LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lennox School District
CDS Code: 19647090000000
School Year: 2024-25
LEA contact information:
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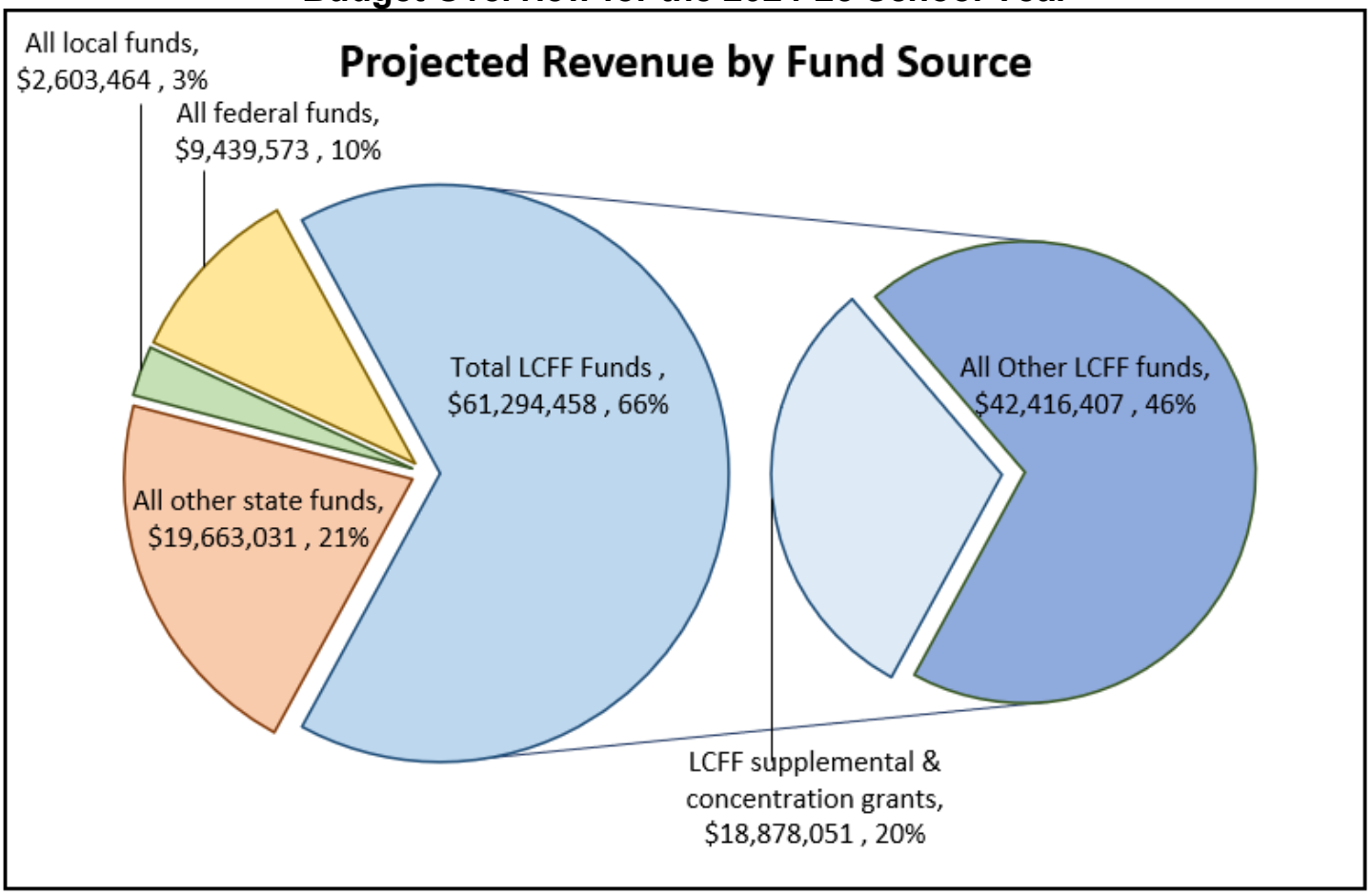
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

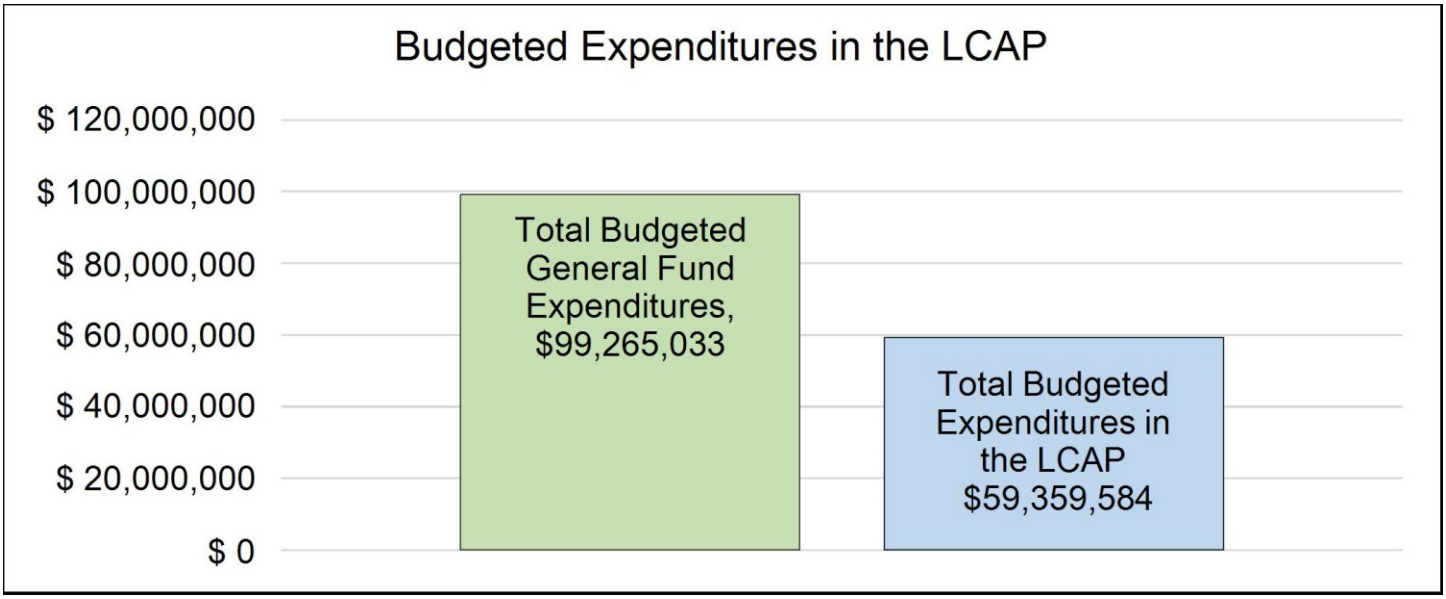


This chart shows the total general purpose revenue Lennox School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lennox School District is $93,000,526, of which $61,294,458 is Local Control Funding Formula (LCFF), $19,663,031 is other state funds, $2,603,464 is local funds, and $9,439,573 is federal funds. Of the $61,294,458 in LCFF Funds, $18,878,051 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 Lennox 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: Lennox School District plans to spend $99,265,033 for the 2024-25 school year. Of that amount, $59,359,584 is tied to actions/services in the LCAP and $39,905,449 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Significant general fund expenditures that are not included in the LCAP include facilities, maintenance and operations, custodial services, utilities, legal expenses, student transportation and special education cost.

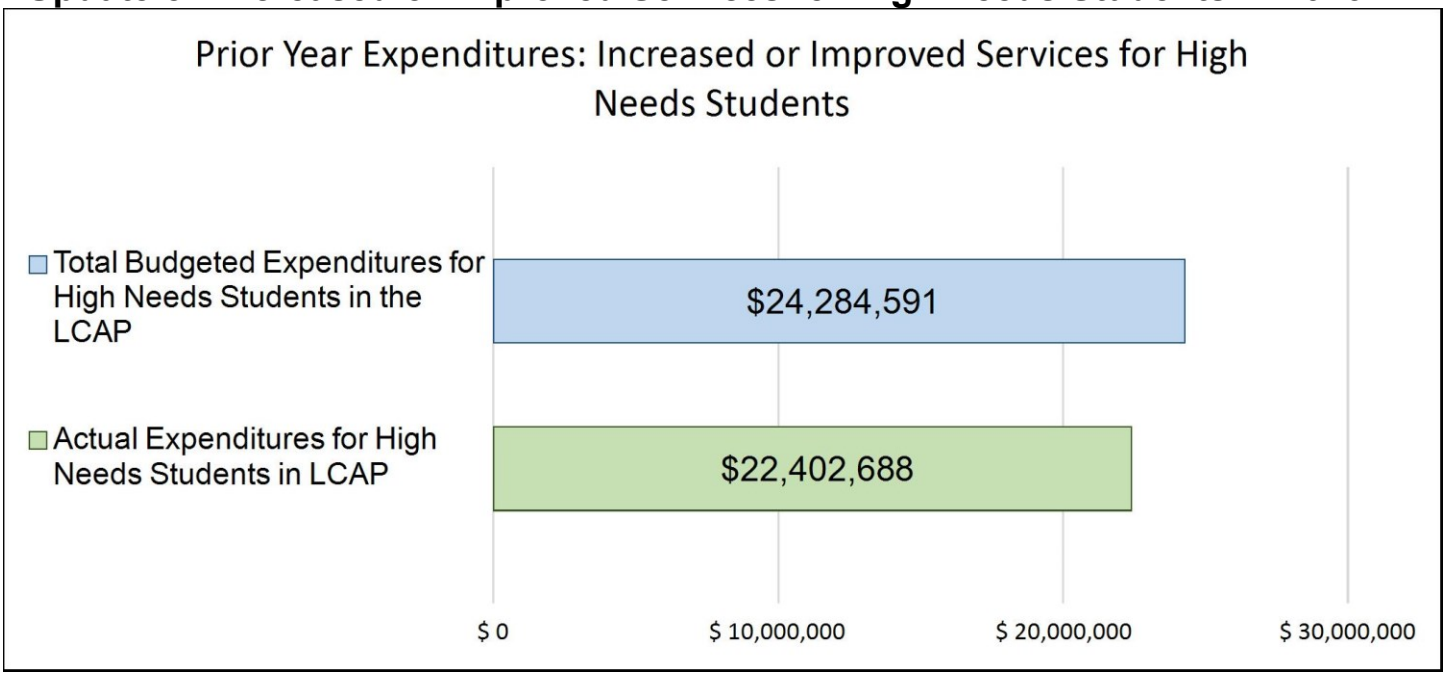
Additional funds including Prop 28, Title I, II, III and IV, Learning Recovery Block Grant, Educator Effectiveness Grant, and Literacy Coaches and Training Specialists Grant are not included in the LCAP.

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

In 2024-25, Lennox School District is projecting it will receive $18,878,051 based on the enrollment of foster youth, English learner, and low-income students. Lennox School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lennox School District plans to spend $21,097,508 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 Lennox 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 Lennox 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, Lennox School District's LCAP budgeted $24,284,591 for planned actions to increase or improve services for high needs students. Lennox School District actually spent $22,402,688 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-1,881,903 had the following impact on Lennox School District’s ability to increase or improve services for high needs students:

There is a difference in what the Lennox School District budgeted and actually spent on services for our high needs students with the use of LCFF funds. Despite this, all services identified in the LCAP as enhanced and improved were delivered as planned. Additional funding has been made available over the past few years, which has been utilized to support these actions. Consequently, the District has been able to offer more services than originally anticipated. For instance, tutoring services have been accessible to any high-needs student requiring them. Another example is the intervention support, where every school currently has one reading intervention teacher funded by LCFF, another through Title 1 funds, and a math intervention teacher supported by ESSER funds. This increased intervention support has enhanced the District's capacity to address students' learning losses due to the pandemic.

With the ESSER 3 and Learning Recovery Emergency Block Grant funds, Lennox has boosted the social and emotional supports for high-needs students. LCFF funding has enabled the District to provide counselors at each school. Additionally, the extra funds have allowed the hiring of a social/emotional wellness coordinator who supports students, staff, and parents, and provides valuable connections and resources to the community. The combination of these funds has also allowed the District to increase staff implementing Play Works on each campus, offering our high-needs students more opportunities for meaningful adult/student connections.

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
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Goals and Actions

Goal

Goal #	Description
1	The Lennox School District will provide a high quality educational system to increase the academic achievement for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Renaissance Reading grades 2-5	All Students - 39% English learners -23% Special Ed. - 15%	All Students - 41% English learners -25% Special Ed. - 9%	Mid year All Students - 42.42% English learners - 21.33% Special Ed. - 14.25%	STAR Renaissance Reading grades 2-5 MOY All Students - 42.25% English learners - 43.51% Special Ed. - 11.07%	All Students - 50% English learners - 40% Special Ed. - 25%
STAR Renaissance Reading grades 6-8	Establish a baseline (this will be a new assessment)	All Students - 26% English learners - 1.15% Special Ed. - 3%	Mid year All Students - 24.71% English learners - 1.66% Special Ed. - 3.42%	STAR Renaissance Reading grades 6-8 MOY All Students - 26.42% English learners - 1.85% Special Ed. - 2.47%	All Students - 38% English learners - 15% Special Ed. - 10%
STAR Early Literacy K-1	All Students - 63% English learners - 55% Special Ed. - 48%	All Students - 43% English learners - 36% Special Ed. - 24%	Mid year All Students - 47.16% English learners - 40.72% Special Ed. - 27.34%	STAR Early Literacy K-1 MOY All Students -44.23% English learners - 36.62%	All Students - 75% English learners -65% Special Ed. - 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Special Ed. - 22.58%	
STAR Math K-5	Establish a baseline (this will be a new assessment)	All Students - 48% English learners - 39% Special Ed. - 22%	Mid year All Students - 61.14% English learners- 50.88% Special Ed. - 33.26%	STAR Math K-5 MOY All Students - 61.6% English learners- 50.8% Special Ed. - 40.98%	All Students - 70% English learners -60% Special Ed. - 35%
STAR Math 6-8	Establish a baseline (this will be a new assessment)	All Students - 34% English learners - 6% Special Ed. - 5%	Mid year All Students - 35.44% English learners - 10.16% Special Ed. - 6.49%	STAR Math 6-8 MOY All Students - 36.62% English learners - 14.92% Special Ed. - 6.49%	All Students - 49% English learners - 15% Special Ed. - 15%
CAASPP ELA 3-5	All Students - 49% meeting or exceeding English learners - 16%meeting or exceeding standards Special Ed. - 13% meeting or exceeding standards	Not available	2022 All Students - 39.09% meeting or exceeding English learners - 24.81%meeting or exceeding standards Special Ed. - 11.05% meeting or exceeding standards	2023 CAASPP ELA 3-5 All Students - 43.82% meeting/exceeding English learners - 17.49% meeting/exceeding Special Ed. - 20.16% meeting/exceeding	All Students - 55% meeting or exceeding English learners - 20% meeting or exceeding Special Ed. - 18% meeting or exceeding
CAASPP ELA 6-8	All Students - 37% meeting or exceeding English learners - 2% meeting or exceeding standards	Not Available	2022 All Students - 38.03% meeting or exceeding English learners - 5.81% meeting or exceeding standards	2023 CAASPP ELA 6-8 All Students - 37.95% meeting/exceeding	All Students - 45% meeting or exceeding English learners - 10%meeting or exceeding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Special Ed. - 4% meeting or exceeding standards		Special Ed. - 8.52% meeting or exceeding standards	English learners - 4.69% meeting/exceeding Special Ed. - 5.67% meeting/exceeding	Special Ed. - 10%meeting or exceeding
CAASPP Math 3-5	All Students - 44% meeting or exceeding standards English learners - 21% meeting or exceeding standards Special Ed. - 19% meeting or exceeding standards	Not Available	2022 All Students -27.70% meeting or exceeding standards English learners - 17.84% meeting or exceeding standards Special Ed. - 15.17% meeting or exceeding standards	2023 CAASPP Math 3-5 All Students - 35.69% meeting/exceeding English learners - 15.44% meeting/exceeding Special Ed. - 19.59% meeting/exceeding	All Students - 50% meeting or exceeding English learners -26% meeting or exceeding Special Ed. - 25% meeting or exceeding
CAASPP Math 6-8	All Students - 28% meeting or exceeding standards English learners -2% meeting or exceeding standards Special Ed. -1% meeting or exceeding standards	Not Available	2022 All Students - 17% meeting or exceeding standards English learners - 0.57% meeting or exceeding standards Special Ed. - 2.67% meeting or exceeding standards	2023 CAASPP Math 6-8 All Students - 20.63% meeting/exceeding English learners - 1.29% meeting/exceeding Special Ed. - 2.50% meeting/exceeding	All Students - 35% meeting or exceeding English learners - 8% meeting or exceeding Special Ed. - 8% meeting or exceeding
ELPAC	Increase the percentage of English learners making	40% -Level 3 10% - Level 4	ELPAC(21-22) Level 3- 42.91% Level 4-15.18%	ELPAC(22-23) Level 3- 42.59%	Increase the percentage of English learners making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	progress toward English language proficiency based on the ELPAC Overall Performance (2019) Current:41%	50.43% (Level 3 and 4)	58.09% - overall performance	Level 4-17.22% 59.81% - overall performance	progress toward English language proficiency based on the ELPAC Overall Performance: Current:55%
SWUN Benchmark Assessments K-5	All Students - 58% English learners - 52% Special Ed. - 48%	All Students - 58% English learners - 53% Special Ed. - 55%	All Students - 66.58% English learners - 57.51% Special Ed. - 55.53%	SWUN CB K-5 MOY Local Assessment All Students -73.82% English learners - 66.86% Special Ed. - 66.21%	All students: 75% English learners - 65% Special Ed. 60%
District Math Benchmark Grades 6-8	All Students - 17% English learners - 6% Special Ed. - 4%	All Students - 9% English learners - 3% Special Ed. - 3%	All Students - 33.26% English learners - 17.16% Special Ed. - 12%	Math CB 6-8 MOY Local Assessment All Students - 34.06% English learners - 17.80% Special Ed. - 11.66%	All Students - 30% English learners - 20% Special Ed. - 15%
Percent of teachers fully credentialed and appropriately assigned	100% of the teachers fully credentialed and appropriately assigned per 20-21 Local Dashboard indicators	100%	98% (2022-2023)	96% - Dashboard Local Indicators 2023-24	100 % of teachers fully credentialed and appropriately assigned per 20-21 Local Dashboard indicators
Percent of students with standards aligned textbooks	100% of students have standards based core instructional	100%	100%	100%-Dashboard Local Indicators 2023-24	100% of students will have access to standards aligned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	materials per 2021 Local Indicator				core instructional materials per local indicator
Implementation of State Standards	2020-21 Local Indicator Self Reflection Tool - Met	Met	Met	Met - Dashboard Local Indicators 2023-24	Local Indicator Self Reflection Tool - continue to meet
Science Performance (grades 5 and 8) CAST			20.82% (2022)	2023 CAASPP- 20.92%	CAST - All students - 25%
Reclassification Rate	Current (Fall and January) - 3% Data quest (19-20)- 14%	7% (Local 2022)	Reclassification rate - 9.3% (2023)	Reclassification rate mid-year (2023-24) - 2.8% Data Quest 2023 - 17%	Reclassification Rate - 18%

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.

Action 1 - Provide low income students with increased opportunities for small group instruction and personalized learning: This action has been implemented. The District has continued providing small class sizes at all grade levels. The class size averages are K-1 - 20:1, 2-3 24:1, 4-5 27:1, and 6-8, 29:1. This has allowed teachers to provide personalized instruction and small group instruction in core academic areas.

Action 2 - Students in grades 6- 8 will receive instruction based on analysis of formative and summative data: This action has been implemented. Middle school teachers now benefit from a daily collaboration period, enabling them to plan effectively in teams. During these sessions, they analyze pertinent data, exchange instructional strategies and best practices, and align expectations for student performance. Additionally, this collaboration facilitates greater parent involvement with individual students, enhancing overall support and communication.

Action 3 - Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data: This action has been implemented. The District has assigned three PE Teacher teams to facilitate collaboration for elementary classroom

teachers twice a week. This collaboration utilizes formative and summative data to tailor instruction and ensure differentiation. While teachers engage in collaboration, students receive PE instruction, maximizing instructional time and support for student learning. A challenge encountered with this action was the turnover of staff and the vacancies in aide positions at various times throughout the school year.

Action 4 - Students will have continuous access to technology by having technology support staff available at the school and district levels: The action has been implemented. The District has allocated dedicated staff at every school and district office to address any technology-related needs promptly. These professionals ensure that both equipment and software are regularly updated, guaranteeing that students, staff, and parents have seamless access. Moreover, staff members actively monitor the "Line Wize" app, a cyber safety software program designed to provide insights into student safety concerns, ensuring a proactive approach to online safety.

Action 5 - Provide students in grades 5-8 with the opportunity to participate in the Engineering Program: The action has been implemented. Each school continues to receive sufficient supplies and equipment to sustain its engineering program. The District has also retained four engineers, with one full-time engineer dedicated to supporting the middle school and another serving one of the larger elementary schools. The remaining schools share the support of two engineers. Although this action was fully implemented the District continues to struggle with filling one engineering position.

Action 6 - Provide English learners with an after school reclassification academy: This non-contributing action has been implemented.

Action 7 - Students will have access to supplementary materials: This action was implemented with the purchase of supplementary take home materials that support the math program at the elementary level. Furthermore, additional materials for math and English language arts have been acquired for classroom teachers to facilitate the implementation of differentiated instruction. This year, investments have been made in resources such as Secret Stories, leveled readers, and classroom libraries to enhance reading support. Moreover, materials for intervention teachers have been consistently provided to bolster their programs.

Action 8 - Students will have selected software applications available to support learning goals: This action has been implemented. The District has continued to purchase and implement specific educational software. This includes licenses for IXL, Happy Numbers, Reading A-Z, Mystery Science, Zoom, Nearpod, Brain Pop and SeeSaw. Software is used to support student learning while teachers provide small group instruction throughout the day. Some of the software provides students with unique learning experiences and additional practice in the classroom and at home.

Action 9 - Monitor the progress of Low Income students, English learners and foster youth in math and English language arts: This action has been implemented. The District purchased the STAR Renaissance package that includes the District's universal screener for math and ELA in grades K-8. Also included in the package is the MyOn Digital Library and Accelerated Reader Program to support literacy.

Action 10 - Students in grades K-8 will benefit from participation in the AVID program: This action has been successfully implemented through a contract with AVID Central. All schools have an AVID membership and are actively implementing AVID strategies across all grade levels. This year, teachers were afforded the opportunity to participate in the AVID Summer Institute, where they received professional development on WICOR strategies, further enhancing their instructional practices.

Action 11 - Increase teacher capacity for providing students with differentiated instruction based on data: This action has been implemented. Elementary teachers were provided with consistent SWUN math coaching. All teachers also underwent year 2 Leader in Me training and were introduced to the Science of Reading. Furthermore, after-school professional development sessions were conducted on supplementary programs like IXL, Lexia English, and Istation. The district maintained its commitment to supporting new teachers through a monthly after-school program, where District TOSAs offered professional development on instructional best practices.

Action 12 - Ensure all low income students have access to technology: This action has been implemented. This year, we made an investment in new Chromebook computers. As a result, beginning next year, every student will have access to a new Chromebook while at school, and they will be able to take home their used Chromebook for homework purposes.

Action 13 - Provide support for English learners who are identified as newcomers: This action has been implemented. Resources like Lexia English, Brain Pop English, and Istation have been consistently procured to support our newcomers. Additionally, after-school intervention assistance has been offered to newcomers through Club VR, providing further support beyond regular classroom hours.

Action 14 - Provide low income students and English learners with an evidence based supplemental reading program: The action was successfully implemented through the ongoing purchase of licenses for the Lexia Supplemental Reading Program. This program serves a dual purpose: it is utilized in the classroom during differentiated instructional time and is also employed by intervention teachers to support students with more intensive needs during intervention sessions.

Action 15 - Fully credential and appropriately assigned teachers and administrators: This action has been partially implemented. Currently, three special education teaching positions have been filled by teachers who do not meet the "fully credentialed" requirements.

Action 16 - All students will have standards aligned instructional materials for core instruction: This action has been implemented. All students have standards aligned core instructional materials in all subjects; this year the District adopted and purchased science programs for grades K-8

Action 17 - Low income students and English learners will be able to participate a dual immersion program: This action has been successfully implemented. Students enrolled in the Dual Immersion Program have access to instructional materials in both English and Spanish. Additionally, the district established a Dual Language leadership team, which convened this year to provide valuable input on supplemental materials and professional development requirements. To support the Dual Immersion Spanish core program, students have been provided with Spanish supplemental materials and other resources in Spanish.

Action 18 - Low income students and English learners will be able to participate a dual immersion program: This action was partially implemented. While Teachers on Special Assignments (TOSAs) were established this year, the district faced challenges in identifying a science TOSA due to staffing constraints. All TOSAs provided invaluable support and professional development toTK-8 teachers across the district, focusing on strategies for differentiated instruction. TOSAs also conducted professional development sessions for staff on best instructional practices for differentiation and scaffolding instruction and assisted with data analysis to determine students' needs for additional support and appropriate intervention levels. A challenge arose in filling the science TOSA position, as science teachers are difficult to find and this action would have created a vacancy in a classroom assignment.

Action 19 - Library techs will provide students increased access to libraries: This action has been successfully implemented across all schools. Each school continues to have a dedicated library technician whose role is to ensure that library services are readily available for students and staff throughout the day.

Action 20 - Support for school sites to implement LCAP goals: This action has been implemented. Schools received funding based on their description of need for unduplicated students at their schools.

Action 21 - Provide supplemental early childhood learning materials: This action has been implemented. We continue to purchase age and developmentally appropriate materials, including items for dramatic play and center-based activities, to support enriching and engaging learning experiences for our youngest students.

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

Action 3 - Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data: There is a material difference between budgeted expenditures and the estimated actual expenditure for this action as a result of several of the positions associated with this action were not in place for the entire school year.

Action 5 - Provide students in grades 5-8 with the opportunity to participate in the Engineering Program: There is a material difference between budgeted expenditures and the estimated actual expenditure for this action. The district budgeted for an additional engineer however this position is difficult to fill and remained vacant for the school year.

Action 8 - Students will have selected software applications available to support learning goals: There is a material difference in this action due to the district not renewing a few software applications due to low usage by classroom teachers.

Action 9 - Monitor the progress of Low Income students, English learners and foster youth in math and English language arts: There is a material difference between budgeted expenditures and the estimated actual expenditure. The district over budgeted for this action and did not take into account a multi-school savings offered by the vendor.

Action 10 - Monitor the progress of Low Income students, English learners and foster youth in math and English language arts: There is a material difference for this action. There has been an increase in the expenditures from the budgeted amount due to a high interest from teachers to attend the AVID Summer Institute.

Action 17- Low income students and English learners will be able to participate a dual immersion program: There is a material difference for this action due to the Dual Language Committee requesting to review materials before purchasing. Purchases made will arrive after this fiscal year and be encumbered into next year's budget.

Action 18 - Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention: There is a material difference between budgeted expenditures and the estimated actual expenditure for this action. The budgeted action included an additional Science TOSA; this position was not able to be filled.

