training laid a foundational framework for future interventions.
However, the journey towards fostering a supportive, safe, and welcoming school environment is ongoing. LCAP surveys revealed persisting challenges related to these areas. 1,187 students took the 2024 LHS Student LCAP Survey 48.2% reported feeling safe at school, 24.3% reported a feeling of unsafeness at school, 45% reported having classrooms and facilities that are kept clean., 20.8% reported having classrooms and facilities that cleanliness needed to be improved, 68.2% reported having at least 1 adult they could reach out to at school,

and 9.2% reported they did not have at least 1 adult they could reach out to at school. This underscores the imperative for further strengthening MTSS implementation to address issues of safety, belonging and connectedness.

3.3: Maintain and upgrade buildings, grounds and classrooms on all campuses. - Action 3.3 was effective. The Facility Inspection Tool (FIT) results indicate that each year the campuses both maintained an overall “Good” rating and met the desired outcome for 2023-24.

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.

3.1 Provide Campus Supervision, Cameras, Vape Sensors, and Services from Outside Safety Organizations will continue. Funds were added to this action. Campus Supervisors, vape sensors, and surveillance cameras will be increased to help with school safety. LUHSD will install surveillance cameras strategically throughout school campuses to monitor key areas and deter inappropriate behavior, vandalism, and unauthorized access. LUHSD will implement vape sensors in school facilities to detect and deter the use of vaping devices on campus to assist with the high discipline numbers related to drug use.

3.2 Implementation of a Multi-Tiered System of Supports to Provide Interventions and Access to Resources for All Students will be discontinued. LUHSD has implemented a Multi-Tiered System of Supports. 3.2 MTSS Intervention Staff, Curriculum and Intervention Tools will be added to the 24-25 LCAP. Although very similar in nature, this action was reworded to better describe where LUHSD is at with their MTSS journey. LUHSD will integrate the principles of MTSS through intervention staff, intervention teams, SEL online curriculum, and other student enrichment and intervention opportunities. This work will help improve our equity and access.

3.3 Maintain and Upgrade Buildings, Grounds, and Classrooms on All Campuses will continue. LUHSD will continue to repair and replace interior and exterior features and conduct maintenance and make repairs to school facilities to ensure quality learning environments for students and staff. Added in the 24-25 LCAP is the focus on the classroom environments. Classrooms will be updated to support critical thinking and problem-solving skill, communication, and collaboration.

3.4 Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups will continue. Over the past LCAP cycle work has been done with Santa Clara County Office of Education to provide Equity and Access training to all staff. The focus this year will be putting into practice what we learned and enhancing the educational equity and support the diverse needs of all students, LUHSD will prioritize professional development related to MTSS and necessary screening, data analysis, and differentiated instruction tools to effectively implement MTSS frameworks

3.5 Provide Campus Supervision and Services from Outside Safety Organizations (WASC) will continue. The YDO will maintain student safety on campus. With the 24-25 LCAP more work will be done with the YDO working closer to administration, staff, and community partners to assess and address safety concerns, develop emergency response protocols, and implement proactive strategies to prevent incidents of bullying, harassment, and violence. Additionally, the YDO will conduct regular safety assessments, provide safety training for students and staff, and coordinate with local law enforcement agencies to ensure a coordinated response to safety-related issues.

3.6 Crisis Go Platform and Implementation Across Sites was added. LUHSD will implement Crisis Go, a comprehensive safety and emergency management platform. LUHSD will utilize Crisis Go to develop and disseminate emergency response plans tailored to the unique needs and characteristics of each school site. By providing a comprehensive safety and emergency management solution, LUHSD aims to empower staff with the tools and resources they need to respond effectively to emergencies and ensure a secure learning environment for all.

3.7 Increase Parent Engagement Through Parent Advisory Committees and Family Workshops. Parents have asked for additional supports to help them with taking a more active role in their child's education. Provide workshops to these families to develop academic and social-emotional skills.

3.8 Behavior Technician at JHS was added. This will be paid for out of CSI funds. The position will help with implementing interventions that will reduce student suspension rates at JHS.

3.9 Counseling Services for American Indian Students was added. This position is funded out of Title VI funds. The counselor will provide outreach and support to Native American students on the local reservation throughout the school year. Summer Bridge program will be offered to incoming American Indian students covers academic and behavioral expectations. The goal is to reduce the suspension rates of our Native American students.

3.10 SEL Counselor at LHS was added. SEL counselor will work with students at LHS on academic and behavioral expectations and connection and belonging to address the overall suspension rate at LHS.

Metrics used to measure the success of our added actions are as follows: Suspension and expulsion data as well as survey data. In addition, site discipline data, safety concerns, and survey data are discussed as part of the district cabinet meetings.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lemoore Union High School District	Valerie Botelho Assistant Superintendent, Curriculum & Instruction	vbotelho@luhsd.k12.ca.us (559) 924-6610, extension 1202

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 Lemoore Union High School District includes Lemoore High School, Donald C. Jamison High School, Lemoore Adult School, and two dependent charter schools: Lemoore Middle College High School and Lemoore Online College Preparatory High School. The LCAP mentioned is specifically for Lemoore High School and Donald C. Jamison High School, while the charter schools develop their own LCAPs tailored to their individual sites. Jamison High School has been identified as a recipient of equity multiplier funding. This initiative will provide essential financial resources to JHS, recognizing our commitment to serving a significant number of students from historically underserved and underrepresented communities. The primary goal of this funding is to address disparities in educational opportunities and outcomes, ensuring a more equitable and inclusive learning environment for our students at Jamison High School.

Lemoore, situated in the Central San Joaquin Valley, is primarily an agricultural community but is unique due to the presence of a significant Naval Air Station within its boundaries, attracting a diverse national and international population to the district. Additionally, the Santa Rosa Rancheria further contributes to the diversity of the student body. Lemoore Union High School District is committed to serving the diverse needs of its students and actively collaborates with the community by providing access to district facilities for various events and recreation activities. The district hosts community youth programs, sporting events, performing arts activities, and large-scale events like the Hall of Fame Dinner, while also partnering with local service clubs to support community initiatives.

LUHSD reports no teacher vacancies and ensures all teachers are appropriately assigned according to Education Code Section 44258.9. 100% of core subject teachers are fully credentialed or enrolled in internship programs, with this information annually posted in School Accountability Report Cards (SARCs). All students, including English Learners (EL), have access to standards-aligned textbooks and materials, both at school and home, as mandated by Education Code Section 60119, with annual verification conducted via public hearings within the first eight weeks of school. School facilities are maintained in good condition, with cleanliness and safety upheld according to Education Code 17002(d), also reflected in annual SARCs. Significant upgrades and new constructions have occurred since 2016 at both Lemoore High School and Jamison High School, addressing student feedback for interior improvements and enhancing campus safety with increased supervision.

LUHSD is dedicated to aligning its curriculum and instruction with California State Standards (CSS) while catering to the diverse needs of all students. They have expanded offerings in Career Technical Education (CTE) and Performing Arts, ensuring a comprehensive curriculum. Efforts are ongoing to enhance equity and access to this curriculum for traditionally underserved student groups. Financial commitment and LCAP strategies prioritize preparing students for college and career success. The district is implementing coaching models for staff and collaborating with Solution Tree on Professional Learning Communities (PLCs) and Multi-Tiered System of Supports (MTSS), with additional Equity and Access training. Equity and Access professional development, along with coaching, are integral to a three-year plan aimed at refining PLC processes and enhancing academic, behavioral, and social-emotional support for all students. Modifications to the professional development plan extend coaching for PLCs and MTSS to better address student needs and ensure preparation for post-secondary education and careers.

All students at Lemoore High School are enrolled in a standard curriculum comprising four years of English and Social Studies, three years of Mathematics and Physical Education, and three years of Science. Additionally, they complete one year of Fine Arts, which may include Foreign Language (Spanish), Career Technical Education, and Visual and Performing Arts. Lemoore High School offers a comprehensive selection of Career Technical Education (CTE) courses across fourteen pathways, some of which offer dual enrollment opportunities with West Hills College Lemoore or articulation with College of the Sequoias. Jamison High School offers three courses that offer CTE exposure in Graphic Arts/Entrepreneurship, Ag Science, and Criminal Law, with ongoing efforts to develop pathways for students to complete.

LUHSD serves a diverse student population, including Hispanic, White, African American, Filipino, American Indian, Asian, and Pacific Islander students. Among these groups, there are significant numbers of Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth. While the LCAP aims to benefit all students, including these subgroups, specific actions tailored to particular

groups are noted. Both Lemoore High School and Jamison High School, the focus of this LCAP, have over 40% unduplicated pupils, with each site addressed separately. However, as a whole, the district is currently below the 55% unduplicated pupil threshold.

Reflections: Annual Performance

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

Looking at the most recent CASSPP data on the California Dashboard Lemoore Union High School District has seen a positive progression in math across all student groups (14.4-point gain in distance from standard). Notably, efforts targeting English Learners in math have yielded promising results, with students moving closer to the standard (19.4-point gain in distance from standard). Similarly, Students with Disabilities have shown improvement in math (28.6-point gain in distance from standard), indicating effective teaching strategies. However, there's a pressing need for attention in English Language Arts (ELA), where all student groups saw a negative regression in ELA (11-point loss in distance from standard), particularly EL (31.2-point loss in distance from standard) and Socioeconomically Disadvantaged (25.2-point loss in distance from standard). It should be noted that even though the Students with Disabilities are still scoring below standard they did see a positive progression in their ELA scores this year (3.5-point gain in distance from standard).

Lemoore Union High School District has achieved notable successes in various areas, particularly in the graduation rate (86.2% graduation rate) and Career Technical Education (CTE) pathway completion, with significant growth observed among Students with Disabilities (6.8% increase in CTE pathway completion rate). These increases are particularly encouraging, indicating effective support systems in place. However, there are evident challenges that demand attention, notably in ensuring English Learner students' progress in meeting A-G requirements (20% met A-G requirements) and addressing the persistent gap in College and Career Indicator (CCI) rates between different student groups. On the California Dashboard All Students were Medium on the College and Career Indicator with 37.1% of students prepared, however there's a pressing need for attention with our student groups English Learners (Very Low), Hispanic (Low), Homeless (Low), Socioeconomically Disadvantaged (Low), Students with Disabilities (Low). Additionally, the decline in CTE pathway completion for EL students (Down 12%) warrants targeted interventions to support their academic and career aspirations effectively. Collaborative efforts are needed to maintain positive trajectories while addressing areas of concern, ensuring equitable opportunities for all students within the district.

Lemoore Union High School District demonstrates progress in addressing suspension rates, particularly among English Learners (6.8% decrease) and African American (8.5% decrease) students, marking a positive stride towards fostering a supportive and inclusive learning environment. The reduction in suspension rates for Students with Disabilities (1.9% decrease) over the years reflects dedicated efforts to promote disciplinary alternatives and support mechanisms. However, challenges persist, notably in the suspension rates among Foster Youth (36.6% increase) and American Indian (10.7% increase) students, highlighting the need for targeted interventions and support systems to address the underlying issues contributing to their disproportionately high suspension rates. It's imperative for the district to prioritize strategies that provide comprehensive support and resources tailored to the unique needs of our student populations, ensuring equitable opportunities for academic success and socio-emotional well-being.

While LUHSD has implemented programs and services that have yielded positive results for some student groups, work continues to ensure equitable access and outcomes. The California School Dashboard provides the district with performance outcomes that spotlight inequitable

outcomes. LUHSD received the lowest performance level for multiple student groups on the 2023 California School Dashboard. English Learners (EL) reported the lowest performance level in English Language Arts and the College and Career Indicator. Socioeconomically disadvantaged (SED) students reported at the lowest levels in Math and suspensions. Foster Youth (FY) and American Indian (AI) students also received the lowest performance level on the suspension indicator. One high school in the LEA, Jamison High School, received the lowest performance level for all students on the suspension and college and career indicators (CCI).

Additionally, at the school site level, both Jamison High School (JHS) and Lemoore High School (LHS) received the lowest performance level for multiple student groups. JHS received poor performance levels for SED students in the areas of suspension and CCI while Hispanic students also received the lowest performance level for CCI. LHS, similar to district outcomes, received poor performance levels for SWD and EL student groups for ELA, SED student group reported at the lowest level in Math and AI students in suspensions.

Reflections: Technical Assistance

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

Lemoore Union High School District (LUHSD) has been actively engaged in a collaborative effort with the Kings County Office of Education (KCOE) to improve various aspects of their educational system through the technical assistance program. LUHSD is continuously collaborating with KCOE as part of a technical assistance process aimed at improving the district's performance. Throughout the 2023-2024 school year, LUHSD's Technical Assistance Team, comprised of district administrators, site administrators, and teachers, met with KCOE staff four times. These meetings involved reviewing local data to assess the current situation and identify areas requiring improvement. After reviewing local data, the team determined suitable metrics and established baselines to measure progress in areas related to their change idea. Goals were set in specific areas, including academics (for English Learners (EL) and Students with Disabilities (SWD) and suspensions (for EL, Foster Youth (FY), American Indian (AI), and SWD). In December, the team readjusted their problem of practice and set new goals based on the release of a new dashboard. New goals were established to address suspensions for SED, FY, and AI students. Academic goals were also set for EL and SED students, along with College Career Indicator (CCI) goals for EL students. LUHSD plans to continue working with KCOE during the 2024-2025 school year. Dates have been set for further meetings on July 30, 2024, December 4, 2024, January 15, 2025, and April 9, 2025. The continued collaboration between LUHSD and KCOE will focus on data-driven decision-making and goal-setting to address specific areas of improvement within the district's educational system.

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.

Jamison High School

Support for Identified Schools

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

The Lemoore Union High School District has supported Jamison High School in developing a Comprehensive Support and Improvement (CSI) plan through a collaborative and data-driven approach. LUHSD provided data and analysis support for JHS as they conducted their needs assessment. Analyzed data included academic performance, graduation, rates, suspension rates, and college and career data. Ongoing data analysis and plan review is conducted at School Site Council and staff meeting, with additional input gathered through student and parent surveys. The collected data revealed a need for JHS to prioritize academic and social-emotional supports for its students to enhance their academic opportunities. A behavior technician was funded for the school site and that position assists in the implementation of social-emotional Multi-Tiered Systems of Support which includes data collection, providing tier 2 interventions, and tier 1 school-wide interventions promoting positive mental health. The behavior technician position had existed at the other LEA site and was added to address that resource inequity. To ensure effectiveness, metrics and baselines were established to monitor the plan's progress. Moreover, specific actions were outlined in the plan, and funding was allocated accordingly to address the identified needs.

Monitoring and Evaluating Effectiveness

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

The Lemoore Union High School District plans to monitor and evaluate the Comprehensive Support and Improvement (CSI) plan by setting clear goals and identifying corresponding actions to achieve those goals. The district will monitor and evaluate the plan by supporting JHS in implementing a continuous improvement cycle which includes data analysis, plan review, and implementing plan updates (as needed). Educational partners will participate in the improvement cycle at the site level during staff and School Site Council meetings. The school site administration will provide data and plan review updates at district cabinet meetings for continued monitoring and evaluation. Additional district support will include data gathering, disaggregation, and visualization in addition to providing budget and compliance updates. Data that will be evaluated as part of the monitoring process is academic performance data (state testing, grading period information/ineligibility), discipline data (suspension and expulsion), and CCI data (graduation rates, dual enrollment, CTE course enrollment and completion). Different data points will be reviewed at our monthly districtwide cabinet meetings. Administrators will offer suggestions and provide feedback to the site principal based on the data.

