LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Livingston Union School District

CDS Code: 24 65748 0000000

School Year: 2024-25
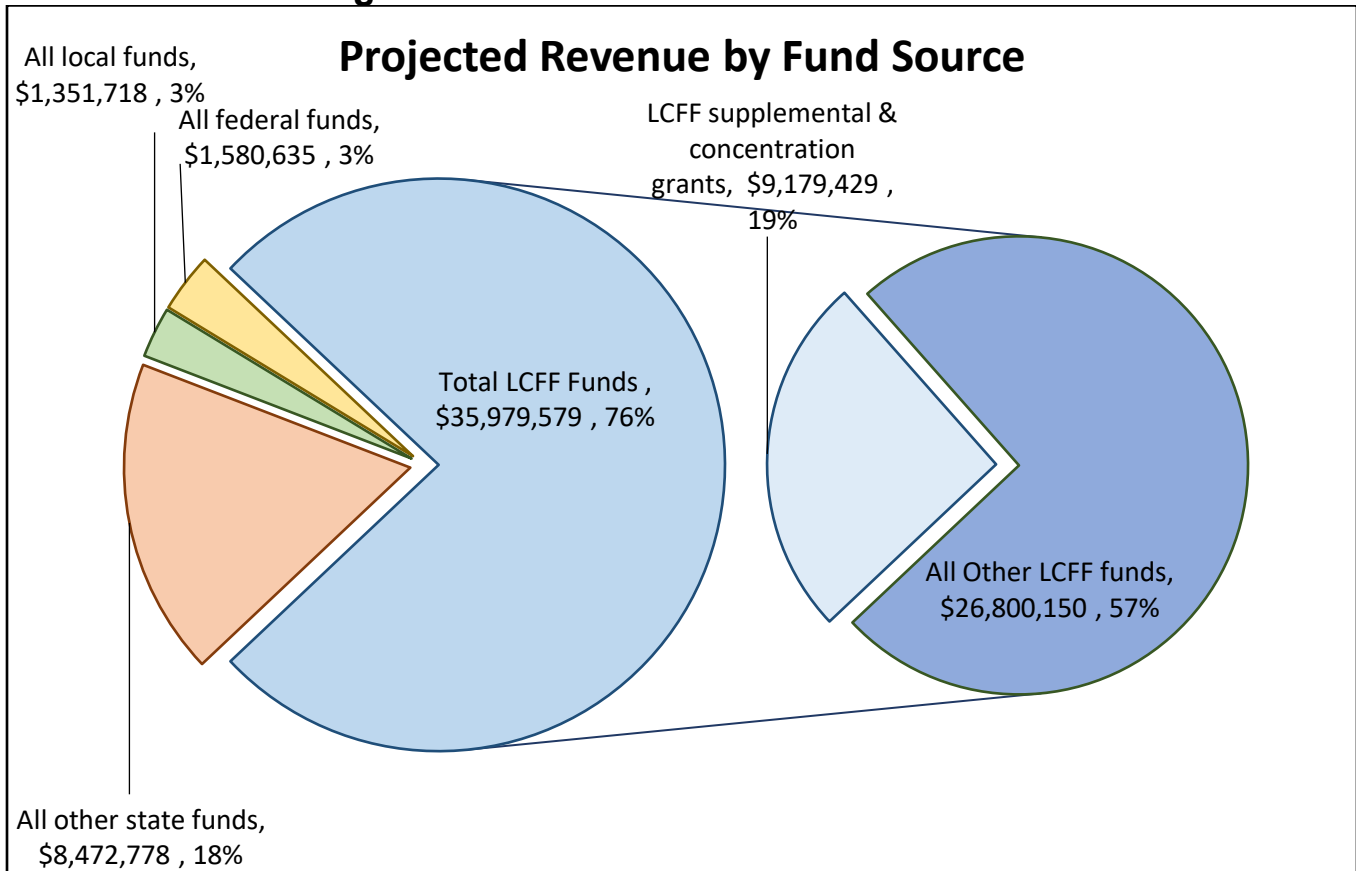
LEA contact information:

Andres Zamora

Superintendent

azamora@livingstonusd.org

2093945400

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

Projected Revenue by Fund Source

All local funds, $1,351,718 , 3%

All federal funds, $1,580,635 , 3%

LCFF supplemental & concentration grants, $9,179,429 , 19%

Total LCFF Funds , $35,979,579 , 76%

All Other LCFF funds, $26,800,150 , 57%

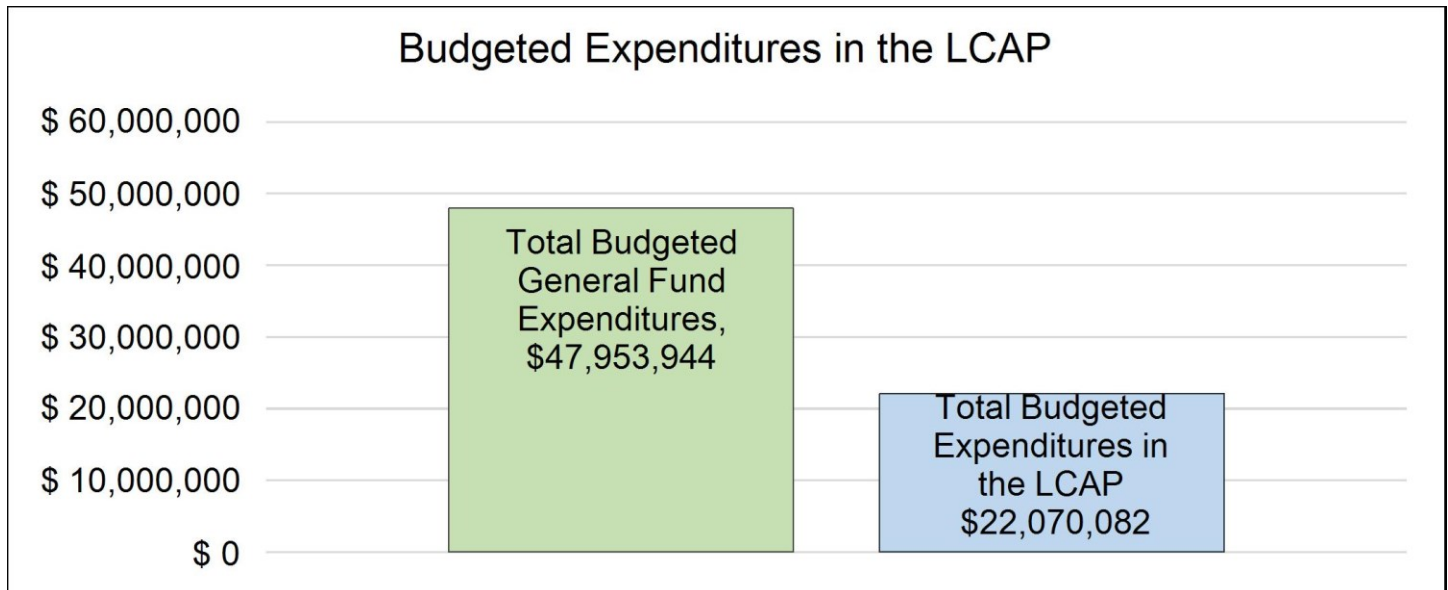All other state funds, $8,472,778 , 18%

This chart shows the total general purpose revenue Livingston Union 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 Livingston Union School District is $47,384,710, of which $35,979,579 is Local Control Funding Formula (LCFF), $8,472,778 is other state funds, $1,351,718 is local funds, and $1,580,635 is federal funds. Of the $35,979,579 in LCFF Funds, $9,179,429 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $47,953,944

Total Budgeted Expenditures in the LCAP $22,070,082

This chart provides a quick summary of how much Livingston Union 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: Livingston Union School District plans to spend $47,953,944 for the 2024-25 school year. Of that amount, $22,070,082 is tied to actions/services in the LCAP and $25,883,862 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
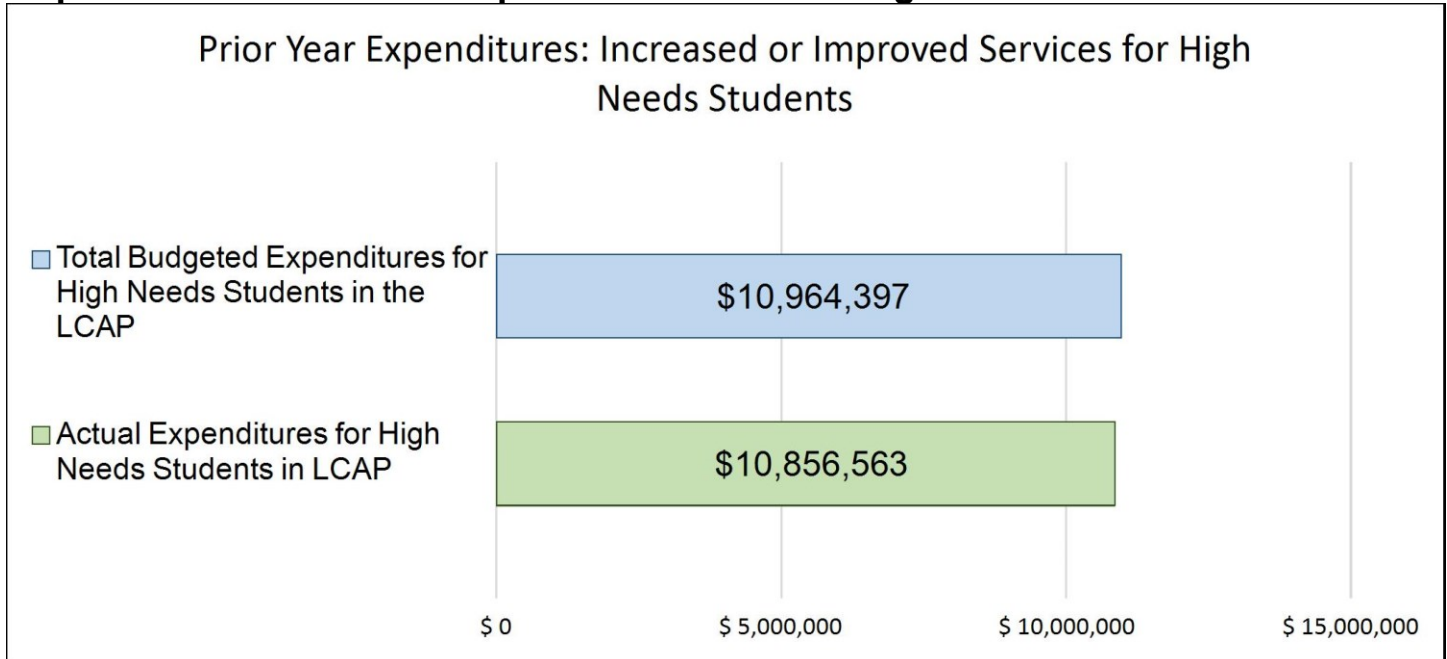
Expenditures related to the District core educational and operational services are not specifically classified within an LCAP goal. These cover a range of expenses, including but not limited to ongoing costs for classroom instruction, general overhead expenses like maintenance, utilities, property/ liability insurance, and legal fees.