Action 20 - Support for school sites to implement LCAP goals: There is a material difference for this action due to many of the expenses in this action being charged to one time funds.

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

Action 1 - Provide low income students with increased opportunities for small group instruction and personalized learning: This action has proven to be effective, as evidenced by the improvements in CAASPP results. Overall, there was a 3% increase in ELA proficiency and a notable 6% increase in math proficiency. Particularly encouraging are the larger gains observed in grades 3rd through 5th. Currently, 44% of students in these grades are meeting or exceeding standards in CAASPP ELA, while 36% are meeting or exceeding standards in CAASPP Math. Additionally, regular walkthroughs conducted by District office staff demonstrate that students are benefitting from small group instruction that is appropriately differentiated to meet their instructional needs. These positive outcomes reflect the effectiveness of the district's strategies in supporting student achievement and ensuring that instruction is tailored to individual learning levels.

Action 2 - Students in grades 6- 8 will receive instruction based on analysis of formative and summative data: This action has proven to be effective, resulting in notable improvements in student achievement at the middle school level. Through collaboration efforts, students are now benefiting from comparable standards-aligned lessons that utilize evidence-based instructional strategies. While the middle school maintained a 38% proficiency rate in CAASPP ELA, there was a promising increase of 4% in CAASPP math results, with 21% of students meeting or exceeding standards in math. These gains underscore the positive impact of aligned instruction and effective teaching strategies on student learning outcomes. Continued collaboration and implementation of evidence-based practices are likely to further enhance student achievement in both ELA and math.

Action 3 - Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data: This action has indeed been effective in promoting collaboration and professional development at the elementary level, particularly in addressing language needs in mathematics and enhancing ELD instruction. Teachers have received SWUN math coaching support to better integrate language support into math instruction. Additionally, they have received support in understanding ELD and ELA standards and using Thinking Maps to aid students in organizing their thinking for speaking and writing. As a result of this focused collaboration on ELD instruction, the district has outperformed the state average on the ELPAC. Specifically, 17.22% of English learners in the district scored at level 4, compared to only 16.50% of ELs statewide. This achievement highlights the effectiveness of targeted professional development and collaborative efforts in supporting English learners' language development and academic success. By addressing language needs across content areas and implementing effective instructional strategies, the district has successfully improved outcomes for English learner students.

Action 4 - Students will have continuous access to technology by having technology support staff available at the school and district levels: This action has proven effective in ensuring that technology is functional and safe for student use. The provision of adequate staff support has contributed to this success, as evidenced by the high satisfaction rate reported in the student LCAP survey. With 98% of students agreeing that their school provides them with a technology device, it is clear that efforts to maintain and manage technology resources have been successful. This achievement reflects the commitment of the district to prioritize students' access to and use of technology as a tool for learning. Moving forward, continued investment in staff support and infrastructure will be essential to sustain this level of satisfaction and effectiveness in technology provision.

Action 5 - Provide students in grades 5-8 with the opportunity to participate in the Engineering Program: This action has proven to be effective in providing students with opportunities to engage in complex tasks that foster higher-level thinking skills. By requiring students to present or demonstrate their projects and explain the engineering processes involved, the district has created a learning environment that encourages critical thinking and problem-solving. In addition to the positive outcomes observed in ELA and Math CAASPP results, there has been success on the CAST assessment. Specifically, 21% of 5th and 8th-grade students are meeting or exceeding standards on the CAST. This achievement underscores the effectiveness of the district's approach in promoting hands-on, inquiry-based learning experiences that not only enhance students' understanding of STEM concepts but also equip them with the skills needed to succeed on assessments like the CAST. Moving forward, continued emphasis on providing students with opportunities for project-based learning and critical thinking will likely lead to further academic growth and success across subject areas.

Action 6 - Provide English learners with an after school reclassification academy: The implementation of this action, supported by federal funding, has proven effective in providing English learners with intensive support after school, targeting areas identified through the ELPAC assessment. The data show that 17% of English learners were reclassified last year, indicating progress in language proficiency and academic achievement. This achievement highlights the success of the intervention strategies. By targeting areas of need identified through the ELPAC assessment, the district has been able to tailor interventions to meet the specific needs of English learners, ultimately leading to successful reclassification. Moving forward, continued investment in targeted support services and interventions will be crucial to further support the academic success and language development of English learners within the district.

Action 7 - Students will have access to supplementary materials: This action has indeed been effective in providing students with supplemental materials to support their learning. The use of Secret Stories and leveled readers, along with the purchase of classroom library books spanning various reading levels, has enriched literacy instruction and provided students with access to a wide range of texts. Additionally, the implementation of supplemental materials for SWUN math has enhanced math practice both in school and at home, contributing to students' mathematical proficiency. According to STAR reading assessments, 42% of 2nd-5th grade students are performing at grade level, while 25% of 6th-8th graders have reached grade level proficiency. Moreover, STAR math assessments indicate that 61% of K-5 students are performing at grade level in math, with 37% of 6th-8th graders demonstrating proficiency. These outcomes demonstrate the positive impact of providing students with supplemental materials and resources tailored to their learning needs. Continued support and utilization of such materials will likely contribute to further improvements in student achievement across both literacy and math domains.

Action 8 - Students will have selected software applications available to support learning goals: This action has proven effective in enhancing student learning through the use of software applications. The software provides students with opportunities to practice skills and concepts in

diverse ways, supplementing core materials and engaging students in their learning. By offering interactive and varied learning experiences, the software increases students' fluency in concepts and skills. The positive impact of this action is further supported by teacher feedback from the LCAP teacher survey, with 93% of teachers agreeing that students have adequate technology for the effective implementation of the curriculum. This high satisfaction rate indicates that teachers recognize the value of the software in supporting student learning and feel that students have access to the necessary technology resources. Continued integration of software applications into instruction will likely contribute to sustained engagement and improved learning outcomes for students across various subject areas. This demonstrates the importance of leveraging technology to enhance teaching and learning in today's classrooms.

Action 9 - Monitor the progress of Low Income students, English learners and foster youth in math and English language arts: This action has been effective in facilitating student progress monitoring and the formation of small instructional groups, resulting in more effective lesson planning and delivery. By utilizing data from STAR reading and math, teachers can identify students' strengths and areas for growth, allowing for targeted interventions and differentiated instruction. According to STAR reading assessments, 42% of 2nd-5th grade students are performing at grade level, while 25% of 6th-8th graders have reached grade level proficiency. Additionally, STAR math assessments indicate that 61% of K-5 students are performing at grade level in math, with 37% of 6th-8th graders demonstrating proficiency. These outcomes suggest that the implementation of progress monitoring tools and small instructional groups has positively impacted student achievement in both reading and math. Continued use of these strategies, coupled with ongoing professional development and support for teachers, is likely to further improve student outcomes and ensure that all students have the opportunity to reach their full potential.

Action 10 - Students in grades K-8 will benefit from participation in the AVID program: This action has indeed been effective in implementing AVID strategies across campuses, resulting in positive outcomes for students. Classroom walkthroughs and principals' observations indicate widespread implementation of AVID strategies, including the use of planners and binders for organization, writing strategies such as marking the text, and Socratic Seminars to enhance critical thinking skills. These strategies have contributed to improved student comprehension, listening, and speaking skills. Furthermore, the focus on fostering a college-going culture and growth mindset has had a significant impact on student achievement. CAASPP results show a 3% overall increase in ELA and a notable 6% increase in math proficiency. Particularly encouraging are the larger gains observed in grades 3rd through 5th, with 44% of students meeting or exceeding standards in ELA and 36% meeting or exceeding standards in math.These outcomes demonstrate the effectiveness of AVID strategies and the broader emphasis on cultivating a college-bound mindset. Continued implementation of these strategies and the promotion of a growth mindset are likely to lead to further improvements in student achievement and success.

Action 11 - Increase teacher capacity for providing students with differentiated instruction based on data: This action has been effective. Teachers received opportunities for professional development in various areas. The effectiveness of professional development has been observed in the implementation by teachers and other staff and the impact on student learning and engagement. Additionally, on the LCAP teacher survey 81% of teachers indicted that the District supports professional development for teachers.

Action 12 - Ensure all low income students have access to technology: This action has been effective. Chromebooks have been acquired and distributed to students, facilitating their access to technology. Furthermore, there has been a notable increase in the use of school-approved applications, indicating active engagement with digital resources. According to feedback from student surveys, an overwhelming 97% of students confirmed receipt of a school-provided technology device for use during school hours. Similarly, on the staff survey, a substantial

93% of teachers expressed confidence that their students have the necessary technology resources to effectively implement the curriculum. This positive impact underscores the effectiveness of the initiative in enhancing access to technology for both students and educators.

Action 13 - Provide support for English learners who are identified as newcomers: This non-contributing action has been effective. Newcomers received dedicated instruction and practice in functional English vocabulary, which has significantly contributed to their growth in English proficiency. This is substantiated by the data, which reveals that 17% of English learners were reclassified last year, indicating progress in both language proficiency and academic achievement. This outcome underscores the positive impact of targeted support in enhancing the English language skills of newcomers, ultimately leading to their successful integration into academic settings.

Action 14 - Provide low income students and English learners with an evidence based supplemental reading program: This action has been effective, particularly at the primary grade levels. Students have exhibited progress in reading skills according to the STAR Early Literacy results. This program's impact is evident in our STAR early literacy scores, with 44% of K-1 students performing at grade level. This demonstrates the positive influence of the program on students' reading abilities and underscores its effectiveness in supporting early literacy development.

Action 15 - Fully credential and appropriately assigned teachers and administrators: While this non-contributing action has not fully met expectations, it has shown some effectiveness. Despite the majority of teachers in the Lennox School District being fully credentialed this year, three special education teaching positions remained unfilled. Nevertheless, teachers continue to play a crucial role in the success of all students, including those who are unduplicated. Through walkthroughs with principals and District staff, it has been observed that the vast majority of Lennox teachers effectively use strategies gained from professional development to support academic achievement and behavioral and social emotional needs of students. Additionally, many teachers collaborate with colleagues on special assignment to receive coaching support, indicating a commitment to continuous improvement. Teachers have also demonstrated improvement in utilizing classroom data for forming small groups and implementing differentiated instruction. While there are challenges, these efforts underscore a positive trajectory toward enhancing teaching practices and ultimately benefiting student learning outcomes.

Action 16 - All students will have standards aligned instructional materials for core instruction: This non-contributing action has been effective. All students now have access to standardized instructional materials across all core content areas, suitable for both home and school use. Teachers are effectively utilizing these materials to ensure students have access to grade-level standards, resulting in continued progress in math and ELA. Additionally, this year saw the implementation of new science materials across all grade levels, leading to increased student engagement in these subjects as reported by teachers and observed in walkthroughs. Furthermore, feedback from the LCAP Survey indicates that 92% of students feel adequately supported by their school with textbooks and learning materials necessary for their success. This demonstrates the positive impact of providing standardized instructional materials on student learning experiences and outcomes.

Action 17 - Low income students and English learners will be able to participate a dual immersion program: This action has been effective.Teachers are successfully implementing best practices in dual immersion, including transference techniques. The acquisition of Spanish materials has further supported this program's implementation. Notably, according to CAASPP test results, our dual immersion students are consistently outperforming their peers across all grade levels. This achievement underscores the success of the dual immersion program in not only fostering bilingualism but also enhancing academic performance.

Action 18 - Low income students and English learners will be able to participate a dual immersion program: This action has been effective as indicated by the staff survey findings. A significant majority of teachers, 81%, reported that the District effectively supports them through staff development. Moreover, 85% of teachers stated that they can request and receive coaching support from a TOSA. The impact of this support is evident during classroom walkthroughs, where the practices learned through professional development and coaching are observed in action. This approach to teacher support is contributing to improved instructional practices and ultimately benefiting student learning outcomes.

Action 19 - Library techs will provide students increased access to libraries: This action has been effective in enhancing the services provided by our libraries and fostering student engagement. Our libraries are open and accessible throughout the day, offering a range of valuable services such as author presentations, reading challenges, and research support for students. The impact of these efforts is clearly demonstrated by increased student achievement on our STAR reading assessment. Notably, 42% of 2nd-5th grade students are now performing at grade level, while 25% of 6th-8th graders have achieved grade-level proficiency. These outcomes highlight the significant role our libraries play in promoting literacy and academic success among students.

Action 20 - Support for school sites to implement LCAP goals: This action has been effective in supporting efforts to increase the frequency of small group instruction for students. Unduplicated students, in particular, have demonstrated progress in both math and reading across most grade levels as a result of this targeted instruction. Teachers have successfully applied previously learned strategies to personalize instruction, ensuring that all students' needs are met. Additionally, the integration of technology has played a significant role in engaging students during small group sessions. In some schools where instructional assistants were added, there has been a notable increase in the number of small group instruction sessions provided by both teachers and aides. The effectiveness of this action is further validated by the increased student achievement observed on the CAASPP assessments. Overall, there has been a 3% increase in ELA and a 6% increase in math proficiency in grades 3rd-5th. Similarly, there has been a 4% increase in math proficiency among 6th-8th grade students.

Action 21 - Provide supplemental early childhood learning materials: This action has been effective. Students at this level are displaying notable growth in communication, social skill development, and readiness in reading and math, as evidenced by local assessments. Particularly encouraging is the fact that 44% of K-1 students are performing at grade level on the STAR Early Literacy test, indicating substantial progress in early literacy skills. Moreover, our younger TK students have greatly benefited from a play-based, age-appropriate curriculum. This approach not only aligns with best practices in early childhood education but also nurtures a love for learning and exploration in our students. Overall, the positive outcomes observed underscore the effectiveness of this action in supporting the holistic development and academic readiness of our students at this level.

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.

This goal will remain the same for the 2024-25 school year. However the following additions will be made to the metrics for this goal:

Student Survey - % of students that agree their school provides them with a technology device.

Teacher Survey - % of teachers that agree that students have adequate technology for the effective implementation of curriculum.

Teacher Survey - % of teachers that agree they can receive coaching and/or support from a district TOSA if needed.

In addition, action 6 has been redefined as a contributing action aimed at addressing the needs of our Long Term English Learners (LTELs). We will achieve this by partnering with a provider who offers extended learning time to establish a reclassification academy. This academy will specifically target the skills students require to successfully reclassify to fluent English proficiency.

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

Goals and Actions

Goal

Goal #	Description
2	The Lennox School District will provide a multi-tiered system of support for students that will address the educational, behavioral and social/emotional needs of students to reduce the achievement gap. This goal addresses the following state priorities: Priority 2 (Implementation of State Standards), Priority 4 (Student Achievement), Priority 5 (Student Engagement), Priority 7 (Course Access), Priority 8 (Student Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA 3-5	CAASPP 2019 All - 49% meeting and exceeding English learners -16% meeting and exceeding Special Ed. -13% meeting and exceeding	Not Available	2022 CAASPP ELA 3-5 All Students - 39.09% meeting or exceeding English learners - 24.81%meeting or exceeding standards Special Ed. - 11.05% meeting or exceeding standards	2023 CAASPP ELA 3-5 All Students - 43.82% meeting/exceeding English learners - 17.49% meeting/exceeding Special Ed. - 20.16% meeting and exceeding	CAASPP All - 55% meeting and exceeding English learners -20% meeting and exceeding SWD -18% meeting and exceeding
STAR Renaissance Reading (grades 2-5)	All Students - 39% English learners -23% Special Ed. - 15%	All Students - 41% English learners - 25% Special Ed. - 9%	STAR Renaissance Reading - grades 2-5 MOY 22-23 All Students - 42.42% English learners - 21.33% Special Ed. - 14.25%	STAR Renaissance Reading (grades 2-5 MOY 23-24) All Students - 42.25% English learners - 43.51% Special Ed. - 11.07%	All Students - 50% English learners - 40% Special Ed. - 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Early Literacy (K-1)	All Students - 63% English learners - 55% Special Ed. - 4%	All Students - 43% English learners - 36% Special Ed. - 24%	STAR Early Literacy - grades K-1 MOY 22-23 All Students - 47.16% English learners - 40.72% Special Ed. - 27.34%	STAR Early Literacy (K-1 MOY 23-24) All Students - 44.23% English learners - 36.62% Special Ed. - 22.58%	All Students - 75% English learners -65% Special Ed. - 55%
CAASPP ELA 6-8	All - 37% English learners - 2% SWD.- 4%	Not Available	2022 CAASPP ELA 6-8 All Students - 38.03% meeting or exceeding English learners - 5.81% meeting or exceeding standards Special Ed. - 8.52% meeting or exceeding standards	2023 CAASPP ELA 6-8 All Students - 37.95%meeting/exceeding English learners- 4.69%meeting/exceeding Special Ed. - 5.67% meeting/exceeding	All - 45% English learners - 10% SWD.- 10%
CAASPP Math Grades 3-5	All - 44% English learners - 21% SWD- 19%	Not Available	2022 CAASPP Math 3-5 All Students -27.70 % meeting or exceeding standards English learners - 17.84% meeting or exceeding standards Special Ed. - 15.17% meeting or exceeding standards	2023 CAASPP MATH 3-5 All Students- 35.69% meeting/exceeding English Learners- 15.44% meeting/exceeding Special Ed. - 19.59% meeting/exceeding	All - 50% English learners - 26% SWD- 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Grades 6-8	All- 28% English learners - 2% SWD - 1%	Not Available	2022 CAASPP Math 6-8 All Students - 17% meeting or exceeding standards English learners - 0.57% meeting or exceeding standards Special Ed. - 2.67% meeting or exceeding standards	2023 CAASPP MATH 6-8 All Students - 20.63% meeting/exceeding English learners - 1.29% meeting/exceeding Special Ed. - 2.50% meeting/exceeding	All- 35% English learners - 8% SWD - 8%
Access to Broad Course of Study: Local Indicator	Review of Master Schedules and classroom schedules: 90% of English learners and Students with Disabilities have access to Board Course of Study which includes all core classes and available electives	(2021-22) A review of the master schedule show that 90% of students with disabilities and English learners have access to a Broad Course of Study which includes all core classes and available electives	(22-23) A review of the master schedules and classroom schedules show that 90% of students with disabilities and English learners have access to a Broad Course of Study which includes all core classes and available electives including engineering.	(23-24) Dashboard Local Indicator A review of the master schedules and classroom schedules show that 90% of students with disabilities and English learners have access to a Broad Course of Study which includes all core classes and available electives including engineering.	Review of Master Schedules and classroom schedules maintain 90% or above of English learners and Students with Disabilities have access to Board Course of Study which includes all core classes and available electives including engineering.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Renaissance Reading Grades 6-8	assessment not given	All students - 34% English Learners - 6% Special Ed. - 5%	STAR Renaissance Reading - Grades 6-8 (MOY) All Students - 24.71% English learners - 1.66% Special Ed. - 3.42%	STAR Renaissance Reading - Grades 6-8 (MOY 23-24) All Students - 26.42% English learners - 1.85% Special Ed. - 2.47%	All Students - 38% English learners -15% Special Ed. - 10%
STAR Renaissance Math Grades K-5	assessment not given	STAR Renaissance Math- K-5 Establish baseline (MOY 21-23) All Students - 48% English learners -39% Special Ed. - 22%	MOY 22-23 All Students - 61.14% English learners- 50.88% Special Ed. - 33.26%	STAR Renaissance Math - Grades K-5 (MOY 23-24) All Students - 61.6% English learners - 50.8% Special Ed. - 40.98%	All students - 70% English learners - 60% Special Ed. 35%
STAR Renaissance Math Grades 6-8	assessment not given	All students - 34% English learners - 6% Special ed. - 5%	STAR Renaissance Math 6-8 All Students - 35.44% English learners - 10.16% Special Ed. - 6.49%	STAR Renaissance Math 6-8 (MOY 23-24) All Students - 36.62% English learners - 14.92% Special Ed. - 6.49%	All students - 40% English Learners - 15% Special Ed. - 15%
Attendance		90%	92% (2023 P2)	93.47% (2024 P2)	96-98%

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.

Action1 - Provide academic intervention and support: This action has been implemented. In each elementary school, two reading intervention teachers have been allocated. One of these teachers is funded through federal funds. Additionally, the middle school offers intervention classes facilitated by the extra funded teachers. These intervention teachers focus on providing support to students identified as having the most intense needs.

Action 2 - Provide administrative and classified support to ensure students receive intervention and other support services: This action has been implemented, with each school having a full-time assistant principal. They regularly meet with grade levels to ensure students receive the necessary support, both academically and behaviorally. Assistant principals also hold the primary responsibility for maintaining a positive school culture. Additionally, each school is equipped with a Categorical Program Assistant who furnishes data and information crucial for reclassification purposes.

Action 3 - Provide counseling services for students at all schools: This action has been implemented. Each school has at least one counselor and the middle has three counselors. Counselors provide the social/emotional support for students and ensure that students and their families are connected to community services when needed. Counselors provide both group an individual counseling and provide referrals for community resources to parents and other family members. This year counselors have also provided support for students and families of those students who are chronically absent.

Action 4 - Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities: This action has been implemented. We continue identifying and supporting the unique needs and interests of our GATE students. This year students who have been identified as GATE had opportunities to participate in enriched learning experiences through a GATE spring program which focused on coding and visual arts.

Action 5 - Provide Low income students and foster youth with a social and emotional curriculum: This action has been implemented. The implementation of the Leader in Me curriculum is now underway, with teachers across all schools actively incorporating it into their instruction this year. To ensure effective implementation, teachers participated in Leader in Me professional development sessions in August prior to the start of the academic year. Throughout the year, each school's Light House Team convened regularly, sharing insights and best practices for successful integration and outlining next steps in the process.

Action 6 - Provide students an inclusive learning environment through the implementation of a co-teaching model: This action has been implemented.The district implemented professional development sessions on the co-teaching model for all elementary teachers and instructional aides. This training was facilitated by the vendor 2 Teach Global, ensuring comprehensive coverage of co-teaching strategies and methodologies. Additionally, instructional aides received monthly professional development sessions focused on behavior supports and classroom management, enhancing their skills and ability to support students effectively in the classroom. This action faced the challenge of

starting too late in the school year due to a burdened substitute calendar and a shortage of substitutes, along with insufficient opportunities for professional development.

Action 7 - Math Intervention Teachers: This non-contributing action has been implemented. The implementation of the math intervention program, with dedicated math intervention teachers providing targeted support to students performing below grade level in math, has been successfully executed. This initiative has proven effective, as evidenced by an increase in overall math achievement this year.

Action 8 - English learners will receive effective designated English language development: This non-contributing action has been implemented. Throughout the school year, teachers benefited from ongoing professional development and coaching on ELD strategies provided by our EL TOSA. This support aimed to enhance teachers' ability to effectively support English Learners in the classroom. Additionally, teachers were offered the opportunity to attend professional development sessions focused on Lexia English, a supplemental ELD program. This provided further tools and resources to facilitate English language acquisition and academic success for EL students.

Action 9 - Provide students with after school tutoring: This action has been implemented. Each school has identified teachers at each grade level who are available to provide after school tutoring. Students eligible for tutoring are identified based on predetermined criteria, ensuring targeted support for those who need it most. This action aims to provide additional academic assistance and support outside of regular school hours, helping students succeed academically. A challenge for this action was the lack of teachers willing to stay after school for extra duty pay to tutor and provide intervention for below-grade-level students.

Action 10 - Classroom Management and behavior support: This action has been implemented. The district has behavior personnel to support the implementation of behavior plans, both within classes and during non-instructional time. These paraprofessionals have received training in a range of behavior management and de-escalation strategies to effectively address students' needs. This team is overseen by the district's behavior specialist, ensuring coordinated and consistent support for students across the district.

Action 11 - Provide Educational Field Trips: The implementation of educationally related field trips has been completed, providing students with valuable opportunities to expand their vocabulary, background knowledge, and overall learning experience. These field trips not only enrich students' educational experiences but also contribute to increased attendance by fostering engagement and interest in learning.

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

Action 4 - Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities: There is a material difference to this item due to a summer GATE program not taking place due to staffing shortages.

Action 5 - Provide Low income students and foster youth with a social and emotional curriculum: There is a material difference for this action as a result of some of the social emotional professional development that occurred in the district was funded through one time funds.

Action 6 - Provide students an inclusive learning environment through the implementation of a co-teaching model: There is a material difference for this action. Some of the events and activities that were originally budgeted in this action were not implemented.

Action 9 - Provide students with after school tutoring: There is a material difference for this action. Although every teacher was invited and budgeted to provide tutoring, not all teachers participated in this program.

Action 11 - Provide Educational Field Trips: There is a material difference for this action. Some of the events and activities that were originally budgeted in this action were funded through other funding sources.

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

Action 1 - Provide academic intervention and support: This action has been effective. Students who received intervention have shown growth. STAR reading assessments reveal that 42% of 2nd-5th grade students are now performing at grade level, and 25% of 6th-8th graders have achieved grade-level proficiency. Moreover, there has been a notable 3% increase in the overall number of district-wide students meeting and exceeding standards in the CAASPP ELA assessments. Of particular encouragement is the 5% growth observed in CAASPP ELA scores among 3rd-5th graders. These outcomes underscore the positive impact of our intervention strategies on student learning. They reflect not only the dedication of educators and support staff but also the resilience and effort of our students. With such tangible progress, we are empowered to continue our collaborative efforts to ensure that every student receives the support they need to excel academically.

Action 2 - Provide administrative and classified support to ensure students receive intervention and other support services: This action has been effective. Assistant principals take the lead in establishing behavior support systems, while also collaborating with categorical program assistants. Together, they engage with grade level teams to identify students requiring academic intervention, carefully analyze data, and ensure appropriate placement in intervention programs. Furthermore, they maintain regular communication with parents regarding their children's intervention progress and placements.These structured procedures have been executed successfully, guaranteeing that students receive tailored services addressing academic, behavioral, and social/emotional needs. These interventions have significantly contributed to our academic gains and a notable decrease in chronic absenteeism rates. According to our CA Dashboard data for this year, our district's chronic absenteeism rate has declined by 4.8%. Additionally, the outstanding performance of four of our elementary schools, achieving the highest "blue" status in suspension rates, underscores the effectiveness of this action in fostering a positive school environment conducive to student success.

Action 3 - Provide counseling services for students at all schools: This action has been effective. Counselors play a vital role in providing follow-up support to parents and students who are chronically absent or at risk of chronic absenteeism. Their efforts, combined with the systems implemented at both district and school levels, have contributed to an overall improvement in attendance, reaching 94% this year.Counselors collaborate closely with assistant principals to address the needs of students who receive intervention while also requiring social/emotional support, ensuring that services are well-coordinated. Thanks to their dedication and hard work, our district's chronic

absenteeism rate has decreased by 4.8% according to our CA Dashboard data for this year. Additionally, the exemplary performance of four of our elementary schools, achieving the highest "blue" status in suspension rates, highlights the effectiveness of our interventions in fostering a positive and supportive school environment.

Action 4 - Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities: This action has been effective, with identified students actively participating in program activities. Our GATE students consistently demonstrate outstanding performance, surpassing other student groups in both state CAASPP assessments and local District assessments.This success underscores the effectiveness of our GATE program in providing enriched learning experiences and opportunities for our academically gifted students. It also reflects the dedication of our educators in nurturing the talents and abilities of these students, ensuring they reach their full potential. Moving forward, we remain committed to providing continued support and resources to our GATE students, fostering an environment where they can thrive academically and intellectually.