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
Teachers	<ul style="list-style-type: none"> • LCAP survey given to teachers to request input related to student needs, possible actions to address needs, and protentional updates to the LCAP 2/2024 • Survey given to teachers on additional trainings and support that they would find valuable 2/2024 • Survey given to teachers on what specific technology tools or resources they believe would most benefit their classroom instruction 2/2024 • Reviewed data on academics, discipline, and CCI measures and gathered input. 2/2024
Parents	<ul style="list-style-type: none"> • Presented the LCAP to the School Site Councils at LHS and JHS, the DELAC, and the IEC. 2/2024, 4/2024 <p>The SSC included parents or legal guardians of students with disabilities in the school district.</p> <ul style="list-style-type: none"> • LCAP survey given to parents to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. 2/2024, 3/2024 • Reviewed data on academics, discipline, and CCI measures at SSC, ELAC/DELAC, and IEC meetings and gathered input. 2/2024 <p>Due to the nature and size of the LEA, most parents participating in the DELAC are the parents of students at the primary site required to form an ELAC. Therefore, a joint ELAC/DELAC meeting is held.</p>

	Parents from the smaller continuation site, JHS, are invited to participate in an LEA DELAC. However, the committee is usually made up of LHS parents with few participants from JHS.
Students	<ul style="list-style-type: none"> • Surveyed students to get more in-depth information related to discipline using Parsec Reel • LCAP survey given to students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP 2/2024, 3/2024 • Healthy Kids Survey given to students 2/2024, 3/2024 • Reviewed data on academics, discipline, and CCI measures and gathered input from students who were part of the SSC groups. 2/2024
Administrators	<ul style="list-style-type: none"> • LCAP survey given to administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP 2/2024 • Reviewed data monthly at cabinet meetings (8/2023, 9/2023, 10/2023, 11/2023, 12/2023, 1/2024, 2/2024, 3/2024, 4/2024,5/2024) • Reviewed data on academics, discipline, and CCI measures and gathered input. 12/2023, 1/2024, 2/2024, 3/2024 • Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions
Other School Personnel/Classified Staff	<ul style="list-style-type: none"> • LCAP survey given to classified staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. 2/2024 • Reviewed data on academics, discipline, and CCI measures and gathered input with classified staff who were members of district cabinet. 12/2023, 1/2024, 2/2024, 3/2024 • Reviewed data monthly at cabinet meetings 8/2023, 9/2023, 10/2023, 11/2023, 12/2023, 1/2024, 2/2024, 3/2024, 4/2024,5/2024

Community Partners	<ul style="list-style-type: none"> • Attended the Indian Education Council (IEC) and discussed the LCAP and provided updates to the LCAP throughout the year 2/2024, 3/2024, 4/2024 • Attended IEC and provided updates on student achievement data throughout the year 9/2023, 11/2023, 2/2024 • Reviewed data on academics, discipline, and CCI measures and gathered input with IEC. 2/2024 • Posted the LCAP for public comment prior to public hearing 5/2024 • Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP 5/2024 • Adopted the LCAP and Budget at the board meeting and reported the local indicator data as a non-consent item 6/2024 • Posted the adopted LCAP prominently on our district web page 7/2024
Special Education Department	<ul style="list-style-type: none"> • Director of Student Services, Assistant Principal who oversees SPED, and TOSA who works with SPED are part of Technical Assistance Team who works with KCOE and looks at and reviews data regarding SWD at meetings 4x a year • Reviewed data on academics, discipline, and CCI measures and gathered input during cabinet meetings and SWD were broken out 12/2023, 1/2024, 2/2024, 3/2024 • Student Services Meetings were held throughout the year to discuss needed supports and capacity-building opportunities for staff serving SWD 8/2023, 10/2023, 11/2023, 2/2024, 5/2024
Federation of Teachers and Classified Employees	<ul style="list-style-type: none"> • Reviewed data and identified potential adjustments to actions. • LCAP Survey given to classified and certificated staff to provide input related to student needs, possible actions to address needs, and potential updates to the LCAP. 2/2024

Schools Receiving Equity Multiplier Funds (Jamison High School)	<ul style="list-style-type: none"> • Survey given to staff, parents, and students to request input related to student needs, and possible actions to address needs 2/2024 • Reviewed data on academics, discipline, and CCI measures at SSC, ELAC/DELAC, and IEC meetings and gathered input. 2/2024 (Parents from JHS were part of all of these committees) • Reviewed data with the administration(Principal, Director of Student Services, Assistant Superintendent, Superintendent, Director of Technology, Director of Transportation, Director of Food Services, Director of Business Services, Director of Maintenance and Operations) on academics, discipline, and CCI measures and gathered input. 12/2023, 1/2024, 2/2024, 3/2024 • Met with JHS staff to gather input on the possible use of funds toward the required action areas as defined by CA School Dashboard- 2/2024, 4/2024 • Met with JHS SSC to gather input on the possible use of funds toward the required action areas as defined by CA School Dashboard- 2/2024 • Equity Multiplier input team met at Jamison High School to provide input on the goal, action, and the use of funds toward the required action areas as defined by CA School Dashboard.- 7/2024
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was heavily influenced by feedback from educational partners, including staff, parents, and students. To engage these partners, surveys were distributed across all school sites to gather input. Additionally, the Assistant Superintendent of Curriculum and Instruction held meetings with the School Site Councils of Lemoore High School and Jamison High School, where data was reviewed and feedback was sought on areas of celebration, areas of needed growth, pressing questions pertaining to the data, and feedback on the LCAP action items that aligned. Similar discussions occurred with the ELAC and DELAC committees, focusing on specific areas relevant to English Learners. At district cabinet meetings, regular reviews of data took place, with cabinet members engaging in discussions on various aspects and offering feedback. Site staff meetings served as another avenue for sharing data and soliciting feedback, with discussions centered on identifying areas of celebration, growth, and actionable items. Furthermore, QR codes were posted to enable staff to access data and provide feedback at their convenience. Jamison High School is eligible for Equity Multiplier funding. The use of these funds was shaped by feedback from educational partners. The Assistant Superintendent of Curriculum and Instruction held meetings with the School Site Councils of Jamison High School, where data was reviewed and feedback was solicited on areas of celebration, areas needing growth, pressing questions about the data, and feedback. Staff meetings at Jamison High School were also used to analyze data and gather feedback. With

district advisement and the feedback gathered a plan for the funds was devised. Overall, these collaborative efforts ensured that the LCAP reflected the collective insights and priorities of educational stakeholders.

The following actions were influenced or developed in response to educational partner feedback:

1.2: A variety of educational partner input was considered as part of the LEA's decision to invest in UDL and PLC professional learning and development:

23% of LUHSD staff reported a need for additional professional development in UDL, SEL, or behavior management. LUHSD is committed to providing continued professional development in UDL to support teachers in creating classroom environments that are inclusive and provide best first instruction that leads to improved academic outcomes and social-emotional behaviors.

82% of LUHSD students indicated moderate or high boredom at school on the California Healthy Kids Survey indicating a need for more diverse instructional methodology.

District cabinet members asked for support in providing professional development opportunities for UDL when academic data was reviewed during the monthly meeting in December.

1.4: Parent and student voices were strongly considered in the decision to enhance CTE pathways. Parent surveys expressed the need for more career exploration and awareness. Parents have also expressed an interest in seeing more expansion of our CTE pathways into other sectors. Student surveys suggested improving and expanding the tools and resources in our CTE programs. When surveyed at LHS 52.8% of the students felt that the school was preparing them for the future as a college and/or career ready individual while 17.3% felt that the school was not preparing them. Additionally, feedback provided from DELAC at an April LCAP session indicated that one of the reasons that EL students may not be participating in CTE classes at the rate as others is that they are not sure of what is available to them.

1.5: Staff and parent feedback indicated strong support for increasing rigor and providing appropriate needed support. Action 1.5 will broaden teacher knowledge and instructional strategies across the LHS campus and ensure all teachers are able to incorporate WICR strategies which will prepare students for more rigorous learning.

1.6: LCAP survey results showed an overwhelming response towards support for our arts programs. Student surveys asked for additional support for band and theater programs. Parent surveys echoed the same need for support of our band and drama program. Parents asked for additional funding to support the program due to the growing population and the need for more equipment and transportation needed to make the programs competitive.

1.11, 2.5, 2.8, 2.9, and 2.10: Five actions in this year's LCAP addressing the needs of English Learner students evolved from teacher, student, and administrative feedback.

DELAC members indicated at their January 2024 meeting that they were pleased by the addition of multilingual staff in the offices and that increasing multilingual staff makes families feel more welcomed and comfortable. At the same meeting parents asked for more information on student supports after reviewing outcome data at the previous meeting and the EL Master Plan draft. DELAC members indicated an interest in additional academic and SEL supports.

In the LCAP staff survey feedback, 25% of teachers indicated that the most recent ELD training was helpful and/or would like additional training for staff.

District and site administration reviewed academic and suspension outcomes at the December and January cabinet meetings. Feedback from administration included the need for additional academic and SEL support for EL students.

2.1 and 2.2: Providing academic assistance at Saturday school and credit recovery in actions 2.1 and 2.2 were supported by various educational partners.

2.6, 3.2, 3.4 and 3.10: By implementing Restorative Justice approaches and refining the MTSS framework, LUHSD can better support students and promote a positive school climate that prioritizes student well-being and success. All school sites have seen an increase in referrals for social-emotional support indicates a growing recognition of the importance of addressing students' holistic needs. However, the survey findings reveal a gap in communication and awareness regarding the availability of these resources. Although we have social emotional supports in place for students at all of our sites in the district when parents were surveyed 25.5% of respondents that they didn't feel that they know how to access the social emotional supports that their students needed; 15.4% of the students responded to the student survey that they didn't know how to access the supports. Enhancing outreach efforts to ensure that both parents and students are aware of and know how to access social-emotional supports is crucial for maximizing their impact and fostering a supportive learning environment for all. Ensuring social workers are available to students to assist with SEL supports is a high priority. By addressing these challenges and enhancing support systems for academic, behavioral, and social-emotional needs, LUHSD can ensure that all students have equal opportunities for success. It's through collaborative efforts and a commitment to continuous improvement that the district can truly advance its mission of equity and excellence in education.

3.8: Informed by JHS School Site Council needs assessment and funded by their site SPSA.

3.9: Indian Education Council (IEC) is a valued educational partner of LUHSD and LUHSD representatives meet monthly with the organization. They continue to indicate their support of a designated counselor to provide outreach and support to Native American students on the local reservation. IEC wants to continue the Summer Bridge program that assists incoming 9th grade students with their transition to high school. Counseling services provided are funded by Title VI funds.

Jamison High School is eligible for Equity Multiplier funding. The use of these funds was shaped by feedback from educational partners. The Assistant Superintendent of Curriculum and Instruction held meetings with the School Site Councils of Jamison High School, where data was reviewed and feedback was solicited on areas of celebration, areas needing growth, pressing questions about the data, and feedback. Staff meetings at Jamison High School were also used to analyze data and gather feedback. Student, staff, and parent surveys were another method used to gather feedback from educational partners. With district advisement and the feedback gathered a plan for the funds was devised.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All schools will provide excellent instruction, curriculum and broad educational program, that builds college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>LUHSD stakeholders have emphasized the importance of maintaining a comprehensive curriculum that caters to the diverse needs and interests of all students. This commitment includes the continued offering of programs such as Visual and Performing Arts, Career Technical Education (CTE), and Advanced Placement (AP) / Dual Enrollment courses. The overarching goal of LUHSD is to enhance the number of graduates while ensuring that each graduating student is well-prepared for their chosen post-secondary path, whether it be college or career-oriented. By providing a range of educational opportunities, LUHSD aims to empower students to achieve their academic and professional aspirations, thereby fostering a community of lifelong learners who are equipped for success in the modern world.</p> <p>This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting our students in ELA as we have seen a decline in our points from standard on the dashboard (16.8 Points Below Standard Declined 11 Points). As a district our students scored 16.8 points below standard however, our EL students scored 134.7 points below standard and our SWD scored 125 points below standard in ELA on the 2023 Smarter Balance Assessment.</p> <p>The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting our students in Math as well. As a district we have seen an increase in our points from standard on the dashboard (94.4 Points Below Standard Increased 12.4 Points) however, our students are still performing below standard. Our SED students are of additional concern in math as they are performing 126.6 points below standard.</p> <p>During the LCAP development process staff has indicated that they need additional support with instructional strategies to address the diverse needs of the learners in their classrooms.</p> <p>Parent and student input played a vital role in the development of this goal. Parents and students both expressed the importance of continued expansion of the college and career pathways offered in the Lemoore Union High School District. Parent surveys expressed the need for more career exploration and awareness. Parents have also expressed an interest in seeing more expansion of our CTE pathways into other sectors. Student surveys suggested improving and expanding the tools and resources in our CTE programs. When surveyed at</p>
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LHS 52.8% of the students felt that the school was preparing them for the future as a college and/or career ready individual while 17.3% felt that the school was not preparing them.

Survey results showed an overwhelming response towards support for our arts programs. Student surveys asked for additional supports for band and theater programs. Parent surveys echoed the same need for support of our band and drama program. Parents asked for additional funding to support the program due to the growing population and the need for more equipment and transportation needed to make the programs competitive.

Measuring and Reporting Results

Priority #	Priority	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	Priority 2A: Student Performance on State Academic Indicators as Indicated on the California Dashboard.	2023 CA Dashboard LUHSD ELA= 16.8 Points Below Standard (Declined 11 Points) EL= 134.7 Points Below Standard Hispanic= 31.9 Points Below Standard SED= 43 Points Below Standard SWD= 125 Points Below Standard White=7.8 Points Above Standard Math=100 Points Below Standard SED=126.6 Points Below Standard EL=183 Points Below Standard			CA Dashboard LUHSD ELA= 0 Points Below Standard EL= 45 Points Below Standard Hispanic= 0 Points Below Standard SED= 0 Points Below Standard SWD= 45 Points Below Standard White=Maintain Positive Points Above Standard Math=60 Points Below Standard SED=60 Points Below Standard EL=115 Points Below Standard	

		<p>Hispanic=118.5 Points Below Standard SWD=185.8 Points Below Standard White= 65.2 Points Below Standard</p> <p>LHS ELA=10.1 Points Below Standard (Declined 13.5 Points)</p> <p>SWD=130.9 Points Below Standard EI=Red 129.9 Points Below Standard Hispanic=23.6 Points Below Standard SED=37 Points Below Standard White=10.8 Points Above Standard</p> <p>Math=94.4 Points Below Standard (Increased 12.4 Points)</p> <p>SED=120.5 Points Below Standard EL=184.8 Points Below Standard SWD=194.2 Points Below Standard Hispanic=112.9 Points Below Standard White= 58.5 Points Below Standard</p>			<p>Hispanic=100.8 Points Below Standard SWD=115 Points Below Standard White= 56.2 Points Below Standard</p> <p>LHS ELA=At Standard</p> <p>SWD=45 Points Below Standard EI=45 Points Below Standard Hispanic=At Standard SED=At Standard White=At Standard</p> <p>Math=60 Points Below Standard</p> <p>SED= 60 Points Below Standard EL=115 Points Below Standard SWD=115 Points Below Standard Hispanic=0 Points Below Standard White= 49.5 Points Below Standard</p> <p>JHS</p>	
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		JHS ELA= 84.5 Points Below Standard (Increased 31.3 Points) Math= 169.9 Points Below Standard (Increased 47.1 Points)			ELA= 45 Points Below Standard Math= 115 Points Below Standard	
2	Priority 2B: EL Progress Indicator	2023-2024 CALPADS Data LUHSD RFEP=29 Total Students LHS RFEP=29 Total Students JHS RFEP=0 Total Students ELPI 36.4%			CALPADS Data LUHSD RFEP=31 Total Students LHS RFEP=31 Total Students JHS RFEP=3 Total Students ELPI 65%	
4	Priority 4E: ELPAC Testing Results	2023-2024 ELPAC Results LUHSD Level 3 and Level 4 Combined 43.9% LHS Level 3=36.6% Level 4= 9.2% JHS Level 3= 23.1% Level 4= 0%			ELPAC Results LUHSD Level 3 and Level 4 Combined 55% LHS Level 3=41.6% Level 4= 14.2% JHS Level 3= 28.1% Level 4= 5%	