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

In 2024-25, Livingston Union School District is projecting it will receive $9,179,429 based on the enrollment of foster youth, English learner, and low-income students. Livingston Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Livingston Union School District plans to spend $16,344,069 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $10,964,397

Actual Expenditures for High Needs Students in LCAP: $10,856,563

(Axis: $0, $5,000,000, $10,000,000, $15,000,000)

This chart compares what Livingston Union 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 Livingston Union 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, Livingston Union School District's LCAP budgeted $10,964,397 for planned actions to increase or improve services for high needs students. Livingston Union School District actually spent $10,856,563 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-107,834 had the following impact on Livingston Union School District's ability to increase or improve services for high needs students:

Budget fluctuations arose from shifts in personnel, salary increases, and the introduction of new initiatives like the Thrive program, funded through our ELOP resources, which cater to after-school and intercession enrichment as well as intervention programs. Despite a less than 1% variance in costs, there will be no adverse effects on the provision of services to high-needs students.

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
Livingston Union School District	Andres Zamora Superintendent	azamora@livingstonusd.org 2093945400

Goals and Actions

Goal

Goal #	Description
1	LUSD will implement actions and services to accelerate and improve students' academic and social emotional success with a keen focus on developing a multi-tiered support system inclusive of an intense focus on early literacy in the primary grades (grades TK-3), mathematics (all grades), small group and individualized instruction, access to current technology, and enrichment learning opportunities that seek and expand and engage student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP-ELA Met or Exceeded Standard	2019	Spring 2021	Spring 2022	Spring 2023	
All Student Group	37.93%	31.26%	34.69%	32.90%	59%
English Learners	11.96%	8.98%	12.97%	5.12%	32%
Socioeconomically Disadvantaged	35.19%	27.55%	29.66%	28.50%	57%
Students with Disabilities	12%	3.62%	3.18%	6.62%	34%
CAASPP-Mathematics Met or Exceeded Standard	2019	Spring 2021	Spring 2022	Spring 2023	
All Student Group	26.59%	18.07%	22.49%	22.19%	48%
English Learners	12.23%	6.05%	12.16%	5.84%	34%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socioeconomically Disadvantaged Students with Disabilities	24.08% 11.20%	15.68% 2.89%	18.02% 4.76%	17.67% 11.77%	46% 33%
District ELA Winter Benchmark Average Grades 3-5 Percent Near Met Percent Above Grades 6-8 Percent Near Met Percent Above CAASPP ELA Interim Comprehensive Assessments Average Percent Met or Exceeded Grades 3-5 Grades 6-8	2021 43% 19% 53% 7% 2022 ELA ICA Baseline Grades 3-5: 31% Grades 6-8: 20%	Winter 2022 ELA ICA Grades 3-5: 31% Grades 6-8: 19%	ELA ICA Grades 3-5: 26% Grades 6-8: 42%	 Grades 3-5: 23.33% Grades 6-8: 39.55%	Metric Discontinued Grades 3-5 65% 35% Grades 6-8 75% 25% New Metric ELA ICA Grades 3-5: 51% Grades 6-8: 40%
District Mathematics Winter Benchmark Average Grades 3-5 Percent Near Met	2021 34% 17%	Winter 2022 Math ICA Grades 3-5: 31% Grades 6-8: .6%	Math ICA Grades 3-5: 20% Grades 6-8: 9%	 Grades 3-5: 15.74% Grades 6-8:10.89%	Metric Discontinued Grades 3-5 Percent Near Met: 56% Percent Above: 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent Above Grades 6-8 Percent Near Met Percent Above CAASPP Math Interim Comprehensive Assessments Average Percent Met or Exceeded Grades 3-5 Grades 6-8	45% 14% 2022 Math ICA Baseline Grades 3-5: 31% Grades 6-8: .8%				Grades 6-8 Percent Near Met: 67% Percent Above: 33% New Metric Math ICA Grades 3-5: 51% Grades 6-8: 30%
Students will have access to core instructional materials as measured by the annual "Sufficiency of Instructional Materials" School Board resolution.	100%	100%	100%	100%	100%
Teachers will be appropriately credentialed and assigned.	98%	98.5%	87.9%	90.63%	100%
Teachers will implement board adopted academic content and performance standards for all students.	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services are developed and provided to unduplicated students and students with exceptional needs.	100%	100%	100%	100%	100%
Students will have access to a broad course of study as measured by review of the master schedule.	100%	100%	100%	100%	100%

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.

Goal 1 actions were carried out as planned, however, in some cases the desired outcomes were not achieved. While Goal 1 actions were carried out as planned, there were some challenges in executing the structured teacher collaboration due to substitute shortages. Progress with the implementation of the MTSS framework moved forward, but differentiated classroom support for all students continues to be an area that needs improvement. One of the areas of notable progress was the expansion of art, physical education and STEM enrichment opportunities that were made available to students during the school day and through the extended day and year.

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

Action 1.6: An overestimation of the ELOP startup costs resulted in a material difference of -23%.

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

The District continued to make progress in implementing the MTSS Framework, with professional development and coaching support in literacy and mathematics provided as planned. Teachers were also given structured collaboration time as scheduled. However, an analysis of local and state achievement data for this goal indicates that several of the implemented actions were ineffective in advancing student progress and helping students acquire the necessary skills. Despite the efforts to support student achievement, the data reveals persistent gaps in progress, highlighting the need to refine the strategies employed. This refinement is essential to achieve more effective outcomes in skill acquisition and overall academic performance.

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.

Goal 1 continues as a Board Goal. Over the next LCAP cycle, LUSD will continue to enhance the implementation of the Multi-Tiered System of Supports (MTSS) Framework as the core strategy to improve student achievement. Several new actions and additional funds have been added to Goal 1 to address student achievement needs identified through input from educational partners and analysis of local and state data. Some of these actions specifically target areas identified as having the lowest performance levels according to the CA Dashboard. Other actions have been modified to continue supporting the district's efforts to provide students with a well-rounded school experience, ensuring they develop academic proficiency, critical thinking, and problem-solving skills. Established targets for ELA and Mathematics were not met, prompting the establishment of new targets. Baselines for state and local assessment data have been set based on the most current data available, and new baselines for ELA and Mathematics have been established based on local data. Annual targets have been set accordingly. Providing all students with qualified teachers, core instructional materials, and programs and services for unduplicated students and students with special needs remains one of LUSD's strengths. The baseline data for these areas is high, and the district will work on maintaining these high standards moving forward.

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	LUSD will promote and cultivate a student-centered culture focused on equity, inclusiveness, encouragement, and high expectations, and foster relationships between adults and students through mutual respect in a school environment that is safe and welcoming for students, families, and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Chronic Absenteeism Rate	2019 4.9%	17.9%	15.5%	19%	3.0%
District Attendance Rate	2019 96.77%	93.85%	94%	95%	97%
CA Dashboard Suspension Rate	2019 1.9%	3.4%	2.8%	.6%	1.5%
Middle School Dropout Rate	2019 0%	0	0	0	0
Maintain an expulsion rate that is below the county and state average.	2019 0%	0.1%	.038%	0.38%	0
LCAP Student Survey: Safety and Connectedness	2020 Feel safe at school: 88.9%	2022 Feel safe at school: 76.1%	2023 Feel safe at school: 74%	Feel safe at school: 75% Feel connected: 73%	Feel safe at school: 97% Feel connected: 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Feel connected: 87.8%	Feel connected: 85.2%	Feel connected: 85.3%		
LCAP Teacher Survey: Safety and Connectedness	2020 Feel safe at school: 92.4% Feel connected: 92.4%	2022 Feel safe at school: 83.8% Feel connected: 90.1%	2023 Feel safe at school: 83.8% Feel connected: 87.9%	Feel safe at school: 72%% Feel connected: 89%%	Feel safe at school: 96% Feel connected: 96%
Facilities Inspection Tool (FIT): "Good" or Higher	2020 All District Schools: Exemplary	All District Schools Received an Overall Rating of Good or Higher	All District Schools Received an Overall Rating of Good or Higher	All District Schools Received an Overall Rating of Good or Higher	All District Schools: Good or Higher
Increased Meal Participation	2022 72.5%	Base Year 2022 72.5%	2023 75.39%	79.46%	85%

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.

The actions in this goal were executed as planned, with no substantive differences from the original plan. The LEA successfully implemented a comprehensive school counseling program and provided educationally relevant mental health support services to students and families. However, improving student attendance remained challenging due to several factors. Although preventive site-level practices were implemented, early follow-up with some families was not consistently carried out.

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 2.1: Staff over anticipated the material needs during the budget development process which resulted in a material difference of -14%.

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

Most of the actions under this goal were effective in advancing the district's objective of providing safe and inclusive school environments for all students. The district implemented a comprehensive school counseling program and offered educationally relevant mental health support services. Health services and follow-up referrals were provided to medically vulnerable students, and facility upgrades to enhance safety for students and staff were completed as planned. District schools are also making progress toward reducing chronic absenteeism rates, with an overall attendance rate showing an upward trend.

The Child Nutrition department's efforts to improve meal quality have led to an increase in meal participation, rising from 72.5% in the spring of 2022 to 79.46% in the spring of 2024. However, student and staff perceptions of safety and belonging still need improvement. The district will closely monitor these areas and intervene as needed to increase the percentage of students and staff who feel safe and connected to their school.

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.

Goal 2 has been re-written as a maintenance of progress goal. Actions 2.4 and 2.5 will continue as planned. Action 2.1 has been slightly modified to emphasize the need for ongoing professional development for all staff to better support students' social, emotional, and mental health needs. Action 2.2 now places greater emphasis on refining the implementation of Site Attendance Review Teams. Additionally, Action 2.3 has been added to address the ongoing need to reduce chronic absenteeism rates district-wide, school-wide, and across various student groups.

Action 2.7 has been introduced to ensure that education on online safety responsibilities is prioritized for both students and staff. Metrics for this action have been added, with baseline and annual targets established. All other metrics have been adjusted based on the most current data available.

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	LUSD will expand opportunities to increase parental involvement, collaboration, partnerships with families and city and county organizations, with an emphasis on supporting underrepresented families and increasing access to resources and information that support students' learning and home-to-school connectivity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Parent Survey: Feel their children are safe at school	2020 97.5%	94.5%	95.5%	80%	99%
LCAP Parent Survey: Parents feel welcomed and respected by the adults that work at the school	2020 96.5%	97.4%	97.4%	Data is not available due to a change in the survey the district is now utilizing.	99%
LCAP Parent Survey: Limited English-speaking parents are given opportunities to understand curriculum and participate in school activities through the use of translators and translated materials	2020 97.7%	96.4%	97%	Data is not available due to a change in the survey the district is now utilizing.	99%
LCAP Parent Survey: Parents who agree that their opinion is	2020 93.9%	96%	94.8%	Data is not available due to a change in the	96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
taken into consideration when it comes to school policy decisions				survey the district is now utilizing.	
Parent participation in decision-making and leadership activities will be measured by proper composition of the School Site Council in District Schools	2020 100%	100%	100%	100%	100%
The district will promote parental participation by hosting Family Support and Information Nights for parents of students with exceptional needs and parents of unduplicated pupils.	2020 Parents who reported their experience was positive at the Family Support and Information Nights: 88.9%	100%	100%	100%	94%

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.

Actions in this goal were implemented as planned. One of the district's successes was the large number of learning opportunities and activities that were offered to families. For the first time the district offered the Parent Leadership Training Institute which enabled participating parents to enhance their leadership skills and become stronger advocates for their children.