Action 5 - Provide Low income students and foster youth with a social and emotional curriculum: This action has been effective. This fall, the Leader in Me program was fully integrated into all classrooms district-wide. In preparation, all teachers underwent training in August 2023, equipping them with the necessary skills and confidence to effectively deliver the curriculum. At the school level, dedicated Light House teams have been established, tasked with developing a clear vision and roadmap for implementing the Leader in Me program on their respective campuses. This collaborative effort ensures that the program's principles are aligned with the unique needs and goals of each school community.The positive impact of this SEL leadership program is evident in our decreased chronic absenteeism rates. According to data from the CA Dashboard, our district has experienced a significant reduction, with 27.5% of students classified as chronically absent. This decline underscores the effectiveness of the program in fostering a supportive and engaging learning environment, encouraging increased student attendance and participation.

Action 6 - Provide students an inclusive learning environment through the implementation of a co-teaching model: This action has been effective. We've provided professional development and support to our co-teaching teachers and aides, bolstering their skills and capacity to assist students in the classroom. This progress is clearly reflected in the CA Dashboard. While last year our District was identified for differentiated assistance for our special education student group, this year, thanks to the growth observed in that group, we've successfully exited differentiated assistance.

Action 7 - Math Intervention Teachers: This non-contributing action has been effective. Math intervention teachers have been provided to all schools. Students who have received intervention in grades K-5 are demonstrating growth in math on STAR benchmark assessments. Middle school students are beginning to demonstrate growth. With greater gaps in skills and the demands of the the grades 6-8 math standards, progress in these grade levels is slower.

Action 8 - English learners will receive effective designated English language development: This non-contributing action has been effective.Through targeted professional development opportunities provided to our teachers, they have been equipped to deliver high-quality instruction tailored to the needs of EL students.The success of these efforts is evident in our district's performance on the English Language Proficiency Assessments for California (ELPAC), where we have outperformed the state average. Specifically, 17.22% of EL students in our district scored at level 4, compared to only 16.50% of EL students statewide. Furthermore, our local STAR Early Literacy data reveals that 36.62% of K-1 English Learners are performing at grade level, while 43.51% of our 2nd-5th grade English Learner students are performing at

grade level. This achievement highlights the impact of our instructional strategies and underscores our commitment to supporting the academic growth and linguistic development of EL students. Moving forward, we will continue to prioritize effective ELD instruction and ongoing professional development to ensure that EL students receive the support they need to thrive academically.

Action 9 - Provide students with after school tutoring: This action has been effective. We've pinpointed students falling below grade-level expectations and extended invitations for after-school tutoring. The impact is clear from our STAR reading assessments: 42% of 2nd-5th graders are now meeting grade-level standards, while 25% of 6th-8th graders have attained proficiency at their grade level. This not only boosts their academic performance but also enhances their confidence and enthusiasm for learning.

Action 10 - Classroom Management and behavior support: This action has proven to be effective. By offering students the invaluable support of a behavior team to implement behavior plans in both classroom and non-instructional settings, we've observed increased engagement among students. The enthusiasm for attending school is evident in our P2 attendance rate, which exceeds 93%.

Action 11 - Provide Educational Field Trips: This action has been effective. Due to the necessity of utilizing expiring one-time funds, funding for this action was changed. This action enabled students to partake in field trips, offering them invaluable opportunities to enhance their background knowledge and practice English communication skills beyond the confines of the classroom. The effectiveness of this endeavor is underscored by our local indicator, "Access to a Broad Course of Study," which reaffirms that students in Lennox have access to a rich array of educational programs and services. Importantly, these provisions are tailored to meet the needs of unduplicated students, further ensuring equity and inclusivity in our educational offerings.

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.

This goal will remain the same for the 2024-25 school year. However the suspension rate was added as an additional metric for the following year.

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

Goals and Actions

Goal

Goal #	Description
3	Provide a safe and secure learning environment that increases student connections and student engagement in school. This goal reflects the following state priorities: Priority 1 (Basic), Priority 5 (Student Engagement), Priority 6 (School Climate)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	19-20 - 1.6% (Data Quest)	21-22 (based on P-2 enrollment) - 1.7%	22-23 (based on P-2 enrollment) 1.9%	23-24 (based on P-2 enrollment) 1.4% 22-23 Dashboard-2.7%suspended at least 1 day	maintain less than 2%
Middle School Dropout Rate	19-20 - (CalPads)	21-22 - .01%	21-22 (CalPads - .01%)	22-23 (CalPads - 01%)	Maintain less than 1%
Attendance rate	2020 P2- 98%	21-22 P2 - 90%	22-23 P2 - 92%	23-24 P2- 93%	96-98%
Expulsion rate	19-20 - 0% (Data Quest)	21-22 - .01%	22-23 - 0	23-24 - 0 (local data)	Maintain less than 1%
Chronic Absentee Rate	19-20 - (CalPads) - 7.6%	21-22 (CalPads) -18%	22-23 (Cal Pads) - 14.5%	23-24 (based on P-2 enrollment) 15% 22-23 Dashboard - 27.5% Chronically Absent	5.5%
Local Student/staff survey	Grades 5-7 Students-indicate that they are	Grades 5-7 Students-indicate that they are	Grades 5-7 Students-indicate that they are	Students Survey Spring 2024Grades 5-	Student Survey - maintain 90% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	encouraged by staff members, strongly agree or agree 90% agree Expectations - 95% agree or strongly agree that staff has high expectations for students Staff - relationships with students - 87% agree or strongly agree that there are positive relationships between staff and students Staff indicate that they feel safe at school (staff) - 85% strongly agree or agree	encouraged by staff members, strongly agree or agree 82% agree Expectations - 93% agree or strongly agree that staff has high expectations for students Staff - relationships with students - 98% agree or strongly agree that there are positive relationships between staff and students Staff indicate that they feel safe at school (staff) - 87% strongly agree or agree Students indicated that they feel safe at school - 83% strongly agree or agree	encouraged by staff members, strongly agree or agree 76% agree Expectations - 93% agree or strongly agree that staff has high expectations for students Staff - relationships with students - 99% agree or strongly agree that there are positive relationships between staff and students Staff indicate that they feel safe at school (staff) - 84% strongly agree or agree Students indicated that they feel safe at school - 74% strongly agree or agree	7 - indicate that they are encouraged by staff members, strongly agree or agree 75% agree Students Survey Spring 2024 Grades 5-7 Expectations - 93% agree or strongly agree that staff has high expectations for students Staff Survey Spring 2024 - relationships with students - 98% agree or strongly agree that there are positive relationships between staff and students Staff Survey Spring 2024 indicates that they feel safe at school (staff) - 86% strongly agree or agree Students Survey Spring 2024 - indicated that they feel	student who strongly agree or agree - that they are encouraged by staff Maintain 95% strongly agree or agree that staff has high expectations for students Staff - Maintain 87% or above strongly agree or agree that there are positive relationships between staff and students Staff indicate that they feel safe at school (staff) - 90% strongly agree or agree Students indicated that they feel safe at school - 90% strongly agree or agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				safe at school - 77% strongly agree or agree	
Facilities Inspection Tool	FIT - good repair	FIT - good repair (21-22)	FIT - good repair (22-23)	FIT - 100% of schools in good repair (23-24)	FIT - good to excellent repair

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.

Action 1 - Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities: This action has been implemented. All campuses continue to have dedicated campus supervisors and supervision aides in place. The personnel received comprehensive training on Play Works principles and conflict resolution strategies. This training ensures that campus supervisors and supervision aides are equipped with the necessary skills to foster safe and inclusive environments for students during recess and other non-instructional periods.

Action 2 - Students will receive support and follow up through the Health and Attendance staff: This action has been implemented. The District has a Director of Student Support Services who is developing and implementing systems to address chronic absenteeism and monitor daily attendance. This Director is also responsible for implementing anti-bullying programs and overseeing Tiers 2 and 3 social/emotional programs and practices. All schools have attendance and health clerks who have focused on ensuring students' specific health needs are met and attendance is regularly monitored. Attendance clerks have been monitoring daily attendance and focusing on chronic absentees. They provide follow up and refer parents to out of district resources if the attendance issues are not school related.

Action 3 - The Director of Student Support Services will provide and/or coordinate multiple services for low income students and foster youth: This action has been implemented. The District has a Director of Student Support Services who is actively involved in developing and implementing systems to tackle chronic absenteeism while also monitoring daily attendance. Additionally, the Director oversees the implementation of anti-bullying programs and manages Tiers 2 and 3 social/emotional programs and practices. This leadership role ensures a comprehensive approach to supporting students' well-being and fostering a positive school climate.

Action 4 - Provide students with safe passage to and from school: This action has been implemented. Crossing guards have been contracted to provide safe passage to and from school.

Action 5 - Low income 5th grade students will participate in Outdoor School: This action has been implemented. All 5th graders had the opportunity to attend Outdoor School. This year, students had the unique experience of attending Camp Pali in the San Bernardino mountains. Feedback from students, teachers, and staff has been overwhelmingly positive, indicating a successful and enjoyable experience. Based on this feedback, the decision has been made to continue sending students to Camp Pali annually, ensuring future cohorts benefit from this enriching outdoor education opportunity.

Action 6 - Provide frequent opportunities to celebrate and recognize students' achievements and growth: This action has been successfully implemented. The District held various district-wide activities and celebrations aimed at engaging students and fostering a sense of connection to their school community. These initiatives include attendance incentive awards to promote regular school attendance, participation in Read Across America to celebrate the joy of reading, recognition through the Student of the Month awards, and celebrations for students who meet or exceed grade-level standards on the CASSPP assessment.

Actions 7-9 - District operations, Administrative Staff and Classified, non-instructional staff: These non-contributing actions include the general operations of the district, the administrative positions for both schools and the District and non-instructional classified staff. All actions were implemented.

Action 10 - Provide outreach for Foster Youth: This non-contributing action has been implemented. The Social/Emotional Wellness Coordinator has played a key role in organizing social/emotional support for students district-wide. Their efforts have included establishing connections with community organizations to enhance support services and providing ongoing professional development for counselors in the realm of social and emotional learning. Through these initiatives, the coordinator has contributed significantly to the well-being and holistic development of students across the district.

Action 11 - Implement Play Works at all schools: This action has been implemented. Play Works has been contracted to provide their program at each school, Supervision aides were provided with multiple trainings and are implementing the Play Works program.

Action 12 - Provide a cyber bully free zone: This is a non-contributing action. This action includes the implementation of a system that allows for cell phones to be controlled during the school day. To reduce cyber bullying and inappropriate use of social media, cell phones are only available to students for emergencies during the school day.

Action 13 - Reduce the health risks related to vaping: This action has been implemented. All middle school students participated in an anti-drug assembly, aimed at raising awareness and educating them about the dangers of substance abuse. In addition, counselors have been actively providing support and monitoring students who exhibit patterns of vaping behavior, ensuring they receive the necessary guidance and intervention. Furthermore, the district has contracted with Southern California Crossroads, providing mentoring opportunities for students. In cases where appropriate, students have been referred to Crossroads for additional support and guidance.

Action 14 - Support for SEL and Academic Intervention: This action has been implemented. All schools have successfully implemented a tracking system to monitor students' whereabouts when they are not in the classroom. This system documents of the frequency that each student is out of the classroom, enabling educators to identify trends and patterns. By accurately tracking student movement, the system ensures that students receive the appropriate level of intervention or support, whether they are inside or outside the classroom. This

proactive approach facilitates targeted interventions and fosters a supportive learning environment tailored to meet students' individual needs. The implementation of this action faced challenges, and we couldn't fully commence it at the start of the year due to the need for additional training.

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

Action 6 - Provide frequent opportunities to celebrate and recognize students' achievements and growth: There is a material difference for this action. Some of the events and activities that were originally budgeted in this action were funded through other funding sources.

Action 14 - Support for SEL and Academic Intervention: There is a material difference for this action. Some of the events and activities that were originally budgeted in this action were not implemented.

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

Action 1 - Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities: This action has been effective. On the District Parent Survey, 92% of parents reported that their child's school is a safe place. 77% of students on the District Student Survey reported feeling safe while at school. Additionally 74% of students reported looking forward to coming to school on most days and 89% of staff reported that students looked forward to attending school.

Action 2 - Students will receive support and follow up through the Health and Attendance staff: This action has been effective. Health clerks have collaborated closely with counselors to address health-related issues that could affect students' attendance and involvement in school. Students have the option to self-refer or can be identified by teachers and parents. The implementation of systems for conducting attendance checks and follow-ups has led to a 93% P2 attendance rate and a continual decrease in chronic absenteeism. According to the California Dashboard, we currently have a chronic absenteeism rate of 27.5%, reflecting a decline of 4.8%.

Action 3 - The Director of Student Support Services has successfully provided and coordinated multiple services for low-income students and foster youth. Their role in supporting counselors to address students' social, emotional, attendance, and bullying concerns has been vital. They ensure the implementation of attendance systems district-wide and oversee the provision and celebration of attendance incentives. This commitment has resulted in a notable decrease in chronic absenteeism, evidenced by the current rate of 27.5% according to the California Dashboard, marking a decline of 4.8%. Additionally, the effectiveness of this action is demonstrated by our P2 attendance rate of over 93%.

Action 4 - Provide students with safe passage to and from school: This action has been effective. The strategic placement of additional crossing guards at key intersections in Lennox has contributed significantly to ensuring student safety during arrival and departure times. As a result, there have been no major incidents concerning student safety reported. This success is further underscored by the notable increase

in our attendance rate, now standing at 93%. The correlation between improved safety measures and higher attendance highlights the positive impact of this initiative on our school community.

Action 5 - Low income 5th grade students will participate in Outdoor School: This action has been effective. Fifth-grade students eagerly anticipate attending Outdoor School throughout the year. This hands-on educational and social experience is particularly beneficial for low-income students. The success of this program is evident in various ways: the majority of fifth-grade students participate, there is an increase in school attendance among participants, and there is a decrease in behavioral referrals for this group. Furthermore, the effectiveness of this action is further highlighted by our local indicator, "Access to a Broad Course of Study." This indicator confirms that students in Lennox have access to a diverse range of educational programs and services, including those designed specifically for unduplicated students.

Action 6 - Provide frequent opportunities to celebrate and recognize students' achievements and growth: This action has been effective. Celebrations and recognitions have fostered a more positive school and district climate. This shift is reflected in several key areas: an increase in student attendance, greater recognition of students and schools, and heightened parent involvement. According to the District Student Survey, 93% of students expressed that their school maintains high expectations for learning and behavior. Additionally, 75% of students noted feeling encouraged by staff members. This positive atmosphere is partly attributed to the public recognition bestowed upon students and schools for outstanding attendance, behavior, and achievement.

Action 7 - District operations: This non-contributing action has been effective. The action encompasses the basic operations of the school district. In general, the District has operated successfully this year. There have been challenges with staffing especially among the classified staff. Students and teachers have been provided with adequate classroom supplies and clean and safe facilities. Included in this action is the requirement to have an auditor, legal services, and insurance.

Action 8 - Administrative Staff: This non-contributing action has been effective. This action includes both district and school administrators, who have been consistently present throughout the entire school year. Each school has had stable leadership with a principal in place for the duration of the year and district staff necessary for operations have also remained consistent. These administrators have demonstrated a clear commitment to prioritizing students' needs above all else. They have effectively steered the academic program, fostering an environment that encourages and supports every student's learning success. Furthermore, district and school administrators have taken the lead in establishing a safe and nurturing learning environment for all students, as evidenced by our William Facilities in Good Repair report.

Action 9 - Classified, non-instructional staff: This non-contributing action has been effective. This action includes all District non-instructional classified staff. These employees have been effective in ensuring such things as maintenance and operations run smoothly. There are also custodians who provide clean classrooms and other facilities for our students and staff, as evidenced by our William Facilities in Good Repair report. Additionally, our clerical staff successfully supports the communications between schools and the district and within each school. They have also been successful in ensuring that reporting requirements are met at all levels of the organization.

Action 10 - Provide outreach for Foster Youth: This non-contributing action has been effective. This action includes a Social/Emotional Learning Coordinator, whose role has proven to be highly impactful. The coordinator plays a crucial role in ensuring that students receive the necessary social and emotional support, both within the classroom and through counseling services. By collaborating effectively with counselors, she ensures that equity in service provision is maintained across all schools. Additionally, she has taken the lead in developing

and training staff on the Multi-Tiered System of Support (MTSS) plan for behavior and social-emotional learning. As a result of these efforts, our schools are able to identify successful outcomes for students engaged in counseling, as well as those benefiting from classroom social and emotional support, thereby enhancing our overall school climate.

Action 11 - Implement Play Works at all schools: This action has been successful. The implementation of Play Works across all schools has been notable for its positive impact. Principals and district staff have observed increased student engagement in organized play, leading to a reduction in office discipline referrals stemming from playground activities. This program's effectiveness is further underscored by our suspension rate, with only 2.7% of students receiving at least one day of suspension. This data highlights the success of Play Works in fostering a healthier and more supportive school environment, where students are actively involved in constructive play and disciplinary issues are minimized.

Action 12: Bully Free Zone - This non-contributing action has been effective . This action includes the implementation of a system that assists the school administration at Lennox Middle School in controlling the amount of time students have access to their phones and social media during the school day. With this system in place, students have access to their cell phones for emergencies but are restricted to their use during the day, therefore greatly decreasing the amount of cyber bullying and other inappropriate uses of the internet. The principal and other administrators have indicated that the amount of time that they have had to address these issues has greatly decreased. This gives staff the opportunity to address the use of social media in a proactive fashion.

Action 13 - Reduce the health risks related to vaping: The initiative to raise awareness about vaping among students at Lennox Middle School, along with the establishment of counseling groups addressing vaping challenges and the implementation of a monitoring system, has proven to be effective. This is evidenced by the reduction in chronic absenteeism by 4.8%, as reported on the California Dashboard. Additionally, the suspension rate of only 2.7% further indicates the success of this action. These outcomes suggest that the efforts to address vaping issues have positively impacted student attendance and behavior, ultimately contributing to a healthier and safer school environment.

Action 14 - Support for SEL and Academic Intervention: The implementation of a tracking system across all schools to monitor students' whereabouts outside the classroom has proven to be highly effective. This system enables targeted interventions for students and helps create a supportive learning environment customized to meet individual needs. The success of this action is evident in our surveys, where 77% of students express feeling safe at school, and an overwhelming 92% of parents agree that their child's school is a safe place. These findings highlight the positive impact of the tracking system on students' sense of security and well-being, reinforcing the importance of such initiatives in fostering a conducive learning environment.

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.

This goal will remain the same for the 2024-25 school year. However the Local Indicator - Access to Broad Course of Study was added as an additional metric for the following year.

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

Goals and Actions

Goal

Goal #	Description
4	Increase parent and community involvement to support student achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Climate Survey	parent involvement in school -Parents indicated that 91% strongly agree or agree that they can be involved in school Parents indicated that school values and encourages parent participation - 96% strongly agree or agree	parent involvement in school -Parents indicated that 88% strongly agree or agree that they can be involved in school (not met) Parents indicated that school values and encourages parent participation - 92% strongly agree or agree (not met)	parent involvement in school -Parents indicated that 92% strongly agree or agree that they can be involved in school (not met) Parents indicated that school values and encourages parent participation - 92% strongly agree or agree (not met)	Parent Survey Spring 2024 parent involvement in school -Parents indicated that 93% strongly agree or agree that they can be involved in school (met) Parent Survey Spring 2024 Parents indicated that school values and encourages parent participation - 95% strongly agree or agree (met)	Parent involvement Maintain at 90% or above of parents indicating they can be involved in school Parents will indicated that: School values and encourages parent participation - maintain at 95% or above
Parent Attendance at DELAC Meetings	(1) representative from each school at each meeting	Met	Met	Met 2023-24 Sign in Sheets	(1) representative from each school at each meeting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Attendance at District School Leadership Meetings	(1) parent school site council representative at each meeting	Met 3 out of 4 meetings	Met 3 out of 4 meetings	Partially Met 2 out of 4 meetings 2023-24 Sign in Sheets	(1) representative from each school at each meeting
Seeking Input from Parents: Local Indicator Priority 3	Each DSLT and DELAC agenda will include an item seeking parent input on decisions	(21-22) Met: 4 out of 4 DSLT and DELAC agendas included an opportunity for parents to provide input on decisions.	Met: 4 out of 4 DSLT and DELAC agendas included an opportunity for parents to provide input on decisions.	Met: 4 out of 4 DSLT and DELAC agendas included an opportunity for parents to provide input on decisions.	(4) DSLT and (4) DELAC meeting agendas will include an item seeking parent input on decisions
Parent Climate Survey - safety	88% of parents agreed or strongly agreed that they feel safe on school campuses	94% of parents agreed or strongly agreed that they feel safe on school campuses (met)	93% of parents agreed or strongly agreed that they feel safe on school campuses (met)	Parent Survey Spring 2024 92% of parents agreed or strongly agreed that they feel safe on school campuses (met)	90% of parents agreed or strongly agreed that they feel safe on school campuses

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.

Action 1 - Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision making roles in the District: This action has been implemented. Parents and staff have actively collaborated on various district and school committees, including the District School Leadership Team, District English Language Advisory Committee (DELAC), school English Language Advisory Committees (ELAC), and School Site Councils (SSC). These collaborative efforts promote effective communication, engagement, and shared decision-making between parents and staff members.

Action 2 - Provide parent workshops and classes: This action has been implemented. Parent classes and workshops have been successfully offered throughout the year, providing valuable support and resources to parents. This year, the district prioritized workshops focusing on the Leader in Me habits for success, aiming to empower parents with tools and strategies to support their children's personal and academic growth. Additionally, the district maintained partnerships with local colleges to offer ESL classes for parents directly on school campuses, enhancing accessibility to language learning opportunities.

Action 3 - Provide a Health Fair for parents and students: This action has been implemented. In coordination with UCLA, a Health Fair was successfully conducted in June. The fair offered a range of services including health screenings, vaccinations, and hearing and vision screenings. Additionally, speakers and other resources were provided to further promote health and well-being among attendees.

Action 4 - Provide translating services to ensure non-English speaking parents are engaged in their children's schools: This action has been implemented. The District has a translator and is also contracting for translation services to increase parent involvement in various areas of school and district activities.

Action 5 - Provide opportunities for parents to attend conferences: This action was partially implemented. Although parents declined the opportunity to attend the CABE conference, the district successfully organized its first annual Parent Summit, which proved to be well-attended and engaging. The event was structured similarly to a mini-conference, offering parents the chance to hear from a keynote speaker and participate in three different breakout sessions. These sessions covered a variety of topics including social-emotional well-being, nutrition, online safety, and community resources. A challenge faced when implementing this action was the reluctance of parents to travel outside the community to attend conferences such as CABE.

Action 6 - Provide School Site Parent Liaisons: This action has been implemented. Each school has a Parent Liaison who oversees the operation of a Parent Center at their respective school. These Parent Liaisons are tasked with ensuring effective communication with parents by providing relevant information and resources. The Parent Centers serve as hubs for parent engagement, offering a space where parents can access information, seek support, and engage with school staff. Although this action was fully implemented, a challenge faced was the turnover of parent liaisons, 3 out of 6 parent liaisons either resigned or were promoted to other positions within the district.

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

Action 2 - Provide parent workshops and classes: There is a material difference for this action. While numerous parent workshops and classes occurred throughout the school year, they were led by district TOSAs and local community colleges, thus resulting in minimal expenses.

Action 3 - Provide a Health Fair for parents and students: There is a material difference in this action. Although the action was implemented, district expenses budgeted for it turned out to be lower than anticipated.

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

Action 1 - Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision making roles in the District: This action has been effective as parents appointed to leadership roles consistently attended their assigned committees. Lennox parents feel at ease raising questions and contributing ideas. The District has offered training sessions for parents and committee members, ensuring clarity on their respective roles and responsibilities. According to parent surveys, an overwhelming 92% believe that their child's school values and encourages parent participation.

Action 2 - Provide parent workshops and classes: This action has been effective. The initiative to host workshops and collaborate with local community colleges to provide ESL classes for parents at Parent Centers has yielded positive outcomes. Evidence of its effectiveness is reflected in our parent survey, with 95% of respondents expressing that their child's school places value on and actively encourages parent participation. This indicates a strong sense of appreciation and support for the efforts made to facilitate parental involvement through these programs.

Action 3 - Provide a Health Fair for parents and students: This action has been effective. The Health Fair garnered significant attendance, with numerous parents benefiting from health screenings and vaccinations. Attendees actively engaged with speakers' presentations and utilized the resources provided.

Action 4 - Provide translating services to ensure non-English speaking parents are engaged in their children's schools: This action has been effective. In Lennox, a significant portion of parents and family members have English as a second language. To facilitate their engagement, translation services are essential for nearly all interactions between school, district, and parents. With translation services readily accessible, parents feel at ease participating in various district and school activities. According to the District's Parent Survey, 93% of parents express comfort in taking part in school activities.

Action 5 - Provide opportunities for parents to attend conferences: Despite parents opting out of attending the CABE conference, the district's inaugural Parent Summit proved highly effective. Around 90 parents participated, indicating strong interest and engagement. The summit mimicked a mini-conference format, featuring a keynote speaker and three distinct breakout sessions. Feedback from attendees was overwhelmingly positive, affirming the event's success.

Action 6 - Provide School Site Parent Liaisons: The implementation of Parent Centers has proven effective, providing a hub for parents to volunteer, participate in meetings, and access valuable information and resources. Results from our parent survey reveal a high satisfaction rate, with 93% expressing satisfaction with the opportunities for family involvement at their child's school. Additionally, a significant portion of parents, 77%, reported active engagement in their child's school activities.

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.

This goal will remain the same for the 2024-25 school year. However, the following changes were made to the metrics:

- Addition of parent input on decision making per a parent survey.
- Addition of Chronic Absenteeism Rate.
- Removal of parent attendance rate at DELAC and District Leadership 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
Lennox School District	Becki Blanco Assistant Superintendent of Instructional Services	becki_blanco@lennoxk12.org (310) 695-4000

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 Lennox School District, situated just 2 miles from LAX Airport, is a vibrant educational community dedicated to guiding our 4,000 students toward success. With pride, our devoted staff serves students from preschool through eighth grade across five elementary schools and one middle school.

At Lennox, our students always come first. We prioritize providing them with a comprehensive education that emphasizes 21st-century skills and fosters strong student leadership abilities. Through innovative and research-based programs, we continuously strive to support student achievement and prepare our students for success.

Advancement Via Individual Determination (AVID) is one of our key programs, which empowers our students to overcome obstacles and achieve their goals. We believe in promoting critical thinking, collaboration, and setting high expectations to equip our students with the skills and confidence needed to overcome challenges.

Leadership development is a core focus in our district. We have embraced the Leader in Me model, which empowers our staff with effective practices and tools to teach leadership qualities to every student. This model also creates a culture of student empowerment, and aligns systems to drive academic results. By instilling leadership skills in our students, we aim to provide them with a strong foundation for success in their academic and personal lives. Our Playworks recess support program also bolsters leadership skills, conflict resolution, and academic achievement. This program provides students with vital support both inside and outside the classroom. Additionally, our integration of a mandatory 50-minute intervention block during the school day ensures that students receive support both academically and socially.