8	Priority 8: College Career Indicator on CA Dashboard (including EAP)	<p>2023 CA Dashboard All Students=37.1% EL=8.7% Hispanic=32.2% Homeless= 18.5% SED=32.4% SWD=14.3%</p> <p>LHS All Students=41.4% EL=11.4% Hispanic=36.7% SED=37.3% SWD=15.4% Two or More Races= 54.8% White=50.6%</p> <p>JHS All Students= 1.9% Hispanic=0% SED=1.9%</p>			<p>CA Dashboard All Students=64.10 EL=12.7% Hispanic=32.2% Homeless= 24.5% SED=36.4% SWD=17.3%</p> <p>LHS All Students=44.4% EL=15.4% Hispanic=39.7% SED=37.3% SWD=18.4% Two or More Races= 57.8% White=53.6%</p> <p>JHS All Students= 4.9% Hispanic=3% SED=5.9%</p>	
4	Priority 4G: AP Testing Pass Rates	2024 School Year 50.78% Total AP Students with Scores 3+			55.78% Total AP Students with Scores 3+	
8	Priority 8: Dual Enrollment Course Offerings and Student Pass Rates	2023 106 Students Enrolled 83% of Students Earned a C or Better			111 Students Enrolled 88% of Students Earned a C or Better	
4	Priority 4C: CTE Pathways- Number of	23-24 CALPADS Report			CALPADS Report 14 CTE Pathways	

	Pathways. Student Concentrator and Completer Numbers	14 CTE Pathways CTE Concentrators=726 Students SWD= 14.2% SED= 61% EL= 6.6% Foster= 1.1% Homeless= 1.9% CTE Completers= 216 Students SWD= 10.2% SED= 46.8% EL= 2.8% Foster= 0% Homeless= 0.5%			CTE Concentrators=799 Students SWD= 24.2% SED= 71% EL= 16.6% Foster= 11.1% Homeless= 11.9% CTE Completers= 238 Students SWD= 15.2% SED= 51.8% EL= 7.8% Foster= 5% Homeless= 5.5%	
7	Priority 7A, B, C: A Broad Course of Study Including Courses Described Under Sections 51210 and 51220(a)-(i), As Applicable: *Programs and Services Developed and Provided to Unduplicated Pupils *Programs and Services Developed and Provided to Individuals with Exceptional Needs	2023-2024 Aeries Report Arts EL =7.5% Foster = 6.3% SWD: 10.5% SED: 5.7% Physical Education EL= 7.9% SWD: 10.4% Foster = 0.5% SED = 7.1% CTE Courses EL = 8.4% Foster = 0.3% SED = 7.9% SWD: 25.5%			Aeries Report Arts EL =13.5% Foster = 12.3% SWD: 16.5% SED: 11.7% Physical Education EL= 13.9% SWD: 13.4% Foster = 6.5% SED = 13.1% CTE Courses EL = 14.4% Foster = 6.3% SED = 13.9% SWD: 31.5%	

4	<p>Priority 4B, C,D: Percentage of Students who Met A-G Completion Requirements; Percentage of Students Who Completed at Least One CTE Pathway; Percentage of Students Who Met A-G Completion Requirements and Completed at Least One CTE Pathway</p>	<p>2023 CA Dashboard A-G Completion Rate All Students=39.5% EL=10.9% Hispanic=33.2% Homeless= 22.2% SED=34.2% SWD=12.5% White= 48.9% African American= 37.5%</p> <p>LHS All Students=44.4% EL=14.3% Hispanic=37.8% SED=39.8% SWD=13.5% White=52.9% Two or More Races= 67.7%</p> <p>JHS All Students= 0%</p> <p>Completed at Least 1 CTE Pathway All Students=28.8% EL=4.3% Hispanic=29.3% Homeless= 14.8% SED=25.5% SWD=16.1% White= 36.2%</p>			<p>2022-2023 CA Dashboard A-G Completion Rate All Students=44.5% EL=15.9% Hispanic=38.2% Homeless= 27.2% SED=39.2% SWD=17.5% White= 53.9% African American= 42.5%</p> <p>LHS All Students=49.4% EL=19.3% Hispanic=42.8% SED=44.8% SWD=18.5% White=57.9% Two or More Races= 72.7%</p> <p>JHS All Students= 2%</p> <p>Completed at Least 1 CTE Pathway All Students=33.8% EL=9.3% Hispanic=38.3%</p>	
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		<p>LHS All Students=32.3% EL=5.7% Hispanic=33.3% SED=29.6% SWD=17.3% White=39.1% Two or More Races=25.8%</p> <p>JHS All Students= 0%</p> <p>Met A-G and Completed at Least 1 CTE Pathway All Students=15.1% EL=0% Hispanic=13.4% Homeless= 7.4% SED=12.2% SWD=7.1% White= 21.3%</p> <p>LHS All Students=17.0% EL=0% Hispanic=15.2% Homeless= 8.7% SED=14.2% SWD=7.7% White=23.0% Two or More Races=16.1%</p>			<p>Homeless= 19.8% SED=30.5% SWD=21.1% White= 41.2%</p> <p>LHS All Students=37.3% EL=10.7% Hispanic=38.3% SED=34.6% SWD=22.3% White=44.1% Two or More Races= 30.8%</p> <p>JHS All Students= 2%</p> <p>Met A-G and Completed at Least 1 CTE Pathway All Students=20.1% EL=5% Hispanic=18.4% Homeless= 12.4% SED=17.2% SWD=12.1% White= 26.3%</p> <p>LHS</p>	
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		JHS All Students= 0%			All Students=22.0% EL=5% Hispanic=20.2% Homeless= 13.7% SED=19.2% SWD=12.7% White=28.0% Two or More Races= 21.1% JHS All Students= 2%	
4	Priority 4H: Early Assessment (EAP)	2023 CA Dashboard LUHSD ELA= 46.66% EL= 2.56% Hispanic= 53.29% SED= 36.73% SWD= 10% White= 50.91% Math= 20.53% EL= 2.56% Hispanic= 15.03% SED= 13.17% SWD= 2.00 White= 31.82% LHS ELA= 49.28% EL= 3.03% Hispanic= 46.91% SED= 39.47%			CA Dashboard LUHSD ELA= 51.66% EL= 7.56% Hispanic= 58.29% SED= 41.73% SWD= 15% White= 55.91% Math= 25.53% EL= 7.56% Hispanic= 22.03% SED= 18.17% SWD= 7.00% White= 36.82% LHS ELA= 54.28% EL= 8.03% Hispanic= 51.91% SED= 44.47%	

		SWD= 8.51% White= 50.94% Math= 21.98% EL= 3.03% Hispanic= 16.59% SED= 14.48% SWD= 2.13% White= 33.02% JHS ELA= 14.7% Math= 2.94%			SWD= 13.51% White= 55.94% Math= 26.98% EL= 8.03% Hispanic= 21.59% SED= 19.48% SWD= 7.13% White= 40.02% JHS ELA= 19.7% Math= 7.94%	
5	Priority 5B: Chronic Absenteeism Rates	2023 Data Quest LUHSD Chronic Absenteeism Rate 16.8% AA= 18.4% AI=31% Hispanic=18% White= 13.6% Two or More Races= 13.5% Filipino= 10.9% EL= 30.0% SED= 24.0% FY= 65.5% LHS Chronic Absenteeism Rate 14.6% AA= 16.9% AI=18.2% Hispanic=15.8% White= 11.9%			Data Quest LUHSD Chronic Absenteeism Rate 10.8% AA= 13.4% AI=26% Hispanic=13% White= 8.6% Two or More Races= 8.5% Filipino= 5.9% EL= 25.0% SED= 19.0% LHS Chronic Absenteeism Rate 8.6% AA= 11.9% AI=13.2% Hispanic=10.8%	

		<p>Two or More Races= 13.6%</p> <p>Filipino= 9.5%</p> <p>EL= 22.3%</p> <p>SED= 19.3%</p> <p>FY= 56.5%</p> <p>JHS</p> <p>Chronic Absenteeism Rate 60.2%</p> <p>Hispanic= 56.5%</p> <p>White= 69.2%</p> <p>EL= 56.3%</p> <p>SED= 66.7%</p> <p>FY= *</p> <p>District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024</p> <p>All Students= 8.41%</p> <p>AI= 14.29%</p> <p>FY= 12.9%</p> <p>EL =12.0%</p> <p>SWD= 9.63%</p> <p>Hispanic= 9.56%</p> <p>District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024</p> <p>All Students= 8.41%</p> <p>AI= 14.29%</p> <p>FY= 12.9%</p> <p>EL =12.0%</p> <p>SWD= 9.63%</p> <p>Hispanic= 9.56%</p>			<p>White= 6.9%</p> <p>Two or More Races= 8.6%</p> <p>Filipino= 4.5%</p> <p>EL= 17.3%</p> <p>SED= 14.3%</p> <p>FY= 51.5%</p> <p>JHS</p> <p>Chronic Absenteeism Rate 54.2%</p> <p>Hispanic= 51.5%</p> <p>White= 64.2%</p> <p>EL= 51.3%</p> <p>SED= 61.7%</p> <p>FY= *</p> <p>District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024</p> <p>All Students 2.41%</p> <p>AI= 9.29%</p> <p>FY =7.9%</p> <p>EL =7.0%</p> <p>SWD =2.63%</p> <p>Hispanic= 4.56%</p> <p>District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April</p>	
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					All Students 2.41% AI= 9.29% FY =7.9% EL =7.0% SWD =2.63% Hispanic= 4.56%	
2	Priority 2A: Student Performance on the CAST.	2023-2024 CAST Scores LUHSD All Students= 70% Below Standard 29% At or Above LHS All Students= 70% Below Standard 29% At or Above Hispanic= 75% Below Standard 24% At or Above AI= 60% Below Standard 40% At or Above AA= 70% Below Standard 29% At or Above White= 61% Below Standard 38% At or Above EL= 96% Below Standard 3% At or Above JHS All Students= 85% Below Standard 14% At or Above			2023-2024 CAST Scores LUHSD All Students= 60% Below Standard 40% At or Above LHS All Students= 60% Below Standard 40% At or Above Hispanic= 65% Below Standard 35% At or Above AI= 50% Below Standard 50% At or Above AA= 60% Below Standard 40% At or Above White= 50% Below Standard 50% At or Above EL= 86% Below Standard 14% At or Above JHS All Students= 75% Below Standard 25% At or Above	

		Hispanic= 90% Below Standard 9% At or Above AI= 100% Below Standard AA= 100% At or Above White= 100% Below Standard EL= 100% Below Standard			Hispanic= 80% Below Standard 20% At or Above AI= 90% Below Standard 20% At or Above AA= 100% At or Above White= 90% Below Standard 10% At or Above EL= 90% Below Standard 10% At or Above	
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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	SPED Teacher Co-Teaching	Special Education Teachers co-teach in the English and math departments to address academic barriers for students. (Red indicator on the CA Dashboard in ELA) funded through special education.	\$88,637.00	No
1.2	Provide Professional Development for Staff (PLCs & UDL Instructional Strategies)	LUHSD provides professional development for all staff, focusing on Professional Learning Communities (PLC) and Universal Design for Learning (UDL). LUHSD has a diverse student population that demonstrates differences including English language acquisition, cultural perceptions, and learning styles. PLCs provide a structure for data-driven decision-making within each PLC. The PLCs receive PD to assist them in developing instructional and assessment coherence to ensure more equitable student experiences and outcomes. (ELA red indicators for EL for ELA and SED for math on the CA Dashboard for LHS and LUHSD)	\$90,000.00	Yes
1.3	Maintain Advanced Placement and Dual Enrollment courses	To enhance college readiness and expand post-secondary opportunities for high school students, LUHSD will prioritize the promotion and expansion of dual enrollment programs. LUHSD will collaborate with local community colleges and universities to establish and strengthen partnerships for dual enrollment programs. LUHSD will work to expand the range of dual enrollment courses available to students, including introductory college-level courses in core subjects and will explore opportunities to offer specialized courses that align with students' career interests. LUHSD will provide a College and Career Counselor to help students navigate the dual enrollment process, including academic advising, course selection assistance, and college readiness workshops. LUHSD will invest in PD opportunities for teachers to ensure they are equipped with the knowledge and skills necessary to effectively facilitate dual enrollment courses. LHS will offer AP courses as part of their master schedule. Students enrolled in the AP classes will be encouraged to take the AP exams. AP testing will be offered at LHS in the spring. LUHSD will provide training to AP staff in order to improve instructional practices and delivery in the AP	\$322,729.00	No

		and PreAP classes. The PD will aim to increase the academic achievement of the students on the AP exams.		
1.4	Enhance CTE Pathways (WASC)	A review of the College and Career Data shows a need to ensure are English Learner (EL) students have access and support to all CTE offerings. Stakeholder feedback identified that one of the reasons that EL students may not be participating in CTE classes at the rate as others is that they are not sure of what is available to them. LUHSD will continue offering CTE courses to help EL students learn about careers and gain practical experience. The College and Career Specialist recruits students through presentations and Home Room lessons in order to ensure EL, SED, FY, and their families understand the programs available to them and how to register for these programs. (CCI red indicator for the LEA on the CA Dashboard for EL).	\$1,347,137.00	Yes
1.5	AVID Program and Elective Courses	LUHSD is implementing AVID strategies to enhance our instructional framework. Teachers will actively engage in professional development related to the AVID program, focusing on incorporating WICOR strategies into their classrooms throughout the school year. This training ensures that our socioeconomically disadvantaged (SED) and English learner (EL) students have access to the skills and strategies needed to comprehend instructional materials.	\$136,280.00	Yes
1.6	Enhance Performing Arts Programs (WASC)	To enrich the educational experience and foster holistic development among all high school students, LUHSD will prioritize the expansion and enhancement of Visual and Performing Arts (VAPA) education. LUHSD will invest in the continuous development and implementation of robust VAPA curriculum, materials, instruments, and facilities, that provides students with opportunities to explore and cultivate their creativity, expression, and artistic talents. This VAPA program will encompass a diverse range of disciplines, including visual arts, performing arts, music, theater, catering to the varied interests and passions of students.	\$460,445.00	Yes

1.7	Support for Teachers/ Teacher Induction Program	LUHSD offers support to new teachers and teachers in the teacher induction program. A new teacher support day is held before the school year begins and provides new teachers with essential insights into the school's culture, practices, and strategies for effectively teaching diverse student populations. Regular meetings are held throughout the school year that offer personalized support for both new teachers and more experienced teachers who may need extra assistance. During these meetings, teachers engage in reflective conversations, receive modeling, and coaching from administration and a Teacher on Special Assignment (TOSA). Through these meetings teachers can improve their own instructional practices and classroom management skills. The Teacher Induction Program is designed specifically to support new teachers who are going through the Teacher Induction Program.	\$359,788.00	Yes
1.8	Computer Network Technicians	To enhance technology accessibility and support for students and staff, LUHSD will allocate resources to maintain Computer Network Technicians across all school sites. Their roles include troubleshooting hardware and software issues, assisting with device setup and configuration, and providing basic technical training and guidance. They serve as a point of contact for accessing technical support resources, submitting help tickets, and receiving timely assistance to address technology challenges. LUHSD will ensure that the Computer Network Technicians continue to attend trainings so they are up to date with current technology advancements.	\$114,879.00	No
1.9	Student Information Coordinator	Position developed to address the need for accurate data collection and identification of marginalized student groups. Needed for proper identification of students in their correct programs, FY, EL, and SED to allow for a better analysis of student outcomes so that the LEA may align resources and programs to address student needs.	\$132,262.00	Yes
1.10	College and Career Counselor	College and Career Counselor to offer support to students regarding how to access CTE and dual enrollment courses. College and Career Counselor will assist with lessons, career fairs, and guest speakers to increase student awareness in order to address the red indicators on the	\$103,466.00	No