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 3.2: The increase in funding to support the Parent Leadership Training Institute resulted in a material difference of 184%.

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

Input from Educational Partners indicates the district is moving in the right direction and should continue to offer ample opportunities for families to participate in school activities and programs. The Parent Leadership Training Institute has provided participating parents with the chance to build their leadership skills and become stronger advocates for their children. The continuation of Parent Liaisons at the elementary schools has been a significant asset, offering numerous opportunities and support for families. School staff consistently communicate with families through various methods, including ParentSquare, newsletters, and in-person interactions. Teachers and parents meet at least twice a year to formulate goals and discuss outcomes.

Action 3.1 has been identified as an area needing additional improvement, particularly in providing professional development to staff on building relationships with families. To address this, the district plans to refine its approach, ensuring all staff participate in this professional development. The training will focus on leveraging both staff and family strengths while fostering trusting, respectful, and culturally sensitive relationships with families.

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.

Goal 3 has been re-written as a maintenance of progress goal. Actions 3.1, 3.2, 3.4, and 3.5 will continue as planned. Action 3.3 has been slightly modified to reflect that Parent Liaisons will continue only at the elementary schools. Additionally, Action 3.6 has been introduced to ensure families have opportunities to learn about online safety. A baseline and annual targets for this action will be established in the fall of 2024. An additional metric has been added to this goal to help the district measure the participation and involvement of parents of children with disabilities in the IEP process.

The district will continue to use LCAP Family survey data to monitor the progress of this goal. This year, the district transitioned from local surveys to nationally normed LCAP surveys provided by Panorama. Data from the LCAP Panorama survey was used to establish new baselines. Consequently, annual progress data for some questions previously asked of parents is not available for reporting.

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	By May 2023, each English Learner will increase at least one level on the ELPAC, with an overall district increase of at least 15% toward English proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC: Percentage of EL Making Progress Towards English Proficiency	2019 30.8%	Data Unavailable Due to No CA Dashboard	66.8%	48.3%	75%
ELPAC: Percentage of ELs Progressing at Least One Level	2019 28%	Data Unavailable Due to No CA Dashboard	66%	46%	73%
EL Reclassification Rate	2019 7%	11.7%	19%	10%	19%
Benchmark ELA Program ELD Interim Assessment	2021 Overall: 60% Oral: 70% Written: 51%	Data will be available at the start of the 2022-23 school year	Overall: 59% Oral: 71% Written: 47%	Overall: 56% Oral: 65% Written: 47.5%	Overall: 60% Oral: 60% Written: 60%
English Learners will have access to the CCSS and ELD standards	2020 100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Interim Comprehensive Assessments Percent of 3rd-8th Gr. ELs Meeting or Exceeding Standard	Winter 2022 10%	10%	8%	5.0%	30%
CAASPP Math Interim Comprehensive Assessments Percent of 3rd-8th Gr. ELs Meeting or Exceeding Standard	Winter 2022 5%	5%	4%	4.46%	25%

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.

All actions in Goal 4 were executed as intended. However, enhancing the achievement of English Learners (ELs) remains a challenge across all district schools, especially in the middle school. One notable success this year was the enhancement of the EL tri-annual process, which facilitated more frequent district-level reporting and analysis of EL data. This improvement also enabled more in-depth discussions about the additional professional development needed to refine teaching practices and better support ELs.

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 4.3: Classroom teachers did not participate in the tri-annual walkthroughs process as originally anticipated resulting in a material difference of 51% since substitutes were not needed to release teachers from the classroom.

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

The annual targets for this goal were not achieved, indicating the need for refining the associated actions. State and local data for grades 3-5 show that English Learner (EL) progress continues to lag behind the All Student Group, whereas data for grades K-2 indicate more favorable results. To address this, the district's partnership with MCOE and CEP will focus on implementing targeted English Learner strategies to improve EL outcomes. Additionally, the district will acquire a new data management system to provide teaching and administrative staff with quick access to multiple student data points. Regular monitoring and analysis of student performance data will be conducted during the Tri-Annual ELD progress assessments.

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.

4.1: The district academic coaches will continue to offer ongoing professional development focused on effective English language acquisition strategies. To enhance the impact of this support, a more targeted approach will be implemented, emphasizing coaching, lesson demonstrations, and lesson development.
4.2: For the past three years, staff have used the Interim English Language Development Assessment to monitor language acquisition progress. However, this tool has proven to be not very user-friendly. With the recent release of the ELPAC Interim Assessment, the district plans to adopt this new tool. Since the Interim Assessment is part of the CAASPP platform, it will offer better alignment and easier access to data for staff. A baseline and annual targets will be developed in the fall after the administration of the ELPAC Interim.
4.3:This action was developed this year in response to two district schools receiving the lowest performance indicator on the ELPI. The district will collaborate with MCOE and CEP to develop and implement more effective strategies to meet the needs of English learners.
4.4: Reflections and data analysis on this action indicate that the tri-annual progress monitoring approach can be effective. Next year, the staff will concentrate on enhancing the implementation of the Plan, Do, Study, and Act (PDSA) process to improve outcomes further. The reclassification rate target was not met. Since the reclassification rate declined, a new baseline and targets for the next three years have been established.
4.5: Schools will now offer at least two EL Educational Night for parents of ELS to learn about programs and services for ELs at their child's school.
4.6: This new action was created to ensure timely identification and support is provided to English Learners at risk of prolonged language acquisition challenges.

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.
  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  o 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.
  o 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.
  o 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
Livingston Union School District	Andres Zamora Superintendent	azamora@livingstonusd.org 2093945400

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.

Livingston Union School District (LUSD) stands out as a beacon of diversity and inclusion in California's Central Valley. Situated in northern Merced County, LUSD fosters a vibrant school community where rich cultures thrive. Nearly 43% of students are English Learners (EL), demonstrating the district's commitment to providing exceptional education for all. The student body reflects the region's diversity, with a strong Hispanic/Latino presence (83.1%) alongside Asian (11.7%) and White (2.7%) students. LUSD's dedication to equitable opportunity is further emphasized by the high percentage of students qualifying for the free or reduced-price meals program (69%).

LUSD empowers approximately 2,500 students across four schools. Three TK-5 elementary schools (Campus Park, Selma Herndon, Yamato Colony) provide a nurturing foundation, while Livingston Middle School guides students in grades 6th-8th. LUSD serves as the heart of the Livingston community, fostering a strong partnership with parents. Based on the March 2024 LCAP Family Survey 86% of parents feel teachers have a high degree of respect for their children. This deep sense of community positions LUSD as a leader in fostering a positive and inclusive learning environment for all. And 80% feel their children are safe at school. This deep sense of community positions LUSD as a leader in fostering a positive and inclusive learning environment for all.

Families send their children to our schools to learn and excel in a safe and caring environment and realize their individual dreams and aspirations toward a successful future. It is our moral imperative to continually improve our schools as a means to helping all students achieve their greatest dreams, aspirations, and potential in high school and beyond.

OUR PURPOSE: The Livingston Union School District is building a community of learners through a student-centered focus, equity, and a culture of collaboration that prepares all students with a foundation to succeed in high school and beyond.

Our "shared core values" guide our priorities, our goals and our actions. They establish the foundation of a district culture based on high expectations and collaboration with an unrelenting determination to ensure the success of our students.

Our Students are Not to Blame
We believe that circumstances of birth, socioeconomic status, language proficiency, or disability are not barriers to learning.

Teamwork and Collaboration are Essential Building Blocks for Establishing a Productive and Supportive School Culture and Improving Student Learning

Effective instruction needs to be rigorous, supportive, relevant and builds on meaningful relationships between students and their teachers.

People, Not Programs, Make the Real Difference
The professionals at LUSD make the real difference; caring and competent classroom teachers, proactive administrators, a visionary and engaged superintendent, and a supportive Board of Trustees.

Academic English Proficiency and Biliteracy are Keys to Success
Developing proficient use of academic English is the linguistic goal across all subject areas and grade levels for all students.

Collective Accountability and Responsibility for the Success of Our Students
Within our respective roles, students, parents, teachers, support staff, principals, superintendent, and board members; we are all collectively and individually responsible for the success of each student.

Parents are our Partners in Education
Effectively involving parents with students in schools enables parents to understand more clearly the curriculum and expectations so they can support their children at home.

All Important Decisions Must Be Made Through a "Student Filter"
Decisions must always be made in the best interest of students through an EQUITY lens that expects all members of the school community to serve students' individual needs.

Safe, Nutritious, and Nurturing Learning Environments
Schools must be a place where students feel physically and mentally safe. An environment where students feel valued, respected and encouraged by their teachers, principal and other adults. An environment where students are provided nutritious and appealing meals daily.

Reflections: Annual Performance

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

The district has shown progress in reducing chronic absenteeism following the COVID-19 pandemic. Chronic absenteeism which is defined by the state as missing 10% or more of school days in an academic year for any reason, including excused and unexcused absences, was at 4.9% for LUSD prior to the pandemic, earning the district a Green Performance Indicator (PI). After the pandemic Chronic Absenteeism rates increased significantly. In 2022 the district received a rating of "High" on the CA Dashboard. By the spring of 2023, LUSD had progressed to an Orange PI, signifying improvement from the previous year's "High" status.

During the 2022-23 school year, two student groups received the lowest performance level in Chronic Absenteeism districtwide. The Asian student group experienced an increase of 7.2%, and the Socioeconomically Disadvantaged student group maintained at 0.3%. Both Selma Herndon and Campus Park Elementary Schools received the lowest performance level in Chronic Absenteeism schoolwide. At Selma Herndon Elementary, the English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities groups received the lowest performance level. At Campus Park Elementary, the English Learners, Hispanic, and Socioeconomically Disadvantaged student groups received the lowest performance level. At Yamato Colony Elementary, the Asian student group experienced an increase of 9% in Chronic Absenteeism and received the lowest performance indicator in this area.

This year, LUSD was recognized as a "Bright Spot" by the California Collaborative for Educational Excellence, AttendanceWorks, and UC Davis. This unique designation is reserved for districts with significant socio-economic challenges that have consistently maintained lower chronic absenteeism rates compared to statewide averages, both before the pandemic and in 2023. Out of nearly 1,000 districts, only twenty, including Livingston Union School District, met the criteria. As a result, LUSD was selected to participate in a study aimed at advancing educational practices and policies statewide.

In an effort to continue making progress towards reducing chronic absenteeism, LUSD will conduct monthly chronic absenteeism check-ins with site administrators, with a heightened focus on closely monitoring the attendance of all students; particularly the student groups in the lowest performance level on the CA Dashboard. Furthermore, better implementation of the district's School Attendance Review Team (SART) process will focus on proactive and preventive strategies to reduce Chronic Absenteeism. In the Spring of 2024 the local Chronic Absenteeism rate was 11%, suggesting a positive trend in student attendance in the district.

LUSD remains unwavering in its commitment to creating a supportive and motivating environment for all students. This dedication is reflected in the district's substantial investment in student support services, including the employment of six full-time school counselors, a Board Certified Behavior Specialist (BCBA), an Early Education Specialist, alongside numerous other support staff. These efforts have yielded results, as evidenced by a notable reduction in the suspension rate from 2022 to 2023. In 2022, the district had a PI of "High," with 3.4% of students suspended for at least one day. By 2023, LUSD achieved a Green PI, marking a significant 0.6% decline in the suspension rate. This progress is largely attributed to the district's strategic implementation of student support systems and alternatives to suspensions, particularly in middle schools. Through these measures, LUSD has fostered a more inclusive and supportive educational environment, underscoring its commitment to the well-being and success of its students.