Our commitment to the holistic development of our students is unwavering. We offer comprehensive support through a myriad of resources including School Counselors, Parent Centers, Before and After-School programs, Dual Language initiatives, and Engineering Academies. This dedication to nurturing the "Whole Child" ensures that every student receives the tailored support they need to flourish.

Reflections: Annual Performance

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

Based on an examination of state data from the 2023 California Dashboard, alongside an analysis of local data from the 2023/2024 school year and input from educational partners, the following areas of success, progress, and improvement have been identified.

State Indicators:

Mathematics Indicator - The California Dashboard indicates that the District is performing at a low status level. However, there has been a notable increase of 9.4 points, elevating our performance to the yellow level. Particularly commendable are three out of our six schools – Huerta, Jefferson, and Buford Elementary – which have either increased or significantly increased their performance, now reaching the green performance level.

An area requiring focused attention is the performance of Students with Disabilities in mathematics. As reported on the CA Dashboard, our Students with Disabilities are currently performing within the red performance level. Additionally, at Lennox Middle School, both our English Learner (EL) students and Students with Disabilities are exhibiting performance levels in mathematics that fall within the red performance level. This underscores the need for targeted interventions and continued support to address the academic challenges faced by these student groups to ensure equitable opportunities for success.

English Language Arts Indicator - Although our district is currently at the orange performance level in English Language Arts (ELA) according to the CA Dashboard, it has maintained its status within the low level. Encouragingly, all five of our elementary schools have demonstrated improvement in ELA performance compared to the 2022 school year, with each school reaching the yellow performance level. This progress is commendable and reflects our ongoing commitment to enhancing literacy skills and academic achievement among our students. Lennox Middle School's current ELA performance level on the CA Dashboard stands at the low orange level, reflecting a decline of 4.7 points from the previous year. Particularly concerning is the performance of English Learners and Students with Disabilities at Lennox Middle School, who are both preforming at the red performance level. Moreover, district-wide, Students with Disabilities are also performing at the red level in English Language Arts. In addition to the challenges faced at the middle school level, two elementary schools, Huerta and Felton Elementary School, have also received a red performance level in English language arts for Students with Disabilities. This requires focused interventions and targeted support strategies to address the academic needs of Students with Disabilities throughout the district.

Suspension Indicator - Despite the District's overall performance being at the orange level, we take pride in the achievements of four elementary schools – Buford, Jefferson, Felton, and Moffett – which have either maintained or decreased their suspension rates. This achievement has placed them at the blue (highest status) performance level. Huerta Elementary School and Felton Elementary School are both currently at the orange performance level on the suspension indicator. Our African American students are performing at the very high red performance level district wide.

Chronic Absenteeism Indicator - While the CA Dashboard indicates a very high status level in Chronic Absenteeism for the District, there has been a significant decline in the number of chronically absent students, resulting in an improvement to the yellow performance level.

Additionally, three of our schools – Felton, Jefferson, and Moffett – have seen substantial decreases in chronic absenteeism, placing them at the yellow performance level.

There has been an increase in the rate of chronically absent students at both Lennox Middle School and Buford Elementary, resulting in both schools being at the red performance level in this area. Additionally, there are significant challenges in chronic absenteeism faced by various student groups. At Buford Elementary School, English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities are performing at the red level. At Lennox Middle School, English Learners, Homeless Students, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students are all performing at the red level.

English Learner Indicator - Our district remains committed to addressing the needs of our English Learner (EL) students through both integrated and designated English Language Development (ELD) instruction. Currently, our district's performance level is at the medium status level. Notably, 50.7% of our EL students have demonstrated progress, reflecting our ongoing efforts to support their academic growth and language acquisition.

In order to address our highest needs identified in the analysis above, the following actions provide support for school and student groups performing at the lowest level:

Students with Disabilities continue to demonstrate slower than expected growth in both mathematics and ELA. To address this need the District continues to recruit special education staff and support personal. Furthermore, there is a pressing need to enhance academic performance for all students in grades 6-8, with a particular emphasis on our Students with Disabilities. To address the needs of Students with Disabilities, the ELA and Math Intervention programs will continue, reinforced by small class sizes and supplementary materials tailored to support student learning. Students performing below grade level, including Students with Disabilities, will be invited to participate in after school tutoring. Professional development opportunities and coaching support will also be extended to teachers. These actions are addressed in Goal 1 Actions 1, 7, 11, 15, and 18 and Goal 2 actions 6, 7 and 9.

The District is dedicated to offering targeted support to improve the performance of English Learners at Lennox Middle School. We will partner with Club VR to provide after-school reclassification tutoring for our Long-Term English Learners (LTELs). Furthermore, we will assist newcomers by offering after-school and summer English Language Development (ELD) classes. The needs of our English Learner students will be addressed through small group instruction, facilitated by reduced class sizes, supplementary materials, and teacher professional development and coaching. These actions are addressed in Goal 1 Actions 1, 6, 7, 8, 11 and 13 and Goal 2 Action 8.

To address the suspension rate among our African American students, the District is committed to offering tiered behavior and social-emotional supports tailored to their specific needs. These supports will be promptly provided to ensure the success of this student group. Services such as counseling, wrap-around services, and mentoring will be offered. Furthermore, the District will continue implementing the Leader in Me program and Playworks across all schools as a preventative measure. These actions are addressed in Goal 2 Actions 3 and 5 and Goal 3 Actions 3, 10, 11, and 13 and disaggregated outcomes are included in our measuring and reporting results table in goals 2 and 3.

While the chronic absentee rate has seen a decline, it remains higher than anticipated at two schools and among various student groups.To address this need, we will engage students and families in returning to regular attendance in school. The District will provide celebrations and include community partners in helping incentivize students and families to attend school regularly. Parent liaisons, attendance clerks,

and counselors will work with families to address the needs of identified students. These actions are addressed in Goal 2 Action 3, Goal 3 Actions 2 and 6, and Goal 4 action 6.

Local Indicators:

Priority 1 - Basic: The District has fulfilled all indicators in this domain, except for achieving full teacher credentialing. Three special education teachers currently lack full credentials due to staffing shortages. 100% of students have access to instructional materials aligned with standards and District facilities are maintained at a high standard of cleanliness.

Priority 2 - State Academic Standards: Across math, English language arts, social studies, science and English language development, the District fully implements instructional materials and professional development in accordance with state standards. Professional development on a new science adoption was provided to all elementary and middle school science department teachers during the summer of 2023 and ongoing throughout the academic year.

Priority 3 - Parent and Community Involvement: The District places significant emphasis on fostering parent and community involvement. Each school has dedicated Parent Liaisons and operational Parent Centers. Parents actively participate in leadership roles and in various committees. Opportunities to attend workshops and English classes will continue to be provided to parents.

Priority 6 - Climate: The District is dedicated to creating a safe and supportive learning environment that enhances student engagement. Results from the LCAP Survey indicate that a majority of parents, students, and staff feel highly safe and connected while at school. Social and emotional learning remains a key focus. Providing additional staff, such as social workers, offers intensified counseling and community support to identified students. Each school also employs a full-time counselor to promote the well-being of students and families. The Leader in Me program has been adopted district-wide, with all teachers and certificated support staff receiving training.

Priority 7 - Access to a Broad Course of Study: All students, including English learners and Students with Disabilities, have access to a diverse range of courses. The District has established procedures to monitor this access, including regular review of master schedules, teaching schedules, report cards, and Individualized Education Programs (IEPs). At the middle school level, numerous elective options are available and a heritage program assists newcomers in English language acquisition. Special education services are provided in the least restrictive environment and the District will continue implementing Multi-Tiered Systems of Support (MTSS) to ensure comprehensive access to a broad course of study for all students.

According to feedback from educational partners and the findings of our LCAP surveys, our district continues to enhance the involvement and capacity of our parents and families. We have fostered valuable partnerships with local community colleges, enabling them to provide English classes directly on our campuses. As a result, our parents remain closely connected to their children's schools.Our Parent Centers and Parent Liaisons play a pivotal role in this effort, offering volunteering opportunities and a wealth of resources covering various topics such as health, community services, and parenting workshops.

Additionally, our educational partners have expressed appreciation for the tutoring and intervention programs aimed at narrowing achievement gaps among students. Our intervention teachers play a crucial role in tailoring interventions to address the unique needs of

individual students. They utilize a data-driven approach to monitor student progress closely, identifying areas where additional support is warranted.

Furthermore, our educational partners commend the expansion of counseling services, which are instrumental in addressing the heightened social-emotional needs of our students. This concerted effort underscores our commitment to providing comprehensive support to our school community.

There remains a critical need to recruit teachers possessing the required credentials and skills, particularly for challenging positions like special education. Furthermore, it is imperative that we sustain efforts to implement a comprehensive tiered support system for students, addressing academic, behavioral, and social-emotional needs. Ensuring the safety of our students and staff remains a priority, particularly with the surge in crime and violence in the community.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District School Leadership Team	Four meetings were held with the District School Leadership Team that is comprised of various community partner groups including site and district administrators, a parent representative from each school, classified and certificated union leadership, teachers and classified staff. The committee also had representation from teachers and parents of students' with disabilities and English learners. The committee met to receive information on the Local Control Accountability Plan (LCAP). The committee was also given the opportunity to review goals, actions, and survey results, and they gave recommendations on actions and services for the LCAP based on the data provided. A draft of the LCAP update was presented, and the committee was given an opportunity to provide feedback to the 2024 Plan. During the meetings, feedback from teachers, administrators and classified employees was integral to the discussion, as they provided firsthand accounts of how the LCAP was impacting students' learning experiences. They shared suggestions for refining existing actions and reallocating resources to better address the needs identified within the plan. Additionally, teachers offered insights into potential challenges or barriers to implementation and proposed solutions to overcome them. Additional school personnel, including our Community Schools Coordinator, Social-Emotional Coordinator, preschool teacher, and

Educational Partner(s)	Process for Engagement
	parent liaison, participated in this committee, providing valuable insights into students' social-emotional needs, as well as offering expertise in health, wellness, attendance, and family engagement.
Board of Education	Throughout the 2023-2024 school year, staff consistently updated the Board of Education on the progress of action implementation and the development of the new LCAP. Regularly scheduled board meetings featured presentations focusing on student achievement, Ca Dashboard data, and the alignment of accountability measures with the LCAP objectives. Moreover, the Board of Education was furnished with the outcomes from student, parent, and staff LCAP surveys. On February 13, 2024, a presentation on the Mid-Year LCAP was delivered to the Board of Education providing further insights into the ongoing progress and adjustments within the plan.
District English Advisory Council & Parent Advisory Council	Staff presented the progress made toward achieving LCAP goals and detailed the actions and services outlined within it. While offering a general overview, the meeting primarily centered on scrutinizing LCAP actions designed for English learners, with ample opportunities for input. The committees were also given the opportunity to review goals, actions, metrics, and allocations, and they gave recommendations on actions and services for the LCAP based on the data provided. A draft of the LCAP update was presented, and the committees were given an opportunity to provide feedback to the 2024 Plan. There were no comments or questions by the committees, hence the Superintendent did not have to respond in writing.
All Lennox Staff LCAP Engagement Meeting	The staff delivered a comprehensive LCAP overview, detailing its actions and allowing time for staff inquiries. Certificated and classified staff members were encouraged to share their input and reflect on the plan's priorities. During this meeting, teachers engaged in reflective discussions regarding the implementation of the LCAP. They shared their experiences, observations, and insights on how the actions and services outlined in the plan were being executed in the classroom and school community. Teachers discussed the effectiveness of strategies tailored for English learners and other student groups, highlighting successes and areas for improvement.

Educational Partner(s)	Process for Engagement
	Members of the local bargaining units of the district actively participated in the meeting by reflecting on their experiences, sharing feedback, and collaborating with colleagues to ensure that the LCAP effectively meets the needs of all students. Their input played a crucial role in shaping the ongoing development and refinement of the plan to best support student success. During the meeting a feedback/question form was distributed among the staff in attendance and made available on the District's website allowing staff to submit written comments and to further contribute to the discussion.
Parent and Community LCAP Meetings	To increase participation in LCAP input, a parent community meeting was conducted both in morning and evening sessions. Parents and community partners were invited to contribute their insights regarding LCAP actions and top priorities. This virtual meeting utilized charts and slides to effectively capture information. The meetings were held in both English and Spanish. An LCAP feedback form was also accessible on our district website, facilitating feedback from both parents and staff members.
Parent, Student and Staff Survey	An LCAP survey was distributed via email to parents to expand the reach of LCAP input. The survey was available in both Spanish and English to ensure participation from all parents. Additionally, 5th and 7th-grade students completed surveys during school hours. Employees both certificated and classified were also invited to participate in a staff survey. The findings from all surveys were presented at the March DSLT meeting to contribute as a data point for discussions related to the implementation of services and actions aligned with each LCAP goal.
SELPA Consultation	A meeting was held with the Southwest SELPA Coordinator to discuss how the district is supporting special education students within the plan. During the meeting, it was concluded by the SELPA that there were sufficient actions in place to meet the needs of students with disabilities within the LCAP.
Notification of Public Hearing	In spring of 2024, parents were informed through local media and District staff, and at all LCAP related meetings about the opportunity to review the draft of the LCAP and offer feedback before approval or

Educational Partner(s)	Process for Engagement
	to take part in a public hearing. Additionally, the public was informed about the public hearing and that written comments would be welcomed.
Public Hearing	The Board of Education received a presentation on June 11, 2024 on the LCAP and its Annual Update. No questions regarding the LCAP were raised during the hearing. The draft LCAP was made available on June 7, 2024 for educational partners to review before the public hearing. They were encouraged to offer comments to both the Board and staff during this period.

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

By employing various engagement strategies, the Lennox School District ensured that its LCAP reflects the perspectives of all educational partners. Students, parents, teachers, district staff, and community members were all offered multiple opportunities to engage in discussions, ask questions, and provide input on the LCAP. The input gathered from our educational partners directly influenced the development of the LCAP, ensuring that the included actions and services are comprehensive and maintained.

Small Group Instruction (Goal 1 Action 1) - Teachers and parents expressed a desire to hire additional educators to decrease class sizes in grades TK-8 to ensure that students from low-income backgrounds have access to rigorous, standards-based instruction. Smaller class sizes are expected to foster increased student involvement and engagement. Students will benefit from small group instruction, encouraging a more personalized approach to learning. Low-income students are facing challenges in math and English language arts, resulting in an achievement gap. By reducing class sizes in English language arts, math, science, and social studies across grades K-8, teachers can offer varied instructional experiences to enhance and differentiate learning. Students will also have more opportunities to collaborate with peers and engage in hands-on learning activities. Middle school science and social studies educators will be able to incorporate additional projects to boost student engagement and link learning to real-world issues. At the elementary level, smaller class sizes in English language arts and math will enable teachers to promptly identify and address learning deficiencies.

Analysis of formative and summative data during collaboration time (Goal 1 Action 2) - Teachers at the middle school strongly requested a need to continue the daily opportunity to collaborate with their teams to allow for planning instruction, using formative data and providing immediate response to students' learning needs. Elementary school teachers emphasized the ongoing necessity for dedicated collaboration time during the school day. While students are engaged in physical education instruction, elementary grade level classroom teachers collaborate weekly to review current data and strategize on modifying lessons to address learning gaps among low-income students, English learners, and foster youth.

Technology support at the school and district (Goal 1 Action 4)- Both parents and staff members voiced a need for enhanced technology support within both the schools and the district. As the demands for software applications for students grow, reliable access to technology support and resources for teachers, parents, and students is increasingly required.

Students will have supplemental apps and consumable materials (Goal 1 Action 7 & 8)- Teachers, parents, and the DSLT committee voiced a strong desire for the District to sustain a diverse range of learning applications. Teachers have observed that these applications offer students additional learning options beyond traditional textbooks. Consumable materials are necessary for students who may not thrive solely with electronic materials. Thus, having some consumable materials in each classroom is essential.

AVID (Goal 1 Action 10)- Teachers and parents emphasized the importance of maintaining the AVID program for students to foster a college-going environment embedded within the school culture. Additionally, teachers highlighted the necessity to continue training educators on AVID WICOR strategies.

Dual Immersion Program (Goal 1 Action 17) - Parents expressed a strong desire to uphold our Dual Language program. They highlighted the future benefits for students in becoming bilingual and bi-literate. Additionally, they emphasized the importance of students being more aware of their heritage and culture.

Administrative support (Goal 2 Action 2) - Teachers, administrators, parents and the DSLT committee indicated that assistant principals offered valuable support to unduplicated students and families through a range of activities including, data analysis, monitoring attendance and student engagement, particularly for those with chronic absenteeism. They also oversee the implementation of various intervention programs for students and provide support for restorative practices aimed at fostering a positive school climate.

Counseling (Goal 2 Action 3)- Teachers, parents and the DSLT committee agreed that counseling services were crucial in assisting the high number of students grappling with varying degrees of trauma. Parents felt strongly that counseling services will support them in guiding their children at home. Teachers also indicated that counseling has direct benefits for students and aids teachers in regulating the behavior and emotions of students.

Parent Centers and Parent Liaisons (Goal 4 Action 6) - Teachers, parents and the DSLT committee continue to prioritize the need for parent centers and Parent Liaisons in order to increase parent engagement and involvement. There was also strong support from parents for the District to continue to provide parent classes in the parent centers.

Campus Supervision (Goal 3 Action 1) - Parents continue to advocate for Lennox to provide their own staff when addressing the safety needs of students. Campus supervisors have relationships with students and families that enhance student safety in a community that often has unsafe conditions for students in the community.

Tutoring (Goal 2 Action 9)- Parents and DELAC expressed strong support for tutoring services. They stated that tutoring reinforces the learning process beyond the classroom and helps boost student's motivation and confidence.

Playworks (Goal 3 Action 11) - Teachers and administrators expressed their support for the Playworks program. They noted the importance of sustaining efforts to enhance students' social skills beyond the classroom setting. They explained that Playworks is successful at reducing disruptions stemming from playground interactions that may negatively impact learning within the classroom environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Lennox School District will provide a high quality educational system to increase the academic achievement for all students. The metrics to support this goal measures student achievement on state and local assessments, EL progress, reclassification rate, student and staff surveys, local indicators for implementation of state standards and basic services.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Lennox School District is deeply committed to ensuring that every student has access to a high-quality educational system. This commitment is rooted in the belief that all students should be prepared for success in both college and career pathways upon entering high school. To achieve this objective, the District and its community partners prioritize the delivery of a rigorous, standards-based instructional program across all academic core subjects. Additionally Educational Partner feedback indicated strong support to continue this goal from the prior LCAP. The actions to support this goal will provide additional support and access and ensure equitable outcomes for all students. The metrics to support this goal measures student achievement on state and local assessments, EL progress, reclassification rate, student and staff surveys, local indicators for implementation of state standards and basic services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	STAR Renaissance Reading grades 2-5 % of students at/above benchmark	2024 MOY All Students - 42.25% English Learners - 43.51% Special Ed. - 11.07% Low Income - 41.83% Foster Youth- 0%			2027 MOY All Students - 54% English Learners - 50% Special Ed. - 19% Low Income - 53% Foster Youth- 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	STAR Renaissance Reading grades 6-8 % of students at/above benchmark	2024 MOY All Students - 26.42% English Learners - 1.85% Special Ed. - 2.47% Low Income - 26.4% Foster Youth- N/A			2027 MOY All Students - 39% English Learners - 12% Special Ed. - 10% Low Income - 39% Foster Youth- N/A	
1.3	STAR Early Literacy K-1 % of students at/above benchmark	2024 MOY All Students - 44.23% English Learners - 36.62% Special Ed. - 22.58% Low Income - 44.94% Foster Youth- 0%			2027 MOY All Students - 55% English Learners - 46% Special Ed. - 30% Low Income - 55% Foster Youth- 50%	
1.4	STAR Math K-5 % of students at/above benchmark	2024 MOY All Students - 61.6% English Learners- 50.8% Special Ed. - 40.98% Low Income - 61.5% Foster Youth- 50%			2027 MOY All Students - 72% English Learners - 60% Special Ed. - 49% Low Income - 72% Foster Youth- 60%	
1.5	STAR Math 6-8 % of students at/above benchmark	2024 MOY All Students - 36.62% English Learners - 14.92% Special Ed. - 6.49% Low Income - 36.53% Foster Youth- N/A			2027 MOY All Students - 48% English Learners - 23% Special Ed. - 14% Low Income - 48% Foster Youth- N/A	
1.6	CAASPP ELA 3-5 % of students meeting or exceeding standards	2023 CAASPP All Students - 43.82% English Learners - 17.49%			2027 MOY All Students - 55% English Learners - 26%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Special Ed. - 20.16% Low Income - 43.47% Foster Youth- 50%			Special Ed. - 28% Low Income - 55% Foster Youth- 60%	
1.7	CAASPP ELA 6-8 % of students meeting or exceeding standards	2023 CAASPP All Students - 37.95% English Learners - 4.69% Special Ed. - 5.67% Low Income - 37.43% Foster Youth- N/A			2026 CAASPP All Students - 49% English Learners - 14% Special Ed. - 13% Low Income - 49% Foster Youth- N/A	
1.8	CAASPP Math 3-5 % of students meeting or exceeding standards	2023 CAASPP All Students - 35.69% English Learners - 15.44% Special Ed. - 19.59% Low Income - 35.58% Foster Youth- 50%			2026 CAASPP All Students - 50% English Learners - 26% Special Ed. - 26% Low Income - 50% Foster Youth- 60%	
1.9	CAASPP Math 6-8 % of students meeting or exceeding standards	2023 CAASPP All Students - 20.63% English Learners - 1.29% Special Ed. - 2.50% Low Income - 21.03% Foster Youth- N/A			2026 CAASPP All Students - 32% English Learners - 10% Special Ed. - 10% Low Income - 32% Foster Youth-N/A	
1.10	English Language Proficiency Assessments for California (ELPAC) % of students score level 3 and 4 on ELPAC	ELPAC(22-23) Level 3- 42.59% Level 4- 17.22% Combined- 59.81%			ELPAC (2025-26) Level 3- 53% Level 4- 28% Combined- 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(% of students making annual progress towards English Proficiency)					
1.11	SWUN Benchmark Assessments K-5 % of students at/above benchmark	2024 MOY All Students -73.82% English Learners - 66.86% Special Ed. - 66.21% Low Income - 67.21% Foster Youth- 61.11%			2027 MOY All Students - 85% English Learners - 75% Special Ed. - 72% Low Income - 79% Foster Youth- 71%	
1.12	District Math Benchmark Assessment 6-8 % of students meeting or exceeding standards	2024 MOY All Students - 34.06% English Learners - 17.80% Special Ed. - 11.66% Low Income - 33.79% Foster Youth- N/A			2027 MOY All Students - 46% English Learners - 27% Special Ed. - 19% Low Income - 45% Foster Youth- N/A	
1.13	Percent of teachers fully credentialed and appropriately assigned per CA Dashboard Local Indicator - Basics (Priority 1)	2023 CA Dashboard Local Indicator - Basics 85.6% of the teachers fully credentialed and appropriately assigned			100% of the teachers fully credentialed and appropriately assigned	
1.14	Williams Instructional Materials Sufficiency Report Percent of students with standards aligned textbooks per CA Dashboard Local	2023 CA Dashboard Local Indicator - Basics 100% of students have standards based core instructional materials			100% of students have standards based core instructional materials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicator - Basics (Priority 1)					
1.15	Local Indicator - Implementation of State Standards (Priority 2) Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability	2023 CA Dashboard Local Indicator - Implementation of State Standards English Language Arts – Common Core State Standards for English Language Arts - 5 Mathematics – Common Core State Standards for Mathematics - 5 History - Social Science - 5 English Language Development (Aligned to English Language Arts Standards) - 5 Next Generation Science Standards - 4			English Language Arts – Common Core State Standards for English Language Arts - 5 Mathematics – Common Core State Standards for Mathematics - 5 History - Social Science - 5 English Language Development (Aligned to English Language Arts Standards) - 5 Next Generation Science Standards - 5	
1.16	Science Performance (grades 5 and 8). CAST) % of students meeting or exceeding standards	2023 CAASPP All Students - 20.92% English Learners - 1.04% Special Ed. - 6.73% Low Income - 20.73%			2026 CAASPP All Students - 32% English Learners - 10% Special Ed. - 13% Low Income - 32%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth- N/A			Foster Youth-N/A	
1.17	Student Survey Results local survey (priority 7) % of students that agree that their school provides them with a technology device	2024 Student Survey 98% of students agree that their school provides them with a technology device			2027 Student Survey 99% of students agree that their school provides them with a technology device	
1.18	Reclassification Rate Data quest	Data quest (22-23)- 17%			Reclassification rate (25-26) - 24%	
1.19	Teacher Survey Results local survey (priority 7) % of teachers agree that students have adequate technology for the effective implementation of curriculum	2024 Teacher Survey 93% of teachers agree that students have adequate technology for the effective implementation of curriculum			2027 Teacher Survey 98% of teachers agree that students have adequate technology for the effective implementation of curriculum	
1.20	Teacher Survey Results local survey (priority 2) % of teachers that agree that they can receive coaching and/or support from a district TOSA if needed	2024 Teacher Survey 85% of teachers agree that they can receive coaching and/or support from a district TOSA if needed			2027 Teacher Survey 90% of teachers agree that they can receive coaching and/or support from a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					district TOSA if needed	

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	Provide low income and EL students with increased opportunities for small group instruction and personalized learning	By allocating additional teachers across all schools, low-income students in grades TK-8 will benefit from enhanced opportunities for small group instruction and increased feedback on their learning progress. These students will also receive personalized instructional strategies tailored to address their specific needs, with the aim of narrowing the achievement gap in math and English language arts. Personalized learning, which involves targeted instruction in small groups based on students' similar needs, will become a standard practice each week. As students master a	$3,794,483.00	Yes