		CA Dashboard for all students and Hispanic students at Jamison High School.		
1.11	Social Science Teacher for Class Size Reduction	Providing an additional teacher in the Social Science department to reduce class sizes and improve literacy outcomes to address red indicator on the CA Dashboard for EL students and orange indicator for SED in English Language Arts.	\$89,502.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a variety of supports for students, parents and families to reduce impediments to student success.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

LUHSD's commitment to addressing disparities in graduation rates, attendance rates, and disciplinary actions among different student subgroups is evident, but it's clear there's still work to be done.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of the California School Dashboard data indicated a clear need to continue to address discrepancies in our graduation rates. The discrepancy in graduation rates, particularly among Students with Disabilities (SWD) 85.70%, English learners (EL) 84.80%, and American Indian/Alaska Native (AI) 69.20% students, highlights the need for targeted interventions and support systems tailored to the unique needs of these groups. A review of district attendance data shows five student groups attending the district average (8.41%) for percentage of students with less than 90% attendance American Indian (AI) 14.29%, Foster Youth (FY) 12.9%, English Learners (EL) 12.0%, Students with Disabilities 9.63%, and Hispanic (HISP) 9.56% Students. Similarly, the disproportionately high suspension rates among Socioeconomically Disadvantaged (SED) 10.40%, Foster Youth (FY) 41.40%, and American Indian (AI) 25.60%, students underscore the urgency of addressing systemic barriers to equitable disciplinary practices. By implementing Restorative Justice approaches and refining the MTSS framework, LUHSD can better support these students and promote a positive school climate that prioritizes student well-being and success. The increase in referrals for social-emotional support indicates a growing recognition of the importance of addressing students' holistic needs. However, the survey findings reveal a gap in communication and awareness regarding the availability of these resources. Although we have social emotional supports in place for students at all of our sites in the district when parents were surveyed 25.5% of respondents that they didn't feel that they know how to access the social emotional supports that their students needed; 15.4% of the students responded to the student survey that they didn't know how to access the supports. Enhancing outreach efforts to ensure that both parents and students are aware of and know how to access social-emotional supports is crucial for maximizing their impact and fostering a supportive learning environment for all. By addressing these challenges and enhancing support systems for academic, behavioral, and social-emotional needs, LUHSD can ensure that all students have equal opportunities for success. It's through collaborative efforts and a commitment to continuous improvement that the district can truly advance its mission of equity and excellence in education.

Measuring and Reporting Results

Priority #	Priority	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	Priority 5E: Graduation Rates by Student Subgroups on CA Dashboard	<p>2023 CA Dashboard LUHSD All Students=94.2% (Declined 1.6%)</p> <p>SED=93.6% Graduated FY: 92.3% EL: 84.8%</p> <p>LHS All Students 95.8% (Declined 1.1%) SED= 95.7% Graduated FY= * EL= 82.9%</p> <p>JHS All Students 81.1% (Declined 12%) SED= 81.1% Graduated FY= * EL= 90.9%</p>			<p>CA Dashboard LUHSD All Students= 95% or Higher SED= 95% FY: 95% EL: 90.8%</p> <p>LHS All Students= 95.8% SED= 95.7% FY= * EL= 88.9%</p> <p>JHS All Students= 87.1% SED= 87.1% FY= * EL= 90.9%</p>	
4	Priority 4F: ELReclassification Rates	<p>2023-2024 CALPADS Data LUHSD RFEP=29</p> <p>LHS- RFEP=29</p> <p>JHS RFEP=0</p>			<p>CALPADS Data LUHSD RFEP=31</p> <p>LHS RFEP=31</p> <p>JHS RFEP=3</p>	

5	Priority 5B: Chronic Absenteeism Rates	<p>2023 Data Quest</p> <p>LUHSD Chronic Absenteeism Rate 16.8% AA= 18.4% AI=31% Hispanic=18% White= 13.6% Two or More Races= 13.5% Filipino= 10.9%</p> <p>LHS Chronic Absenteeism Rate 14.6% AA= 16.9% AI=18.2% Hispanic=15.8% White= 11.9% Two or More Races= 13.6% Filipino= 9.5% EL= 22.3% FY= 56.5% SED= 19.3% SWD= 21.2%</p> <p>JHS Chronic Absenteeism Rate 60.2% Hispanic= 56.5% White= 69.2%</p> <p>District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024</p>			<p>Data Quest</p> <p>LUHSD Chronic Absenteeism Rate 10.8% AA= 13.4% AI=26% Hispanic=13% White= 8.6% Two or More Races= 8.5% Filipino= 5.9%</p> <p>LHS Chronic Absenteeism Rate 8.6% AA= 11.9% AI=13.2% Hispanic=10.8% White= 6.9% Two or More Races= 8.6% Filipino= 4.5% EL= 16.3% FY= 50.5% SED= 13.3% SWD= 15.2%</p> <p>JHS Chronic Absenteeism Rate 54.2% Hispanic= 51.5% White= 64.2%</p> <p>District Attendance Data for</p>	
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		<p>All Students= 8.41%</p> <p>AI= 14.29%</p> <p>FY= 12.9%</p> <p>EL =12.0%</p> <p>SWD= 9.63%</p> <p>Hispanic= 9.56%</p>			<p>Percentage of Students with Less Than 90% Attendance as of April 2024</p> <p>All Students 2.41%</p> <p>AI= 9.29%</p> <p>FY =7.9%</p> <p>EL =7.0%</p> <p>SWD =2.63%</p> <p>Hispanic= 4.56%</p>	
3	<p>Priority 3B and 3C: Schedule One Meeting Per Semester (Minimum) for SSC, Title I, ELAC/DELAC, IEC</p>	<p>2023-2024 School Site Council SSC</p> <p>LHS- 4</p> <p>JHS- 4</p> <p>ELAC/DELAC- 4</p> <p>Title 1- 2</p> <p>Indian Education- 7</p> <p>Parent Letter Sent Out to Groups Including Unduplicated and SPED-0</p>			<p>School Site Council SSC</p> <p>LHS- 4</p> <p>JHS- 4</p> <p>ELAC/DELAC- 4</p> <p>Title 1- 2</p> <p>Indian Education- 7</p> <p>Parent Letter Sent Out to Groups Including Unduplicated and SPED-2</p>	
3	<p>Priority 3A: LCAP Parent Survey Participation Rate and Survey Result Data</p>	<p>2023-2024 LCAP Survey</p> <p>LHS</p> <p>16.5% of Parents Completed the 2023-2024 LCAP Survey</p> <p>69.2% of Parents Reported</p>			<p>2024-2025 LCAP Survey</p> <p>LHS</p> <p>50% of Parents Completed the 2024-2025 75% of Parent-Reported Connectedness to the School</p>	

		<p>Connectedness to the School</p> <p>JHS 69% of Parents Completed the 2023-2024 LCAP Survey 95.9% of Parents Reported Connectedness to the School</p> <p>Due to limitations in our current data collection methods, we have not been able to break down data by specific student groups. However, beginning in the 2024-25 school year, our district will transition to a new survey platform that will enable us to disaggregate data by student group.</p>			<p>JHS 75% of Parents Completed the 2024-2025 LCAP Survey Maintain 95% or higher of Parent-Reported Connectedness to the School</p> <p>Due to limitations in the data collection methods during the 2023-2024 school year, LUHSD will begin setting targets disaggregated by student groups based on the 24-25 school year survey data.</p>	
5	Priority 5A: Student Attendance Rates	<p>Aeries- Local Data LUHSD District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 All Students= 8.41% AI= 14.29% FY= 12.9% EL =12.0% SWD= 9.63% Hispanic= 9.56%</p>			<p>District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April All Students 2.41% AI= 9.29% FY =7.9% EL =7.0% SWD =2.63% Hispanic= 4.56%</p>	

5	Priority 5D: Dropout Rates	2023 Data Quest Four-Year Adjusted Cohort Outcome LUHSD All Students=14 AA= 0 AI=2 Hispanic=7 White= 3 2 or More Races=0 Filipino=0 LHS All Students= 11 Hispanic=7 White= 2 JHS All Students= 3			Data Quest Four-Year Adjusted Cohort Outcome LUHSD All Students=11 AA= 0 AI=1 Hispanic=4 White= 2 2 or More Races=0 Filipino=0 LHS All Students= 7 Hispanic=4 White= 1 JHS All Students= 2	
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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	Provide Saturday School	To address student attendance challenges and promote academic achievement, LUHSD will implement a Saturday School program to provide students with opportunities to make up missed attendance hours. The Saturday School program is designed to accommodate students who have accumulated absences and need opportunities to make up missed attendance hours. The program will offer a structured and supportive environment where students can engage in academic activities to fulfill attendance requirements. Certificated teachers will be available to provide academic assistance during Saturday School. LUHSD will implement systems for monitoring student attendance and participation in the Saturday School program.	\$9,168.00	No
2.2	Provide Courses for Credit Recovery Including Summer School Sessions	Local and state graduation rate data underscores a pressing necessity to elevate the graduation rates of LUHSD's English Learners (EL) students. Recognizing this, LUHSD is committed to providing credit recovery and summer school sessions for students to reclaim lost credits. Edgenuity, an online credit recovery platform with accessibility features to ensure equitable access, is a pressing necessity to address local and state graduation rate data indicating an equity gap for EL, SED, and FY student groups.	\$74,873.00	Yes
2.3	Continue Intervention Counseling at Jamison High School	Local and state graduation rate data underscores a pressing necessity: to elevate the graduation rates, increase the attendance rates, and reduce the suspensions at JHS. Recognizing this, LUHSD is committed to providing a full-time site-based intervention counselor to at-risk students at Jamison High School. The counselor will support overall student connectedness, by holding regularly scheduled check-ins with the JHS students, connecting them to a variety of resources both on and off of the	\$104,252.00	Yes

		<p>campus. The counselor will also monitor grades and ensure that students are enrolled in courses that put them on track towards earning a high school diploma. In addition, the counselor will offer counseling supports, assign students to intervention classes, credit recovery opportunities, and connections to community service and co-curricular sports. The counselor will hold conferences with families and liaisons. The counselor will work hand in hand with the school administrator to offer restorative practices as an alternative to discipline. The counselor will be part of the School Intervention Team and will use the Vector Solutions platform to deliver targeted lessons related to students' behaviors.</p>		
2.4	Provide a Full-Time Health Care Assistant and Part-Time Health Clerk to Assist with Medical Care	<p>A review of chronic absenteeism data indicates there is a need to decrease our chronic absenteeism rates. A local needs assessment identified that in addition, our students in our continuation school in particular, our SED students, would benefit significantly from personnel who work directly with students and parents to reduce health concerns by increasing staff availability and eliminating health barriers that stand in the way of regular attendance. LUHSD will provide additional nursing services to assist with medical care at both LHS and JHS. The additional nursing services also will help with linking students and families with outside services such as Medi-Cal enrollment information. The additional nursing services will allow school nurses to be intentional in reaching out to SED families and students regarding health needs and health barriers that may be keeping their students from accessing their education.</p>	\$119,362.00	Yes
2.5	EL TOSA	<p>LUHSD metrics show a need to increase the number of students scoring a level 3 or level 4 on the ELPAC and increase the EL reclassification rate. LHS will also have three periods of EL TOSA support focused on improving services and supports for EL students. The TOSA will provide support for teachers and help with instructional strategies. The intended outcome of this action is to increase the academic performance of our EL students.</p>	\$89,501.00	Yes
2.6	Provide Additional Time for School	<p>A review of local survey data and state academic achievement data in ELA and Math indicates there is a need to increase school connectedness and</p>	\$186,064.00	Yes

	Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students	academic achievement of our FY, Homeless, and SED students. LUHSD will provide designated time for a social worker to work with FY, Homeless, and SED students. Social worker will create enrichment activities to help increase school connectedness. Social worker will set up a mentoring program to connect FY students to mentors. Mentors will provide individualized support for academic and social-emotional learning. The social worker will help connect students to additional supports on campus. Social worker will support students in SSTs. Social Workers will also support provide crisis services. Social worker will remove any barriers to available resources such as transportation, materials, supplies, clothing, food, counseling, and academic support. In addition, the Social Worker will assist with linking families and students to outside resources. The intended outcome of this action is a decrease in the overall suspension and absenteeism rate and increase the academic performance and graduation rate by intervening with students and providing them alternative skills that will lead to a reduction in behaviors.		
2.7	Provide Resources for the WINGS Program (Targeting Foster and SED Students)	WINGS Coordinator will ensure foster and homeless students are coded properly in student information system. WINGS Coordinator will assign mentors to identified students. Mentors will monitor students' grades, attendance, and discipline and provide individualized support for academic and social-emotional learning and help connect students to supports on campus. Wings Coordinator will help provide crisis services and will assist with connecting students and families with outside resources in order to help remove barriers to learning. WINGS Coordinator will work with Director of Student Services to order needed school supplies to remove barriers for academic success. WINGS Coordinator will also plan enrichment activities throughout the school year including lunches, motivational speakers, college visits, and hands on activities.	\$30,000.00	Yes
2.8	Professional Development for Working with English Learners	LUHSD will provide professional development aligned to working with English Learners. PD will include how to administer the ELPAC, how to interpret ELPAC assessment data, how to develop instructional and curricular materials designed for our EL students, how to use the EL Roadmap, and how to put in place supports for in-class research-based language acquisition instructional strategies and practices for data analysis to make informed decisions. LUHSD will provide professional development	\$29,002.00	Yes

		aligned to the Co-Teaching model. After being trained a Co-Teaching model will be implemented. The intended outcome of this action is to increase the academic performance of our EL students.		
2.9	ELD Instructional Assistants at Lemoore High School to Support English Learners	LUHSD will provide funding to support two ELD Instructional Assistants to support our English Learners at Lemoore High School with their English language development skills and language acquisition. The instructional assistants will push into the classrooms and support the students with the goal of increasing and improving the academic success of our English learners. The intended outcome of this action is to increase the academic performance of our EL students. (Red indicator on CA Dashboard)	\$55,458.00	Yes
2.10	Bilingual Clerical Support to Assist with Absenteeism and School Connectedness	LUHSD is committed to providing additional bilingual clerical support in the office to increase communication with parents and guardians to help build school connectedness and reduce chronic absenteeism for our American Indian (AI) Foster Youth (FY), English Learners (EL), Students with Disabilities (SWD), and Hispanic (HISP) Students. This provides opportunity for staff to communicate with students regularly, increase communication and build relationships with families, foster homes and group homes, Native liaisons, and communicate with the school site to help remove barriers and increase school connectedness. By ensuring their most basic needs are met and each student is connected to a caring adult on campus we expect that we will see an overall decrease in chronic absenteeism and feeling of connectedness for FY and EL students.	\$85,210.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All schools will provide a safe, clean, and welcoming environment that supports community engagement and ensures all students have optimal conditions for learning.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district and school site data on suspensions and expulsions highlighted concerning high numbers on the CA School Dashboard. Of particular note is the disproportionate disciplinary rates among certain student subgroups. The disproportionately high suspension rates among Socioeconomically Disadvantaged (SED) 10.40%, Foster Youth (FY) 41.40%, and American Indian (AI) 25.60% students is an area that needs to be addressed. In order to get feedback from educational partners students and parents were surveyed in regards to rules and consequences on their school sites. 54.2% of students at LHS and 67.7% of students at JHS feel that rules and consequences for behaviors are clearly communicated and consistently applied to all students. 56.8% of parents at LHS and 95.6% of parents at JHS feel that rules and consequences for behaviors are clearly communicated and consistently applied to all students. 64.6% of staff at LHS feel that the school clearly communicates to students the consequences for breaking the rules. A Parsec survey was completed with our students to gain a deeper understanding of our discipline trends in the district. The survey came back with three themes: Equal and consistent enforcement of disciplinary measures is crucial, indifference and apathy towards consequences often leads to rule-breaking, peer pressure and desire for social acceptance can contribute to rule breaking. In response, LUHSD has pledged to integrate more Restorative Justice practices into site discipline and revamp the Multi-Tiered System of Supports (MTSS) to better support students and families with up-to-date interventions. During the LCAP development process, educational partners identified the need for more up to date classroom furnishings to align with the 21st century learning standards. Teachers expressed the need for furniture that is more conducive to group work and that fits with the UDL instructional practices that we are working on as a district. Furniture was also mentioned to be outdated. Students commented that the desks in the classroom don't take into consideration size variation among students. Educational partners also suggested that we continue to work on the cleanliness and upkeep of our campuses. Parking lots, pools and fields, restrooms, and classrooms were all areas that were mentioned as areas that needed attention paid to them and upkeep and maintenance should be performed on them on a regular basis. During SSC and DELAC meetings educational partners suggested installing additional cameras to help with supervision as part of our campus updates. These educational partners also suggested adding additional safety measures besides the locking devices on the doors that would help keep students and staff safe in an emergency situation. LUHSD is dedicated to enhancing equity and access for historically underserved student populations across the district. Efforts include prioritizing campus safety and fostering inclusive environments that welcome parental and community engagement. Furthermore, LUHSD

has committed to upgrading all facilities to align with 21st Century Learning standards. These investments aim to create modern learning spaces conducive to student success and educational excellence.