LUSD intends to continue building on this progress by maintaining six full-time counselors to maintain the current-student-to counselor ratios, enabling more personalized student support. In addition, LUSD counselors, teaching, administrative, and support staff will participate in ongoing professional development in areas such as trauma-informed care, mental health, and conflict resolution. The BCBA will provide staff professional development to address behavioral conflicts more efficiently and proactively. The Early Education Specialist will continue to work with teaching staff to identify and address learning and behavior issues early on. The district will enhance it's implementation of Positive Behavioral Interventions at all schools and Restorative Practices at the middle school in order to resolve conflicts and reduce the need for suspension. By implementing these strategies, LUSD can continue to build on its progress, creating a supportive and motivating environment that promotes the well-being and success of all students.

The district values family engagement and is dedicated to enhancing both the quantity and quality of events and learning opportunities for families. This year, the district offered numerous district-wide learning opportunities for parents and guardians, including the Parent Leadership Training Institute (PLTI), the LUSD Parent Conference, and workshops on Health and Nutrition and Early Literacy. The PLTI provided a 21-week program designed to empower parents and guardians to become leading advocates for children.

Throughout the year, Parent Liaisons supported school staff in coordinating various family engagement programs and activities. These included monthly "Cafecito" sessions, school carnivals, book fairs, Dual Language Academy (DLA) Nights, and awards events. At the core of these efforts is the district's sincere commitment to strengthening staff-parent connections and increasing the participation of underrepresented families in the district, ultimately aiming to improve student outcomes.

In addition to offering enrichment in art and supplemental physical athletic activities at elementary schools and art and music programs during the regular school day at the middle school, LUSD has broadened extended day and extended year programs. The implementation of the THRIVE program, alongside ASSETS, has enabled over 800 students to participate in activities fostering engagement, connectedness, and academic achievement after school. The THRIVE winter and spring intercessions, as well as the summer program, have provided additional opportunities for enriching academic experiences. The district plans to continue offering THRIVE and ASSETS programs with enhancements to further benefit students. By enhancing the THRIVE and ASSETS programs with these additional strategies, LUSD can provide a more comprehensive, engaging, and impactful enrichment experience for its students, fostering greater academic achievement, engagement, and overall well-being.

Analysis for students' academic progress based on state and local data indicates the need for acceleration of achievement in order for a number of student groups to achieve gap closure. Data from the CA Dashboard highlights areas needing improvement in Mathematics, English Language Arts (ELA), and the English Learner Progress Indicator (ELPI). The English Language Arts and Mathematics assessments are based on the Smarter Balanced Summative Assessment and the California Alternate Assessment, which are taken annually by LUSD students in grades 3-8. In Mathematics, the district maintained a score of -0.2 points, with seven student groups in the second to the lowest performance indicator. Livingston Middle School obtained the lowest performance indicator schoolwide in Mathematics. Additionally, the English Learner student group at the middle school also received the lowest performance indicator in this academic area. Local Mathematics data indicates 37% of 3-5th and 28% of 6-8 grade students Met, Exceeded or Nearly Met the standards as measured by the Interim Comprehensive Assessments in the Winter of 2023. Local end-of-of year data indicates 44% of K-2 students Met or Exceeded the standards.

To address achievement in Mathematics the district will continue to provide professional development for all teachers. During 2023-24 the district implemented Year 2 of the Mathematics Professional Development Plan through a partnership with the Merced County office of Education (MCOE). Professional development in this area included lesson demonstrations by MCOE math coaches at all schools. Year 3 of the LUSD/MCOE partnership will continue to provide teachers and classroom support staff opportunities to participate in math professional development, lesson demonstrations and coaching. The focus of year 3 will include enhanced classroom implementation and refinement across all schools. Additionally, ongoing Mathematics support beyond the third year will be offered by district academic coaches.

In ELA, LUSD obtained the second to the lowest progress indicator, with a decline of 3.6 points. In this academic area the district had one student group in the lowest performance level and six student groups in the second to the lowest performance level. LUSD's Homeless student group obtained the lowest performance level districtwide, experiencing a decline of 12.5 points. At Livingston Middle School, the English Learner student group obtained the lowest performance indicator in ELA. Local ELA data indicates 36% of 3-5th and 54% of 6-8 grade students Met, Exceeded or Nearly Met the standards as measured by the Interim Comprehensive Assessments in the Winter of 2023. Local end-of-of year data indicates 57% of K-2 students Met or Exceeded the standards.

To address student achievement in ELA the district plans to upgrade the current K-5 state-adopted Language Arts Program as part of a three-year literacy plan. The upgraded ELA program will provide better alignment to the Science of Reading and the CA Framework ensuring consistency and coherence in literacy instruction. In addition, Year I of the three-year literacy plan will include professional development for K-8 teachers and classroom support staff on the Science of Reading including effective teaching practices in phonemic awareness, phonics, fluency, vocabulary and comprehension.The district instructional coaches will provide lesson demonstration, lesson feedback, and coaching focusing on refining and enhancing teaching practices.

The district will continue to implement the K-2 local assessment platform and maximize the use of the CAASPP interim and summative system in order to better utilize data to identify student needs and tailor instruction accordingly. Furthermore, the district is committed to continuing to provide teachers structured teacher collaboration time to facilitate the analysis of K-8 student performance data, share best practices, and further enhance differentiated instruction. Support for struggling readers will be provided via small group instruction and enrichment opportunities for advanced learners to challenge and extend their literacy and literacy skills will be provided as part of the district's Multi-Tier System of Supports.

The CA Dashboard uses the English Learner Progress Indicator to measure progress towards English language proficiency or maintaining the highest level. In the ELPI, the district experienced an 18.5% decline. Campus Park Elementary and Livingston Middle School both obtained the lowest performance level schoolwide. Additionally, the English Learner student group at both schools received the lowest performance level. LUSD has developed Goal 4 actions to address the decline in the ELPI and improve achievement of all English Learners. District support staff and school leadership will hold EL progress monitoring meetings three times a year to review student data, assess progress, and adjust instructional strategies. Tri-annual EL sessions will be opportunities for school teams to conduct ELS walkthroughs, analyze data, identify trends, and identify strengths and areas needing improvement. The district will acquire and implement a comprehensive platform designed to provide teachers easy access to actionable data to better monitor the language acquisition progress of ELs and progress of reclassified students. In addition all teaching, classroom support staff and administrative staff will participate in research-based professional development on effective strategies to support ELs. Instructional coaches will provide lesson demonstrations, lesson feedback and coaching to TK-teachers as part of the district's plan of improvement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Guardians	Parents and guardians had opportunities to provide input via school and district level advisory committees, the LCAP Advisory, and the District English Learner Advisory Committee (DELAC). Additionally, the annual LCAP survey provided a platform for parents and guardians to provide input on their perception of Family Engagement, Learning Recovery, School Climate, School Fit, and School Safety. The free response portion of the survey was an opportunity for parents and guardians to provide ideas on how schools can improve school climate and other aspects of their child's school and district. LCAP Advisory Meetings November 15, 2023 January 30, 2024 March 27, 2024 DELAC January 30, 2024 Parent and Guardian Survey: Spring 2024
Students	The district sought direct input from 3rd-8th grade students through surveys and focus groups; these methods allowed students to voice their opinions on matters directly affecting their educational experience, such as extracurricular activities and school climate.

Educational Partner(s)	Process for Engagement
	Student Input Sessions February 8, 2024 February 13, 2024 February 15, 2024 Student Survey: Spring 2024
Teachers	Teachers had the opportunity to provide input via surveys, committee meetings, staff meetings, and as representatives in the district's LCAP Advisory. Teacher surveys provided an opportunity to give input on School Climate, School Leadership, Teaching Efficacy, Feedback and Coaching, Professional Learning, and Staff-Family Relationships. The free response portion of the survey was an opportunity for teachers to provide ideas on how the schools and the district can improve. LCAP Advisory Meetings November 15, 2023 January 30, 2024 March 27, 2024 Teacher Survey: Spring 2024
Other School Personnel	Other school staff had the opportunity to provide input via surveys, school-level staff meetings, and as representatives in the district's LCAP Advisory. The LCAP survey provided other school staff the opportunity to provide input on School Leadership, School Climate, and Climate and Culture. The open-ended section of the survey allowed staff to share their suggestions for enhancing the schools and the district. LCAP Advisory Meetings November 15, 2023 January 30, 2024 March 27, 2024

Educational Partner(s)	Process for Engagement
	Other School Personnel Survey: Spring 2024
Principals and District Administrators	School and district leadership participated in many strategic planning sessions where they shared their perspectives on resource allocation, program effectiveness, and overall implementation and effectiveness of district goals and actions. A thorough review and reflection of educational partner input was conducted by site and district administrators. Their role was crucial in aligning the LCAP with broader district objectives. September 1, 2023 September 15, 2023 October 6, 2023 October 27, 2023 December 8, 2023 January 19, 2024 February 2, 2024 February 23, 2024 March 15, 2024 April 12, 2024 April 26, 2024 May 10, 2024 May 24, 2024 June 11, 2024
Bargaining Units	The Certificated and Classified staff bargaining units were given opportunities to provide input on the development of the LCAP. LETA April 29, 2024 CSEA April 30, 2024
Special Education Local Plan Area	Special Education Advisory Committee (SEAC) Meetings

Educational Partner(s)	Process for Engagement
	August 22, 2023 September 12, 2023 October 10, 2023 November 14, 2023 December 12, 2023 January 9, 2024 February 6, 2024 March 12, 2024 April 9, 2024 May 14, 2024

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

A thorough review and reflection of the input from all educational partners was conducted by site and district administrators. This comprehensive review process was crucial in ensuring that the LCAP was aligned with the needs and goals of the community, making it a more effective and responsive plan.

In response to feedback from educational partners, the district has established a clear framework for its goals: a comprehensive achievement goal (Goal 1), two maintenance goals (Goals 2 and 3), and a focus goal (Goal 4). Goal 1 encompasses various metrics, including local and state ELA and Mathematics assessment data for both the All Student Group and specific student groups. All initiatives under Goal 1 have been developed collaboratively with educational partners to facilitate better achievement of ELA and Mathematics standards among students. Specifically, Actions 1.6 and 1.7 target the needs of student groups performing at the lowest levels in ELA and Mathematics.

Through an ongoing partnership with MCOE, the district is prioritizing instructional support by implementing Building Thinking Classrooms at the middle school level this past school year. This initiative will continue into the next school year and will emphasize the enhancement of teacher proficiency, increasing academic rigor, and fostering staff capacity. Additionally, starting next school year, LUSD will collaborate with California Education Partners to establish coherence in early grade education, aiming to identify and address achievement gaps proactively. The district has formed a cohort of educators, including district and site administrators, the preschool director, and TK-3 teachers. This collaborative effort, spanning three years, aims to promote increased collaboration and achievement in the early grades. It also seeks to align curriculum with the rigor of math standards, and evaluate and enhance internal systems and structures for improved outcomes.