Action #	Title	Description	Total Funds	Contributing
		skill or concept, they will transition to new groups to tackle another concept. At the middle school level, alongside small group instruction and heightened feedback, there will be a concentrated effort to ensure that instruction is both relevant and rigorous, preparing students for college and career pathways. This includes the integration of AVID strategies such as fostering a growth mindset, text annotation, and peer editing, as well as promoting high-level questioning and providing increased opportunities for writing and speaking during daily instruction. This action provides support for special education and English learners performing at the lowest level on the academic state indicators.		
1.2	Students in grades 6-8 will receive instruction based on analysis of formative and summative data	Low income students and English learners are performing below grade level standards. To ensure that these students receive rigorous, standards-based instruction tailored to their specific needs and achievement levels, middle school teachers will have weekly collaborative sessions. During these sessions, teachers will work together to design learning experiences that are relevant and grounded in the analysis of current data, with a focus on addressing the unique challenges faced by low-income students and English learners.	$1,844,039.00	Yes
1.3	Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data	Weekly collaboration among grade-level teams will enable teachers to provide standards-based instruction tailored to the needs of low-income students and English learners, informed by ongoing data analysis. Within these collaborative sessions, teachers will identify students who require additional support and personalized learning through small group instruction. Concurrently, while teachers collaborate, students will engage in physical education activities led by PE teacher teams. This structure ensures that instructional planning and student engagement are maximized to address the diverse needs of all learners.	$695,352.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Students will have continuous access to technology by having technology support staff available at the school and district levels	The use of technology has become an essential element of implementing a high quality educational program. Unduplicated students will need support to use technology at home and at school to be able to benefit from the improved methods of providing information.To support the diverse needs of unduplicated students to access devices and applications without interruption, the District will provide technology support staff at each school and at the District office. Technology support will ensure that students' access to technology is uninterrupted, that devices are well maintained and that families using technology at home while working with their students have support.	$941,579.00	Yes
1.5	Provide students in grades 5-8 with the opportunity to participate in the Engineering Program	Engagement in learning activities is heightened among low-income students when they have access to relevant and hands-on experiential learning opportunities. Offering such experiences not only enhances their engagement but also improves their access to rigorous, standards-based instruction. The Engineering Program specifically caters to this need by providing students with opportunities in science, technology, engineering, and math (STEM), thereby enriching their educational experience and fostering a deeper understanding of these subjects.	$478,526.00	Yes
1.6	Provide Long Term English learners (LTELs) with an after school reclassification academy	To support long term English learners (LTELs) who have not reclassified, the District will offer extended learning time to provide a reclassification academy to target those skills students need to reclassify to fluent English speaker. This action provides support for English learners at Lennox Middle School performing at the lowest level on the ELA academic state indicator.	$50,000.00	Yes
1.7	Students will have access to supplementary materials	Unduplicated students will have access to supplementary and consumable math materials and other instructional materials for intervention support. The school district is taking proactive steps to ensure that all students, particularly those from low-income backgrounds, have access to essential supplementary materials for their education. Recognizing the challenges faced by students who lack consistent access to technology and the internet at home, the district is providing additional math materials in non-	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		electronic formats. This ensures that all students, regardless of their home environment, have the resources they need to support their learning. The District is also investing in supplementary materials for intervention and small group instruction in both math and English language arts. These materials will be utilized during targeted intervention sessions, further enhancing support for students who may be struggling academically. By providing a variety of materials tailored to different learning needs and circumstances, the district aims to narrow achievement gaps and foster academic success. Providing a supplementary materials will provide an increased opportunity for unduplicated students to have alternative materials to support closing the achievement gaps. Additionally, This action provides support for Special Education students and English learners particularly at Lennox Middle School performing at the lowest level on the academic state indicators.		
1.8	Students will have selected software applications available to support learning goals	The District will purchase licenses for software applications such as Reading A-Z, Brain Pop EL, IXL Math and SeeSaw. Low income students will have access to these applications both at school and at home. These applications will provide low income students and English learners with opportunities to have content provided in a variety of ways. Brain Pop EL, specifically provides English learners with increased opportunities to practice English through a variety of multimedia experiences. This action provides support for Special Education students and English learners particularly at Lennox Middle School performing at the lowest level.	$215,000.00	Yes
1.9	Monitor the progress of low Income students, English learners and foster youth in math and English language arts	The STAR Renaissance package includes math and English language arts screeners and progress monitoring assessments that the District will use to monitor progress and identify the need for additional academic support for unduplicated students. The package also includes Accelerated Reader to support increased reading comprehension and MyOn, which provides thousands of pieces of digital fiction and non-fiction reading selections.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This increased service provides opportunities for low income students, foster youth and English learners to have access to these selections, software that will allow a check on comprehension and a tool that will help to create an incentive for students to increase their time reading.		
1.10	Students in grades K-8 will benefit from participation in the AVID program	The AVID program provides crucial support to low-income students with aspirations of becoming the first in their family to attend college. To facilitate the implementation of the AVID program, the district will engage in a contract with AVID to access materials, training, and additional support necessary for the program's success. Part of this collaboration involves professional development sessions conducted by AVID Center, scheduled to take place during the summer of 2024 at the Summer AVID Institute. This professional development opportunity will equip teachers with the knowledge and skills needed to effectively implement the AVID program and support participating students.	$107,853.00	Yes
1.11	Increase teacher and staff capacity for providing professional development in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs.	Professional development will be provided in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs. These professional development opportunities will equip teachers with the necessary skills and knowledge to implement evidence-based practices effectively. Emphasis will be placed on differentiated and small group instruction, recognizing the diverse needs of students. By incorporating these strategies into their teaching methodologies teachers can better support the academic growth and development of low-income students, foster youth, and English learners. Additionally these professional development opportunities will facilitate collaboration among teachers, enabling them to share best practices, develop common lessons, and learn from one another's experiences. This action provides support for Special Education students and English learners particularly at Lennox Middle School performing at the lowest level on the academic state indicators.	$614,667.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Ensure all low income students have access to technology	Many of the low income students in Lennox do not have access to technology at home and would not have it at school if it were not provided. Additionally many of these students are transient and computers are not well maintained or returned. To continue to provide the increased service of having devices available to low income students at home so that they can have full access to all of the applications that are available, the District will implement a plan to replace a portion of the devices annually. Doing this will ensure that low income students have consistent access to technology. Additionally the District will plan for purchasing and implementing classroom technology throughout the District that will increase student engagement.	$500,000.00	Yes
1.13	Provide support for English learners who are identified as newcomers	English learners who are new to being educated in the United States will have supplementary materials provided and extended learning time after school that will focus on increasing their English fluency. This action provides support for English learners at Lennox Middle School performing at the lowest level on the ELA academic state indicator.	$23,400.00	No
1.14	Provide low income students and English learners with an evidence-based supplemental reading program	The District will contract with Lexia, a supplemental reading program, to provide leveled reading passages and comprehension questions. This program enables students to read at their individual proficiency levels while also holding them accountable through comprehension assessments.	$65,000.00	Yes
1.15	Fully credential and appropriately assigned teachers and administrators	Every student will be placed in classrooms with a fully credentialed and appropriately assigned teacher and every school will have a fully credentialed principal. This action provides support for Special Education performing at the lowest level on the academic state indicators.	$24,023,854.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	All students will have standards aligned instructional materials for core instruction	All students in Lennox will receive standards aligned instructional materials to support learning in all core instructional areas	$350,000.00	No
1.17	Low income students and English learners will be able to participate a dual immersion program	A dual immersion program will be offered in grades K-8; this program is available to low income students and English learners. To effectively implement this program students must receive materials in English and in Spanish. The increased service for this program will be to provide the students with Spanish supplemental materials which include Spanish classroom libraries.	$45,884.00	Yes
1.18	Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention.	Teachers on special assignment will be maintained to support District efforts with English learners, technology, math, ELA and use of data. All teachers on special assignment will be engaged with supporting teachers in planning and implementing instruction that is differentiated and can be provided in both whole and small group instruction. TOSAs will assist staff in enhancing their proficiency in data analysis, enabling them to craft tailored learning experiences. All TOSAs will support teachers with developing a greater understanding of the purpose and importance of language objectives and thinking maps that will assist English learners with growth in vocabulary development and English language conventions. Specifically, the EL TOSA will concentrate on advancing integrated English Language Development (ELD) with elementary and middle school content teachers. The Technology TOSA will guide teachers in utilizing diverse software applications to enhance learning opportunities for unduplicated students. A middle school curriculum TOSA will offer coaching and professional development aimed at improving outcomes for middle school students. Moreover, an intervention TOSA will support the implementation of academic support across all tiers.	$873,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action provides support for Special Education students and English learners particularly at Lennox Middle School performing at the lowest level on the academic state indicators.		
1.19	Library techs will provide students increased access to libraries	The District will provide library techs at each school to support the functions of the school libraries; libraries are important to maintain to support literacy, research and student collaboration. Libraries will be available to students beyond the traditional hours during the school day.	$455,387.00	Yes
1.20	Support for school sites to implement LCAP goals	Provide support to schools for the following priorities reflected in the District's LCAP: before/after school academic support, software and applications, technology for student access, supplemental materials.The following describes what is currently in each approved School Plan: Buford - software applications and supplemental materials - to support low income students throughout the day both during core instruction and intervention Felton - Supplemental materials and (1)intervention aide - to support low income students and English learners; supplemental materials will be used both during core instruction and intervention and the intervention aide will provide support during personalized learning time Jefferson- (1)intervention aide and after school academic support for low income students - both actions target low income students; the intervention aide will provide support for students during personalized learning time; after school academic support will be provided both in reading and math based on needs determined by grade level data Huerta - before and after school academic support for low income students - after school support will be provided in math and reading based on needs determine by grade level data	$226,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Moffett - technology software applications for student access - low income students- ensure that all low income students have a working one to one device for both at home and school use Lennox Middle School - supplemental materials and technology software applications for student access - to support low income students and English learners - supplemental materials will be used both in core instruction and in intervention The Assistant Superintendent or designee has reviewed each of the School Plans to determine 1. if the identified need is accurate, 2. if the service/action related to the need is aligned to the LCAP priority and meets the identified need and 3. if the action is able to be reasonably be implemented as planned. When the annual update for the LCAP is completed schools will be expected to complete their School Plan evaluation and submit that evaluation to the Assistant Superintendent or designee to ensure that the action has met the intended outcome.		
1.21	Provide supplemental early childhood learning materials	The district will continue to implement Universal Transitional Kindergarten Programs for ages 4-5. These programs prioritize play-based learning, social/emotional development, and language enhancement for low-income, English Learners, and Foster Youth. The district will provide these young students with supplementary materials such as dress up costumes, puppets, and various creative play materials. These resources aim to enrich the learning environment and facilitate holistic development among transitional kindergarten students.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Lennox School District will provide a multi-tiered system of support for students that will address the educational, behavioral and social/emotional needs of students to reduce the achievement gap.	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)

An explanation of why the LEA has developed this goal.

The Lennox School District serves a diverse student population of which 98% of the students are identified as low income, 13 % are identified as students with disabilities and 37% are identified as an English learner. These students require a wide range of supports academically, behaviorally and social/emotional to be successful in attaining grade level standards. The District will provide a cohesive system of support for students that will address all of these areas by providing support that will differ in frequency, intensity and duration based on students' needs as determined by data.

Educational Partner feedback indicated strong support to continue this goal from the prior LCAP. The actions to support this goal will provide core program support such as counseling services, tutoring, supports for EL students to ensure that all students are provided with an appropriate environment and rigorous curriculum that allows them to have multiple experiences and opportunities for academic and social emotional growth.

A variety of metrics will be used to measure the outcomes actions. These metrics are aligned to state priorities of pupil outcomes, engagement, conditions of learning, and course access

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA 3-5 % of students meeting or exceeding standards	CAASPP 2023 All Students - 43.82% English learners - 17.49% Special Ed. - 20.16% Low Income - 43.47% Foster Youth - 50%			CAASPP 2027 All Students - 55% English Learners - 26% Special Ed. - 28% Low Income - 55% Foster Youth - 60%	
2.2	STAR Renaissance Reading (grades 2-5) % of students at/above benchmark	2024 MOY All Students - 42.25% English learners - 43.51% Special Ed. - 11.07% Low Income- 41.83% Foster Youth- 0%			2027 MOY All Students - 54% English Learners - 50% Special Ed. - 19% Low Income - 53% Foster Youth - 50%	
2.3	STAR Early Literacy (K-1) % of students at/above benchmark	2024 MOY All Students -44.23% English learners - 36.62% Special Ed. - 22.58% Low Income- 44.94% Foster Youth- 0%			2027 MOY All Students - 55% English Learners - 46% Special Ed. - 30% Low Income- 55% Foster Youth- 50%	
2.4	CAASPP ELA 6-8 % of students meeting or exceeding standards	CAASPP 2023 All Students - 37.95% English learners - 4.69% Special Ed. - 5.67% Low Income- 37.43% Foster Youth- N/A			CAASPP 2027 All Students - 49% English Learners - 14% Special Ed. - 13% Low Income- 49% Foster Youth- N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	CAASPP Math Grades 3-5 % of students meeting or exceeding standards	CAASPP 2023 All Students - 35.69% English learners - 15.44% Special Ed. - 19.59% Low Income- 35.58% Foster Youth- 50%			CAASPP 2027 All Students - 50% English Learners - 26% Special Ed. - 26% Low Income- 50% Foster Youth- 50%	
2.6	CAASPP Math Grades 6-8 % of students meeting or exceeding standards	CAASPP 2023 All Students - 20.63% English learners - 1.29% Special Ed. - 2.50% Low Income- 21.03% Foster Youth- N/A			CAASPP 2027 All Students - 32% English Learners - 10% Special Ed. - 10% Low Income- 32% Foster Youth- N/A	
2.7	STAR Renaissance Reading Grades 6-8 % of students at/above benchmark	2024 MOY All Students - 26.42% English learners -1.85% Special Ed. - 2.47% Low Income- 26.4% Foster Youth- N/A			2027 MOY All Students - 39% English Learners - 12% Special Ed. - 10% Low Income- 39% Foster Youth- N/A	
2.8	STAR Renaissance Math Grades K-5 % of students at/above benchmark	2024 MOY All Students - 61.6% English learners- 50.8% Special Ed. - 40.98% Low Income- 61.5% Foster Youth- 50%			2027 MOY All Students - 72% English Learners - 60% Special Ed. - 49% Low Income- 72% Foster Youth- 50%	
2.9	STAR Renaissance Math Grades 6-8 % of students at/above benchmark	2024 MOY All Students - 36.62% English learners - 14.92%			2027 MOY All Students - 48% English Learners - 23%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Special Ed. - 6.49% Low Income- 36.53% Foster Youth- N/A			Special Ed. - 14% Low Income- 48% Foster Youth- N/A	
2.10	Chronic Absenteeism Rate CA Dashboard (Priority 6) % chronically absent	22-23 Dashboard All students - 27.5% English Learners- 26.7% Special Ed.- 34% Low Income- 27.5% Foster Youth- 24%			25-26 Dashboard All students- 20% English Learners - 19% Special Ed. -28% Low Income- 20% Foster Youth -18%	
2.11	Suspension Rate CA Dashboard (Priority 6) % suspended at least 1 day	22-23 Dashboard All Students - 2.7% English Learners- 2.2% Special Ed.- 3.4% Low Income- 2.7% Foster Youth- 0% African American- 8.9%			25-26 Dashboard All students- 1.8% English Learners - 1.4% Special Ed. - 2.4% Low Income- 1.8% Foster Youth -0% African American- 5%	
2.12	Attendance Rate (P2)	23-24 (P2) All Students - 93% English Learners- 93% Special Ed.- 92% Low Income- 93% Foster Youth- 91%			26-27 (P2) All Students - 96% English Learners- 96% Special Ed.- 94% Low Income- 96% Foster Youth- 94%	

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 academic intervention and support	Unduplicated students have gaps in achievement. To address these gaps, the District will continue to provide intervention teachers (reading) for each elementary school to provide tiers 2 and 3 intervention for students in grades K-8	$1,013,830.00	Yes
2.2	Provide administrative and classified support to ensure students receive intervention and other support services	To provide a cohesive multi-tiered system of support at each school and to ensure that low income students, English learners and foster youth receive the appropriate level of support, each school will continue to have an assistant principal and a categorical program assistant assigned to support data gather and monitoring the reclassification process. The assistant principals' primary role will be to meet with each grade/department levels weekly, review the analysis of data, identify specific students' needs, and ensure that a plan for adapting instruction, placing students in the appropriate level of support to maximize students' success with academics, behavior and social/emotional learning is implemented.	$2,162,416.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Lennox Middle School is a large school therefore one assistant principal is not included in this action and will be primarily responsible for participating in IEP meetings and to address school discipline issues.		
2.3	Provide counseling services for students at all schools	Low income, English Learners and Foster Youth students disproportionately face trauma, necessitating specialized support. To address this, each school will have dedicated counselors offering tier 2 and 3 support for social and emotional learning needs. This increased service is particularly beneficial for low-income students, English learners, and foster youth, who may require more intensive assistance than what a classroom teacher can provide. This action provides support for the African American student group performing at the lowest level on the state suspension indicator. As well as for Buford Elementary School, Lennox Middle School, and various student groups that are performing at the lowest level on the state chronic absenteeism indicator.	$1,342,110.00	Yes
2.4	Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities	To address the under-identification of gifted and talented low-income students, the district will offer increased services for this GATE and high achieving students to participate in extended learning opportunities. The Gifted and Talented Education (GATE) program will offer activities focused on problem-solving, creativity, and real-world applications. These opportunities will be available after school or during intercessions, providing access to experts, field trips (both in-person and virtual), and necessary materials for enrichment. This action aims to ensure that gifted and talented low-income students receive the support and opportunities they deserve to reach their full potential.	$25,000.00	Yes
2.5	Provide Low income students and foster youth with a social and emotional curriculum	To provide low income students and foster youth with a social/emotional curriculum, the District is implementing the Leader in Me Program as their social/emotional learning supplemental curriculum at all schools. This program has been successfully implemented over the past few years. This action includes annual membership, professional development, materials and coaching. This action provides support for the African American student group performing at the lowest level on the state suspension indicator.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Provide planning time and professional development to improve inclusive learning environments for low income students through improved implementation of a co-teaching model.	Co-teaching is an evidence based strategy that will be used to support diverse learners in successfully learning and accessing the core instructional program. As part of the support for low income students and English learners during "first instruction", teachers will receive training in implementing co-teaching models. This action provides support for Special Education students particularly at Lennox Middle School performing in ELA and math at the lowest level.	$25,516.00	Yes
2.7	Math Intervention Teachers	Each elementary school will continue to receive one additional math intervention teacher and the middle school will receive 2 math intervention teachers to address learning loss and achievement gap in mathematics. Services from the math intervention specialists will be provided within the school day. Schedules will be created at each elementary school to ensure students do not miss core instruction. At the middle school, students will be scheduled for math intervention classes. This action provides support for Special Education students particularly at Lennox Middle School performing at the lowest level in math.	$806,333.00	No
2.8	English learners will receive effective designated English language development	The District will continue to provide professional development for teachers focusing on effective practices for implementing designated English language development and integrated ELD, including the use of Specially Designed Academic Instruction strategies, thinking maps and language objectives. There will also be professional development that will focus on strategies to address the language acquisition of Long Term, English Learners (LTELs) This action provides support for English learners particularly at Lennox Middle School performing at the lowest level on the academic state indicators.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Provide students with after school tutoring	In an effort to provide a variety of services to support English learners, foster youth and low income students ,the District will provide low-income, English learners, and foster youth students with access to either in person or on -line tutoring based on student need. Tutoring services will be available at each school. This action provides support for Special Education students and English learners particularly at Lennox Middle School performing at the lowest level in ELA and math.	$256,329.00	Yes
2.10	Classroom Management and behavior support	Based on current data (office discipline referrals) and observational data provided by the assistant principals related to low income students there is an identified need to provide these students with the support of a behavior team to assist in the implementation of behavior plans both in classes and during non-instructional time. This team, led by the District's behavior specialist, will provide para-educators, who are trained in a variety of behavior management and de-escalation strategies, to provide services to identified low income students.	$392,103.00	Yes
2.11	Provide Educational Field Trips	Low income students, foster youth and English learners experience limited opportunties that are necessary to provide background knowledge that make learning more relevant and successful. Students in each grade level will have the opportunity to experience at least one educationally related field trip each year. As a result of participating in these field trips, student engagement will increase, achievement and attendance will increase.	$165,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe and secure learning environment that increases student connections and student engagement in school. The metrics for this goal will measure student engagement and school climate through attendance, suspension, and expulsion data and school climate surveys.	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 Lennox School District is committed to providing a safe and secure learning and work environment for all students and staff. Lennox is a community that is a dense urban area with high incidents of crime and gang activity. It is critical for schools to be safe and orderly so that students can create positive relationships with other students and adults on campus. Relationships are important for students to be engaged and remain engaged in school.

Feedback from our educational partners indicate that safety, relationships, engagement and attendance are essential for students learning and thriving. Additionally, Educational Partner feedback also indicated strong support to continue this goal from the prior LCAP. This goal includes actions and tiered supports that address the needs, circumstances, and conditions of Low- Income, English Learners, and Foster Youth students, so that all students can experience a safe and secure, positive school culture that supports their personal and academic growth. The metrics will measure student engagement through attendance, suspension, and expulsion data and will include local indicators for climate and basic services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate CA Dashboard (Priority 6) % suspended at least 1 day	22-23 Dashboard All Students - 2.7% English Learners- 2.2% Special Ed.- 3.4% Low Income- 2.7%			25-26 Dashboard All Students - 1.8% English Learners- 1.4% Special Ed.- 2.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth- 0% African American- 8.9%			Low Income- 1.8% Foster Youth- 0% African American- 5%	
3.2	Chronic Absentee Rate CA Dashboard (Priority 6) % chronically absent	22-23 Dashboard All students - 27.5% English Learners- 26.7% Special Ed.- 34%c Low Income- 27.5% Foster Youth- 24%			25-26 Dashboard All students - 27.5% English Learners- 26.7% Special Ed.- 34%c Low Income- 27.5% Foster Youth- 24%	
3.3	Middle School Dropout Rate CalPads	22-23 (CalPads - 01%)			26-27 (CalPads - 0%)	
3.4	Attendance rate (P2)	23-24 (P2) All Students - 93% English Learners- 93% Special Ed.- 92% Low Income- 93% Foster Youth- 91%			26-27 (P2) All Students - 96% English Learners- 96% Special Ed.- 94% Low Income- 96% Foster Youth- 94%	
3.5	Expulsion rate Calpads	23-24 - 0			26-27 - 0	
3.6	Student/parent/Staff survey (Safety)	2024 Student/parent survey			2027 student/parent survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students indicating that they feel safe at school % of parents indicating that their child's school is a safe place % of staff indicating that their school is a safe place	77% of students indicate that they feel safe at school 92% of parents indicate that their child's school is a safe place 89% of staff indicating that their school is a safe place			85% of students indicate that they feel safe at school 95% of parents indicate that their child's school is a safe place 92% of staff indicating that their school is a safe place	
3.7	Student Survey % of students that agree that they are encouraged by staff members % of student that agree that staff has high expectations for students	2024 Student survey 75% agree that they are encouraged by staff members 93% agree that staff has high expectations for students			2027 Student Survey 85% agree that they are encouraged by staff members 95% agree that staff has high expectations for students	
3.8	Facilities Inspection Tool % of schools in good repair	FIT - 100% of schools in good repair (2023-24)			100% of schools in good repair	
3.9	Local Indicator: Access to Broad Course of Study STEM Programs offered at Elementary Schools	Number of elementary schools offering STEM/Engineering Programs in 2023-24 – 5 out of 5			Number of elementary schools offering STEM/Engineering Programs in 2026-27 –	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data (Priority 7)				5 out of 5	
3.10	Student/parent survey (Priority 6) % of students reporting looking forward to coming to school on most days % of parents reporting that students looked forward to attending school.	2024 Student/parent survey 74% of students reported looking forward to coming to school on most days 89% of parents reported that students looked forward to attending school.			2027 Student/parent survey 85% of students reported looking forward to coming to school on most days 93% of parents reported that students looked forward to attending school.	
3.11	Teacher Survey % of staff that have opportunities to take part in decision and decision making process at their school site.	2024 Staff Survey 78% of staff that feels they have opportunities to take part in decision and decision making process at their school site.			2027 Staff Survey 85% of staff that feels they have opportunities to take part in decision and decision making process at their school site.	

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	Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities	Campus supervisors and supervision aides will be provided at each school to increase student engagement especially during more unstructured times during the day. Campus supervisors will encourage students to be physically active using structured play activities when they are out of class. Campus supervisors and supervision aides frequently have well developed relationships with students that supports this increased engagement. When low income students are engaged throughout the school day, there is an increase in attendance, a decrease in discipline and reduction in suspension and chronic absenteeism.	$1,188,192.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Students will receive support and follow up through the Health and Attendance staff	Low income students and foster youth are experiencing increased health issues and chronic absenteeism. The District will continue to provide additional health clerk hours to address the increased health needs of low income and foster youth at each school; provide an attendance clerk for each school with primary responsibility to focus on those students who are chronically absent or at risk to be chronically absent. The attendance clerk will work closely with the assistant principal and counselors to monitor the needs of foster youth. The District will implement Powerschool Attendance Intervention and Communication Program to improve tracking attendance issues and the successful implementation of any intervention. This action provides support for Buford Elementary School, Lennox Middle School, and various student groups that are performing at the lowest level on the state chronic absenteeism indicator.	$927,307.00	Yes
3.3	The Director of Student Support Services will provide and/or coordinate multiple services for low income students and foster youth	The Director of Student Support Services will have the primary responsibility for supporting district wide activities related to foster youth and low income students identified as chronic absentee, and coordinating services for low income students within the district and with community partners. This action provides support for the African American student group performing at the lowest level on the state suspension indicator.	$114,578.00	Yes
3.4	Provide students with safe passage to and from school	The district will collaborate with Los Angeles County to secure additional crossing guards due to the densely populated urban environment surrounding the schools. While student safety is prioritized on campus, the partnership with LA County to ensure safe passage to and from school promotes increased student attendance.	$167,000.00	Yes
3.5	Low income 5th grade students will participate in Outdoor School	Low income students would not have the opportunity to participate in outdoor school due to prohibitive costs, therefore the district will provide each 5th grade student with the opportunity to attend Outdoor School; this includes a contract with the facility, instructional materials and district staff support.	$229,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Provide frequent opportunities to celebrate and recognize students' achievements and growth	To provide a positive and safe school climate the District will continue to celebrate and recognize the accomplishments of our low income students, foster youth and English learners. This action provides support for Buford Elementary School, Lennox Middle School, and various student groups that are performing at the lowest level on the state chronic absenteeism indicator.	$35,000.00	Yes
3.7	District operations	To successfully operate the District, the district will contract for services and purchase supplies and equipment. This action includes base funded operational costs such as legal, insurance, Maintenance and Operations, operational contract costs, and auditors.	$6,759,625.00	No
3.8	Administrative Staff	To support the operations of the district, the district will employ classified and certificated administrators to oversee the operations of the district and schools.	$1,494,717.00	No
3.9	Classified, non-instructional staff	To support the operations of the District and schools, classified, non-instruction staff will be employed. The staff included are: classified staff providing custodial, clerical, maintenance and grounds	$4,589,781.00	No
3.10	Provide outreach for Foster Youth	A District Social and Emotional Wellness Coordinator will provide outreach to foster youth and families to ensure that these students are receiving the supports needed to be successful in school. This action provides support for the African American student group performing at the lowest level on the state suspension indicator. As well as for Buford Elementary and Lennox Middle and various student groups that are performing at the lowest level on the state chronic absenteeism indicator.	$179,867.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Implement Play Works at all schools	The District will contract with Play Works to provide age appropriate structured play activities at all schools. Providing structured play will increase students' success during non-instructional time. This will result in lower office discipline referrals and suspensions and an increase in student leadership. This action provides support for the African American student group performing at the lowest level on the state suspension indicator.	$724,290.81	Yes
3.12	Provide a cyber bully free zone	Low income students have experienced challenges with inappropriate social media postings at the middle school.Families have expressed that they have a challenge monitoring low income student's social media accounts. To address this need the middle school will implement protocols for limiting the access to social media while students are on campus. This action will result in a decrease in the number of office discipline referrals among low income students and increase a more positive school climate.	$19,500.00	No
3.13	Reduce the health risks related to vaping	Over the past two years there has been a dramatic increase in the number of students and the frequency of incidents involving vaping. Low income students have access to vaping but do not have adequate information regarding the short and long term health implications as a result of vaping. The impact of this action is 1. to inform students of the heath implications of vaping, 2. provide counselors and other staff with tools and information that can be used to support and monitor students patterns of vaping behavior. This action provides support for the African American student group performing at the lowest level on the state suspension indicator.	$63,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.14	Support for SEL and Academic Intervention	The Lennox School District is located in an area of high density and crime. Student safety is a high priority for all educational partners. The past several years has seen an increase in the amount of criminal activity that has caused our schools to have increased lock downs on a regular basis. Due to the conditions of poverty in this community there is frequent police/sheriff activity. To address the safety concern for low income students at all of our schools when they are participating in supplemental academic and SEL support groups, the District has determined that a system for providing immediate information on each students' whereabouts was critical. All schools implement a system of being able to track students when they are not in the classroom and the frequency each student is out of the classroom. The system will report students' locations to the assistant principals who will monitor students' activity. If a particular student(s) need to be seen by the behavior team or counselors, the assistant principal will ensure that students will be directed to the appropriate staff member for intervention. The impact of this action is to ensure that students are receiving the appropriate level of intervention or support they may need if they are both in and out of class.. This will result in the decrease of incidents creating safety concerns outside of classrooms and addressing low income students' needs more immediately. As a result of this action being implemented low income students will receive appropriate interventions and student survey results will demonstrate an increase that students are encouraged by staff.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase parent and community involvement to support student achievement.	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.