Measuring and Reporting Results

Priority #	Priority	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C: Facility Inspection Tool (FIT)	2023 FIT Report LHS-Overall Good JHS-Overall Good			All sites will be in overall good condition on the FIT Report with only minor repairs needed	
6	Priority 6A: Suspension Rates By Student Subgroups on the CA Dashboard	2023 CA Dashboard LUHSD All Students= 8.2% Suspended at Least 1 Day (Maintained -0.4%) AI=25.6% Suspended at Least 1 Day FY=41.4% Suspended at Least 1 Day SED=10.4% Suspended at Least 1 Day AA=9.9% Suspended at Least 1 Day Hispanic=9.1% Suspended at Least 1 Day Homeless=14.3% Suspended at Least 1 Day SWD=12% Suspended at Least 1 Day			CA Dashboard LUHSD All Students= 6% Suspended at Least 1 Day AI=9% FY=9% SED=6% AA=6% Hispanic=6.1% Homeless=9% SWD=6% White=4.3% EL=6% FI=1.5% 2+= Remain Below 1.5% LHS All Students= 6% Suspended at Least 1 Day AI=10%	

		<p>White=5.8% Suspended at Least 1 Day EL=13.4% Suspended at Least 1 Day FI=3% Suspended at Least 1 Day 2+= 4.8% Suspended at Least 1 Day</p> <p>LHS All Students= 7.7% Suspended at Least 1 Day (Declined 0.5%) AI=25.6% Suspended at Least 1 Day SED= 9.7% Suspended at Least 1 Day AA=8.2% Suspended at Least 1 Day Hispanic=8.8% Suspended at Least 1 Day SWD=13.2% Suspended at Least 1 Day White= 4.9% Suspended at Least 1 Day EL=12.3% Suspended at Least 1 Day FI=3.1% Suspended at Least 1 Day 2+= 4.8% Suspended at Least 1 Day</p> <p>JHS All Students= 20.2% (Increased 2%)</p>			<p>SED= 6% AA=6% Hispanic=6% SWD=6% White= 4.3% EL=6% FI=1.5% 2+= 0.5%</p> <p>JHS All Students= 10% Suspended at Least 1 Day SED=10% Hispanic= 10%</p>	
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		<p>SED=20.2% Suspended at Least 1 Day Hispanic= 16.2% Suspended at Least 1 Day</p>				
1	Priority 1B: Sufficiency of Materials	100% as reported on the Williams -SARC 2023			Maintain 100% sufficiency of materials for all students.	
6	Priority 6C: Student and Parent Survey Result Data	<p>2023-2024 LCAP Survey LHS Student LCAP Survey 48.2% Reported a positive feeling towards school safety. 45% Reported a positive feeling towards a clean environment. 68.2% Reported a positive feeling towards school connectedness.</p> <p>LHS Parent Survey 57.3% Reported a positive feeling towards school safety. 64.5% Reported a positive feeling toward a clean environment. 66.2% Reported a positive feeling towards school connectedness.</p> <p>LHS Staff Survey</p>			<p>2024-2025 LCAP Survey LHS Student LCAP Survey 51.2% Reported a positive feeling towards school safety. 48% Reported a positive feeling towards a clean environment. 71.2% Reported a positive feeling towards school connectedness.</p> <p>LHS Parent Survey 60.3% Reported a positive feeling towards school safety. 67.5% Reported a positive feeling toward a clean environment.</p>	

		<p>83.1% Reported a positive feeling towards school safety. 79.9% Reported a positive feeling towards school connectedness.</p> <p>JHS Student Survey 66.1% Reported a positive feeling towards school safety. 71% Reported a positive feeling toward a clean environment. 70.9% Reported a positive feeling towards school connectedness.</p> <p>JHS Parent Survey 95.6% Reported a positive feeling towards school safety. 95.6%Reported a positive feeling towards a clean environment. 93.9% Reported a positive feeling towards school connectedness.</p> <p>JHS Staff Survey 100% Reported a positive feeling towards school safety. 100% Reported a positive feeling toward school connectedness.</p> <p>Due to limitations in our current data collection</p>			<p>69.2% Reported a positive feeling towards school connectedness.</p> <p>LHS Staff Survey 86.1% Reported a positive feeling towards school safety. 82.9% Reported a positive feeling towards school connectedness.</p> <p>JHS Student Survey 69.1% Reported a positive feeling towards school safety. 74% Reported a positive feeling toward a clean environment. 73.9% Reported a positive feeling towards school connectedness.</p> <p>JHS Parent Survey Maintain 95% or Higher of Parents reported positive feeling towards school safety. Maintain 95% or Higher of Parents reported positive</p>	
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		<p>methods, we have not been able to break down data by specific student groups. However, beginning in the 2024-25 school year, our district will transition to a new survey platform that will enable us to disaggregate data by student group.</p>			<p>feeling towards a clean environment. 95% Reported a positive feeling toward school connectedness.</p> <p>JHS Staff Survey 100% Reported a positive feeling towards school safety. 100% Reported a positive feeling toward school connectedness.</p> <p>Due to limitations in the data collection methods during the 2023-2024 school year, LUHSD will begin setting targets disaggregated by student groups based on the 24-25 school year survey data.</p>	
1	1A- Teacher Credential and Assignment	<p>Data Source: SARC 2023 Report on Teacher Credentialing</p> <p>Appropriately Assigned: 99%</p> <p>Fully Credentialed: 100%</p>			<p>Data Source: SARC Report on Teacher Credentialing</p> <p>Appropriately Assigned: Maintained 99%</p> <p>Fully Credentialed: 100%</p>	

6	Priority 6B: Expulsion Rates	2023 CA Dashboard LUHSD All= 0.97% LHS All=0.96% JHS All= 0.96%			CA Dashboard LUHSD All= 0.87% LHS All=0.86% JHS All= 0.86%	
5	Priority 5B: Chronic Absenteeism Rate	2023 Data Quest LUHSD Chronic Absenteeism Rate 16.8% EL= 30.0% SED= 24.0% FY= 65.5%			LUHSD Chronic Absenteeism Rate 10.8% EL= 25.0% SED= 19.0% FY= 60.5%	

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	Provide Campus Supervision, Cameras, Vape Sensors, and Services From Outside Safety Organizations	To ensure the safety and security of students and staff on campus, LUHSD will invest in comprehensive campus supervision measures, including the installation of surveillance cameras, vape sensors, and the engagement of services from outside safety organizations. LUHSD will allocate resources to enhance campus supervision. Campus Supervisors will provide proactive supervision to deter and address safety concerns and ensure a secure and orderly environment conducive to learning. Campus Supervisors will also form relationships and connections with students who are struggling. LUHSD will install surveillance cameras strategically throughout school campuses to monitor key areas and deter inappropriate behavior, vandalism, and unauthorized access. LUHSD will implement vape sensors in school facilities to detect and deter the use of vaping devices on campus. LUHSD will collaborate with outside safety organizations, such as local law enforcement agencies in order to form partnerships and facilitate coordinated efforts to address safety concerns and promote a safe and supportive school community. LUHSD will procure and install a range of safety equipment based on campus needs.	\$263,011.00	No
3.2	MTSS Intervention-Staff, Curriculum and Intervention Tools	A review of local discipline data and the CA Dashboard red indicators for suspension indicates a need to decrease suspension for Foster Youth (FY), and Socio Economically Disadvantaged (SED) students in LUHSD. LUHSD will integrate the principles of MTSS through intervention staff, intervention teams, SEL online curriculum, and other student enrichment and intervention opportunities.	\$149,098.00	Yes
3.3	Maintain and Upgrade Buildings, Grounds, and	LUHSD will continue to repair and replace interior and exterior features and conduct maintenance and make repairs to school facilities to ensure quality learning environments for students and staff. Classrooms will be	\$131,000.00	No

	Classrooms on All Campuses	updated to support critical thinking and problem-solving skill, communication, and collaboration.		
3.4	Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups.	To enhance educational equity and support the diverse needs of all students, LUHSD will prioritize professional development related to MTSS and necessary screening, data analysis, and differentiated instruction tools to effectively implement MTSS frameworks.	\$199,672.00	Yes
3.5	Provide Campus Supervision and Services From Outside Safety Organizations (WASC)	To ensure ongoing student safety and well-being on campus, LUHSD will maintain a Youth Development Officer (YDO). The YDO will serve as a proactive advocate for student safety, implementing preventative measures and fostering positive relationships to cultivate a secure and supportive learning environment. The YDO will collaborate closely with school administrators, staff, and community partners to assess and address safety concerns, develop emergency response protocols, and implement proactive strategies to prevent incidents of bullying, harassment, and violence. Additionally, the YDO will conduct regular safety assessments, provide safety training for students and staff, and coordinate with local law enforcement agencies to ensure a coordinated response to safety-related issues. By maintaining the presence of a YDO on campus, LUHSD reaffirms its commitment to prioritizing the safety and well-being of all students, creating an environment where they can thrive academically, socially, and emotionally.	\$145,000.00	Yes
3.6	CrisisGo Platform and Implementation Across Sites	LUHSD will implement CrisisGo, a comprehensive safety and emergency management platform. LUHSD will utilize CrisisGo to develop and disseminate emergency response plans tailored to the unique needs and characteristics of each school site. These plans will outline protocols for various emergency scenarios. Through the implementation of CrisisGo, LUHSD reaffirms its commitment to prioritizing the safety and well-being of students and staff. By providing a comprehensive safety and emergency management solution, LUHSD aims to empower staff with the tools and	\$6,500.00	No

		resources they need to respond effectively to emergencies and ensure a secure learning environment for all.		
3.7	Increase Parent Engagement Through Parent Advisory Committees and Family Workshops	Support parent advisory groups that focus on the needs and success (academic and social-emotional) of our diverse student population. Use of parent engagement survey data to inform topics. The purpose of these committees is to engage our families, with a specific focus on families of students who are EL(ELAC/DELAC), SED and FY. Provide workshops to these families to develop academic and social-emotional skills.	\$20,000.00	Yes
3.8	Behavior Technician at JHS	Behavior Technician at JHS to address the red indicators on the CA Dashboard for the suspension rate for all students and SED. Funded by CSI.	\$65,379.00	No
3.9	Counseling Services for American Indian Students	Title VI funds used to pay for a counselor that provides outreach and support to Native American students on the local reservation. Summer Bridge program offered to American Indian students covers academic and behavioral expectations to address the LEA and site red indicators for suspension of American Indian students on the CA Dashboard.	\$7,000.00	No
3.10	SEL Counselor at LHS	SEL counselor who works with students at LHS on academic and behavioral expectations and connection and belonging to address the overall suspension rate at LHS.	\$95,724.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the next three years, all students at Jamison High School will decrease suspension rates (including SED), increase college and career readiness (including Hispanic and SED), and decrease the distance from standard in ELA, math, and science as shown on the CA School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting ELA and Math performance, reduce suspension, and increase college and career readiness throughout the District, but specifically for students at Jamison High School, our Equity Multiplier school site. This need is echoed by feedback provided by educational partners. In response to these needs this goal was developed Jamison High Schools data on suspension rates and the college and career indicator highlighted concerning high numbers on the CA School Dashboard. In order to get feedback from educational partners students and parents were surveyed in regards to rules and consequences at JHS. 67.7% of students at JHS feel that rules and consequences for behaviors are clearly communicated and consistently applied to all students. 56.8% 95.6% of parents at JHS feel that rules and consequences for behaviors are clearly communicated and consistently applied to all students. JHS students were part of a student survey group that took a Parsec survey in order to to gain a deeper understanding of our discipline trends in the district. The survey came back with three themes: Equal and consistent enforcement of disciplinary measures is crucial, indifference and apathy towards consequences often leads to rule-breaking, peer pressure and desire for social acceptance can contribute to rule breaking. In response, LUHSD has pledged to integrate more Restorative Justice practices into site discipline and revamp the Multi-Tiered System of Supports (MTSS) to better support students and families with up-to-date interventions. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting our students in ELA. Although JHS saw an increase of 31.3 points last year on the ELA portion of the state assessment however, students points from standard on the dashboard is still concerning (84.5 points below standard). JHS also saw an increase of 47.1 points last year on the math portion of the state assessment however, students points from standard on the dashboard is still concerning (169.9 points below standard). When looking at the CA Dashboard 0% of students completed a CTE pathway at JHS. When meeting with parents in DELAC parents expressed that they would like to see more hands on courses that led to students being able to get a job after high school. Parents also shared that they felt that their students were not aware of all of the college and career opportunities available to them. JHS staff is in agreement that additional college and career exposure is important for students on campus in order to prepare them for their transition out of high school. When JHS students were surveyed 72.6% of them felt that their school was preparing them for college and/or career. LUHSD is dedicated to enhancing equity and access for students at Jamison High School and will measure progress using CAASP results, CA Dashboard results, and local data.