A California Science Test metric has been incorporated to better monitor the implementation and student mastery of the Next Generation Science Standards (NGSS). The NGSS were designed to enhance science education for all students, increase their interest in science, and better prepare them for college or careers. This initiative supports the district's efforts aligned with the ASCA school counseling model, aiming to improve college and career readiness for all students.

Feedback from educational partners highlights that students greatly value enrichment opportunities such as art, music, middle school electives, and supplemental athletic activities offered during the regular school day. During input sessions, students reported that these activities and educational programs make school enjoyable and engaging. To sustain and further enhance these valuable offerings, Action 1.11 will ensure continued funding for enrichment activities and programs, with an emphasis on expanding and improving these opportunities. By taking these steps, the district will ensure that enrichment opportunities remain a vital and enjoyable part of the school experience, contributing to higher student engagement and improved attendance. The continued focus on enhancing these programs will not only make school more fun but also support students' overall development and well-being.

Goal 2 was formulated as a Maintenance of Progress Goal with a primary focus on addressing School Climate and Pupil Engagement within the district. Feedback from educational partners indicated that the implementation of a district-wide social-emotional curriculum, along with various strategies, has resulted in positive outcomes. The integration of the American School Counseling Association (ASCA) model by counselors, teachers, and support staff has significantly contributed to the enhancement of school climate and culture. There was a reduction in the district's suspension rate between 2022 and 2023. This progress is largely attributed to the district's strategic implementation of student support systems and alternatives to suspensions. However, progress in this area is still needed. Data from the 2024 LCAP Student Survey indicates that while 72% of 3rd to 8th-grade students feel safe at school, 28% don't feel safe. Regarding students' sense of belonging, LCAP Survey data indicates only 89% of students in those grades feel like they belong at their school. Survey data and Educational Partner input indicate the need to further refine the actions in Goal 2. Implementing a more holistic and cohesive approach that prioritizes the well-being and engagement of students, fostering a supportive and inclusive environment conducive to academic and personal growth, will increase the sense of safety and belonging.

Educational Partner input and CA Dashboard data indicates the need to continue improving student attendance. Action 2.3 was created to address high Chronic Absenteeism among student groups district-wide and at the school level. The district's efforts will include creating school-level improvement plans to identify students showing patterns of absenteeism and implementing supports tailored to each student's needs. Supports will include weekly monitoring by staff, inclusion in counseling groups, and recognition for improvement. Additionally, the district plans to increase communication and engagement with families to emphasize the importance of regular attendance and provide resources to help families overcome barriers to attendance. Tier I incentive programs to reward good attendance will continue at each school. Feedback from students and families indicates an engaging educational experience, along with assemblies, special events, and recognition programs, helps incentivize students to attend school. By implementing Goal 2 actions, the district aims to be more targeted and effective in reducing chronic absenteeism among student groups identified as needing the most support. This comprehensive approach ensures that interventions are data-driven, inclusive, and adaptive to the evolving needs of students and their families.

The district has made significant strides in providing health services and follow-up care to medically vulnerable students, an effort highly valued based on feedback from educational partners. Building on this success, the district plans to continue offering this essential support to students and their families. Additionally, the child nutrition staff will refine their efforts to increase meal participation by enhancing meal quality through innovative recipe development, conducting student surveys, and improving the overall school dining experience. Progress in this area will be measured by increased meal participation rates. By integrating these enhanced health services and nutrition strategies with a comprehensive approach to improving attendance, the district can ensure that students are healthier, more engaged, and better supported in their educational journey. This holistic approach recognizes the interconnectedness of health, nutrition, and attendance, ultimately fostering a more conducive learning environment for all students.

LUSD is committed to fostering a strong partnership between families and schools, enhancing student success through meaningful engagement and collaborative efforts. Feedback from families highlights the value they place on school activities such as carnivals, book fairs, Dual Language Academy (DLA) Nights, Parent and Teacher Association (PTA) events, parent workshops, awards ceremonies, and other gatherings that bring the community together. Additional input from parents via LCAP Advisory, PLTI, and DELAC reflects their appreciation for the support Parent Liaisons provide to schools. The district will continue to employ Parent Liaisons at each of the elementary schools in response to this feedback. Based on Educational Partner input, the district will continue pursuing Goal 3 as a Continuation of Progress goal. This objective focuses on building upon existing progress and further enhancing family and school relationships. To achieve this, LUSD will increase the quantity and quality of family engagement events and learning opportunities and improve communication and collaboration between families and school staff. By supporting parents as active participants in their children's education, LUSD aims to create a thriving environment where families are integral partners in the educational process, ultimately leading to better outcomes for all students.

Input from Educational Partners, combined with local and state EL assessment data, has significantly influenced the development of Goal 4 actions. Local and state assessment data reveal a substantial achievement gap between the All Student Group and the EL Student Group, highlighting the need for urgent improvements in the programs and services provided to EL students. In response, Goal 4 has been designated as a Focus Goal, characterized by its concentrated scope and time-bound objectives. This goal has been specifically designed to address the immediate needs of ELs. By concentrating resources and efforts within a defined timeframe, the district aims to rapidly close the achievement gap and ensure equitable educational outcomes for all students. The Focus Goal includes providing ongoing professional development to teachers and classroom support staff to equip them with effective techniques for teaching ELs, refining the district's system for monitoring the progress of ELs, and increasing efforts to involve parents of ELs in their children's education. Through these focused actions, LUSD aims to make significant strides in reducing the achievement gap, ensuring that ELs receive the high-quality education and support they need to succeed.

The feedback from parents, students, teachers, and leadership significantly shaped the LCAP. Their collective input led to the development or enhancement of actions that will lead to improvements in family engagement, learning recovery efforts, school climate, school fit, school safety, and overall program effectiveness, ultimately enhancing the educational environment for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Within the Multi-Tiered System of Supports (MTSS) Framework, LUSD will continue to implement a systemic approach aimed at enhancing teachers' knowledge of effective instructional strategies across all content areas with an emphasis on ensuring all students' development of academic proficiency, critical thinking, and problem-solving skills.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Local and state assessment data underscore the ongoing need for LUSD to establish a comprehensive support system aimed at enhancing student learning. The specific initiatives within this goal are designed to provide continuous professional development and structured collaboration opportunities for teaching staff. These efforts aim to better address the needs of all students, including English Learners, socioeconomically disadvantaged students, and students with special needs. Feedback from educational partners has highlighted the need to refine the district's literacy plan and to sustain math support for teachers through the Mathematics Professional Development Plan, with a focus on lesson demonstrations and coaching provided by MCOE coaches. The actions outlined in Goal 1 have been formulated to advance the district's initiatives in these critical areas. Baseline data will serve as a benchmark for measuring and monitoring students' academic progress throughout the 2024-25 school year, enabling the evaluation of each action's effectiveness for future continuation, expansion, or modification.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP-ELA Met or Exceeded Standard All Students	2023-24 32.90% 5.12%			47.90% 25.10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learners Socioeconomically Disadvantaged Students with Disabilities	28.57% 6.62%			43.57% 26.60%	
1.2	CAASPP-Mathematics Met or Exceeded Standard All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	2023-24 22.19% 5.84% 17.67% 11.77%			42.15% 30.83% 37.65% 36.76%	
1.3	CA Science Test Met or Exceeded Standard	2023-24 17.05%			37.03%	
1.4	CAASPP ELA Interim Comprehensive Assessments Percent Nearly Met, Met or Exceeded Grades 3-5 Grades 6-8	Winter 2023 36% 54%			56% 74%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	CAASPP Math Interim Comprehensive Assessments Percent Nearly Met, Met or Exceeded Grades 3-5 Grades 6-8	Winter 2023 37% 28%			57% 48%	
1.6	ELA K-2 Local Assessment iReady: Percent Met or Exceeded	Spring 2024 57%			72%	
1.7	Math K-2 Local Assessment iReady: Percent Met or Exceeded	Spring 2024 44%			63%	
1.8	Students will have access to standards-aligned, core instructional materials as measured by the annual "Sufficiency of Instructional Materials" School Board resolution	2023-24 100%			100%	
1.9	Teachers will be appropriately credentialed and assigned	2023-24 90.63%			100%	
1.10	Teachers will implement Board adopted academic content and performance standards for all students	2023-24 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Programs and services are developed and provided to unduplicated students and students with exceptional needs as measured by district administration classroom walkthroughs	2023-24 100%			100%	
1.12	Students will have access to a broad course of study as measured by review of the master schedule	2023-24 100%			100%	

