



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Banos Unified School District

CDS Code: 24-657550000000

School Year: 2024-25

LEA contact information:

Dr. C. Sean Richey

Chief Academic Officer

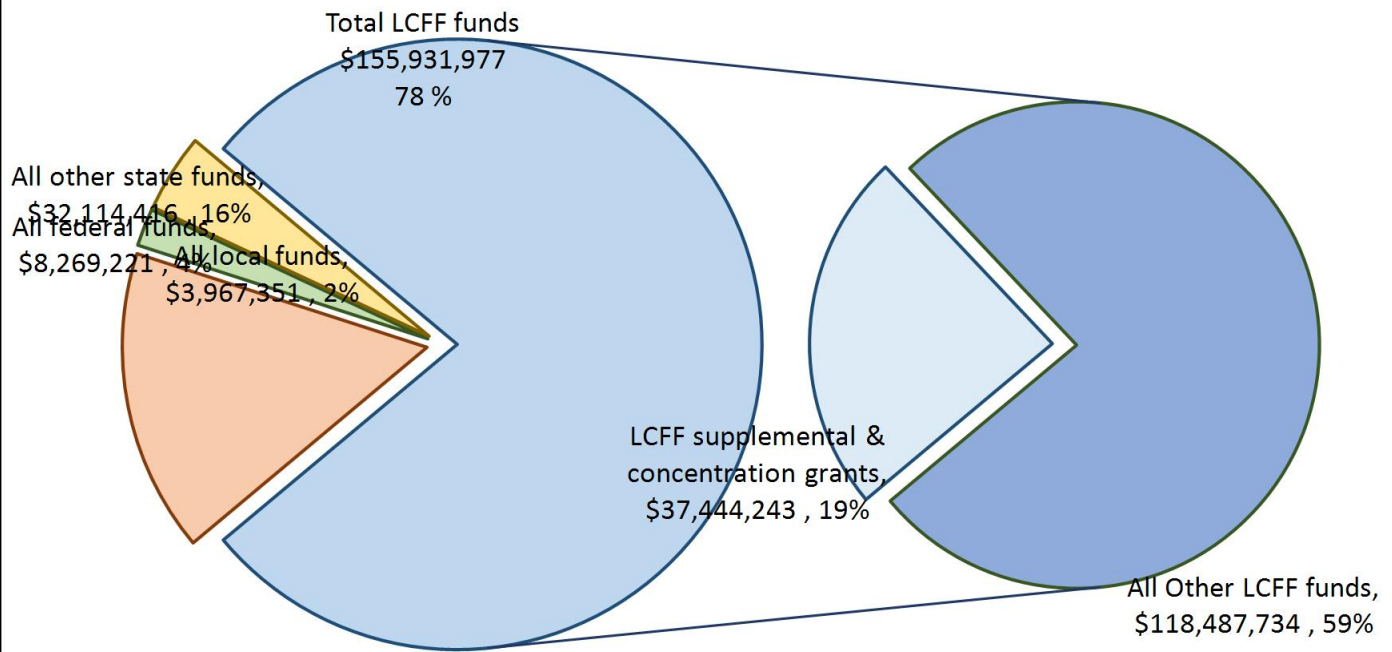
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209-826-3801