Parent and community involvement within our District and schools is highly valued in our community and is recognized as a very important to student success. Educational Partner feedback indicated strong support to continue this goal from the prior LCAP. Education partners strongly expressed that families need to be provided with access to understanding their role in creating change and having a voice within their school sites. This goal is supported with actions that offer increased and improved services for parents and community partners to ensure equitable outcomes for all students. The metrics used to measure the effectiveness of this goal include parent surveys, parent participation and chronic absenteeism rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Input on Decision Making: Local Indicator (Priority 3) % of parents feeling satisfied with opportunties for involvement and decision making	2024 Parent Surveys 93% of parents feel satisfied with opportunties for involvement and decision making			2027 Parent Surveys 95% of parents feel satisfied with opportunties for involvement and decision making	
4.2	Parent Input on Decision Making: Local Indicator (Priority 3)	2024 Parent Survey			2027 Parent Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of parents indicating that they are actively involved at their child's school	77% of parents indicated that they are actively involved at their child's school			80% of parents indicated that they are actively involved at their child's school	
4.3	Parent Participation in Programs for Unduplicated Pupils: Local Indicator (Priority 3) % of parents feeling comfortable with participating in school activities for parents	2024 Parent Survey 93% of parents feel comfortable participating in school activities for parents			2027 Parent Survey 95% of parents feel comfortable participating in school activities for parents	
4.4	Parent Participation in Programs for Unduplicated Pupils: Local Indicator (Priority 3) % of parents indicating that school values and encourages parent participation	2024 Parent Survey 95% of parents indicated that school values and encourages parent participation			2027 Parent Survey 97% of parents indicated that school values and encourages parent participation	
4.5	Chronic Absenteeism Rate % chronically absent	22-23 Dashboard % chronically absent All Students - 27.5% English Learners- 26.7% Special Ed. - 34% Low Income- 27.5% Foster Youth- 24%			26-27 Dashboard % chronically absent All Students - 20% English Learners- 19% Special Ed. - 28% Low Income- 20% Foster Youth- 18%	

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	Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision-making roles in the District	Teachers will participate with parents in regular meetings of the District's District School Leadership Team. This team has the primary responsibility for developing and monitoring the LCAP. Parents will assume a leadership role on this team with each parent participating in this meeting representing their school's School Site Council	$8,341.00	Yes
4.2	Provide parent workshops and classes	When unduplicated students' parents receiving training and information on strategies to support their children, these students become more connected to school and frequently there is a correlation to increased achievement and attendance. The District will provide a variety of parent workshops and classes for parents including meeting the social/emotional needs of students, use of technology, supporting students in math and English language arts, etc.	$11,832.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Provide a Health Fair for parents and students	The Lennox School District in coordination with UCLA will provide an annual health fair for parents and families.	$6,600.00	Yes
4.4	Provide translating services to ensure non-English speaking parents are engaged in their children's schools	Many of our parents of unduplicated students do not speak English. To increase parent engagement and involvement, the District will provide translation. Translators will be used specifically to support parents with access to parent workshops and classes.	$126,507.00	Yes
4.5	Provide opportunities for parents to attend conferences	The District will provide opportunties for parents to participate in conferences that are designed for parents, conferences, such as CABE, will be available for their participation. The opportunity for parents to participate in this type of activity, increases parent leadership.	$15,000.00	Yes
4.6	Provide School Site Parent Liaisons	Each school will operate a parent center that will become the hub of parent activities at each school. Parent Liaisons will coordinate parent centers and parent activities at each school site to ensure that parents needs are addressed and the communication between th school and parents is increased and improved. This action provides support for Buford Elementary School, Lennox Middle School, and various student groups that are performing at the lowest level on the state chronic absenteeism indicator.	$320,665.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$18,878,051.00	$2,520,748.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
45.204%	5.045%	$2,289,395.58	50.249%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide low income and EL students with increased opportunities for small group instruction and personalized learning **Need:** Our latest achievement data reveals that low-income students are consistently performing below grade level standards. According to 3rd-5th CAASPP ELA results, 57% of our low-	To address this need, the District will provide additional teachers for all schools with an expectation that low income and EL students in grades TK-8 will receive increased opportunities to receive small group instruction and to receive frequent feedback. A second expectation of this action will be that students will receive differentiated instructional strategies based on the analysis of current data. A third expectation for implementing this action will be the implementation of personalized learning several times weekly at	We will monitor the growth of low income, English learners, and all students on our annual ELA CAASPP results. (Goal 1 Metric 6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income students and 83% of our English learners are not meeting standards. Teachers have highlighted the need for smaller class sizes, noting that students are more engaged and participate more actively in smaller classes. They also mentioned that with fewer students, they can monitor progress more closely and provide targeted support. Parents have also expressed their support for smaller class sizes, stating that teachers can offer more personalized instruction and immediate feedback when there are fewer students. Based on this feedback from parents and teachers, it is clear that low-income students and English learners would greatly benefit from increased opportunities to learn in small instructional groups. This would enable them to receive more frequent and personalized feedback in both math and English language arts, ultimately helping to improve their academic performance. **Scope:** LEA-wide	the elementary level. Personalized learning is when students are working in a small group with students that have a similar academic need. At the middle school level in addition to small group instruction and increased feedback, a focus on ensuring instruction is relevant and rigorous for college and career readiness will be an expectation. To address this there will be an expectation for AVID strategies to be integrated into all classes, a focus on implementing higher level questions and increased opportunities for students to write and speak. This action is being provided at an LEA- wide basis because all of our students can benefit from small group, differentiated and personalized instruction in order to achieve grade level proficiency.	
1.2	**Action:** Students in grades 6-8 will receive instruction based on analysis of formative and summative data **Need:**	For this need to be met, teachers will have regular opportunities to collaborate weekly within grade levels and departments to carefully analyze a variety of data related to grade level standards and design lessons that are targeted, relevant and engaging. Through this collaboration, teachers will	We will monitor the growth of low income, English learners, and all students on our annual ELA and Math CAASPP results. (Goal 1 Metric 7 & 9)

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
	After reviewing the local and state assessment data of low-income students and English learners, and discussions with staff related to middle school students' needs, the District identified a need for middle school students to receive highly targeted instruction based on data that is relevant and engaging. According to our CAASPP results, 62% of middle school students are not meeting standards on ELA and 79% are not meeting standards on math. Furthermore 63% of low income student and 95% of English learners in 6th-8th grade are not meeting standards in ELA. 79% of low income student and 98% of English learners in 6th-8th grade are not meeting standards in math. **Scope:** Schoolwide	also design instruction identifying language strategies to integrate English language development in all core and elective classes. Another outcome of this action is to encourage cross curricular planning which, when accomplished, will support the goal to increase the relevancy of designed lessons. Lessons, combining strategies to achieve language outcomes and grade level content will build fluency and literacy while supporting access to learning across content areas. This action is being provided schoolwide at Lennox Middle School because state and local test scores show that our middle school students are scoring below the state average. Additionally all of our Middle School students can benefit from instruction that is based on the analysis of formative and summative data.	
1.3	**Action:** Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data **Need:** After reviewing local and state data in reading and math of low income students and English learners, the District determined that there is a need for teachers to frequently analyze current formative and summative data, to be able to plan for small group instruction and personalized learning experiences for students. Teachers expressed a strong need for students to experience differentiated	To address this need, the District will provide a physical education team which will include teachers and para-educators. This team will provide physical education weekly to a grade level allowing teachers to have a weekly opportunity to collaborate with each other, analyze current data and plan for differentiated small group instruction. There is an expectation that lessons will include the implementation of language objectives. This action is being provided on an a LEA-wide basis because all of our students can benefit from standards based instruction using a variety of engaging strategies.	We will monitor the growth of low income, English learners, and all students on our annual ELA CAASPP results. (Goal 1 Metric 6) We will also monitor the progress of English learners towards attaining English proficiency on the ELPAC (Goal 1 Metric 10)

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
	instructional strategies that will help them to be successful in attaining achievement with grade level standards.They also expressed a strong desire to continue weekly collaboration with grade level teams in order integrate language objectives across content areas. Additionally, English learners have a need to have language development integrated throughout the day to increase English proficiency. According to our 3rd- 5th ELA CAASPP results, 57% of our low income elementary students and 83% of our elementary English learners are not meeting standards. **Scope:** LEA-wide		
1.4	**Action:** Students will have continuous access to technology by having technology support staff available at the school and district levels **Need:** As a result of the poverty level of students, many students do not have consistent access to the internet or devices at home. Low income students and foster youth primarily have access to technology and technology support if it is provided by the school. According to our 3rd-5th grade CAASPP results, 57% of our low income students and 88% of our English learners are not meeting standards in ELA. In 6th-8th grade, 63% of low income student and 95% of English learners are not meeting standards in ELA.	To address this need technology support will be available at each school and additional support will be provided through the District to ensure that the technology and access to software applications is uninterrupted. Support for parents and home connectivity will also be provided by district technology staff. This action is being provided on an LEA-wide basis because all students can benefit from continuous non interrupted access to technology and software applications.	Consistent access to technology will be monitored through the student LCAP survey. (Goal 1 Metric 17) We will monitor the growth of low income, English learners, and all students on our annual ELA CAASPP results. (Goal 1 Metric 6 & 7)

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
	According to our LCAP survey 93% of teachers agree or strongly agree that the district provides adequate technology for the effective implementation of curriculum. **Scope:** LEA-wide		
1.5	**Action:** Provide students in grades 5-8 with the opportunity to participate in the Engineering Program **Need:** There is a need for low income students to have "real life" experiences with college and career readiness skills. Through outreach with low income parents, the District determined that low income students are often not familiar with college and career possibilities. As part of the District's effort to provide college and career readiness for high poverty K-8 students the career pathway of engineering will continue to be provided. **Scope:** LEA-wide	This action addresses the needs of low income students because professional engineers will collaboratively work with Lennox teachers to involve students in 'hands on" engineering experiences that will engage them in higher level thinking while applying science, math and English language arts standards to projects. Additionally, this action begins the preparation for college and career readiness. This action is being provided on an LEA-wide basis because all students can benefit from college and career readiness and engineering career pathways.	We will continue to monitor the growth of low-income and all students on annual Math and science CAASPP results. (Goal1 Metrics 5, 8 & 16)
1.6	**Action:** Provide Long Term English learners (LTELs) with an after school reclassification academy **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	**Action:** Students will have access to supplementary materials **Need:** Many low income students and English learners are performing below grade level standards. The District's adopted core materials are not adequate for supporting these students' understanding of key concepts. Teachers and administrators stated that low income students and English learners often respond to having a variety of approaches provided for learning grade level content. they feel strongly that the supplemental materials will provide a multi-media approach, and in other cases, the materials provide steps to learning content in a strategic manner. **Scope:** LEA-wide	To address this need, supplemental materials related to the grade level standards and for use during reading and math intervention will be purchased, and teachers will receive training if appropriate. Using supplemental instructional materials and programs will contribute to increased student achievement for unduplicated students. These resources will address learning gaps by providing additional practice and reinforcing foundational skills in literacy, writing, and number sense. Additionally, they will offer realia, visuals, and hands-on learning opportunities for our English learners. This action is being provided on an LEA-wide basis because all students can benefit from having supplemental materials that provide a multi-media approach including manipulatives, charts, and intervention materials.	We will monitor the growth of low income, English learners, and all students on our annual ELA and Math CAASPP results. (Goal 1 Metric 6-9) We will also monitor this action through the growth of low-income and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)
1.8	**Action:** Students will have selected software applications available to support learning goals **Need:** The District has observed, and our teacher DSLT representatives have stated, that low income students and English learners were	The District will purchase specific software licenses that have proven to provide successful alternative pathways for learning content standards while increasing student engagement. The software applications that will be purchased will increase the engagement in learning for low income students and English learners. By offering students the opportunity to practice at home, we	We will monitor the effectiveness of our software applications through the growth of low income, English learners and all students on our annual ELA CAASPP results.

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
	more engaged in learning and that some students excel in part as a result of the use of specific software applications. During our community LCAP input sessions parents also stated the need for students to continue practicing skills at home through Apps provided by the school district. Our data supports this need; according to our ELA CAASPP results, 57% of our low-income elementary students and 83% of our elementary English learners are not meeting standards. **Scope:** LEA-wide	aim to build a sense of success and confidence in both language and content areas. The software programs are designed to increase engagement and offer tailored learning experiences that meet their unique needs. The use of these resources will not only address learning gaps but also empower students by providing them with tools that enhance their understanding and mastery of key concepts. This action is being provided on an LEA-wide basis because all students can benefit from having specific software applications such as IXL, Learning A-Z, Brain Pop, Nearpod, and Seesaw.	(Goal 1 Metric 6-7) We will also monitor the effectiveness of these software through teacher surveys. (Goal 1 Metric 19)
1.9	**Action:** Monitor the progress of low Income students, English learners and foster youth in math and English language arts **Need:** The District identified a continuing need to have consistent and accurate data to support planning and progress monitoring of student growth for low income students, foster youth and English learners. The District has successfully implemented STAR Renaissance in grades K-8 and determined there is a critical and continual need to have common data across the District for making a variety of decisions. Another area of need for low income students, foster youth and English learners is a lack of	To address these needs, the District determined they will continue to purchase and implement the STAR Renaissance Package which includes universal screening, progress monitoring tools and a variety of data reports for English language arts and math. The full STAR Renaissance Package also includes Accelerated Reader and MyOn. These two parts of the program meet our needs by providing thousands of online fiction and non-fiction selections at all reading levels (MyOn). It also includes Accelerated Reader which provides software to monitor students' comprehension. MyOn will provide low income students, foster youth and English learners with digital access to reading materials, and Accelerated Reader will provide students and teachers with comprehension checks on students' reading. The District expectation is that teachers and other staff	We will monitor this action through the growth of low-income and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)

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
	access to reading material, both fiction and nonfiction. The data supports this need, as only 42% of 2nd-5th grade students and 26% of 6th-8th grade students are performing at or above benchmark on our local STAR reading Renaissance test. **Scope:** LEA-wide	use the STAR Renaissance data results for collaboration and planning student learning. STAR Renaissance will be administered three times a year to low income students, foster youth and English learners. This data will be used in part to identify students' placement in intervention. This action is being provided on an LEA-wide basis because all students can benefit from common ELA and Math assessments as well as additional digital access to fiction and nonfiction reading materials.	
1.10	**Action:** Students in grades K-8 will benefit from participation in the AVID program **Need:** District and community partners such as teachers and parents have identified the need for low income students to learn more about college readiness skills such as organization, study skills, communication, and self-advocacy starting in the primary grades. Community partners such as parents and teachers have indicated that AVID has been a successful program and supports the goal of preparing students in Lennox to be college ready. AVID continues to be the most requested elective course at the middle school. The data supports this need, as only 42% of 2nd-5th grade students and 26% of 6th-8th grade students are performing at or above benchmark on our local STAR reading	This action addresses our need because students from predominately low income communities frequently have parents and guardians who have not attended college. AVID is an evidence-based program that is intended to provide these students with skills and strategies that will help them to successfully reach the level of rigor in learning that is necessary to attend college. AVID also supports students' understanding of the possibilities of attending college and what that entails. The District will continue to implement AVID in grades K-8 to support a college going culture. Elementary students will experience AVID through their classroom teachers' implementation of Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies. Middle school students will also receive WICOR strategies in their content classes and will also have the additional support through an AVID elective which will provide more complex strategies to support higher level thinking.	We will monitor the effectiveness of this action through the growth of low income students, English learners, and all students on our annual ELA and Math CAASPP results. (Goal 1 Metric 6-9) We will also monitor this action through the growth of low-income, English learners and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5) (Goal 1 Metric 1-5)

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
	Renaissance test. Furthermore, according to our ELA CAASPP results, 57% of our low-income elementary students and 83% of our elementary English learners are not meeting standards. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis because all students can benefit from college readiness skills including study skills, self-advocacy and WICOR strategies.	
1.11	**Action:** Increase teacher and staff capacity for providing professional development in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs. **Need:** Through outreach with our teacher union representatives and teachers on the DSLT committee, the District has identified a continued need to focus on effective, targeted, and differentiated instruction to address the diverse learning needs of our students. Our data further underscores this necessity; according to our 3rd-5th CAASPP results, 57% of our low-income students and 88% of our English learners are not meeting standards in ELA. In 6th-8th grade, 63% of low income student and 95% of English learners are not meeting standards in ELA. **Scope:** LEA-wide	In order to address this need, teachers will continue to participate in professional learning provided by teacher leaders and district TOSAs at the beginning of the school year and throughout the school year. Teachers will also have the opportunity to collaborate on how to support the needs of our low income students and English learners. Teachers will continue to collaborate throughout the school year around instructional practices, scaffolds, differentiation, assessments and data analysis for these targeted populations. Classified staff that work directly with students as paraprofessionals or instructional aides will receive professional development opportunities. Staff members will receive professional development connected to the professional development that is being offered to teachers. Professional development will focus on understanding the unique needs of low income pupils and English learners and their role in supporting these needs. This action is being provided on an LEA-wide basis because all students can benefit from increased staff capacity and instructional	The effectiveness of this action will be measured through teacher surveys (Goal 1 Metric 19) We will also monitor the the effectiveness of professional development through our implementation of state standards local indicator. (Goal 1 Metric 15) Additionally, we will monitor the growth of low income, English learner, and all students on our annual ELA CAASPP results. (Goal 1 Metric 6 & 7)

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
		strategies tailored to address specific learning needs.	
1.12	**Action:** Ensure all low income students have access to technology **Need:** The District has identified as a continuing need for low income students to have access to technology both at school and at home. Most low income students do not have access to technology, especially at home. Many of the District's adopted curriculum have on-line components included in the programs; having technology available for students both at school and home will allow for students to have continuous access to these materials and applications. Additionally, many of our low income students are transient and computers are not well maintained or returned. Various parent groups have emphasized the critical need for the District to provide technology to low-income students. These parents understand that access to technology is not just a convenience but a necessity for their children's education and future opportunities. By addressing this need, the District can support student learning, reduce educational disparities, and respond to the expressed concerns of parents advocating for their children's success. The data supports this need, as only 42% of 2nd-5th grade students and 26% of 6th-8th	To address this need of ensuring that low income students have continual access to technology both at home and school, the District will continue to purchase replacement computers and other technology and equipment to ensure that low income students have uninterrupted access. This action is being provided on an LEA-wide basis because all students can benefit from having access to technology both at school and at home.	We will monitor this action through student and teacher surveys. (Goal 1 Metrics 17 & 19) We will also monitor this action through the growth of low-income and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)

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
	grade students are performing at or above benchmark on our local STAR reading Renaissance test. Furthermore, according to our ELA CAASPP results, 57% of our low-income elementary students and 83% of our elementary English learners are not meeting standards. **Scope:** LEA-wide		
1.14	**Action:** Provide low income students and English learners with an evidence-based supplemental reading program **Need:** The District has identified a continuing need for low income students and English learners to increase their reading performance on STAR Renaissance and CAASPP. Many low income students and English learners, although improving in reading achievement, continue to perform below grade level. Parent groups such as DELAC have stated that low income students and English learners in Lennox have limited support for literacy at home. Many of these unduplicated students have parents who are not fluent in English, therefore literacy in English is delayed until students attend school. They have also stated a concern that there is limited access to reading materials to read outside of school. English learners who have increased in their language proficiency continue to not be able to	To address this need the District will continue to implement LEXIA, a supplemental reading program, that has been successfully implemented for the past several years. This program helps address this need by providing individual explicit, systematic and adaptive learning. The program provides direct instruction, scaffolds and guided practice. This action is being provided on an LEA-wide basis because all students can benefit from LEXIA an explicit, systematic and adaptive learning program.	We will monitor the effectiveness of this action through the growth of low income, English learners, and all students on our annual ELA CAASPP results. (Goal 1 Metric 6 &7) We will also monitor this action through the growth of low-income, English learners and all students on local STAR ELA assessments (Goal 1 Metric 1-3)

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
	read at grade level preventing them, in some cases, from being able to be reclassified as English proficient. **Scope:** LEA-wide		
1.17	**Action:** Low income students and English learners will be able to participate a dual immersion program **Need:** Our community partners such as parents and teachers have expressed very strong support for our Dual language program. There is a need to continue to provide supplemental materials for Spanish Language Arts in the Dual Immersion program. Core materials do not provide adequate opportunities for students to practice newly learned skills and concepts in Spanish language arts. Additionally, some low income students and English learners need materials that present information in different ways from the core materials to develop a better understanding of the skills needed to be fluent readers and writers in Spanish. Additionally, our Dual Language Cadre which is made up of teachers and administrators have expressed a need for additional professional development in the area of transference. They have also shared a strong	To address this need, the District will continue to implement a dual language immersion program to accelerate English language fluency while supporting students in maintaining their first language. Students participating in the Dual Immersion program will have access to supplemental materials in Spanish to provide extended opportunities for students to practice Spanish reading and writing. These materials will present information using different strategies than the core program. Additionally, Dual language teachers will have access to professional development on transference. The District along with the Dual language Cadre will explore shifting to a 90/10 model for the 2025-26 school year. This action is being provided on an LEA-wide basis because all students can benefit from participating in a dual language program that promote bi-literacy.	We will monitor the effectiveness of this action through the growth of low income, English learners and all students on our annual ELA CAASPP results. (Goal 1 Metric 6 &7) We will also monitor this action through the growth of low-income, English learners, and all students on local STAR ELA assessments (Goal 1 Metric 1-3)

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	interest in exploring moving from a 50/50 program to a 90/10 program model. **Scope:** LEA-wide		
1.18	**Action:** Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention. **Need:** Due to low income students, English learners, and foster youth in Lennox performing below grade level in math and English language arts based on Star Renaissance assessments, the district has identified a need to provide regular and intensive professional development with follow up coaching on addressing the barriers in learning for these students. Based on input from community partners, classroom walkthroughs, observations at professional learning community meetings and a review of Star Renaissance data, some teachers in Lennox continue to need support to implement many of the strategies and ideas presented during professional development. Feedback from our teachers state that in order for students to improve, teachers need to be confident in implementing new ideas and strategies to support and differentiate instruction for low income students, foster youth and English learners. Additionally, the	To address this need, the TOSAs will provide professional development and coaching services to teachers. All TOSAs will also support the staff's increased understanding of data and how to use data to create differentiated learning experiences. To continue to meet the needs of the teachers and low-income, English learners, and foster youth, the District will continue to provide TOSAs for math, English language learners, educational technology, Response to Intervention and assessment and data to provide targeted professional development and coaching to teachers working with unduplicated students. This action is being provided on an LEA-wide basis because all teachers can benefit from high quality professional development and coaching sessions in order to improve their instruction and ensure the needs of all students are met.	We will monitor the effectiveness of this action through teacher responses on the LCAP survey regarding the availability of of PD and coaching support from TOSAs. (Goal 1 Metric 20) We will also monitor this action through the growth of low-income, English Learners, Foster Youth and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)

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
	District has new teachers annually who require additional professional development and coaching. **Scope:** LEA-wide		
1.19	**Action:** Library techs will provide students increased access to libraries **Need:** Through outreach with parents of low-income, English learners, and foster youth students, the District learned that low income students, foster youth and English learners have limited or no access to either to a public or school library. These students may not have a location other than the classroom to conduct research and collaborate with other students. Our teachers have also indicated that low income students, foster youth and English learners have limited access to books at home. The school libraries also offer additional support for students to meet their literacy goals. Additionally, the data supports this need as only 42% of 2nd-5th grade students and 26% of 6th-8th grade are performing at or above benchmark on our local reading STAR Renaissance test . **Scope:** LEA-wide	To address these needs, the school libraries will be open throughout the day so that students may have frequent access to conduct research, extend and support their literacy goals and collaborate with other students. School libraries will be open before school, during recess and lunch. In order for this to occur a library technician will be provided for each school's library. Additionally, this action provides our students with increased access to books for independent and leisure reading and offers additional support for students to meet their literacy goals. This action is being provided on an LEA-wide basis because all student can benefit from extended access to libraries, additional reading books and a space and tools for research.	We will also monitor this action through the growth of low-income students, English learners, and all students on local STAR ELA and Math assessments Goal 1 Metric 1-4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.20	**Action:** Support for school sites to implement LCAP goals **Need:** Each school has unique needs related to serving low income students and English learners. Our local STAR assessment data supports this needs: In reading 44% of 2nd-5th grade EL student are performing at or above grade level 2% of 6th-8th grade EL students are performing at or above grade level 42% of 2nd-5th grade low income students are performing at or above grade level 26% of 6th-8th grade low income students are performing at or above grade level In Math 50% of K-5th grade EL student are performing at or above grade level 15% of 6th-8th grade EL students are performing at or above grade level 62% of K-5th grade low income students are performing at or above grade level 37% of 6th-8th grade low income students are performing at or above grade level Each school during the need assessment portion of the school plan development has analyzed their data to determine needs. In addition, their community partners are requesting that they continue this action so that additional support can be provided after school and additional materials and software	Each school, during the needs assessment portion of the School Plan development has analyzed their data to determine their needs. The following are what schools have determined will address the need identified in their School Plan: Buford - software applications and supplemental materials - to support low income students throughout the day both during core instruction and intervention Felton - Supplemental materials and (1)intervention aide to support low income students and English learners; supplemental materials will be used both during core instruction and intervention and the intervention aide will provide support during personalized learning time Jefferson- (1)intervention aide and after school academic support for low income students - both actions target low income students; the intervention aide will provide support for students during personalized learning time; after school academic support will be provided both in reading and math based on needs determined by grade level data Huerta - before and after school academic support for low income students - after school support will be provided in math and reading based on needs determine by grade level data Moffett - software applications for student access - before and after school academic support for low	We will also monitor this action through the growth of low-income, English learners, and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)