Measuring and Reporting Results

Priority #	Priority	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	Priority 2A: Student Performance on State Academic Indicators as Indicated on the California Dashboard.	2023 CA Dashboard JHS ELA= 84.5 Points Below Standard (Increased 31.3 Points) Math= 169.9 Points Below Standard (Increased 47.1 Points)			CA Dashboard JHS ELA= 45 Points Below Standard Math= 115 Points Below Standard CAST= 75% of students below standard	
8	Priority 8: Percentage of Students who Met A-G Completion Requirements; Percentage of Students Who Completed at Least One CTE Pathway; Percentage of Students Who Met A-G Completion Requirements and Completed at Least One CTE Pathway	2023 CA Dashboard A-G Completion Rate JHS All Students= 0% Completed at Least 1 CTE Pathway JHS All Students= 0% Met A-G and Completed at Least 1 CTE Pathway JHS All Students= 0%			CA Dashboard A-G Completion Rate JHS All Students= 2% Completed at Least 1 CTE Pathway JHS All Students= 2% Met A-G and Completed at Least 1 CTE Pathway JHS All Students= 2%	
6	Priority 6A: Suspension Rates By Student	2023 CA Dashboard JHS			CA Dashboard JHS All Students= 10%	

	Subgroups on the CA Dashboard	All Students= 20.2% (Increased 2%) SED=20.2% Suspended at Least 1 Day Hispanic= 16.2% Suspended at Least 1 Day			Suspended at Least 1 Day SED=10% Hispanic= 10%	
2	2A: Student Performance on the CAST	2023-2024 CAST Data CAST= 85% of all students scored below standard			CAST Data CAST= 75% of all students scored below standard	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Intervention Programs, Supplemental Reading, Materials, Audio Books, Supplemental Materials to Assist Students with ELA, Math, and Science Standards	Provide an intervention program at Jamison High School that includes Saturday School for all students who are below grade level in ELA, Math, and CAST that focuses on advancing English and math development and science proficiency based on student needs. Students will be deployed to these interventions based on identified needs in order to focus on specific skills. Purchase culturally diverse reading materials for Jamison High School students to use in both the classroom and at home. Reading material will be used to support students with advancing literacy skills and English development and proficiency. Purchase a subscription to online Audio Books (Ex. Audiobooks Plus) for Jamison High School student access. Audio materials will be used by staff to support students with advancing literacy skills and English development and proficiency. Supplemental resources will be purchased for math and science to support skill development.	\$50,000.00	No
4.2	MTSS and PBIS, Positive School Culture and Climate	All students at JHS will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). JHS will work on rebranding its acronym and align school signage to that acronym in order to establish clear behavioral expectations for students across all settings. Jamison High School will also provide student rewards and incentives for positive behavior on campus (Grades, Attendance, and Discipline). Enrichment opportunities and after school support to increase connectedness on campus and decrease negative behaviors. These opportunities include lunch time activities put on by leadership and school athletic programs.	\$20,000.00	No
4.3	College and Career Industry Exposure, Online Learning Platform for CTE Instruction	College and Career visits and on campus career fair for students at Jamison High School to increase exposure to post secondary opportunities. Jamison High School students will have access to a variety of CTE courses through an online learning platform to improve college and career readiness for all students.	\$39,471.00	No

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
\$3,298,166	\$140,033

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
14.485%	1.151%	\$260,682.82	15.636%

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	<p>Action: Provide Professional Development for Staff (PLCs & UDL Instructional Strategies)</p> <p>Need: 2023 CAASPP scores indicate the continued need for improved best-first instruction. The 2023 California School Dashboard reported ELA for All Students = 16.8 Points Below Standard; EL= 134.7 Points Below Standard (Red indicator); SED= 43 Points</p>	LUHSD continues professional development for all staff, focusing on Professional Learning Communities (PLC) and instructional strategies. PLCs work on aligning curriculum to common core assessments, assessing rigor, and delivering interventions and enrichments based on student performance. Additionally, the district prioritizes Universal Design for Learning (UDL) training, empowering educators to implement UDL principles, understand diverse learning styles, create accessible environments, and utilize	Effectiveness for one year for ELA: Improve to 5.6 Points Below Standard for all students; 104.8 Points Below Standard for EL Students & 28.7 Points Below Standard for SED students (No baseline for FY; not reported in 2023 -