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	Mathematics Plan	The district will continue its Mathematics Professional Development Plan (MPDP) in its third year, emphasizing enhanced classroom implementation and refinement across all schools. The plan will include lesson demonstrations, coaching by math coaches from MCOE to improve teaching practices and student learning outcomes in mathematics, and professional development for classroom support staff. Additionally, ongoing mathematics support beyond the third year will be offered by district academic coaches.	$73,503.00	Yes
1.2	Literacy Plan	Develop a three-year literacy plan. Year one of three will include an upgrade of the current state-adopted Language Arts program at the elementary schools and professional development for all K-8 teaching and classroom support staff.	$107,427.00	Yes
1.3	Professional Learning	Site staff will participate in professional learning and coordinate targeted academic support with a focus on better meeting the academic needs of foster youth, English Learners, and socioeconomically disadvantaged students.	$45,120.00	Yes
1.4	Students with Disabilities	Students with disabilities will be provided with support in the general education classroom according to their Individualized Education Plans (IEPs). This will entail a range of instructional strategies and classroom accommodations to address the student's needs including collaboration amongst the general and special education teachers.	$0.00	No
1.5	College and Careers	Teachers will teach and promote college and career readiness using existing relevant grade level curriculum on a trimester basis. School counseling staff will promote college and career awareness via implementation of the ASCA school counseling model.	$26,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Targeted Academic Support	With guidance from the district, site staff will coordinate targeted academic support in ELA with a focus on better meeting the academic needs of the Homeless Student Group districtwide and English Learners at the middle school.	$29,602.00	No
1.7	Building Thinking Classrooms	The partnership with MCOE on instructional support with Building Thinking Classrooms at Livingston Middle School will continue through school year 2024-25 with an emphasis on strengthening teacher proficiency in the strategy, increasing rigor of content, and building capacity among site staff to continue these practices through subsequent school years in order to better support all students with particular attention on English Learners.	$0.00	No
1.8	Teacher Collaboration	Teachers will be allocated time for structured collaboration with their peers aimed at enhancing student achievement for all students, inclusive of high performing students, through collective efficacy.	$136,419.00	Yes
1.9	New Teachers and Administrators	The district will ensure new teachers and administrators participate in an induction program in collaboration with MCOE and provide a one-to-one mentor. In addition, the district will schedule ongoing new teacher professional development sessions with an emphasis on classroom management and individual learning needs.	$120,925.00	Yes
1.10	Staffing, Infrastructure, and Technology Support	The district will allocate funds for district and site staffing, supplemental resources, classroom infrastructure, and technology to support instructional needs, including but not limited to monitoring and limiting class sizes.	$4,840,775.00	Yes
1.11	Enrichment for All Students	In addition to offering enrichment in art and supplemental physical athletic activities during the regular school day, extended day and extended year programs designed to foster engagement, connectedness, and academic achievement will be offered.	$5,938,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Dual Language Academy	All district schools will offer a Dual Language Academy as an alternative for students to learn academic content while fostering proficiency in two languages: English and Spanish.	$5,684,559.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	LUSD will cultivate culturally rich school environments that foster equity, inclusiveness, encouragement, civic responsibility, and high expectations for all.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district is committed to cultivating a safe and nurturing educational environment that fosters equity and provides educational opportunities for all students. However, student attendance remains a significant concern, as the chronic absenteeism rate continues to be high. Although the district's attendance rate is improving, it has yet to return to pre-COVID levels. Additionally, the 2024 LCAP Student Survey indicated a slight decline in the percentage of students who feel safe at school, as well as a decrease in the percentage of students who feel a sense of belonging.To address these issues, the actions outlined in Goal 2 have been developed to advance the district's initiatives in these critical areas. Baseline data will be used as a benchmark to measure and monitor students' sense of inclusion, safety, and civic responsibility throughout the 2024-25 school year. This approach will enable the district to evaluate the effectiveness of each action, guiding decisions for future continuation, expansion, or modification of initiatives. By focusing on these areas, the district aims to enhance the overall school climate and ensure that all students have the support and opportunities they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard Chronic Absenteeism Rate	2022-23 19%			8%	
2.2	District Attendance Rate	2023-24 94%			97%	
2.3	CA Dashboard Suspension Rate	2022-23 .6%			.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Middle School Dropout Rate	2023-24 0			0	
2.5	Maintain an expulsion rate that is below the county and state average	2023-24 .038%			0	
2.6	LCAP Student Survey Students who feel safe at school	2023-24 75%			95%	
2.7	LCAP Student Survey: Students who feel like they belong at their school	2023-24 84%			93%	
2.8	LCAP Teacher Survey: Teachers who feel safe at school	2023-24 72%			87%	
2.9	LCAP Teacher Survey: Teachers who feel like they belong at their school	2023-24 89%			98%	
2.10	Facilities Inspection Tool (FIT): "Good" or Higher	2023-24 All District Schools: Good or Higher			All District Schools: Good or Higher	
2.11	Increased Meal Participation	2023-24 79.46% Participation			85%	
2.12	Online Education Students: 100% of students will complete at	2023-24 66%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	least three digital citizenship lessons over the course of the year					
2.13	Online Education Staff: 100% of staff will complete Cyber and Password Security Modules	2023-24 100%			100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Development Professional Development	Provide teaching, support, and administrative staff research-based professional development in the identified areas related to collective efficacy, social and emotional support, and mental health to better support all students with a focus on ELs, foster, homeless, and LGBTQ students.	$26,512.00	Yes
2.2	Student Attendance	District and site staff will refine the implementation of the Site Attendance Review Teams (SART) and School Attendance Review Board (SARB) to adequately support students exhibiting patterns of chronic absence, truancy, tardiness, or disengagement from school, along with other support for positive attendance.	$908,676.00	Yes
2.3	Chronic Absenteeism	The district will conduct monthly chronic absenteeism check-ins with site administrators, with a heightened focus on closely monitoring the attendance of Asian and socioeconomically disadvantaged student groups. Campus Park and Selma Herndon Elementary Schools will enhance their School Attendance Review Teams' efforts to actively monitor, follow up, and collaborate with the families of English Learners, Hispanic students, and socioeconomically disadvantaged students at risk of chronic absenteeism. Additionally, Selma Herndon will closely monitor the attendance of students with disabilities and Yamato Colony Elementary will monitor the attendance of Asian students to ensure improvement.	$10,698.00	Yes
2.4	MTSS: Behavioral and Social Emotional	*Implement a district-wide social-emotional initiative using evidence-based curriculum and strategies that includes: self-awareness, self-management, self-advocacy, social awareness, relationship skills and responsible decision-making, and civic responsibility. *Offer an ASCA national model comprehensive school counseling program and educationally relevant mental health support services to students and families that is data-driven and multi-tiered.	$1,335,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Expand on the multi-tier system of behavior support for all students and include alternatives to suspension. *To better support the needs of low-income pupils, sites will develop a system to address basic needs such as clothing, food, and supplies.		
2.5	Health Services	Health services staff will provide medical care, services, and follow-up to medically vulnerable students. Child nutrition staff will increase meal participation by improving meal quality through recipe development, student surveys, expansion of school gardens, and revitalization of students' school dining experience.	$561,975.00	Yes
2.6	School Safety and Modernization of Spaces	Staff will implement strategies and procure equipment to strengthen school safety, update learning environments, and construct facilities essential for better supporting unduplicated pupils.	$1,985,547.00	Yes
2.7	Online Safety Education	Prioritize education on online responsibilities and promote best practices for students and staff.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	LUSD will broaden opportunities to enhance parental involvement, foster collaboration, and strengthen partnerships with families, as well as city and county organizations with a particular focus on supporting underrepresented families and improving access to resources and information that facilitate students' learning and strengthen home-to-school connectivity.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

LUSD's goal to broaden opportunities for parental involvement, foster collaboration, and strengthen partnerships with families, as well as city and county organizations, stems from a deep understanding of the critical role that family and community engagement plays in student success. Research consistently shows that when parents are actively involved in their children's education, students are more likely to achieve higher academic performance, exhibit better behavior, and attend school more regularly.

LUSD aims to ensure equity in education by focusing particularly on supporting underrepresented families, providing all students with the resources and support they need to succeed. This includes improving access to valuable resources and information that can aid in students' learning and development. Strengthening home-to-school connectivity ensures that parents and guardians are well-informed and actively engaged in their children's education, creating a cohesive support system that extends beyond the classroom.

Families place high value on our school community, as evidenced by the strong attendance at school events such as Back to School Night, Open House, and Family Picnics. According to the 2024 Spring Parent LCAP survey, 86% of respondents indicated they feel the teachers at their child's school respect their children. However, only 69% of respondents feel their children have a sense of belonging at school, and 80% believe their children are safe at school. Parents have also expressed concerns about their child's online safety.

The actions in this goal have been designed to enhance overall family engagement. The effectiveness of these actions will be evaluated on an ongoing basis, and modifications will be made as necessary.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Parent Survey: Parents who feel their children have a sense of belonging at their school.	2023-24 69%			84%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	LCAP Parent Survey: Parents who believe their children feel safe at school.	2023-24 80%			95%	
3.3	LCAP Parent Survey: Parents who feel the teachers at their child's school have respect for their children.	2023-24 86%			95%	
3.4	Parent participation in decision-making and leadership activities will be measured by proper composition of the School Site Council in all District Schools	2023-24 100%			100%	
3.5	Increase participation and involvement of parents of children with disabilities in the IEP process. Participation will be measured by sign-in sheets.	2023-24 93%			99%	
3.6	Pre and post survey for parents who attend a presentation on online safety	Baseline will be established in Fall of 2024			To be determined.	
3.7	Parent participation of unduplicated pupils will include, but not be limited to EL Education Night sign-in sheets	Baseline will be established in 2024-25 school year			To be determined	

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	Family Engagement Professional Development	Provide professional development opportunities to develop the capacity of administrators, teachers, and support staff to learn about each family's culture and strengths and build trusting, respectful, and culturally sensitive relationships with families.	$0.00	No
3.2	Family Engagement	Provide families, including underrepresented groups, opportunities to provide input on district policies and programs including the development and implementation of the LCAP and School Plans for Student Achievement.	$7,654.00	Yes
3.3	Leadership Development	*Provide parents with learning opportunities and capacity-building leadership training.	$204,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Hire one Parent Liaison at each elementary school to support the site in the coordination of additional opportunities for families, teachers, and administrators to work together to plan, design, implement, and evaluate family engagement activities at the school and district level.		
3.4	Communication and Student Outcomes	*Ensure that official oral and written district and school policies, plans, student progress, and other data are available in languages spoken by families to increase school connectedness, parent engagement, and student achievement. *Ensure that parents and teachers meet at least two times per year to discuss student progress and develop achievement goals to improve student outcomes.	$7,397.00	Yes
3.5	Supporting Home Learning Environment	Provide families with information and support to create home environments conducive to learning. Support may include a desk, device, and check-out program to support access to educational opportunities from home on an as-needed basis.	$2,176.00	Yes
3.6	Online Best Practices	Prioritize education of online responsibilities and promote best practices for parents.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	LUSD is committed to developing a systematic approach to address the individual language and academic needs of English Learners (ELs) to ensure all ELs experience academic growth and make progress of at least one level per academic year on the English Language Proficiency Indicator (ELPI).	Focus Goal

State Priorities addressed by this goal.

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.

LUSD is committed to ensuring that all ELs experience academic growth and make progress of at least one level per academic year on the ELPI. To close the achievement gap, LUSD aims to identify and address the language and academic needs of ELs, reducing the low proficiency rates in ELA and math.Between 2022 and 2023, there was an 18.5% decrease in the number of ELs progressing at least one ELPI level. To address this, district and school staff will incorporate the use of the ELPAC interim assessments in the 2024-25 school year as an additional tool to gauge progress. In addition, the district will acquire an additional data management system that will provide teaching and administrative staff quick access to multiple student data. Regular monitoring and analysis of student performance data will be conducted during the Tri-Annual ELD progress checks, which will include classroom observations and feedback.The actions in this goal are designed to meet the unique language and academic needs of all English Learners. The effectiveness of these efforts will be continuously evaluated to ensure they align with student needs and educational outcomes. Adjustments and refinements will be made as necessary to optimize the success of LUSD's ELs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	ELPAC: Percentage of ELs Progressing at Least One Level as measured by the ELPI	2022-23 46%			70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	EL Reclassification Rate	2023-24 10%			19%	
4.3	ELPAC Interim	District will establish baseline in Fall of 2024			To be determined.	
4.4	English Learners will have access to the CCSS and ELD standards	2023-24 100%			100%	
4.5	CAASPP ELA Interim Comprehensive Assessments Percent of 3rd-8th Gr. ELs who Nearly Met, Met or Exceeded Standard	Winter 2023 Gr. 6-8: 17% Gr. 3-5: 16%			Gr. 6-8: 37% Gr. 3-5: 36%	
4.6	CAASPP Math Interim Comprehensive Assessments Percent of 3rd-8th Gr. ELs who Nearly Met, Met or Exceeded Standard	Winter 2023 Gr. 6-8: 4% Gr. 3-5: 22%			Gr. 6-8: 24% Gr. 3-42%	

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	Staff Professional Development	Provide administrators, teachers, and classified staff professional learning on research-based effective strategies inclusive of student engagement, discourse, inquiry, and critical thinking with high expectations for ELs.	$4,072.00	Yes
4.2	English Learner Strategies	Campus Park and LMS will focus on research-based, targeted English Learner strategies. Emphasis on the needs of English Learners will be supported LEA wide through professional development and various district partnerships (ie MCOE and California Education Partners).	$0.00	No
4.3	ELPAC Interim	The site staff will administer the English Language Proficiency Assessments for California (ELPAC) and utilize the Elevation platform to better monitor the language acquisition progress of English Learners (ELs) and for reclassification purposes.	$4,895.00	Yes
4.4	EL Progress Monitoring	To better monitor EL progress teachers, administrators, and site and district support staff will establish an ELD assessment protocol to Plan, Do, Study, Act (PDSA) on the results of language acquisition (four language	$4,351.00	Yes