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	be purchased to support students and families at home. **Scope:** LEA-wide	income students - after school support will be provided in math and reading based on needs determine by grade level data Lennox Middle School - supplemental materials and software applications for student access - to support low income students and English learners - supplemental materials will be used both in core instruction and in intervention This action is being provided on an LEA-wide basis because all student can benefit from identified additional services such as supplemental materials, software application, and before and after school academic support.	
1.21	**Action:** Provide supplemental early childhood learning materials **Need:** Based on a review of the local transitional kindergarten data of our low income and English learner students there is a need to provide students with a variety of programs and materials that will support play-based learning. Many of our students come from families who do not speak English. Due to poverty, many of our students have limited language skills. TK teachers have expressed that there is a need for our young learners to learn English as well as to develop vocabulary for learning. Low income students, foster youth and English learners who are 4 years old do not have access to materials that allow for	To address this need, the district will purchase additional play-based materials for TK classrooms. As a result of providing these materials, low income and English learner students will have access to engaging and vocabulary building activities and greater success for a strong foundation for future learning. This action is being provided on an LEA-wide basis because all student can benefit from play-based materials that are engaging and build vocabulary.	To measure the effectiveness of this action, the District will monitor language development through ELPAC scores (Goal 1 Metric 10) Additionally, we will monitor the growth of low income, English learner students on our STAR Early Literacy Assessment (Goal 1 Metric 1.3)

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	children to develop critical thinking and language. **Scope:** LEA-wide		
2.1	**Action:** Provide academic intervention and support **Need:** After examining STAR reading assessments, conducting classroom observations, and gathering feedback from teachers, it's evident that students require extra and focused assistance in reading. Teachers have noted varying levels of achievement among students, with many displaying skill gaps that stem from the disruptions caused by the 2020-2021 pandemic-related school closures. Concerns from parents echo these sentiments, with requests for further aid to bridge learning disparities. Particularly, low-income students continue to struggle with fundamental reading skills and comprehension due to pandemic-related disruptions. While the District has allocated one reading intervention teacher per school using federal funds, there's a pressing need for an additional teacher at each school to effectively address these challenges. This additional support will ensure that students receive the personalized attention required to close reading gaps and excel academically, aligning with the District's educational objectives.	Students will receive small group instruction 4 - 5 days per week using evidence-based strategies and instructional programs. As a result of providing a second reading intervention teacher at each elementary school, an increased number of low income students will be able to receive intensive intervention. This action is being provided on an LEA-wide basis because all student can benefit from interventions provided by an additional intervention teacher.	We will also monitor this action through the growth of low-income, English learners and all students on local STAR ELA assessments (Goal 2 Metric 2, 3, 7,)

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	Scope: LEA-wide		
2.2	**Action:** Provide administrative and classified support to ensure students receive intervention and other support services **Need:** Based on a review of local data indicators and the anecdotal records of counselors and administrators, there is a need to provide a Multitiered System of Support for low income students, foster youth and English learners that support their academic, behavior and social/emotional needs. Low income students continue to demonstrate achievement gaps in English language arts and math. According to our 3rd-5th ELA CAASPP results, 57% of our low income students and 88% of our English learners are not meeting standards. In 6th-8th grade, 63% of low income student and 95% of English learners are not meeting standards in ELA. Our 3rd-5th grade Math CAASPP results show that 64% of low income and 64% of English learners are meeting standards. In 6th-8th grade, 79% of low income student and 98% of English learners are not meeting standards in math. In some cases, these gaps stem from behavioral and/or social and emotional needs of students. **Scope:** LEA-wide	To ensure a cohesive multi-tiered support system at each school, particularly for low-income students, English learners, and foster youth, each school will have an assistant principal and a categorical program assistant dedicated to data gathering and monitoring the reclassification process. The assistant principals will meet weekly with each grade or department level to review data analysis, identify specific student needs, and implement plans for adapting instruction and placing students in the appropriate support levels. This approach aims to maximize students' success in academics, behavior, and social/emotional learning. At Lennox Middle School, due to its large size, one assistant principal will be excluded from these duties and instead focus on participating in IEP meetings and addressing school discipline issues. As a result of the implementation of this LEA-wide action, unduplicated students will receive appropriate services, and data and programs will be regularly monitored. This action is being provided on an LEA-wide basis because all student can benefit from appropriate levels of support.	We will monitor the effectiveness of this action through the growth of low income students, English learners, and all students on our annual ELA and Math CAASPP results. (Goal 2 Metric 1,2,4,5,6) In addition, the District will monitor the suspension and chronic absentee rate of all students on the CA Dashboard. (Goal 2 Metric 10 & 11)

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2.3	**Action:** Provide counseling services for students at all schools **Need:** After reviewing feedback from our community partners which consists primarily of teachers, parents and administrators, there is a need to provide counseling services to low income, English learners, and foster youth student. Many of these students have experienced some level of trauma. For some students, this includes living in homes with multiple families, homelessness, abusive situations and in some cases, a lack of basic needs being met. Our community partners have shared that these challenges have resulted in some students struggling with executive functioning skills (such as organization, managing emotions, impulse control, etc.) and social skills. **Scope:** LEA-wide	To address this need, each school will continue to be staffed with counselors to provide social/emotional support to students and their families. Counselors at each school will provide small group and individual counseling as well as parent outreach. Counselors will be the primary resource to support the schools' MTSS in the area of social/emotional support. This action is being provided on an LEA-wide basis because all students can benefit from social emotional supports including small group and individual counseling.	To measure the effectiveness of this action, the District will monitor the suspension and chronic absentee rate of Low income, English learners, foster youth and all students on the CA Dashboard. (Goal 2 Metric 10 & 11)
2.4	**Action:** Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities **Need:** Ensuring high achieving and/or gifted students in districts that primarily serve low income students can be a challenge due to the time and attention given to closing the achievement gap. Furthermore, low income students in	To address this continuing need, the District will provide GATE/high achieving students with extended and expanded learning opportunities (i.e. project based learning opportunities, virtual or live field trips). This service will be provided after school and during intercessions. This action is being provided on an LEA-wide basis because all students can benefit from extended and expanded learning opportunities.	We will continue to monitor the growth of low-income and all students on annual ELA & Math CAASPP results. (Goal 2 Metric 1, 4, 5, 6)

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	Lennox may have limited access to enrichment activities outside of school. Through outreach with low income parents, the district learned of the strong desire from parents to ensure that students that were identified as gifted or exceeding standards were challenged through a GATE and high achievers program. **Scope:** LEA-wide		
2.5	**Action:** Provide Low income students and foster youth with a social and emotional curriculum **Need:** Through outreach with low income parents, the District learned that a large number of low-income students are experiencing some level of trauma. The District determined a need to have a social skills curriculum and supplementary SEL materials that can be used by all teachers. Additionally, community partners such as teachers and administrators expressed that students in Lennox need to have leadership opportunities that help them to become effective problem solvers and communicators. **Scope:** LEA-wide	The District will continue to expand and grow the Leader in Me Program at all schools in the District. As a result of the implementation of the program our school cultures will change in a positive direction. Having a curriculum and supplemental SEL materials will help to ensure that unduplicated students will receive access to a systematic way of acquiring social skills. Providing a curriculum and an established time for social and emotional learning will reduce the referrals of unduplicated students needing increased social/emotional support from counselors or other staff. Additionally, students who develop leadership and social emotional skills are more likely to experience success in school and be able to self-advocate and are more self- directed. This action is being provided on an LEA-wide basis because all students can benefit from leadership and opportunities to increase social skills.	The effectiveness of this action will be measured through a decrease in our chronic attendance rate and a decrease in the suspension rate for foster youth and all students. (Goal 2 Metric 10 & 11)

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2.6	**Action:** Provide planning time and professional development to improve inclusive learning environments for low income students through improved implementation of a co-teaching model. **Need:** The District is implementing Multi-tiered System of Support throughout the District. When considering the number of low income students who are performing below grade level standards on local assessments, the District identified that there is a need to explore different options to provide services for students. The District has implemented co-teaching models in the past with both certificated and classified staff to provide additional support to address learning gaps of individual students. Our educational partners have reflected on the co-teaching model and feel that it has allowed for the implementation of more small group instruction and more frequent feedback to students. **Scope:** LEA-wide	The district will provide professional development and planning time for teachers engaged in co-teaching. This time will enable teachers to collaborate on lesson design, student engagement activities, and progress monitoring. As a result, low-income students will receive high-quality instruction that includes targeted small group interventions on key grade-level standards and more frequent feedback. This action is being provided on an LEA-wide basis because all students can benefit from small group co-teaching instruction and immediate feedback as well as multi-modal approach by two teachers.	We will monitor the growth of low income and all students on local STAR ELA and Math assessments. (Goal 2 Metric 2, 3, 7, 8)
2.9	**Action:** Provide students with after school tutoring **Need:** Based on a comprehensive review of local and state academic indicators and detailed feedback from parents, the District has identified a significant need for additional after-	Schools will offer tutoring to unduplicated students based on specific criteria such as test scores, progress towards standards, and teacher recommendations. Tutoring will address the needs of our students by differentiating and reviewing grade level skills in small groups or one-to-one for mastery. Tutoring services will be provided before, after school. or during intersessions and can be	We will also monitor this action through the growth of low-income, English learners, and all students on local STAR ELA and Math assessments (Goal 2 Metric 2, 3, 7, 8)

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	school support for low-income students, English learners, and foster youth. The aim is to extend learning time and provide targeted support aligned with grade-level standards to help these students succeed. The data clearly supports this need: only 42% of 2nd-5th grade students and 26% of 6th-8th grade students are performing at or above benchmark on our local STAR Renaissance test. Teachers have expressed that many students require individualized attention to address specific learning gaps. They have noticed that smaller, more focused group settings after school lead to increased student engagement and participation, which are crucial for academic growth. Additionally, with after-school tutoring, teachers can closely monitor student progress and provide immediate feedback, helping to keep students on track and motivated. Parents have highlighted the need for additional learning time beyond the regular school hours to help their children catch up and stay on pace with grade-level standards. They appreciate that after-school tutoring can provide targeted support that is directly aligned with what their children are learning in class, ensuring consistency and reinforcement of key concepts. Many parents have also observed that their children gain confidence in their academic abilities when they receive extra help, leading to better performance and a more positive attitude toward school.	provided in-person or virtually to accommodate students' and families' needs. This action is being provided on an LEA-wide basis because all eligible students can benefit from small group or one to one tutoring.	

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	Scope: LEA-wide		
2.10	**Action:** Classroom Management and behavior support **Need:** Based on a review of office discipline referrals and suspension data of low income students, the District has identified a need to provide students with additional support in the area of behavior management. To ensure that students remain in class and while in class remain engaged, the District will provide a behavior team specifically addressing the needs of low income students while in the classroom. Teachers have stated that some students may require the development of a behavior plan with staff available to implement the behavior plan successfully. For other students, teachers will need to implement specific classroom management procedures that are in alignment with PBIS but add to the staff's ability to manage students in a positive manner. **Scope:** LEA-wide	To address these needs, the District will implement a behavior team. The team will be led by a Behavior Specialist assisted by two highly qualified assistants. The team will be deployed to schools to work with identified low income students needing greater behavioral support. Also, professional development will be provided to classroom teachers that will increase their skills in positively managing students' behavior. This action is being provided on an LEA-wide basis because all students can benefit from behavior supports provided by a trained behavior team.	The effectiveness of this action will be measured through a decrease in our suspension rate for low income and all students. (Goal 2 Metric 11)
2.11	**Action:** Provide Educational Field Trips **Need:**	As a result of implementing this action, low income students will be able to participate in at least one educational field trip annually and therefore increase their opportunity to develop important background knowledge that will increase their	We will also monitor this action through increased engagement as evident in our attendance rate for low income and all students.

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	According to our parents and teachers low income students in Lennox do not have opportunities to have experiences that other students have. Teachers have stated that these experiences are important in supporting the development of background knowledge and academic vocabulary with students. According to our data only 17% of English learners in grades 3rd-5th and 5% in grades 6th-8th are meeting or exceeding standards on the ELA CAASPP. **Scope:** LEA-wide	achievement performance and increase their engagement. This action is being provided on an LEA-wide basis because all eligible students can benefit from the opportunity to broaden their background knowledge through field trips.	(Action 2 Metric 12)
3.1	**Action:** Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities **Need:** Based on a review of office discipline referrals and suspension data of low income students, the District has identified a need for low income students to develop positive adult/student relationships and to be involved in physical activity during recess and lunch. Low income students continue to be challenged in managing their behavior in unstructured settings. Students also have been challenged to maintain healthy positive relationships with adults and students in unstructured settings. On the CA Dashboard, our low income students received an orange	To address these needs, the District will provide campus supervisors and supervision aides at each school to increase student engagement especially during more unstructured times during the day. Campus supervisors will encourage low income students to be physically active when they are out of class. Campus supervisors and supervision aides frequently have well developed relationships with low income students that will support this increased engagement. When low income students are engaged throughout the school day, there is an increase in attendance, a decrease in discipline and reduction in suspension and chronic absenteeism. This action is being provided on an LEA-wide basis because all students can benefit from the opportunity to increase their engagement during unstructured times during the day.	The effectiveness of this action will be measured through a decrease in our suspension rate for low income and all students. (Goal 3 Metric 1) The effectivesss of this action will also be measured through student and parent surveys (Goal 3 Metric 6 and 10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance level on the suspension rate indicator. Parents of low income students have also expressed serious concerns with the increase in school shootings that their children are safe while at school. **Scope:** LEA-wide		
3.2	**Action:** Students will receive support and follow up through the Health and Attendance staff **Need:** Since the pandemic there has been an increase in low income students not attending school regularly, being engaged in learning and an increase in chronic absenteeism. As a result of the pandemic, low income students and their families continue to be concerned with ensuring that the health needs of students are addressed in a timely manner. There is a continuing increase in the number of low income students in Lennox who are affected by intensive health needs such as diabetes, obesity and anxiety. On the CA Dashboard, our foster youth received orange performance level and our low income and English learners received a yellow performance level on the chronic absenteeism indicator.	To address this need, the District will continue to provide health and attendance clerks for each school. These clerks will provide follow up with parents and guardians when low income students are not in school and will support certificated staff in tracking low income student attendance progress. They will assist certificated staff with follow up services for chronically absent low income students. Health clerks will provide parents with current health information and the potential impact this information may have on low income students. Our health clerks will assist families in addressing their mental and physical health needs through outreach, referral and application assistance for health, social and community services. This action is being provided on an LEA-wide basis because all students can benefit from services and support that attendance clerks and health clerks provide.	The effectiveness of this action will be measured through a decrease in our chronic absenteeism rate for low income, English learners, and foster youth and all students. (Goal 3 Metric 2)

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	Scope: LEA-wide		
3.3	**Action:** The Director of Student Support Services will provide and/or coordinate multiple services for low income students and foster youth **Need:** The District has identified an increasing number of low income students who are chronically absent. 27.5% of our students are chronically absent. Furthermore, the District has also identified that Foster youth are often transient and there is a need to support the smooth transition to school and classrooms for these students. **Scope:** LEA-wide	To address these needs, the District will continue to provide a Director of Student Support Services who will be partially funded to coordinate and provide district wide supports for foster youth and low income students who are chronically absent. Foster youth have received services both at the district and school levels in a timely manner due to the Director of Student Support Services. This administrator has developed community connections, and these services have been successfully coordinated with foster families and school staff to mitigate the challenges that foster youth experience. The Director of Student Support Services also coordinates services with school staff, including counselors, to address the causes of low income students who are chronically absent. This action is being provided on an LEA-wide basis because all students can benefit from the opportunity to increase their attendance rate and engagement while in school.	The effectiveness of this action will be measured by a decrease in our chronic absenteeism for low income, foster youth, and all students. (Goal 3 Metric 2)
3.4	**Action:** Provide students with safe passage to and from school **Need:** Due to the impact of the dense urban environment in which schools are located and a request from parents of low income parents	To address this need, the District will contract with Los Angeles County to provide additional crossing guards. This continuing action provides students with safe passage to and from school. Prior to the pandemic, the District identified less than five incidents related to students and safe passage. Additionally, the daily attendance in Lennox prior to the pandemic continued to improve at all	The effectiveness of this action will be measured through an increase in our attendance rate for low income and all students. (Goal 3 Metric 4)

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	that the district provide additional safe passage to and from school, the District has identified a need to ensure that low income students are able to get to and from school safely. Currently our attendance rate is 93% which is 3% lower than pre-pandemic. **Scope:** LEA-wide	schools. Although the safety of low income students is addressed while students are on campus, in a community such as Lennox, the partnership with LA County to provide safe passage to and from school increases student attendance. Crossing guards will be assigned to strategic locations in Lennox to provide safe passage for unduplicated students going to and from school. This action is being provided on an LEA-wide basis because all students can benefit from safe passage to and from school.	
3.5	**Action:** Low income 5th grade students will participate in Outdoor School **Need:** Through feedback from parents of low income parents, the District learned that low income students are unable to participate in an outdoor education experience due to the cost. Parents strongly expressed a desire for students in Lennox to attend an outdoor education program with hands on learning experiences. **Scope:** LEA-wide	Lennox SD will provide all low income 5th grade students with the opportunity to attend Outdoor Education at the Pali Institute. Providing Outdoor Education for all 5th grade students at no cost to families will offer students with experiences that will allow them to apply their knowledge of the California Standards to "real life" situations. This continuing action has been successfully implemented in prior years. Virtually all 5th grade students participate in Outdoor School. Fifth grade teachers have connected 5th grade science and stem standards to the Outdoor School experience before students attend, while students are at Outdoor School and when students return from Outdoor School. Teachers report that these hands on learning experiences demonstrated a high level of comprehension of the related standards. This action is being provided on an LEA-wide basis because all students can benefit from participating in outdoor education and having the	The effectiveness of this action will be measured through Local indicator for Access to a Broad Course of Study (Goal 3 Metric 9) The effectiveness of this action will also be measured through an increase in our attendance rate for low income, and all students. (Goal 3 Metric 4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		opportunity to apply their knowledge to the CA standards to real life.	
3.6	**Action:** Provide frequent opportunities to celebrate and recognize students' achievements and growth **Need:** Based on feedback from teachers and parents, low-income students and families respond positively to celebrations and recognitions of learning achievements because these acknowledgments boost self-esteem, motivation, and a sense of belonging. These celebrations Highlight students' hard work and progress, fostering a positive school experience and encouraging continued academic effort. Additionally, recognizing achievements can strengthen family engagement and pride in their children's education. Parents expressed a strong desire for recognitions or celebrations such student of the month, perfect attendance and reclassification ceremonies to continue throughout this district. This need is highlighted by our high chronic absenteeism rate. 27.5% of low income and all students are chronically absent. **Scope:** LEA-wide	This action will provide the necessary support to celebrate and recognize unduplicated students for a variety of accomplishments including reclassification celebrations, improved behavior and attendance as well as academic achievement. Low income students will benefit from an improved service of providing frequent opportunities for recognition and celebration in a variety of areas. This action is being provided on an LEA-wide basis because all students can benefit from participating in celebrations and recognitions highlighting their achievements.	The effectiveness of this action will be measured through increased connectedness as measured through student surveys. (Goal 3 Metric 7) The effectiveness of this action will be measured by a decrease in our chronic absenteeism for low income, and all students. (Goal 3 Metric 2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.11	**Action:** Implement Play Works at all schools **Need:** Based on feedback from our teachers and parents, low income and English learners students continue to demonstrate a need for behavior and social skills support both inside and outside of the classroom. Our community partners felt strongly that our students demonstrate a need in understanding how to play with other students, resolve conflicts and participate in positive decision-making and problem-solving. On the CA Dashboard, our low income and English learners received an orange performance level on the suspension rate indicator. **Scope:** LEA-wide	To accomplish this action, the District will continue to contract with Play Works to provide the services for all schools. Play Works will train and coach district staff to establish the structured play activities. Low income, English learners, and foster youth will be provided with structured activities where students are able to learn the skills and rules associated with each game/sport/activity. Unduplicated Students will also be taught how to resolve conflicts and engage in problem-solving processes. This action is being provided on an LEA-wide basis because all students can benefit from structured play activities and learning conflict resolution and problem-solving skills.	The effectiveness of this action will also be measured by a decrease in our suspension rate for low income and all students. (Goal 3 Metric 1)
3.13	**Action:** Reduce the health risks related to vaping **Need:** Foster care families and families of low income students at the middle school have expressed their concern for the amount of vaping students are engaged in and the consequences for vaping. Community partners recognized that students do not consistently receive the important information about the hazards of vaping and the short-term and	To address these needs the District will provide an aggressive awareness program about vaping for students at Lennox Middle School, establish counseling groups with a focus on the challenges of vaping and provide a system to detect and monitor vaping. This action is being provided on an LEA-wide basis because all middle school students can benefit from an awareness program about the dangers associated with vaping.	The effectiveness of this action will be measured by a decrease in our chronic absenteeism for low income, and all students. (Goal 3 Metric 2) The effectiveness of this action will also be measured by a decrease in our suspension rate for

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
	long-term health issues associated with vaping. Vaping causes students to reduce their attendance in school, increase their office discipline referrals and suspensions and ultimately miss instructional time that impacts their achievement. This need is highlighted by our high chronic absenteeism and suspension rate. 27.5% of low income and all students are chronically absent and 2.7% were suspended at least one day. Furthermore, Lennox Middle School received a red performance level on the chronic absenteeism indicator and an orange performance level on the suspension indicator. 31% of low income and all middle school students were chronically absent and 7.6% of low income and all students were suspended at least one day. **Scope:** Schoolwide		low income and all students. (Goal 3 Metric 1)
3.14	**Action:** Support for SEL and Academic Intervention **Need:** The Lennox School District is located in an area of high density and crime. Student safety is a high priority for all educational partners. Community partners such as parents expressed concerns that in the past several years there has been an increase in the amount of criminal activity that has caused our schools to have increased lock downs on a	To address the safety concern for low income students at all of our schools when they are participating in supplemental SEL and academic support groups, the District has determined that a system for providing immediate information on each students' whereabouts is critical. All schools will implement a system of being able to track students when they are not in the classroom and the frequency each student is out of the classroom. The system will report students' locations to the assistant principals who will monitor students' activity. When student(s) need to	The effectiveness of this program will be measured through student and parent surveys (Goal 3 Metric 6) The effectiveness of this action will be measured by a decrease in the suspension rate of low income, and all students. (Goal 3 Metric 1)

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
	regular basis. Due to the conditions of poverty in this community there is frequent police/sheriff activity. This need is also highlighted by our high suspension rate of 2.7% of low income and all students being suspended at least one day. **Scope:** LEA-wide	be seen by the behavior team or counselors, the assistant principal will ensure that students will be directed to the appropriate staff member for intervention. The impact of this action is to ensure that students are receiving the appropriate level of intervention or support they may need if they are both in and out of class. This will result in the decrease of incidents creating safety concerns outside of classrooms and an increase in classroom time. This action is being provided on an LEA-wide basis because all students can benefit from access to SEL and academic supports beyond the classroom.	
4.1	**Action:** Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision-making roles in the District **Need:** Low income parents have voiced a continued desire to provide input into district and school policies and decisions. Research also shows that parent involvement is instrumental in student success. Our chronic absenteeism data underscores this need, with the CA Dashboard indicating that 27.5% of low-income and all students are chronically absent. **Scope:**	Low income parents will continue to be active members of the District School Leadership Team. This committee provides parent input into the decision-making process and allows parents and staff to develop a shared vision for students' success through the development of plans such as the LCAP and increases the likelihood of successful implementation of plans for improvement. As a result of implementing this action, low income parents' voices will continue to be heard, valued and influence decisions impacting unduplicated students, and therefore helping to ensure that the decisions that are made will reflect the needs and desires of the community. This action is being provided on an LEA-wide basis because all students can benefit from having	The effectiveness of this action will be measured through parent surveys (Goal 4 Metric 1 & 2) The effectiveness of this action will also be measured by a decrease in the chronic absenteeism rate for low income and all student. (Goal 4 Metric 5)

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	parents participate in school leadership roles in the District.	
4.2	**Action:** Provide parent workshops and classes **Need:** Based on a survey of parents and feedback from low income, EL, and foster youth parents, providing workshops and classes are a high priority for parents and has been viewed as providing an important support for parents and students. Our chronic absenteeism data underscores this need, with the CA Dashboard indicating that 27.5% of low-income and all students are chronically absent. **Scope:** LEA-wide	The District will continue the practice of providing parent workshops and classes that will build the capacity of parents of unduplicated students to have greater involvement in and understanding of important issues that influence their children's education. This action is being provided on an LEA-wide basis because all students can benefit from having parents with greater involvement in and understanding of important issues that influence their children's education.	The effectiveness of this action will be measured through parent surveys (Goal 4 Metric 3 & 4) The effectiveness of this action will also be measured by a decrease in the chronic absenteeism rate for low income, EL, and foster youth and all student. (Goal 4 Metric 5)
4.3	**Action:** Provide a Health Fair for parents and students **Need:** Community partners have shared that low income students in Lennox have increasing serious health issues including obesity, diabetes, vision problems and nutrition related health issues. Our community partners also expressed concern that many parents lack access to resources that address these health needs.	The district will collaborate with UCLA in providing a Health Fair for the Lennox community. The health fair will provide the community with access to information and services that address the frequent health issues that face low income students and their families. Ensuring the health of our low income students is addressed, and will increase student attendance and their engagement in school. This action is being provided on an LEA-wide basis because all students can benefit from having	The effectiveness of this action will be measured by a decrease in the chronic absenteeism rate for low income and all student. (Goal 4 Metric 5)

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
	Our chronic absenteeism data underscores this need, with the CA Dashboard indicating that 27.5% of low-income and all students are chronically absent. **Scope:** LEA-wide	increased access and resources to health services.	
4.4	**Action:** Provide translating services to ensure non-English speaking parents are engaged in their children's schools **Need:** Based on the District's demographic data, many of the District's parents of low income students and English learners are not fluent English speakers and are predominantly Spanish speakers. Parents have expressed that they would be unable to participate in some school activities such as parent classes and workshops without increased translation services. Our chronic absenteeism data underscores this need, with the CA Dashboard indicating that 27.5% of low-income and all students are chronically absent. **Scope:** LEA-wide	The District will provide translation services which will increase parents' opportunties to be involved in their students' educational program and services offered by the school. These translation services go beyond those services provided for parents such as the translation at Back to School Night or at promotion ceremonies. This continuing action has been successful in the past and has created an increase in parents' attendance in school activities such as parent workshops and classes both at the school and district levels providing access to parents to increase their opportunity to volunteer in school. This action is being provided on an LEA-wide basis because all students can benefit from having parents with greater involvement in school activities.	The effectiveness of this action will be measured through parent surveys (Goal 4 Metric 3 & 4) The effectiveness of this action will also be measured by a decrease in the chronic absenteeism rate for low income and all student. (Goal 4 Metric 5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.5	**Action:** Provide opportunities for parents to attend conferences **Need:** Parents expressed a strong desire to attend conferences. They shared that these conferences provide them with valuable information, which in turn gives them the background knowledge they need to fulfill a genuine leadership role. This role allows them to effectively represent parent concerns. Additionally, conferences better equip them to participate in decision-making processes. Parent leaders gain more confidence, not only in reporting the challenges students face but also in offering input on possible solutions. Our chronic absenteeism data underscores this need, with the CA Dashboard indicating that 27.5% of low-income and all students are chronically absent. **Scope:** LEA-wide	Parents will have the opportunity to attend conferences such as CABE and safe schools. Parents, after attending these conferences, will be better equipped to participate in decision-making agenda items. Parent leaders will have more confidence to not only report on challenges students were experiencing but also to provide input on possible solutions. As a result of implementing this action, parent leaders will have an increased role in decision-making related to programs and services for low income students. This action is being provided on an LEA-wide basis because all students can benefit from having parents with increased decision making related to school programs and services.	The effectiveness of this action will be measured through parent surveys. (Goal 4 Metric 1 & 2) The effectiveness of this action will also be measured by a decrease in the chronic absenteeism rate for low income and all student. (Goal 4 Metric 5)
4.6	**Action:** Provide School Site Parent Liaisons **Need:** Parents expressed a desire to have a parent liaison at each school to increase communication between parents of low income and English learner students and the school and to coordinate services such as	The District will provided a parent liaison at each school to coordinate parent activities and communication through Parent Centers at each school to increase the communication between home and school as well as to build the capacity of parents to participate in their students' education.	The effectiveness of this action will be measured through parent surveys (Goal 4 Metric 3 & 4) The effectiveness of this action will also be measured by a decrease the chronic absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	parent workshops at each school. According to our CA Dashboard 27.5% of all student are chronically absent. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis because all students can benefit from having parents participate in their students' education.	rate for low income and all student. (Goal 4 Metric 5)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Provide Long Term English learners (LTELs) with an after school reclassification academy **Need:** The District has identified as a need for Long Term English Learners (LTEL) to receive additional support on specific skills needed for them to reclassify. This year we have reclassified 24% of our English learners but have 351 identified Long Term English Learners in need of being reclassified as fluent in English. Our DELAC has expressed a concern with the high number of LTEL's and requested extended time be provided with a focus on language instruction. A closer look at our data reveled that the writing domain on CAASPP is the greatest area of need. Through goal setting students also asked for	To address the needs of English learners who have not reclassified, the District will contract with a provider who offers extended learning time to provide a reclassification academy to target those skills students need to reclassify to fluent English speaker. This academy will be offered throughout the year.	We will monitor the effectiveness of of this action through our reclassification rate. (Goal 1 Metric 18)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	additional support in the area of writing and vocabulary development in order to better complete grade level writing assignments. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

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 the following additional staff to support unduplicated students: Parent Liaisons at each school, increased number of playground supervisors, (3) Teachers on Special Assignment to support the implementation of MTSS, middle school intervention and science (5) intervention teachers at each elementary school. (Actions 4.6 Parent Liaisons, Action 1.18 Teachers on Special Assignment, Action 2.1 Intervention teachers, Action 3.11 Play Works)

Playground supervisors will receive training in Play Works, a structured play program that will be implemented at each school. These playground supervisors will plan and set up specific games and activities during recess, nutrition (middle school) and lunch. They will provide direction to unduplicated students so that they are able to apply appropriate social skills and use conflict resolution strategies while interacting with their peers outside of the classroom. This service can be found in Goal 3, Action 3.11.