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Below Standard; FY not reported. Math for All Students = 100 Points Below Standard; EL = 183 Points Below Standard; SED =126.6 Points Below Standard; FY not reported</p> <p>Scope: LEA-wide</p>	<p>technology for personalized learning, thus fostering inclusive environments and enhancing student achievement.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ddm_pg_092909.pdf) UDL allows for successful learning for all students by recognizing student variances and creating instruction to meet student academic needs. It is especially valuable for marginalized student populations such as EL, SED, and FY.</p> <p>(https://eric.ed.gov/?redir=http%3a%2f%2fdx.doi.org%2f10.1177%2f00220574211031954)</p>	<p>less than 15 students assessed).</p> <p>Effectiveness for one year for Math:</p> <p>Improve to 86.7 Points Below Standard for all students; 160.3 Points Below Standard for EL Students &104.4 Points Below Standard for SED students (No baseline for FY; not reported in 2023 - less than 15 students assessed).</p>
1.4	<p>Action: Enhance CTE Pathways (WASC)</p> <p>Need: WASC Identified Area of Need College Readiness for Unduplicated Students CTE pathway completion is one measure that can be used to determine if a student is working towards graduating College and Career Ready. Most students at LUHSD do not complete a CTE pathway. Local data indicates All Students = 28.2%; EL = 16.2%, SED = 26.2%, FY = 0%.</p> <p>Scope: LEA-wide</p>	<p>The data indicates outcome disparities for unduplicated students and a low overall achievement rate for all students. This action addresses the need to ensure English Learner (EL) students have access to and support for all Career and Technical Education (CTE) offerings in LUHSD. Recognizing that EL students may be unaware of available options; the district continues to offer CTE courses aimed at providing practical experience and preparing students for career pathways and industry certifications. Teachers receive support through materials, resources, and training to ensure high-quality education in CTE programs. Additionally, the College and Career Specialist actively recruits EL, FY, and SED students and their families through presentations and Home Room lessons, ensuring they understand available programs and how to enroll however, all students will benefit from this. Providing support personnel that understand culturally relevant instruction and advisement,</p>	<p>Effectiveness for one year: Improve the percentage of students completing at least one CTE pathway: All Students = 30.2%; EL = 18.2%, SED = 28.2%, FY = 2%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		providing targeted support, and removing barriers can increase participation and completion of CTE programs for unduplicated student groups (https://careertech.org/wp-content/uploads/2023/01/ELL_EquityBrief_060822.pdf)	
1.5	<p>Action: AVID Program and Elective Courses</p> <p>Need: Instructional framework to address the needs of our diverse student populations in the academic setting. 2023 CAASPP scores indicate the continued need for improved best first instruction. The 2023 California School Dashboard reported ELA for All Students = 16.8 Points Below Standard; EL= 134.7 Points Below Standard (Red indicator); SED= 43 Points Below Standard; FY not reported. Math for All Students = 100 Points Below Standard; EL = 183 Points Below Standard; SED =126.6 Points Below Standard; FY not reported</p> <p>Scope: Schoolwide</p>	This action enhances instructional framework in LUHSD by implementing AVID strategies. Through professional development, teachers incorporate WICOR strategies, benefiting SED and EL students by providing access to comprehension skills. Integration of these strategies enables development of captivating, standards-aligned lessons. Offering AVID as an elective at LHS supports students in college preparation, critical thinking, and essential study and presentation skills, fostering mastery of standards across all classes. Incorporating AVID strategies inspires students to take control of their learning and facilitates their understanding of how to incorporate AVID strategies in a variety of settings. AVID has been determined to be an ESSA evidence-based strategy with Tier 2 Effectiveness by the What Works Clearinghouse.	<p>Effectiveness for one year for ELA: Improve to 5.6 Points Below Standard for all students; 104.8 Points Below Standard for EL Students &28.7 Points Below Standard for SED students (No baseline for FY; not reported in 2023 - less than 15 students assessed).</p> <p>Effectiveness for one year for Math: Improve to 86.7 Points Below Standard for all students; 160.3 Points Below Standard for EL Students &104.4 Points Below Standard for SED students (No baseline for FY; not reported in 2023 - less than 15 students assessed).</p>
1.6	<p>Action: Enhance Performing Arts Programs (WASC)</p> <p>Need: WASC Identified Area of Need, LCAP Survey Input</p>	LUHSD strives to provide a broad course of study to all students. EL students demonstrate lower enrollment in music and visual arts courses compared to the percentage of school enrollment, and SED students demonstrate lower enrollment in music courses.	<p>Effectiveness for one year: Enrollment Data for VAPA Programs by Student Subgroups Arts EL =9.5%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Enrollment Data for VAPA Programs by Student Subgroups</p> <p>Arts</p> <p>EL =7.5%</p> <p>Foster = 6.3%</p> <p>SWD: 10.5%</p> <p>SED: 5.7%</p> <p>Scope: Schoolwide</p>	<p>This action enriches the educational experience and promotes holistic development among high school students in LUHSD by prioritizing the expansion of Visual and Performing Arts (VAPA) education in a way that expands it to be able to provide more equity and access to the student population at LHS. Research indicates that students enrolled in arts courses are more likely to have better academic outcomes, which is why it is imperative students are provided opportunities to explore and develop their creativity.</p> <p>https://www.arts.gov/news/press-releases/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth</p>	<p>Foster = 8.3%</p> <p>SWD: 12.5%</p> <p>SED: 7.7%</p>
1.7	<p>Action: Support for Teachers/ Teacher Induction Program</p> <p>Need: Improve quality first-time instruction for students in the classroom and timely intervention for students. 2023 CAASPP scores indicate the continued need for improved best first instruction. The 2023 California School Dashboard reported ELA for All Students = 16.8 Points Below Standard; EL= 134.7 Points Below Standard (Red indicator); SED= 43 Points Below Standard; FY not reported. Math for All Students = 100 Points Below Standard; EL = 183 Points Below Standard; SED =126.6 Points Below Standard; FY not reported</p> <p>2022-2023 ELPAC results indicate the continued need for improved best instruction. LUHSD Level 3 and Level 4 Combined 43.9%</p>	<p>This action provides support for new teachers and those in the teacher induction program at LUHSD. It includes a preschool year support day for insights into the school culture and teaching strategies, along with regular meetings offering personalized support. These sessions involve reflective conversations, modeling, and coaching from administration and a Teacher on Special Assignment (TOSA), helping teachers improve instructional practices and classroom management skills. Additionally, the Teacher Induction Program offers specific support for new teachers undergoing induction. Effective teacher preparation and ongoing support in the first years of teaching leads to quality teaching and higher student achievement (https://files.eric.ed.gov/fulltext/ED495408.pdf).</p>	<p>Effectiveness for one year: Effectiveness for one year for ELA: Improve to 5.6 Points Below Standard for all students; 104.8 Points Below Standard for EL Students &28.7 Points Below Standard for SED students (No baseline for FY; not reported in 2023 - less than 15 students assessed). Effectiveness for one year for Math: Improve to 86.7 Points Below Standard for all students; 160.3 Points Below Standard for EL Students &104.4 Points Below Standard for SED students (No baseline for FY; not reported in 2023 -</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>LHS: Level 3=36.6% and Level 4= 9.2% JHS: Level 3= 23.1% and Level 4= 0%</p> <p>Scope: LEA-wide</p>		<p>less than 15 students assessed).</p> <p>LUHSD: Level 3 and Level 4 Combined 47.6% LHS: Level 3=38.4% and Level 4= 10.9% JHS: Level 3= 24.8% and Level 4= 1.7%</p>
1.9	<p>Action: Student Information Coordinator</p> <p>Need: 2023 Data Quest LUHSD Chronic Absenteeism Rate 16.8% EL= 30.0% SED= 24.0% FY= 65.5%</p> <p>LHS Chronic Absenteeism Rate 14.6% EL= 22.3% SED= 19.3% FY= 56.5%</p> <p>JHS Chronic Absenteeism Rate 60.2% EL= 56.3% SED= 66.7% FY= *</p> <p>Scope: LEA-wide</p>	<p>The Student Information Coordinator will oversee student records, ensuring their accuracy in CALPADS, and serve as the primary contact for all data-related inquiries. Regular audits will be conducted to maintain data integrity. Additionally, the Coordinator will provide comprehensive training and support on the use of the Student Information System (SIS) and reporting requirements, thereby improving data management efficiency and accuracy. This strategic approach will facilitate targeted resource allocation and program alignment to better meet student needs, ensuring consistency, transparency, and compliance with data reporting standards. By accurately identifying students who are EL, FY, and SED, we can deliver tailored resources and interventions to address issues impacting student attendance. Ultimately, this will ensure that all students are correctly identified and supported, enhancing their overall educational experience and outcomes.</p>	<p>Effectiveness for one year: LUHSD Chronic Absenteeism Rate 14.8% EL= 28.0% SED= 26.0% FY= 63.5%</p> <p>LHS Chronic Absenteeism Rate 12.6% EL= 20.3% SED= 17.3% FY= 54.5%</p> <p>JHS Chronic Absenteeism Rate 58.2% EL= 54.3% SED= 64.7% FY= *</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	<p>Action: Social Science Teacher for Class Size Reduction</p> <p>Need: 2023 CA Dashboard CAASPP ELA LHS All Students: 10.1 Points Below Standard EL=129.9 Points Below Standard (Red) SED= 43 Points Below Standard</p> <p>Scope: Schoolwide</p>	<p>Social Science classes embed CCSS literacy standards within their content and complete cross-curricular ELA projects. Providing an additional teacher to reduce class sizes will improve student to teacher ratio and provide more individualized instruction and support for EL and SED students. Research suggests sizeable improvements are related to reducing student to teacher ratios. https://onlinelibrary.wiley.com/doi/full/10.1002/ets2.12098</p>	<p>Effectiveness for one year: CA Dashboard CAASPP ELA LHS All Students: 6.7 Points Below Standard EL=101.6 Points Below Standard SED=28.7 Points Below Standard</p>
2.2	<p>Action: Provide Courses for Credit Recovery Including Summer School Sessions</p> <p>Need: Graduation Rates on the CA Dashboard by Student Group LUHSD All Students=94.2%</p> <p>SED=93.6% Graduated FY: 92.3% EL: 84.8%</p> <p>LHS All Students 95.8% SED= 95.7% Graduated FY= * EL= 82.9%</p> <p>JHS All Students 81.1%</p>	<p>This action aims to boost graduation rates for EL students in LUHSD by providing credit recovery and summer school sessions. Using the Edgenuity online platform ensures equitable access with built-in accessibility features, allowing students to reclaim lost credits and improve graduation rates. https://www.imaginelearning.com/products/imagine-edgenuity/exceptional-students/ https://www.edgenuity.com/wp-content/uploads/2017/01/Edgenuity-English-Language-Learner-Issue-Brief-1.pdf We expect that all students struggling with credit deficiency will benefit if this action is provided on a LEA-wide basis. https://www.imaginelearning.com/products/imagine-edgenuity/exceptional-students/ https://www.edgenuity.com/wp-content/uploads/2017/01/Edgenuity-English-Language-Learner-Issue-Brief-1.pdf</p>	<p>Effectiveness for one year: CA Dashboard LUHSD All Students= 95% or Higher SED= 95% FY: 95% EL: 90.8%</p> <p>LHS All Students= 95.8% SED= 95.7% FY= * EL= 84.9%</p> <p>JHS All Students= 83.1% SED= 83.1% FY= * EL= 90.9%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SED= 81.1% Graduated FY= * EL= 90.9%</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Continue Intervention Counseling at Jamison High School</p> <p>Need: Graduation Rates on the CA Dashboard JHS All Students 81.1% (Declined 12%) SED= 81.1% Graduated Hispanic=86.1% Graduated</p> <p>Scope: Schoolwide</p>	<p>This action aims to improve the success of students at JHS. counselor will foster student connectedness, monitor grades, ensure appropriate course enrollment, offer counseling, intervention classes, and credit recovery. Additionally, they'll connect students to resources, collaborate with families and liaisons, implement restorative practices, and utilize behavior-related lessons, all to support students' academic success and overall well-being.</p> <p>https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf</p>	<p>Effectiveness for one year: Graduation Rates on the CA Dashboard JHS All Students 85.7% SED= 85.73% Graduated Hispanic=89.07% Graduated</p>
2.4	<p>Action: Provide a Full-Time Health Care Assistant and Part- Time Health Clerk to Assist with Medical Care</p> <p>Need: Aeries- Local Attendance Data LUHSD District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 All Students= 8.41% FY= 12.9% EL =12.0%</p> <p>Scope:</p>	<p>This action aims to reduce chronic absenteeism among students and support SED students at the continuation school by providing extra nursing services. These services improve medical care availability at both LHS and JHS, facilitating connections to external services like Medi-Cal enrollment. Nurses will proactively engage with SED families and students to identify and address health needs and barriers, thus promoting improved access to education. We expect all students struggling with chronic absenteeism related to health issues to benefit from this.</p> <p>https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/112 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9670058/</p>	<p>Effectiveness for one year: District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April All Students 6.41% FY =5.9% EL =5.0%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	<p>Action: Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students</p> <p>Need: Graduation Rates on the CA Dashboard by Student Group LUHSD All Students=94.2% SED=93.6% Graduated FY: 92.3% LHS All Students 95.8% SED= 95.7% Graduated FY= * JHS All Students 81.1% SED= 81.1% Graduated FY= *</p> <p>District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 FY= 12.9%</p> <p>Scope: LEA-wide</p>	<p>LUHSD addresses the need to improve school connectedness and academic achievement for Foster Youth (FY), Homeless (HM), and Socioeconomically Disadvantaged (SED) students by assigning a social worker to provide targeted support. This includes creating enrichment activities, establishing mentoring programs, providing individualized academic and social-emotional support, facilitating SST meetings, offering crisis services, and removing barriers to accessing resources. The goal is to decrease suspension and absenteeism rates while increasing academic performance and graduation rates for these student groups.</p>	<p>Effectiveness for one year: CA Dashboard LUHSD All Students= 95% or Higher SED= 95% FY: 95%</p> <p>LHS All Students= 95.8% SED= 95.7% FY= *</p> <p>JHS All Students= 83.1% SED= 83.1% FY= *</p> <p>District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 FY= 10.9%</p>
2.10	<p>Action: Bilingual Clerical Support to Assist with Absenteeism and School Connectedness</p>	<p>Increasing communication with families, liaisons, social workers, foster homes will help build school connectedness with our families. An increased relationship will open the door to communication regarding attendance concerns. This position can</p>	<p>Effectiveness for one year: LHS Chronic Absenteeism Rate 12.6% EL= 20.3% FY= 54.5%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Chronic Absenteeism Rates on the CA Dashboard by Student Group LHS Chronic Absenteeism Rate 14.6% EL= 22.3% FY= 56.5% SED= 19.3%</p> <p>Scope: Schoolwide</p>	also assist with linking to resources. Having a bilingual staff will increase communication with our EL families. We expect that all students struggling with attendance and feeling connected will benefit if this action is provided on a school wide basis.	SED= 17.3%
3.2	<p>Action: MTSS Intervention- Staff, Curriculum and Intervention Tools</p> <p>Need: Suspension Rates on the CA Dashboard by Student Group LUHSD All Students 8.2% Suspended at Least 1 Day (Maintained -0.4%) FY=41.4% and SED=10.4% LHS All Students 7.7% SED 9.70% FY Not Reported JHS All Students and SED 20.2%</p> <p>Scope: LEA-wide</p>	<p>LUHSD addresses the need to decrease suspension rates, particularly for Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. LUHSD will integrate the principles of MTSS through intervention staff, intervention teams, SEL online curriculum, and other student enrichment and intervention opportunities.</p> <p>https://www.vectorsolutions.com/resources/whitepapers-guides/promoting-student-mental-health-and-well-being-by-jeffrey-selingo/ https://www.vectorsolutions.com/resources/whitepapers-guides/student-courses-casel-alignment-guide/</p>	<p>Effectiveness for one year: Suspension Rates on the CA Dashboard and in the District Student Information System CA Dashboard LUHSD All Students= 7.5% Suspended at Least 1 Day, FY=30.6%, SED=8.9%. LHS All Students 7.1% 9 FY SED 8.50% FY Not Reported JHS All Students and SED 16.8%.</p>
3.4	<p>Action: Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups.</p> <p>Need: Suspension Rates on the CA Dashboard</p>	<p>LUHSD addresses the need for educational equity and support for diverse student needs by prioritizing professional development in Multi-Tiered System of Supports (MTSS) for all staff. This initiative focuses on equipping educators with skills in universal screening, progress monitoring, data-driven decision-making, and differentiated instruction. Through targeted training and</p>	<p>Effectiveness for one year: Suspension Rates by Student Groups CA Dashboard LUHSD All Students= 7.5% FY 36.4%, SED 8.4%, EL 11.4%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>LUHSD All Students 8.2% FY 41.4%, SED 10.4%, EL 13.4%</p> <p>LHS All Students 7.7% FY: No Data Displayed for Privacy, SED: 9.7%, EL: 12.3%</p> <p>JHS All Students 20.2% FY and EL: No Data Displayed for Privacy, SED: 20.2%</p> <p>Scope: LEA-wide</p>	<p>collaborative practices, educators learn to identify and address academic, behavioral, and social-emotional needs, fostering a culture of continuous improvement and ultimately improving outcomes for all students, especially those historically underserved or at-risk.</p> <p>https://transformschoools.ucla.edu/research/through-mtss-empathic-discipline-program-can-mitigate-racial-disparities-in-suspension-rates/</p> <p>https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf</p>	<p>LHS All Students 7.1% FY: No Data Displayed for Privacy, SED: 7.7%, EL: 10.3%</p> <p>JHS All Students 16.8% FY and EL: No Data Displayed for Privacy, SED: 16.8%</p>
3.5	<p>Action: Provide Campus Supervision and Services From Outside Safety Organizations (WASC)</p> <p>Need: WASC Identified Area of Need</p> <p>LHS LCAP Survey 48.2% of students reported a positive feeling towards school safety. 57.3% of parents reported a positive feeling towards school safety. 83.1% of staff reported a positive feeling towards school safety.</p> <p>JHS LCAP Survey 66.1% of students reported a positive feeling towards school safety. 95.6% of parents reported a positive feeling towards school safety. 100% of staff reported a positive feeling towards school safety.</p> <p>Suspension Rates on the CA Dashboard by Student Group 2023 CA Dashboard</p>	<p>This action addresses the need for ongoing student safety and well-being on campus within LUHSD. By maintaining a Youth Development Officer (YDO), the district ensures a proactive approach to student safety, fostering positive relationships and implementing preventative measures. The YDO collaborates with school administrators, staff, and community partners to assess and address safety concerns, develop emergency response protocols, and prevent incidents of bullying, harassment, and violence. Regular safety assessments, training, and coordination with law enforcement agencies reinforce the commitment to prioritizing student safety and creating a supportive learning environment.</p> <p>https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/4-2-3-20_SRO_Brief_Approved_FINAL.pdf#:~:text=URL%3A%20https%3A%2F%2Fies.ed.gov%2Fncee%2Fedlabs%2Fregions%2Fwest%2FrelwestFiles%2Fpdf%2F4https://leb.fbi.gov/articles/featured-articles/school-resource-officers-and-violence-prevention-best-practices-part-twohttps://portal.cops.usdoj.gov/resourcecenter/RIC/P</p>	<p>Effectiveness for one year:</p> <p>LHS LCAP Survey 51.2% of students reported a positive feeling towards school safety. 60.3% of parents reported a positive feeling towards school safety. 86.1% of staff reported a positive feeling towards school safety.</p> <p>JHS LCAP Survey 69.1% of students reported a positive feeling towards school safety. Maintain 95% or Higher of parents reported positive feeling towards school safety. Maintain 100% of staff reported positive feeling towards school safety.</p> <p>High Suspension Rate CA Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>LUHSD All Students 8.2% Suspended at Least 1 Day (Maintained -0.4%) FY=41.4% and SED=10.4% EL= 13.4%</p> <p>LHS All Students 7.7% SED 9.70% FY Not Reported EL= 12.3%</p> <p>JHS All Students and SED 20.2% FY Not Reported EL= Not Reported</p> <p>LUHSD All Students 8.2%</p> <p>Scope: LEA-wide</p>	<p>ublications/cops-w0903-pub.pdf#:~:text=URL%3A%20https%3A%2F%2Fportal.cops.usdoj.gov%2Fresourcecenter%2FRIC%2FPublications%2Fcops</p>	<p>LUHSD All Students= 7.5% Suspended at Least 1 Day, FY=30.6%, SED=8.9% EL= 10.9%</p> <p>LHS All Students 7.1% SED 8.50% FY= Not Reported EL= 10.2%</p> <p>JHS All Students and SED 16.8%. FY= Not Reported EL= Not Reported</p> <p>LUHSD All Students 7.5%</p>
3.7	<p>Action: Increase Parent Engagement Through Parent Advisory Committees and Family Workshops</p> <p>Need: Parent Engagement and School Connectedness LHS Parent Survey 16.5% Completed the 2023-2024 LCAP Survey 66.2% Reported a positive feeling towards school connectedness.</p> <p>JHS Parent Survey 69% Completed the 2023-2024 LCAP Survey 93.9% Reported a positive feeling towards school connectedness.</p> <p>2023 Data Quest LUHSD Chronic Absenteeism Rate 16.8% EL= 30.0% SED= 24.0%</p>	<p>Enhance and support parent advisory groups that focus on the academic and social-emotional success of our diverse student population. These committees are designed to actively engage families, with a special emphasis on those with students who are EL (ELAC/DELAC), SED, and FY. By providing targeted workshops, we aim to equip these families with the skills needed to support their children's academic and social-emotional development. Strengthening parents' skills will help parents put an emphasis on education, which in turn will improve student attendance and reduce absenteeism.</p> <p>https://campussuite-storage.s3.amazonaws.com/prod/898838/03afb8b-b-09b2-11e7-b6d9-22000bd8490f/2014308/d73b9888-04bd-11ea-ac08-0ad72507d897/file/Article%201-%20Final-Report-Family-Engagement-AIR.pdf</p> <p>https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1541-1338.2006.00249.x</p>	<p>Effectiveness for one year: LHS Parent LCAP Survey 23-24 69.2% Reported a positive feeling towards school connectedness.</p> <p>JHS Parent LCAP Survey 23-24 95% Reported a positive feeling toward school connectedness.</p> <p>Data Quest LUHSD Chronic Absenteeism Rate 14.8% EL= 28.0% SED= 26.0% FY= 63.5%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>FY= 65.5%</p> <p>*This year parent surveys were not broken out by student group however next year they will be.</p> <p>Scope: LEA-wide</p>		
3.10	<p>Action: SEL Counselor at LHS</p> <p>Need: Suspension Rates on the CA Dashboard by Student Group LHS All Students 7.7% Suspended at Least 1 Day(Declined 0.5%) SED= 9.7% Suspended at Least 1 Day EL 12.3% Suspended at Least 1 Day FY Not reported</p> <p>Scope: Schoolwide</p>	<p>In order to reduce the overall suspension rate at LHS this action will integrate an SEL counselor into the school environment to support students' social, emotional, and academic development and enhances student well-being. The SEL counselor will reinforce classroom learning, work with students to understand and adhere to school behavioral policies and establish safe spaces where students can discuss personal challenges and receive guidance. Research shows a connection between social-emotional learning, increased academic success, and decreased student behaviors.</p> <p>https://edworkingpapers.com/sites/default/files/ai2-657.pdf</p>	<p>Effectiveness for one year: Suspension Rates on the CA Dashboard by Student Group LHS All Students 7.1% Suspended at Least 1 Day SED=8.5% Suspended at Least 1 Day EL 10.2% Suspended at Least 1 Day FY Not reported</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	<p>Action: EL TOSA</p>	<p>LUHSD aims to enhance the academic performance of English Learners (EL) by implementing a comprehensive language</p>	<p>Effectiveness for one year: CALPADS Data LHS</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: 2023-2024 CALPADS Data LHS RFEP=29 students</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>acquisition program at LHS. This includes integrated and designated English Language Development (ELD) sessions to improve vocabulary and language skills and introducing three EL Teacher on Special Assignment (TOSA) periods for teacher support and instructional strategies. The goal is to increase the number of students scoring at levels 3 or 4 on the ELPAC and improve EL reclassification rates, ultimately boosting EL students' academic success.</p> <p>https://journals.sagepub.com/doi/abs/10.3102/0002831219840352?casa_token=qLHngJ--q7IAAAAA%3AOrSCKvIOa562R0sTgz0Quse4J-HhKm6lhlmq5ukfxET2rpgz4uzbOtKolkhaefRs3VoK8ZZv8iRBw&journalCode=aera</p>	RFEP=30 students
2.7	<p>Action: Provide Resources for the WINGS Program (Targeting Foster and SED Students)</p> <p>Need: Graduation Rates on the CA Dashboard by Student Group LUHSD FY= N/A Not reported HM= 92.6% SED 93.6%</p> <p>District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 FY= 12.9%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The coordinator ensures accurate student coding, assigns mentors, and monitors academic progress, attendance, and discipline to offer personalized support for academic and social-emotional learning. Additionally, they facilitate crisis services, connect students and families with external resources, and remove barriers to learning by providing school supplies. Enrichment activities planned throughout the year enhance students' educational experiences and promote overall well-being.</p>	<p>Effectiveness for one year: Graduation Rate on the CA Dashboard LUHSD FY= N/A Not reported HM= 93.4% SED 94.3%</p> <p>District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 FY= 10.9%</p>
2.8	<p>Action: Professional Development for Working with English Learners</p>	<p>LUHSD is addressing the needs of English Learners (EL) by providing targeted professional development (PD) for educators. This includes</p>	<p>Effectiveness for one year: CALPADS Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 2023-2024 CALPADS Data LUHSD-RFEP=29 students LHS-RFEP=29 students JHS-RFEP=0 students Scope: Limited to Unduplicated Student Group(s)	training on administering the ELPAC, interpreting assessment data, developing instructional materials, using the EL Roadmap, and implementing research-based language acquisition strategies for EL students. Additionally, educators will receive training on the Co-Teaching model to create inclusive learning environments within the general education setting. The goal is to increase academic performance for EL students and by equipping educators with the necessary knowledge, skills, and strategies to support their diverse learning needs effectively.	LUHSD-RFEP=30 students LHS-RFEP=30 students JHS-RFEP=1 student
2.9	Action: ELD Instructional Assistants at Lemoore High School to Support English Learners Need: 2023-2024 CALPADS Data LHS-RFEP=29 students Scope: Limited to Unduplicated Student Group(s)	This action targets the academic performance of English Learners (EL) at Lemoore High School by funding two ELD Instructional Assistants. These assistants will provide direct support to EL students in classrooms, aiming to enhance their English language development skills. Through personalized assistance and integration into classrooms, the goal is to boost the academic success of EL students.	Effectiveness for one year: CALPADS Data LHS-RFEP=30 students

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

LUHSD will increase services for FY, EL, and SED students. Funding provides LUHSD with the opportunity to fully integrate and improve services for unduplicated FY, EL, and SED students by augmenting personnel and support to improve their learning environment that drives academic achievement. These investments are aimed at expanding existing programs, providing counseling and support services, increasing access to the broad-based curriculum that reduce suspensions and expulsions and provide supports through MTSS on the unduplicated students' path toward graduation. Services will include:

- Increase data analysis, reporting and instructional support through the PLC process.
- Increased support through site counseling and administrative staff.
- Increase communication

- Ensure that students will have access to high-level coursework and instructors that are equipped to meet the diverse learning needs of the students in their classrooms.
- Additional time allocations from Student Services personnel and WINGS mentors to reduce impediments to learning.

These improved services will provide unduplicated students equity and access for unduplicated students to promote academic excellence. LUHSD aims to fulfill this commitment outlined above for the purpose of closing the achievement gaps that currently exist by developing a strategic plan aimed at increasing college and career readiness and increase unduplicated students' graduation rates. An essential element includes ongoing feedback from educational partners that provide LUHSD with targets to allocate resources and continue to improve outcomes through increased accountability.