Action #	Title	Description	Total Funds	Contributing
		domains) using interim assessment and summative assessment data. Protocol will include: *Multiple classroom walkthroughs using ELD observation tools with a focus on speaking and writing at least three times a year *Tri-annual progress monitoring sessions with site and district leadership teams *Schools will develop EL profiles in collaboration with teachers (Newcomers, At-Risk LTELs, and LTELs, ELs with Exceptional Needs, and Dual Language Learners) and monitor English language development during dELD through formative assessments *Establish a system to identify, monitor, and provide support to ELs At-Risk of becoming LTELs *Strengthen the post-reclassification monitoring process to ensure reclassified students continue to make academic progress.		
4.5	EL Parent Communication of Student Outcomes	At least twice a year, parents of English Learners will be invited to the school to participate in an EL Educational Night, providing them with information about programs, services, and supports available for their children. The initial meeting will be scheduled during the first trimester.	$4,351.00	Yes
4.6	Long Term English Learners	The district will enhance its EL progress monitoring system to identify English Learners at risk of prolonged language acquisition challenges and provide them with research-based, targeted instruction and supplemental support to prevent them from becoming Long Term English Learners.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,179,429	$1,111,833

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
34.777%	0.000%	$0.00	34.777%

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:** Mathematics Plan **Need:** Per the California School Dashboard results several student groups are underperforming in Mathematics. District: Orange Performance Indicator Student Groups in Orange Performance Indicator	The action will guide staff to strategically intervene, aiming to improve Math student achievement throughout the district. This action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP Math local and state assessment 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
	Asian, ELs, Hispanic, Homeless, SED, Students with Disabilities, White Schools in Orange Performance Indicator Campus Park, Selma Herndon Schools in Red Performance Indicator LMS **Scope:** LEA-wide		
1.2	**Action:** Literacy Plan **Need:** Per the California School Dashboard results several student groups are underperforming in ELA. District: Orange Performance Indicator Student Groups in the Orange Performance Indicator Asian, ELs, Hispanic, SED, Students with Disabilities, White Student Group in the Red Performance Indicator Homeless Schools in Orange Performance Indicator Campus Park, Selma Herndon, Yamato Colony Student Group in Red Performance Indicator LMS: English Learners **Scope:** LEA-wide	The action will guide staff to strategically intervene, aiming to improve ELA student achievement throughout the district. Based on data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA local and state assessment 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
1.3	**Action:** Professional Learning **Need:** California School Dashboard results indicate unduplicated pupils are underperforming in ELA, Math, ELPI, and Science. **Scope:** LEA-wide	This action will provide LUSD staff opportunities to refine teaching practices in order to engage and deliver high quality instruction on a daily basis. This action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results.
1.8	**Action:** Teacher Collaboration **Need:** Structured teacher collaboration creates a culture of continuous improvement, where educators are always learning and refining their practices to better support unduplicated pupils. **Scope:** LEA-wide	This action will ensure teachers have structured collaboration time to share effective teaching strategies, resources, and ideas, which can lead to improved instructional practices and better student outcomes. Based on research and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results. Additional metrics to monitor effectiveness will include data from the LCAP Teacher Survey, specifically focusing on teachers' sense of belonging.
1.9	**Action:** New Teachers and Administrators **Need:** Mentorship and training helps new educators develop skills and knowledge. Professional growth is crucial for their effectiveness in the classroom and in administrative roles in order to better support the progress of unduplicated pupils.	This action will provide new LUSD teachers and administrators opportunities to refine teaching and leadership practices in order to engage and deliver high quality instruction on a daily basis. This action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results. In addition, it will ensure that teachers are appropriately credentialed.

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		
1.10	**Action:** Staffing, Infrastructure, and Technology Support **Need:** California School Dashboard results indicate several unduplicated student groups are underperforming in ELA, Math, ELPI, and Science. **Scope:** LEA-wide	This action will ensure the district has adequate staffing, infrastructure and support to strategically intervene in order to increase student achievement across the district. Based on data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results.
1.11	**Action:** Enrichment for All Students **Need:** California School Dashboard results indicate several unduplicated student groups are underperforming in ELA, Math, ELPI, and Science. **Scope:** LEA-wide	This initiative will offer enrichment and diverse learning opportunities for all LUSD students, ensuring they engage in challenging and stimulating educational experiences. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results. Additional metrics to monitor effectiveness will include data from the LCAP Student Survey, specifically focusing on students' sense of belonging.
2.1	**Action:** Social Emotional Development Professional Development	This action will ensure that staff participate in research-based professional development focused on collective efficacy, social and emotional support, and mental health, enhancing their ability	Metrics to monitor effectiveness will include, but are not limited to: Improvements in students'

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
	Need: Professional development in this area will help staff enhance their skills and build stronger relationships with students and their families. This will lead to more effective instruction and better learning outcomes for unduplicated students. **Scope:** LEA-wide	to better support all students. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	sense of belonging and safety as measured by the LCAP Student Survey, as well as results from CAASPP assessments in ELA, Math, and Science, and ELPAC assessments at both local and state levels.
2.2	**Action:** Student Attendance **Need:** Per the California School Dashboard results several student groups were chronically absent last year. District: Orange Performance Indicator Student Groups in Orange Performance Indicator EL, Hispanic Student Groups in Red Performance Indicator Asian, SED Schools in Red Performance Indicator Campus Park, Selma Herndon Campus Park: Groups in Orange Performance Indicator SWD Campus Park: Groups in Red Performance Indicator EL, Hispanic, SED Selma Herndon: Groups in Orange Performance Indicator	This action will engage all LUSD students in order to promote positive attendance and peer interactions while at school. Based on local and state data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: Local attendance rates and CA Dashboard Chronic Absenteeism rates.

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
	Asian Selma Herndon: Groups in Red Performance Indicator EL. Hispanic, SED, SWD Yamato Colony: Groups in Orange Performance Indicator Homeless, SWD Yamato Colony: Groups in Red Performance Indicator Asian **Scope:** LEA-wide		
2.3	**Action:** Chronic Absenteeism **Need:** Per the California School Dashboard results several student groups were chronically absent last year. District: Orange Performance Indicator Student Groups in Orange Performance Indicator EL, Hispanic Student Groups in Red Performance Indicator Asian, SED Schools in Red Performance Indicator Campus Park, Selma Herndon Campus Park: Groups in Orange Performance Indicator SWD Campus Park: Groups in Red Performance Indicator	The action will involve both site and district staff in monthly check-ins on chronic absenteeism to address cases of students who are at risk of becoming chronically absent. Based on local and state data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: Local attendance rates and CA Dashboard Chronic Absenteeism rates.

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
	EL, Hispanic, SED Selma Herndon: Groups in Orange Performance Indicator Asian Selma Herndon: Groups in Red Performance Indicator EL. Hispanic, SED, SWD Yamato Colony: Groups in Orange Performance Indicator Homeless, SWD Yamato Colony: Groups in Red Performance Indicator Asian **Scope:** LEA-wide		
2.4	**Action:** MTSS: Behavioral and Social Emotional **Need:** The LCAP Student Survey indicates a slight decline in the percentage of students who feel safe at school, as well as a decrease in the percentage of students who feel a sense of belonging. **Scope:** LEA-wide	This action will support all LUSD students' social, emotional, and behavioral development so that they feel safe, included, and ready to learn. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but are not limited to: Improvements in students' sense of belonging and safety as measured by the LCAP Student Survey, as well as results from CAASPP assessments in ELA, Math, and Science, and ELPAC assessments at both local and state levels, local attendance rates and, CA Dashboard Chronic Absenteeism rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Health Services **Need:** Over the past three years the district has experienced lower than pre-pandemic meal participation rates and higher than pre-pandemic medical needs among the student population. **Scope:** LEA-wide	This action will support students' physical health and promote peer-to-peer student interactions. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: Meal participation rates, attendance rates, CA Dashboard Chronic Absenteeism rates.
2.6	**Action:** School Safety and Modernization of Spaces **Need:** Research indicates that safe, up-to-date, and comfortable learning spaces enhance student engagement and academic performance. **Scope:** LEA-wide	This action will prioritize funding to ensure school facilities are safe and conducive to teaching and learning. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: Facilities Inspection Tool annual rating.
3.2	**Action:** Family Engagement **Need:** Families should have a voice in decisions that affect their children's education. Opportunities for input ensures that the voices of all, including the underrepresented groups, are heard and valued.	This action will provide families opportunities to provide input on district policies and programs including the development of the LCAP. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: Parent/Guarding participation in LCAP Advisory, School Site Council, ELAC and DELAC.

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		
3.3	**Action:** Leadership Development **Need:** By involving families in planning, designing, and evaluating engagement activities, parents feel empowered and valued as partners in the educational process. **Scope:** 　LEA-wide	This action will allow for Parent Liaisons to continue building home-school connections by encouraging more families to participate in school activities and engage with their children in learning, leading to better student outcomes. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but are not limited to: LCAP Parent Survey results assessing their child's sense of belonging and safety at school, the level of respect shown to their children by staff, increased participation of parents of children with disabilities in the IEP process, and increased participation in ELAC, SSC, DELAC and the LCAP Advisory.
3.4	**Action:** Communication and Student Outcomes **Need:** By informing families, parents feel valued as partners in the educational process. **Scope:** 　LEA-wide	This action will ensure that all LUSD parents and guardians can access school information in order to fully participate in their child's education. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but are not limited to: LCAP Parent Survey results assessing their child's sense of belonging and safety at school, the level of respect shown to their children by staff, and increased participation of parents of children with disabilities in the IEP process.

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
3.5	**Action:** Supporting Home Learning Environment **Need:** Ensuring all families have access to necessary resources promotes equity in education, regardless of socio-economic background. Supporting home environments allows learning to continue beyond the classroom. **Scope:** LEA-wide	This action is designed to provide families the necessary resources to enhance their child's home learning environment. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but are not limited to: School-level records of requests for items available for check-out such as desks and devices
4.1	**Action:** Staff Professional Development **Need:** Professional development for teaching staff in this area will lead to more effective instruction and better learning outcomes for unduplicated pupils. **Scope:** LEA-wide	This action will ensure that staff participate in research-based professional development focused on effective strategies such as student engagement, discourse, inquiry, critical thinking, and high expectations to better support ELs and improve learning outcomes.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results.
4.3	**Action:** ELPAC Interim **Need:** Per the California School Dashboard results LUSD English Learners are underperforming as measured by the English Learner Progress Indicator.	This action will provide staff better access to achievement data which will support monitoring of ELs and the reclassification process.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results as well as district reclassification rates.

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: Orange Performance Indicator due to an 18.5% decline from the previous year Schools in Red Performance Indicator Campus Park and LMS District: ELs in Orange Performance Indicator in ELA District: ELs in Orange Performance Indicator in Math LMS: ELs in Red Performance Indicator in ELA LMS: Els in Red Performance Indicator in Math **Scope:** LEA-wide		
4.4	**Action:** EL Progress Monitoring **Need:** Per the California School Dashboard results LUSD English Learners are underperforming as measured by the English Learner Progress Indicator. District: Orange Performance Indicator due to an 18.5% decline from the previous year Schools in Orange Performance Indicator Selma Herndon Schools in Red Performance Indicator Campus Park and LMS District: ELs in Orange Performance Indicator in ELA	This action will ensure that Els receive highly effective instruction, allowing them to progress through English proficiency levels promptly. Additionally, they will be appropriately monitored after reclassification.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results as well as district reclassification rates.