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

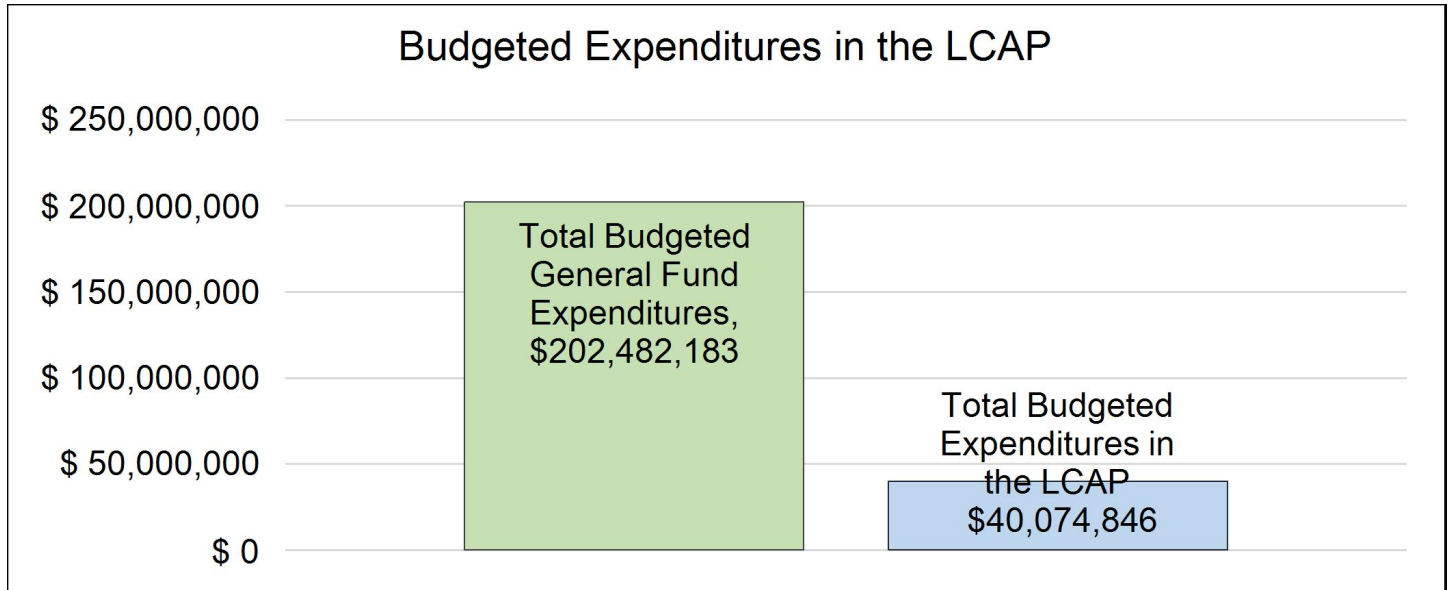


This chart shows the total general purpose revenue Los Banos Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Banos Unified School District is \$200,282,965, of which \$155,931,977 is Local Control Funding Formula (LCFF), \$32,114,416 is other state funds, \$3,967,351 is local funds, and \$8,269,221 is federal funds. Of the \$155,931,977 in LCFF Funds, \$37,444,243 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Los Banos Unified 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: Los Banos Unified School District plans to spend \$202,482,183 for the 2024-25 school year. Of that amount, \$40,074,846 is tied to actions/services in the LCAP and \$162,407,337 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