The actions are:

Goal 2, Action 5 EL TOSA- LUHSD aims to enhance the academic performance of English Learners (EL) by implementing a comprehensive language acquisition program at LHS. This includes integrated and designated English Language Development (ELD) sessions to improve vocabulary and language skills and introducing three EL Teacher on Special Assignment (TOSA) periods for teacher support and instructional strategies. The goal is to increase the number of students scoring at levels 3 or 4 on the ELPAC and improve EL reclassification rates, ultimately boosting EL students' academic success. This will be evaluated for effectiveness through the total number of RFEP students.

Goal 2, Action 7 Provide Resources for the WINGS Program (Targeting Foster and Low-Income Students)-The coordinator ensures accurate student coding, assigns mentors, and monitors academic progress, attendance, and discipline to offer personalized support for academic and social-emotional learning. Additionally, they facilitate crisis services, connect students and families with external resources, and remove barriers to learning by providing school supplies. Enrichment activities planned throughout the year enhance students' educational experiences and promote overall well-being. This will be evaluated for effectiveness through the FY and SED graduation and attendance rates. Performance will be monitored on a case-by-case basis due to the current low numbers of foster youth and to protect student's privacy.

Goal 2 Action 8 Professional Development for Working with English Learners- LUHSD is addressing the needs of English Learners (EL) by providing targeted professional development (PD) for educators. This includes training on administering the ELPAC, interpreting assessment data, developing instructional materials, using the EL Roadmap, and implementing research-based language acquisition strategies for EL students. Additionally, educators will receive training on the Co-Teaching model to create inclusive learning environments within the general education setting. The goal is to increase academic performance for EL students and by equipping educators with the necessary knowledge, skills, and strategies to support their diverse learning needs effectively. This will be evaluated for effectiveness through the total number of RFEP students.

Goal 2 Action 9 ELD Instructional Assistants at Lemoore High School to Support English Learners- This action targets the academic performance of English Learners (EL) at Lemoore High School by funding two ELD Instructional Assistants. These assistants will provide direct support to EL students in classrooms, aiming to enhance their English language development skills. Through personalized assistance and integration into classrooms, the goal is to boost the academic success of EL students. This will be evaluated for effectiveness through the total number of RFEP students.

Additional Concentration Grant Funding

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

The district will provide these additional staff members as seen in 2.9 ELD Instructional Assistants and 2.10 Bilingual Clerical Support to support unduplicated students at Lemoore High. This allows the services to be provided to unduplicated students that may transition between the comprehensive and continuation high schools. The needs were determined based on student needs at both Lemoore High and Jamison High.

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		59.05:1
Staff-to-student ratio of certificated staff providing direct services to students		18.27:1

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	\$22,769,529	\$3,298,166	14.485%	1.151%	15.636%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,058,854.00	\$154,016.00	\$0.00	\$7,000.00	\$5,219,870.00	\$4,252,949.00	\$966,921.00

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
1	1.1	SPED Teacher Co-Teaching	Students with Disabilities		No				Ongoing	\$88,637.00	\$0.00	\$0.00	\$88,637.00	\$0.00	\$0.00	\$88,637.00
1	1.2	Provide Professional Development for Staff (PLCs & UDL Instructional Strategies)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$45,000.00	\$45,000.00	\$90,000.00	\$0.00	\$0.00	\$0.00	\$90,000.00
1	1.3	Maintain Advanced Placement and Dual Enrollment courses	All		No				Ongoing	\$313,229.00	\$9,500.00	\$322,729.00	\$0.00	\$0.00	\$0.00	\$322,729.00
1	1.4	Enhance CTE Pathways (WASC)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,347,137.00	\$0.00	\$1,347,137.00	\$0.00	\$0.00	\$0.00	\$1,347,137.00
1	1.5	AVID Program and Elective Courses	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lemoore High School 9-12	Ongoing	\$50,000.00	\$86,280.00	\$136,280.00	\$0.00	\$0.00	\$0.00	\$136,280.00
1	1.6	Enhance Performing Arts Programs (WASC)	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$460,445.00	\$0.00	\$460,445.00	\$0.00	\$0.00	\$0.00	\$460,445.00
1	1.7	Support for Teachers/Teacher Induction Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$261,288.00	\$98,500.00	\$359,788.00	\$0.00	\$0.00	\$0.00	\$359,788.00
1	1.8	Computer Network Technicians	All		No				Ongoing	\$114,879.00	\$0.00	\$114,879.00				\$114,879.00
1	1.9	Student Information Coordinator	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$124,762.00	\$7,500.00	\$132,262.00	\$0.00	\$0.00	\$0.00	\$132,262.00

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
			Low	Income			Low Income	9-12								
1	1.10	College and Career Counselor	All		No				Ongoing	\$93,466.00	\$10,000.00	\$103,466.00	\$0.00	\$0.00	\$0.00	\$103,466.00
1	1.11	Social Science Teacher for Class Size Reduction	English Low	Learners Income	Yes	Scho olwide	English Learners Low Income	Specific Schools: Lemoore High School 9-12	Ongoing	\$89,502.00	\$0.00	\$89,502.00	\$0.00	\$0.00	\$0.00	\$89,502.00
2	2.1	Provide Saturday School	All		No				Ongoing	\$9,168.00	\$0.00	\$9,168.00	\$0.00	\$0.00	\$0.00	\$9,168.00
2	2.2	Provide Courses for Credit Recovery Including Summer School Sessions	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$74,873.00	\$0.00	\$74,873.00	\$0.00	\$0.00	\$0.00	\$74,873.00
2	2.3	Continue Intervention Counseling at Jamison High School	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Jamison High School 11-12	Ongoing	\$99,252.00	\$5,000.00	\$104,252.00	\$0.00	\$0.00	\$0.00	\$104,252.00
2	2.4	Provide a Full-Time Health Care Assistant and Part- Time Health Clerk to Assist with Medical Care	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$119,362.00	\$0.00	\$119,362.00	\$0.00	\$0.00	\$0.00	\$119,362.00
2	2.5	EL TOSA	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lemoore High School 9-12	Ongoing	\$89,501.00	\$0.00	\$89,501.00	\$0.00	\$0.00	\$0.00	\$89,501.00
2	2.6	Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools 9-12	Ongoing	\$166,064.00	\$20,000.00	\$186,064.00	\$0.00	\$0.00	\$0.00	\$186,064.00
2	2.7	Provide Resources for the WINGS Program (Targeting Foster and SED Students)	Foster Low	Youth Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	Professional Development for Working with English Learners	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12	Ongoing	\$11,002.00	\$18,000.00	\$29,002.00	\$0.00	\$0.00	\$0.00	\$29,002.00
2	2.9	ELD Instructional Assistants at Lemoore High School to Support English Learners	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lemoore High School 9-12	Ongoing	\$55,458.00	\$0.00	\$55,458.00	\$0.00	\$0.00	\$0.00	\$55,458.00
2	2.10	Bilingual Clerical Support to Assist with Absenteeism and School Connectedness	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lemoore High School 9-12	Ongoing	\$85,210.00	\$0.00	\$85,210.00	\$0.00	\$0.00	\$0.00	\$85,210.00
3	3.1	Provide Campus Supervision, Cameras, Vape Sensors, and Services From Outside Safety Organizations	All		No				Ongoing	\$235,341.00	\$27,670.00	\$263,011.00	\$0.00	\$0.00	\$0.00	\$263,011.00
3	3.2	MTSS Intervention-Staff, Curriculum and Intervention Tools	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$117,098.00	\$32,000.00	\$149,098.00	\$0.00	\$0.00	\$0.00	\$149,098.00
3	3.3	Maintain and Upgrade Buildings, Grounds, and Classrooms on All Campuses	All		No				Ongoing	\$0.00	\$131,000.00	\$131,000.00				\$131,000.00
3	3.4	Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$36,672.00	\$163,000.00	\$199,672.00	\$0.00	\$0.00	\$0.00	\$199,672.00
3	3.5	Provide Campus Supervision and Services From Outside Safety Organizations (WASC)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$145,000.00	\$145,000.00	\$0.00	\$0.00	\$0.00	\$145,000.00
3	3.6	CrisisGo Platform and Implementation Across Sites	All		No				Ongoing	\$0.00	\$6,500.00	\$6,500.00				\$6,500.00
3	3.7	Increase Parent Engagement Through Parent Advisory	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Committees and Family Workshops					Low Income									
3	3.8	Behavior Technician at JHS	All		No				Ongoing	\$65,379.00	\$0.00	\$0.00	\$65,379.00	\$0.00	\$0.00	\$65,379.00
3	3.9	Counseling Services for American Indian Students	American Indian		No				Ongoing	\$7,000.00	\$0.00				\$7,000.00	\$7,000.00
3	3.10	SEL Counselor at LHS	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: LHS 9-12	Ongoing	\$90,724.00	\$5,000.00	\$95,724.00	\$0.00	\$0.00	\$0.00	\$95,724.00
4	4.1	Intervention Programs, Supplemental Reading, Materials,Audio Books, Supplemental Materials to Assist Students with ELA,Math, and Science Standards	All		No					\$2,500.00	\$47,500.00	\$50,000.00				\$50,000.00
4	4.2	MTSS and PBIS, Positive School Culture and Climate	All		No					\$0.00	\$20,000.00	\$20,000.00				\$20,000.00
4	4.3	College and Career Industry Exposure, Online Learning Platform for CTE Instruction	All		No					\$0.00	\$39,471.00	\$39,471.00				\$39,471.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$22,769,529	\$3,298,166	14.485%	1.151%	15.636%	\$3,998,630.00	0.000%	17.561 %	Total:	\$3,998,630.00
								LEA-wide Total:	\$2,823,256.00
								Limited Total:	\$203,961.00
								Schoolwide Total:	\$971,413.00

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	Provide Professional Development for Staff (PLCs & UDL Instructional Strategies)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	
1	1.4	Enhance CTE Pathways (WASC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,347,137.00	
1	1.5	AVID Program and Elective Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lemoore High School 9-12	\$136,280.00	
1	1.6	Enhance Performing Arts Programs (WASC)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$460,445.00	
1	1.7	Support for Teachers/ Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$359,788.00	
1	1.9	Student Information Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$132,262.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Social Science Teacher for Class Size Reduction	Yes	Schoolwide	English Learners Low Income	Specific Schools: Lemoore High School 9-12	\$89,502.00	
2	2.2	Provide Courses for Credit Recovery Including Summer School Sessions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$74,873.00	
2	2.3	Continue Intervention Counseling at Jamison High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jamison High School 11-12	\$104,252.00	
2	2.4	Provide a Full-Time Health Care Assistant and Part-Time Health Clerk to Assist with Medical Care	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$119,362.00	
2	2.5	EL TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lemoore High School 9-12	\$89,501.00	
2	2.6	Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students	Yes	LEA-wide	Foster Youth Low Income	All Schools 9-12	\$186,064.00	
2	2.7	Provide Resources for the WINGS Program (Targeting Foster and SED Students)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools 9-12	\$30,000.00	
2	2.8	Professional Development for Working with English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12	\$29,002.00	
2	2.9	ELD Instructional Assistants at Lemoore High School to Support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lemoore High School 9-12	\$55,458.00	
2	2.10	Bilingual Clerical Support to Assist with Absenteeism and School Connectedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lemoore High School 9-12	\$85,210.00	

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 (%)
3	3.2	MTSS Intervention- Staff, Curriculum and Intervention Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,098.00	
3	3.4	Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$199,672.00	
3	3.5	Provide Campus Supervision and Services From Outside Safety Organizations (WASC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$145,000.00	
3	3.7	Increase Parent Engagement Through Parent Advisory Committees and Family Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.10	SEL Counselor at LHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LHS 9-12	\$95,724.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,227,408.00	\$4,363,684.00

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	Maintain a district wide 1-to-1 technology program. (WASC)	Yes	\$413,378.00	\$425,353.00
1	1.2	Provide professional development for staff (PLCs & instructional strategies)	No	\$9,500.00	\$9,500.00
1	1.3	Maintain Advanced Placement and Dual Enrollment courses	No	\$61,398.00	\$69,897.00
1	1.4	Maintain CTE Pathways (WASC)	Yes	\$1,390,601.00	\$1,359,882.00
1	1.5	Maintain AVID Program and Elective Courses	Yes	\$204,957.00	\$203,523
1	1.6	Maintain Performing Arts Programs (WASC)	Yes	\$589,438.00	\$595,332.00
1	1.7	Maintain Teacher Induction Program	Yes	\$223,035.00	\$220,500.00
2	2.1	Provide Saturday School	No	\$8,671.00	\$5,925.00
2	2.2	Provide courses for credit recovery including Summer School sessions	Yes	\$69,007.00	\$69,007.00
2	2.3	Continue intervention counseling at Jamison High School	Yes	\$189,264.00	\$174,563.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Provide a full-time Health Care Assistant to assist with medical care	Yes	\$84,910.00	\$90,853.00
2	2.5	Provide 2 additional periods of English Language Development	Yes	\$57,566.00	\$60,971.00
2	2.6	Provide additional time for school psychologist to provide intervention and crisis service for foster youth	Yes	\$119,863.00	\$119,826.00
2	2.7	Provide resources for the WINGS program (targeting McKinney Vento, foster and Low Income students)	Yes	\$25,000.00	\$23,500.00
3	3.1	Provide campus supervision, cameras and services from outside safety organizations	No	\$25,500.00	\$39,392.00
3	3.2	Implementation of a Multi-Tiered System of Supports to provide interventions and access to resources for all students.	Yes	\$142,941.00	\$150,088.00
3	3.3	Maintain and upgrade buildings, grounds and classrooms on all campuses.	No	\$119,900.00	\$119,900.00
3	3.4	Provide supplemental resources (including professional development) that provide equity and access for all student subgroups.	Yes	\$243,972.00	\$243,972.00
3	3.5	Provide campus supervision and services from outside safety organizations (WASC)	Yes	\$248,507.00	\$381,700.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3,582,590	\$4,002,439.00	\$4,119,070.00	(\$116,631.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Maintain a district wide 1-to-1 technology program. (WASC)	Yes	\$413,378.00	425,353.00		
1	1.4	Maintain CTE Pathways (WASC)	Yes	\$1,390,601.00	\$1,359,882.00		
1	1.5	Maintain AVID Program and Elective Courses	Yes	\$204,957.00	\$203,523.00		
1	1.6	Maintain Performing Arts Programs (WASC)	Yes	\$589,438.00	\$595,332.00		
1	1.7	Maintain Teacher Induction Program	Yes	\$223,035.00	\$220,500.00		
2	2.2	Provide courses for credit recovery including Summer School sessions	Yes	\$69,007.00	\$69,007.00		
2	2.3	Continue intervention counseling at Jamison High School	Yes	\$189,264.00	\$174,563.00		
2	2.4	Provide a full-time Health Care Assistant to assist with medical care	Yes	\$84,910.00	\$90,853.00		
2	2.5	Provide 2 additional periods of English Language Development	Yes	\$57,566.00	\$60,971.00		
2	2.6	Provide additional time for school psychologist to provide intervention and crisis service for foster youth	Yes	\$119,863.00	\$119,826.00		

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)
2	2.7	Provide resources for the WINGS program (targeting McKinney Vento, foster and Low Income students)	Yes	\$25,000.00	\$23,500		
3	3.2	Implementation of a Multi-Tiered System of Supports to provide interventions and access to resources for all students.	Yes	\$142,941.00	\$150,088.00		
3	3.4	Provide supplemental resources (including professional development) that provide equity and access for all student subgroups.	Yes	\$243,972.00	\$243,972.00		
3	3.5	Provide campus supervision and services from outside safety organizations (WASC)	Yes	\$248,507.00	\$381,700.00		

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)
\$22,646,671	\$3,582,590	3.52%	19.339%	\$4,119,070.00	0.000%	18.188%	\$260,682.82	1.151%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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