One of the teachers on special assignment will specifically be assigned to the middle school to ensure that unduplicated students receive interventions based on data and that these students are regularly evaluated to determine when students can exit intervention. With increased multi-tiered services available at the middle school, this TOSA will assist in ensuring interventions are meeting the needs of unduplicated students. The second teacher on special assignment will have the same responsibilities at the elementary level. These services can be found in Goal 1, Action 18

Parent liaisons will coordinate parent workshops and other parent activities targeted to parents of unduplicated students. Additionally these parent liaisons will support the communication between school staff and and parents of unduplicated students. This service can be found in Goal 4, Action 6.

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		There are no comparable schools.
Staff-to-student ratio of certificated staff providing direct services to students		There are no comparable schools.

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	41,761,900.00	18,878,051.00	45.204%	5.045%	50.249%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$53,324,705.81	$986,200.00	$3,695,337.00	$1,353,342.00	$59,359,584.81	$48,469,063.81	$10,890,521.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide low income and EL students with increased opportunities for small group instruction and personalized learning	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$3,793,483.00	$1,000.00	$3,794,483.00				$3,794,483.00	0%
1	1.2	Students in grades 6-8 will receive instruction based on analysis of formative and summative data	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Lennox Middle School	Years 1,2,3	$1,844,039.00	$0.00	$1,844,039.00				$1,844,039.00	0%
1	1.3	Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: all elementary schools	Years 1,2,3	$693,602.00	$1,750.00	$695,352.00				$695,352.00	0%
1	1.4	Students will have continuous access to technology by having technology support staff available at the school and district levels	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Years 1,2,3	$940,829.00	$750.00	$941,579.00				$941,579.00	0%
1	1.5	Provide students in grades 5-8 with the opportunity to participate in the Engineering Program	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$418,526.00	$60,000.00	$478,526.00				$478,526.00	0%
1	1.6	Provide Long Term English learners (LTELs) with an after school reclassification academy	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners		Years 1,2,3	$0.00	$50,000.00	$50,000.00				$50,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Students will have access to supplementary materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Years 1,2,3	$0.00	$500,000.00	$500,000.00				$500,000.00	0%
1	1.8	Students will have selected software applications available to support learning goals	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$0.00	$215,000.00	$215,000.00				$215,000.00	0%
1	1.9	Monitor the progress of low Income students, English learners and foster youth in math and English language arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$0.00	$160,000.00	$160,000.00				$160,000.00	0%
1	1.10	Students in grades K-8 will benefit from participation in the AVID program	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$29,693.00	$78,160.00	$107,853.00				$107,853.00	0%
1	1.11	Increase teacher and staff capacity for providing professional development in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year 1, 2, 3	$304,016.00	$310,651.00	$614,667.00				$614,667.00	0%
1	1.12	Ensure all low income students have access to technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$0.00	$500,000.00	$500,000.00				$500,000.00	0%
1	1.13	Provide support for English learners who are identified as newcomers	English Learners	No			All Schools	Years 1,2,3	$0.00	$23,400.00	$23,400.00				$23,400.00	0%
1	1.14	Provide low income students and English learners with an evidence-based supplemental reading program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$0.00	$65,000.00	$65,000.00				$65,000.00	0%
1	1.15	Fully credential and appropriately assigned teachers and administrators	All Students with Disabilities	No			All Schools	Years 1,2,3	$24,023,854.00	$0.00	$18,990,175.00		$3,695,337.00	$1,338,342.00	$24,023,854.00	
1	1.16	All students will have standards aligned instructional materials for core instruction	All Students with Disabilities	No			All Schools	Years 1,2,3	$0.00	$350,000.00	$350,000.00				$350,000.00	
1	1.17	Low income students and English learners will be able to participate a dual immersion program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Years 1,2,3	$5,884.00	$40,000.00	$45,884.00				$45,884.00	0%
1	1.18	Teachers on special assignment will provide support for the implementation of small	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Years 1,2,3	$871,250.00	$2,610.00	$873,860.00				$873,860.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention.				Low Income										
1	1.19	Library techs will provide students increased access to libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$445,387.00	$10,000.00	$455,387.00				$455,387.00	0%
1	1.20	Support for school sites to implement LCAP goals	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$6,288.00	$219,712.00	$226,000.00				$226,000.00	0%
1	1.21	Provide supplemental early childhood learning materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	0%
2	2.1	Provide academic intervention and support	Low Income	Yes	LEA-wide	Low Income	K-5	Years 1,2	$1,013,830.00	$0.00	$1,013,830.00				$1,013,830.00	0%
2	2.2	Provide administrative and classified support to ensure students receive intervention and other support services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$2,156,319.00	$6,097.00	$2,162,416.00				$2,162,416.00	0%
2	2.3	Provide counseling services for students at all schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$1,338,798.00	$3,312.00	$1,342,110.00				$1,342,110.00	0%
2	2.4	Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$5,000.00	$20,000.00	$25,000.00				$25,000.00	0%
2	2.5	Provide Low income students and foster youth with a social and emotional curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Years 1,2,3	$0.00	$160,000.00	$160,000.00				$160,000.00	0%
2	2.6	Provide planning time and professional development to improve inclusive learning environments for low income students through improved implementation of a co-teaching model.	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$5,516.00	$20,000.00	$25,516.00				$25,516.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Math Intervention Teachers	All	No			All Schools	Year 1	$806,333.00	$0.00		$806,333.00			$806,333.00	
2	2.8	English learners will receive effective designated English language development	English Learners	No			All Schools		$15,000.00	$0.00				$15,000.00	$15,000.00	
2	2.9	Provide students with after school tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$218,329.00	$38,000.00	$256,329.00				$256,329.00	0%
2	2.10	Classroom Management and behavior support	Low Income	Yes	LEA-wide	Low Income	All Schools		$229,427.00	$162,676.00	$392,103.00				$392,103.00	
2	2.11	Provide Educational Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$165,000.00	$165,000.00				$165,000.00	
3	3.1	Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$1,187,946.00	$246.00	$1,188,192.00				$1,188,192.00	0%
3	3.2	Students will receive support and follow up through the Health and Attendance staff	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$897,307.00	$30,000.00	$927,307.00				$927,307.00	0%
3	3.3	The Director of Student Support Services will provide and/or coordinate multiple services for low income students and foster youth	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Years 1,2,3	$104,578.00	$10,000.00	$114,578.00				$114,578.00	0%
3	3.4	Provide students with safe passage to and from school	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$0.00	$167,000.00	$167,000.00				$167,000.00	0%
3	3.5	Low income 5th grade students will participate in Outdoor School	Low Income	Yes	LEA-wide	Low Income	Specific Schools: elementary 5h grade	Years 1,2,3	$13,261.00	$216,000.00	$229,261.00				$229,261.00	0%
3	3.6	Provide frequent opportunities to celebrate and recognize students' achievements and growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$0.00	$35,000.00	$35,000.00				$35,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	District operations	All	No			All Schools	Years 1,2,3	$0.00	$6,759,625.00	$6,759,625.00				$6,759,625.00	
3	3.8	Administrative Staff	All	No			All Schools	Years 1,2,3	$1,494,717.00	$0.00	$1,494,717.00				$1,494,717.00	
3	3.9	Classified, non-instructional staff	All	No			All Schools		$4,589,781.00	$0.00	$4,589,781.00				$4,589,781.00	
3	3.10	Provide outreach for Foster Youth	All Foster youth	No			All Schools		$169,867.00	$10,000.00		$179,867.00			$179,867.00	
3	3.11	Implement Play Works at all schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$453,290.81	$271,000.00	$724,290.81				$724,290.81	0%
3	3.12	Provide a cyber bully free zone	All	No			Specific Schools: LMS		$0.00	$19,500.00	$19,500.00				$19,500.00	0%
3	3.13	Reduce the health risks related to vaping	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: LMS		$0.00	$63,000.00	$63,000.00				$63,000.00	
3	3.14	Support for SEL and Academic Intervention	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
4	4.1	Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision-making roles in the District	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$7,341.00	$1,000.00	$8,341.00				$8,341.00	0%
4	4.2	Provide parent workshops and classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$6,800.00	$5,032.00	$11,832.00				$11,832.00	0%
4	4.3	Provide a Health Fair for parents and students	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$6,600.00	$0.00	$6,600.00				$6,600.00	0%
4	4.4	Provide translating services to ensure non-English speaking parents are engaged in their children's schools	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$51,507.00	$75,000.00	$126,507.00				$126,507.00	0%
4	4.5	Provide opportunities for parents to attend conferences	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year 1,2,3	$0.00	$15,000.00	$15,000.00				$15,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.6**	Provide School Site Parent Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Year1	$320,665.00	$0.00	$320,665.00				$320,665.00	0%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
41,761,900.00	18,878,051.00	45.204%	5.045%	50.249%	$21,097,507.81	0.000%	50.519 %	**Total:**	$21,097,507.81
								LEA-wide Total:	$19,190,468.81
								Limited Total:	$50,000.00
								Schoolwide Total:	$1,907,039.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide low income and EL students with increased opportunities for small group instruction and personalized learning	Yes	LEA-wide	Low Income	All Schools	$3,794,483.00	0%
1	1.2	Students in grades 6-8 will receive instruction based on analysis of formative and summative data	Yes	Schoolwide	English Learners Low Income	Specific Schools: Lennox Middle School	$1,844,039.00	0%
1	1.3	Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data	Yes	LEA-wide	English Learners Low Income	Specific Schools: all elementary schools	$695,352.00	0%
1	1.4	Students will have continuous access to technology by having technology support staff available at the school and district levels	Yes	LEA-wide	Foster Youth Low Income	All Schools	$941,579.00	0%

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	1.5	Provide students in grades 5-8 with the opportunity to participate in the Engineering Program	Yes	LEA-wide	Low Income	All Schools	$478,526.00	0%
1	1.6	Provide Long Term English learners (LTELs) with an after school reclassification academy	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners		$50,000.00	0%
1	1.7	Students will have access to supplementary materials	Yes	LEA-wide	English Learners Low Income		$500,000.00	0%
1	1.8	Students will have selected software applications available to support learning goals	Yes	LEA-wide	English Learners Low Income	All Schools	$215,000.00	0%
1	1.9	Monitor the progress of low Income students, English learners and foster youth in math and English language arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	0%
1	1.10	Students in grades K-8 will benefit from participation in the AVID program	Yes	LEA-wide	Low Income	All Schools	$107,853.00	0%
1	1.11	Increase teacher and staff capacity for providing professional development in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$614,667.00	0%
1	1.12	Ensure all low income students have access to technology	Yes	LEA-wide	Low Income	All Schools	$500,000.00	0%
1	1.14	Provide low income students and English learners with an evidence-based supplemental reading program	Yes	LEA-wide	English Learners Low Income	All Schools	$65,000.00	0%
1	1.17	Low income students and English learners will be able	Yes	LEA-wide	English Learners Low Income		$45,884.00	0%

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 (%)
		to participate a dual immersion program						
1	1.18	Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$873,860.00	0%
1	1.19	Library techs will provide students increased access to libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$455,387.00	0%
1	1.20	Support for school sites to implement LCAP goals	Yes	LEA-wide	English Learners Low Income	All Schools	$226,000.00	0%
1	1.21	Provide supplemental early childhood learning materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0%
2	2.1	Provide academic intervention and support	Yes	LEA-wide	Low Income	K-5	$1,013,830.00	0%
2	2.2	Provide administrative and classified support to ensure students receive intervention and other support services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,162,416.00	0%
2	2.3	Provide counseling services for students at all schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,342,110.00	0%
2	2.4	Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities	Yes	LEA-wide	Low Income	All Schools	$25,000.00	0%
2	2.5	Provide Low income students and foster youth	Yes	LEA-wide	Foster Youth Low Income	All Schools	$160,000.00	0%

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 (%)
		with a social and emotional curriculum						
2	2.6	Provide planning time and professional development to improve inclusive learning environments for low income students through improved implementation of a co-teaching model.	Yes	LEA-wide	Low Income	All Schools	$25,516.00	0%
2	2.9	Provide students with after school tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$256,329.00	0%
2	2.10	Classroom Management and behavior support	Yes	LEA-wide	Low Income	All Schools	$392,103.00	
2	2.11	Provide Educational Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,000.00	
3	3.1	Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities	Yes	LEA-wide	Low Income	All Schools	$1,188,192.00	0%
3	3.2	Students will receive support and follow up through the Health and Attendance staff	Yes	LEA-wide	Low Income	All Schools	$927,307.00	0%
3	3.3	The Director of Student Support Services will provide and/or coordinate multiple services for low income students and foster youth	Yes	LEA-wide	Foster Youth Low Income	All Schools	$114,578.00	0%
3	3.4	Provide students with safe passage to and from school	Yes	LEA-wide	Low Income	All Schools	$167,000.00	0%
3	3.5	Low income 5th grade students will participate in Outdoor School	Yes	LEA-wide	Low Income	Specific Schools: elementary 5h grade	$229,261.00	0%

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	3.6	Provide frequent opportunities to celebrate and recognize students' achievements and growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	0%
3	3.11	Implement Play Works at all schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$724,290.81	0%
3	3.13	Reduce the health risks related to vaping	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: LMS	$63,000.00	
3	3.14	Support for SEL and Academic Intervention	Yes	LEA-wide	Low Income	All Schools	$25,000.00	
4	4.1	Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision-making roles in the District	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,341.00	0%
4	4.2	Provide parent workshops and classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,832.00	0%
4	4.3	Provide a Health Fair for parents and students	Yes	LEA-wide	Low Income	All Schools	$6,600.00	0%
4	4.4	Provide translating services to ensure non-English speaking parents are engaged in their children's schools	Yes	LEA-wide	English Learners Low Income	All Schools	$126,507.00	0%
4	4.5	Provide opportunities for parents to attend conferences	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	0%
4	4.6	Provide School Site Parent Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income		$320,665.00	0%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$63,046,732.00	$60,242,017.00

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**	Provide low income students with increased opportunities for small group instruction and personalized learning	Yes	$4,832,152.00	$4,739,865.00
1	**1.2**	Students in grades 6-8 will receive instruction based on analysis of formative and summative data	Yes	$1,604,414.00	$1,759,786.00
1	**1.3**	Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data	Yes	$890,319.00	$644,328.00
1	**1.4**	Students will have continuous access to technology by having technology support staff available at the school and district levels	Yes	$955,949.00	$858,204.00
1	**1.5**	Provide students in grades 5-8 with the opportunity to participate in the Engineering Program	Yes	$605,991.00	$467,909.00
1	**1.6**	Provide English learners with an after school reclassification academy	No	$33,000.00	$33,279.00
1	**1.7**	Students will have access to supplementary materials	Yes	$725,000.00	$742,690.00
1	**1.8**	Students will have selected software applications available to support learning goals	Yes	$300,000.00	$207,486.00
1	**1.9**	Monitor the progress of Low Income students, English learners and foster youth in math and English language arts	Yes	$180,000.00	$155,865.00

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	1.10	Students in grades K-8 will benefit from participation in the AVID program	Yes	$120,000.00	$141,310.00
1	1.11	Increase teacher capacity for providing students with differentiated instruction based on data	Yes	$925,000.00	$994,879.00
1	1.12	Ensure all low income students have access to technology	Yes	$849,331.00	$902,967.00
1	1.13	Provide support for English learners who are identified as newcomer	Yes	$25,000.00	$23,400.00
1	1.14	Provide low income students and English learners with an evidence based supplemental reading program	Yes	$63,000.00	$63,000.00
1	1.15	Fully credential and appropriately assigned teachers and administrators	No	$25,131,004.00	$23,467,233.00
1	1.16	All students will have standards aligned instructional materials for core instruction	No	$2,052,000.00	$671,333.00
1	1.17	Low income students and English learners will be able to participate a dual immersion program	Yes	$125,000.00	$39,594.00
1	1.18	Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school,English language development, educational technology and intervention.	Yes	$1,213,873.00	$848,044.00
1	1.19	Library techs will provide students increased access to libraries	Yes	$431,782.00	$419,373.00
1	1.20	Support for school sites to implement LCAP goals	Yes	$240,000.00	$160,766.00
1	1.21	Provide supplemental early childhood learning materials	Yes	$70,000.00	$70,122.00

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	2.1	Provide academic intervention and support	Yes	$910,880.00	$876,781.00
2	2.2	Provide administrative and classified support to ensure students receive intervention and other support services	Yes	$2,189,739.00	$2,155,714.00
2	2.3	Provide counseling services for students at all schools	Yes	$1,416,697.00	$1,379,232.00
2	2.4	Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities	Yes	$40,000.00	$12,766.00
2	2.5	Provide Low income students and foster youth with a social and emotional curriculum	Yes	$300,000.00	$159,109.00
2	2.6	Provide students an inclusive learning environment through the implementation of a co-teaching model	Yes	$60,000.00	$20,514.00
2	2.7	Math Intervention Teachers	No	$833,554.00	$806,333.00
2	2.8	English learners will receive effective designated English language development	No	$15,000.00	$15,000.00
2	2.9	Provide students with after school tutoring	Yes	$550,000.00	$256,094.00
2	2.10	Classroom Management and behavior support	Yes	$350,000.00	$360,938.00
2	2.11	Provide Educational Field Trips	Yes	$350,000.00	$161,750.00
3	3.1	Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities	Yes	$1,040,812.00	$1,138,036.00

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)
3	3.2	Students will receive support and follow up through the Health and Attendance staff	Yes	$867,367.00	$880,523.00
3	3.3	The Director of Student Support Services will provide and/or coordinate multiple services for low income students and foster youth	Yes	$115,407.00	$100,180.00
3	3.4	Provide students with safe passage to and from school	Yes	$150,000.00	$152,300.00
3	3.5	Low income 5th grade students will participate in Outdoor School	Yes	$230,000.00	$231,605.00
3	3.6	Provide frequent opportunties to celebrate and recognize students' achievements and growth	Yes	$80,000.00	$33,091.00
3	3.7	District operations	No	$3,437,258.00	6,573,592.00
3	3.8	Administrative Staff	No	$1,940,779.00	$1,467,274.00
3	3.9	Classified, non-instructional staff	No	$5,091,961.00	$4,595,637.00
3	3.10	Provide outreach for Foster Youth	No	$185,108.00	$146,323.00
3	3.11	Implement Play Works at all schools	Yes	$646,334.00	$700,927.00
3	3.12	Provide a cyber bully free zone	No	$42,477.00	$44,154.00
3	3.13	Reduce the health risks related to vaping	Yes	$100,000.00	$106,303.00
3	3.14	Support for SEL and Academic Intervention	Yes	$160,000.00	$22,086.00

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)
4	4.1	Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision making roles in the District	Yes	$10,000.00	$9,994.00
4	4.2	Provide parent workshops and classes	Yes	$84,000.00	$5,032.00
4	4.3	Provide a Health Fair for parents and students	Yes	$12,000.00	$6,600.00
4	4.4	Provide translating services to ensure non-English speaking parents are engaged in their children's schools	Yes	$152,625.00	$137,589.00
4	4.5	Provide opportunties for parents to attend conferences	Yes	$50,000.00	$22,645.00
4	4.6	Provide School Site Parent Liaisons	Yes	$261,919.00	$252,462.00

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)
$20,503,254.00	$24,284,591.00	$22,402,688.00	$1,881,903.00	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	Provide low income students with increased opportunities for small group instruction and personalized learning	Yes	$4,832,152.00	$4,739,865.00	0%	
1	1.2	Students in grades 6-8 will receive instruction based on analysis of formative and summative data	Yes	$1,604,414.00	$1,759,786.00	0%	
1	1.3	Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data	Yes	$890,319.00	$644,328.00	0%	
1	1.4	Students will have continuous access to technology by having technology support staff available at the school and district levels	Yes	$955,949.00	$858,204.00	0%	
1	1.5	Provide students in grades 5-8 with the opportunity to participate in the Engineering Program	Yes	$605,991.00	$467,909.00	0%	
1	1.7	Students will have access to supplementary materials	Yes	$725,000.00	$742,690.00	0%	
1	1.8	Students will have selected software applications available to support learning goals	Yes	$300,000.00	$207,486.00	0%	

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	1.9	Monitor the progress of Low Income students, English learners and foster youth in math and English language arts	Yes	$180,000.00	$155,865.00	0%	
1	1.10	Students in grades K-8 will benefit from participation in the AVID program	Yes	$120,000.00	$141,310.00	0%	
1	1.11	Increase teacher capacity for providing students with differentiated instruction based on data	Yes	$925,000.00	$994,879.00	0%	
1	1.12	Ensure all low income students have access to technology	Yes	$849,331.00	$902,967.00	0%	
1	1.13	Provide support for English learners who are identified as newcomer	Yes	$25,000.00	$23,400.00	0%	
1	1.14	Provide low income students and English learners with an evidence based supplemental reading program	Yes	$63,000.00	$63,000.00	0%	
1	1.17	Low income students and English learners will be able to participate a dual immersion program	Yes	$125,000.00	$39,594.00	0%	
1	1.18	Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school,English language development, educational technology and intervention.	Yes	$1,213,873.00	$848,044.00	0%	
1	1.19	Library techs will provide students increased access to libraries	Yes	$431,782.00	$419,373.00	0%	
1	1.20	Support for school sites to implement LCAP goals	Yes	$240,000.00	$160,766.00	0%	

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	1.21	Provide supplemental early childhood learning materials	Yes	$70,000.00	$70,122.00	0%	
2	2.1	Provide academic intervention and support	Yes	$910,880.00	$876,781.00	0%	
2	2.2	Provide administrative and classified support to ensure students receive intervention and other support services	Yes	$2,189,739.00	$2,155,714.00	0%	
2	2.3	Provide counseling services for students at all schools	Yes	$1,416,697.00	$1,379,232.00	0%	
2	2.4	Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities	Yes	$40,000.00	$12,766.00	0%	
2	2.5	Provide Low income students and foster youth with a social and emotional curriculum	Yes	$300,000.00	$159,209.00	0%	
2	2.6	Provide students an inclusive learning environment through the implementation of a co-teaching model	Yes	$60,000.00	$20,514.00	0%	
2	2.9	Provide students with after school tutoring	Yes	$550,000.00	$256,094.00	0%	
2	2.10	Classroom Management and behavior support	Yes	$350,000.00	$360,938.00		
2	2.11	Provide Educational Field Trips	Yes	$350,000.00	$161,750.00		
3	3.1	Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities	Yes	$1,040,812.00	$1,138,036.00	0%	
3	3.2	Students will receive support and follow up through the Health and Attendance staff	Yes	$867,367.00	$855,273.00	0%	
3	3.3	The Director of Student Support Services will provide	Yes	$115,407.00	$106,159.00	0%	

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)
		and/or coordinate multiple services for low income students and foster youth					
3	3.4	Provide students with safe passage to and from school	Yes	$150,000.00	$152,300.00	0%	
3	3.5	Low income 5th grade students will participate in Outdoor School	Yes	$230,000.00	$231,605.00	0%	
3	3.6	Provide frequent opportunties to celebrate and recognize students' achievements and growth	Yes	$80,000.00	$33,091.00	0%	
3	3.11	Implement Play Works at all schools	Yes	$646,334.00	$700,927.00	0%	
3	3.13	Reduce the health risks related to vaping	Yes	$100,000.00	$106,303.00		
3	3.14	Support for SEL and Academic Intervention	Yes	$160,000.00	$22,086.00		
4	4.1	Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision making roles in the District	Yes	$10,000.00	$9,994.00	0%	
4	4.2	Provide parent workshops and classes	Yes	$84,000.00	$5,032.00	0%	
4	4.3	Provide a Health Fair for parents and students	Yes	$12,000.00	$6,600.00	0%	
4	4.4	Provide translating services to ensure non-English speaking parents are engaged in their children's schools	Yes	$152,625.00	$137,589.00	0%	
4	4.5	Provide opportunties for parents to attend conferences	Yes	$50,000.00	$22,645.00	0%	
4	4.6	Provide School Site Parent Liaisons	Yes	$261,919.00	$252,462.00	0%	

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)
$45,382,769.00	$20,503,254.00	9.23%	54.408%	$22,402,688.00	0.000%	49.364%	$2,289,395.58	5.045%

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).

California Department of Education
November 2023