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: ELs in Orange Performance Indicator in Math LMS: ELs in Red Performance Indicator in ELA LMS: Els in Red Performance Indicator in Math **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.5	**Action:** EL Parent Communication of Student Outcomes **Need:** Research indicates that informed parents can be strong advocates for their children and actively support their education. Input from educational partners reveals that LUSD parents of English Learners have a strong interest in learning more about the program and the support available to their children. **Scope:** Limited to Unduplicated Student Group(s)	This action will ensure parents of ELs are informed about progress, services and supports available to their children.	Metrics to monitor effectiveness will include, but not be limited to: EL Education Night sign-in sheets.

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

Not applicable

Additional Concentration Grant Funding

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

LUSD Plans to use the add-on funds to increase the number of staff providing direct services to students in the following actions:

Action: 1.10: 1 Academic tutor, three instructional aides, one library clerk
Action 2.3: One school counselor
Action 2.4: Eight yard duty supervisors
Action 2.5: One health aide
Action 2.6: One custodian, one campus supervisor

These actions are based on needs identified by Educational Partner input and are intend to support the needs of the district's foster youth, English Learners, and low-income student.

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	NA	1:38
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:20

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	26,395,261	9,179,429	34.777%	0.000%	34.777%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$16,344,069.00	$5,105,216.00	$0.00	$620,797.00	$22,070,082.00	$14,744,340.00	$7,325,742.00

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	Mathematics Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$31,442.00	$42,061.00	$34,203.00	$39,300.00	$0.00	$0.00	$73,503.00	
1	1.2	Literacy Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$107,427.00	$107,427.00	$0.00	$0.00	$0.00	$107,427.00	
1	1.3	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$22,379.00	$22,741.00	$45,120.00	$0.00	$0.00	$0.00	$45,120.00	
1	1.4	Students with Disabilities	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	College and Careers	All	No			All Schools		$0.00	$26,000.00	$0.00	$0.00	$0.00	$26,000.00	$26,000.00	
1	1.6	Targeted Academic Support	All	No			All Schools		$29,602.00	$0.00	$0.00	$29,602.00	$0.00	$0.00	$29,602.00	
1	1.7	Building Thinking Classrooms	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.8	Teacher Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$136,419.00	$136,419.00	$0.00	$0.00	$0.00	$136,419.00	
1	1.9	New Teachers and Administrators	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$62,165.00	$58,760.00	$120,925.00	$0.00	$0.00	$0.00	$120,925.00	

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	1.10	Staffing, Infrastructure, and Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,681,987.00	$1,158,788.00	$3,480,446.00	$837,514.00	$0.00	$522,815.00	$4,840,775.00	
1	1.11	Enrichment for All Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,761,803.00	$2,176,219.00	$1,874,961.00	$4,003,061.00	$0.00	$60,000.00	$5,938,022.00	
1	1.12	Dual Language Academy	All	No			All Schools		$5,225,739.00	$458,820.00	$5,684,559.00	$0.00	$0.00	$0.00	$5,684,559.00	
2	2.1	Social Emotional Development Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$26,512.00	$26,512.00	$0.00	$0.00	$0.00	$26,512.00	
2	2.2	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$11,278.00	$897,398.00	$908,676.00	$0.00	$0.00	$0.00	$908,676.00	
2	2.3	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,698.00	$3,263.00	$0.00	$0.00	$7,435.00	$10,698.00	
2	2.4	MTSS: Behavioral and Social Emotional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,213,434.00	$121,909.00	$1,139,604.00	$195,739.00	$0.00	$0.00	$1,335,343.00	
2	2.5	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$414,151.00	$147,824.00	$561,975.00	$0.00	$0.00	$0.00	$561,975.00	
2	2.6	School Safety and Modernization of Spaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$124,305.00	$1,861,242.00	$1,985,547.00	$0.00	$0.00	$0.00	$1,985,547.00	
2	2.7	Online Safety Education	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Family Engagement Professional Development	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,654.00	$4,351.00	$0.00	$0.00	$3,303.00	$7,654.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Leadership Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$164,811.00	$39,272.00	$204,083.00	$0.00	$0.00	$0.00	$204,083.00	
3	3.4	Communication and Student Outcomes	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$0.00	$7,397.00	$7,397.00	$0.00	$0.00	$0.00	$7,397.00	
3	3.5	Supporting Home Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,176.00	$2,176.00	$0.00	$0.00	$0.00	$2,176.00	
3	3.6	Online Best Practices	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	Staff Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools		$1,244.00	$2,828.00	$2,828.00	$0.00	$0.00	$1,244.00	$4,072.00	
4	4.2	English Learner Strategies	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	ELPAC Interim	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$4,895.00	$4,895.00	$0.00	$0.00	$0.00	$4,895.00	
4	4.4	EL Progress Monitoring	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$4,351.00	$4,351.00	$0.00	$0.00	$0.00	$4,351.00	
4	4.5	EL Parent Communication of Student Outcomes	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$4,351.00	$4,351.00	$0.00	$0.00	$0.00	$4,351.00	
4	4.6	Long Term English Learners	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00		$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
26,395,261	9,179,429	34.777%	0.000%	34.777%	$10,659,510.00	0.000%	40.384 %	**Total:**	$10,659,510.00
								LEA-wide Total:	$10,655,159.00
								Limited Total:	$4,351.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Mathematics Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,203.00	
1	1.2	Literacy Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,427.00	
1	1.3	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,120.00	
1	1.8	Teacher Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,419.00	
1	1.9	New Teachers and Administrators	Yes	LEA-wide	English Learners Foster Youth	All Schools	$120,925.00	
1	1.10	Staffing, Infrastructure, and Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,480,446.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Enrichment for All Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,874,961.00	
2	2.1	Social Emotional Development Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,512.00	
2	2.2	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$908,676.00	
2	2.3	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,263.00	
2	2.4	MTSS: Behavioral and Social Emotional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,139,604.00	
2	2.5	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$561,975.00	
2	2.6	School Safety and Modernization of Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,985,547.00	
3	3.2	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,351.00	
3	3.3	Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$204,083.00	
3	3.4	Communication and Student Outcomes	Yes	LEA-wide	English Learners Foster Youth	All Schools	$7,397.00	
3	3.5	Supporting Home Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,176.00	
4	4.1	Staff Professional Development	Yes	LEA-wide	English Learners	All Schools	$2,828.00	
4	4.3	ELPAC Interim	Yes	LEA-wide	English Learners	All Schools	$4,895.00	
4	4.4	EL Progress Monitoring	Yes	LEA-wide	English Learners	All Schools	$4,351.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	EL Parent Communication of Student Outcomes	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,351.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$19,671,854.00	$18,380,830.85

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	Professional Learning for all LUSD Staff and Structured Teacher Collaboration	Yes	$993,467.00	$1,061,098
1	1.2	Multi-tiered Support System (MTSS)-Academics	Yes	$2,329,003.00	$2,481,898.53
1	1.3	Technology Infrastructure and Support of Platforms	Yes	$1,063,183.00	$1,027,970.91
1	1.4	Enrichment for All Students	Yes	$1,965,700.00	$1,990,966.87
1	1.5	College and Career Pathways	No	$46,628.00	$46,884.38
1	1.6	Expanded Learning Success	Yes	$7,477,037.00	$5,791,281.46
1	1.7	Dual Language Academy	Yes	$566,910.00	$577,333.99
2	2.1	Social Emotional Learning Professional Development	Yes	$103,696.00	$89,484.46
2	2.2	Tiered System to Improve Student Attendance	Yes	$877,758.00	$884,286.04
2	2.3	MTSS-Behavioral and Social Emotional	Yes	$1,243,553.00	$1,348,664.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Health Services	Yes	$731,124.00	$687,439.00
2	2.5	School Safety and Modernization of Learning Spaces	Yes	$1,965,988.00	$2,078,262.86
3	3.1	Family Involvement Professional Development	No	$0.00	$0
3	3.2	Parent Engagement	No Yes	$6,800.00	$19,321.00
3	3.3	Leadership Development	Yes	$234,793.00	$234,790.75
3	3.4	Communication and Student Outcomes	No Yes	$17,780.00	$19,544.00
3	3.5	Supporting Home Learning Environment	Yes	$2,154.00	$2,154.00
3	3.6	Celebrate Culture and Diversity	No	$14,000.00	$14,000.00
4	4.1	EL Professional Development	No Yes	$7,525.00	$7,525.00
4	4.2	Interim English Language Development Assessment	No	$7,000.00	$7,000.00
4	4.3	EL Tri-Annual Progress Monitoring	Yes	$13,449.00	$6,616.00

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	**4.4**	EL Parent Communication of Student Outcomes	Yes	$4,306.00	$4,309.00

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)
9,135,059	$10,943,769.00	$10,835,679.00	$108,090.00	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	Professional Learning for all LUSD Staff and Structured Teacher Collaboration	Yes	$462,189.00	$493,882.	0	0
1	1.2	Multi-tiered Support System (MTSS)-Academics	Yes	$1,233,373.00	1,149,967	0	0
1	1.3	Technology Infrastructure and Support of Platforms	Yes	$1,063,183.00	940,515	0	0
1	1.4	Enrichment for All Students	Yes	$1,808,550.00	1,841,175	0	0
1	1.6	Expanded Learning Success	Yes	$1,430,461.00	1,369,040	0	0
1	1.7	Dual Language Academy	Yes	$441,910.00	442,903	0	0
2	2.1	Social Emotional Learning Professional Development	Yes	$21,633.00	24,353	0	0
2	2.2	Tiered System to Improve Student Attendance	Yes	$877,758.00	884,286	0	0
2	2.3	MTSS-Behavioral and Social Emotional	Yes	$1,047,143.00	1,088,888	0	0
2	2.4	Health Services	Yes	$519,073.00	467,769	0	0
2	2.5	School Safety and Modernization of Learning Spaces	Yes	$1,965,988.00	2,065,463	0	0
3	3.2	Parent Engagement	Yes	$4,309.00	4,308	0	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)
3	3.3	Leadership Development	Yes	$28,951.00	28,948	0	0
3	3.4	Communication and Student Outcomes	Yes	$17,780.00	19,544	0	0
3	3.5	Supporting Home Learning Environment	Yes	$2,154.00	2,154	0	0
4	4.1	EL Professional Development	Yes	$2,801.00	2,801	0	0
4	4.3	EL Tri-Annual Progress Monitoring	Yes	$12,207.00	5,374	0	0
4	4.4	EL Parent Communication of Student Outcomes	Yes	$4,306.00	4,309	0	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)
26,238,682	9,135,059	.32%	35.135%	$10,835,679.00	0.000%	41.297%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

o   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)](#);

- o **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.

    o 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.

  o 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,

  o 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:

  o 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.

   o 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:

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

   o 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.

- o 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).

- o 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.

- o Indicate the school year to which the baseline data applies.

- o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

- 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.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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.

    o   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.

    o   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.

  o 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.

  o 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.

  o 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.

  o **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:

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

- o Professional development for teachers.

  - o 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:

  - o 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.

  - o 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.

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

   o 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.

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

   o 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).

- o **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.

  - o **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.

  - o 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)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

  o 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)**

  o 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)**

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

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

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

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

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