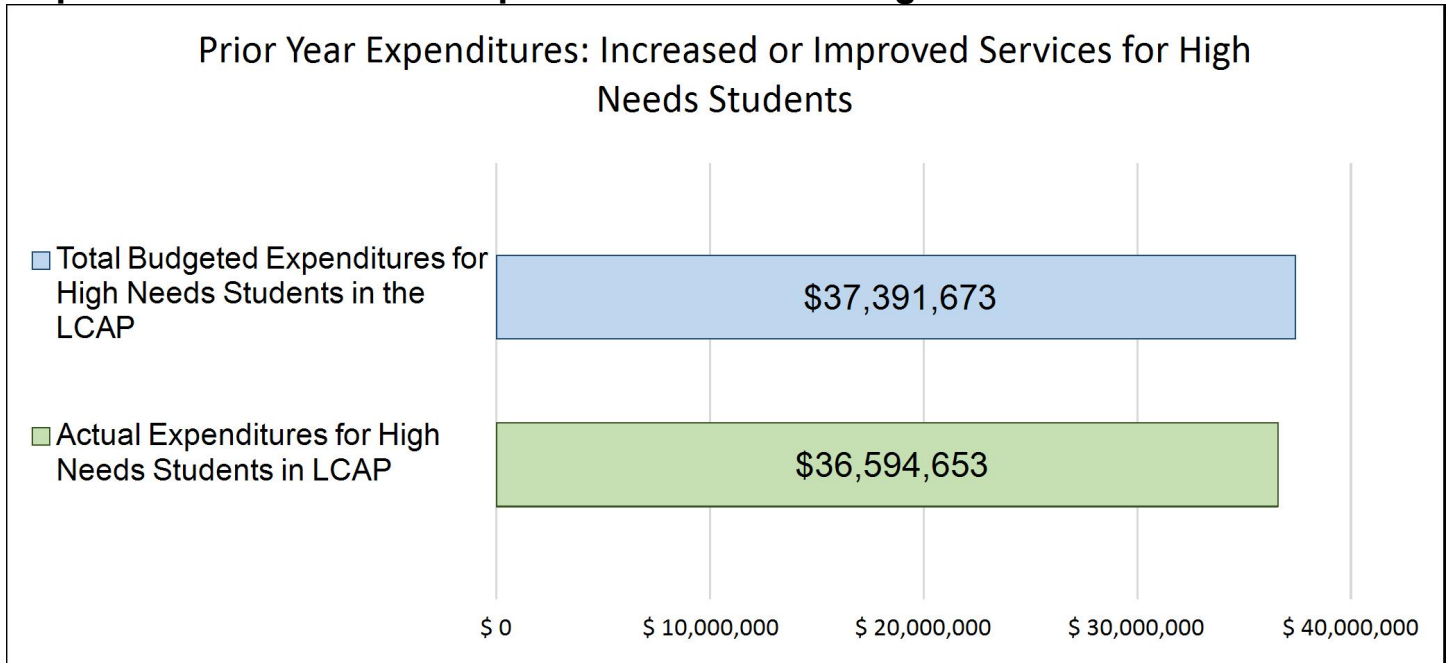
The general fund budget expenditures not included in the LCAP will be mostly used for personnel costs (salary and benefits) as well facilities, maintenance, transportation, and technology.

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

In 2024-25, Los Banos Unified School District is projecting it will receive \$37,444,243 based on the enrollment of foster youth, English learner, and low-income students. Los Banos Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Banos Unified School District plans to spend \$38,766,433 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Los Banos Unified 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 Los Banos Unified 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, Los Banos Unified School District's LCAP budgeted \$37391673 for planned actions to increase or improve services for high needs students. Los Banos Unified School District actually spent \$36594653 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$797,020 had the following impact on Los Banos Unified School District's ability to increase or improve services for high needs students:

The difference in total budgeted expenditures and estimated actual expenditures was due mostly to positions not being filled and some actions being funded through the remainder of ESSR funding. This difference did not noticeably impact the increase or improved services for high needs students as more restricted funds were used to carry out actions and several unfilled positions were filled by the end of the 23-24 academic year.



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
Los Banos Unified School District	Dr. C. Sean Richey Chief Academic Officer	srichey@losbanosusd.k12.ca.us 209-826-3801

Goals and Actions

Goal

Goal #	Description
1	LBUSD will increase college and career readiness rates of English Learners and Students with Disabilities by 15% by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness Rate	17.2% for English Learners 11.9% for Students with Disabilities	2020-21 Rate 10.5% for English Learners 13.7% for Students with Disabilities	Not Reported in 2022	2022-23 5.1% for English Learners 4% for Students with Disabilities	26.2% for English Learners 32.9% for Students with Disabilities
MAP Growth Scores	The first administration of the MAP Growth assessments is scheduled for May 2021. Baseline scores will be added to next LCAP. 2021-22 % of EL students will meet/exceed growth projections in ELA, having a fall-to-spring CGI of 0 or higher. Grade 3 - Grade 8 - Grade 9 - Grade 11 -	2021-22 % of EL students will meet/exceed growth projections in ELA, having a fall-to-spring CGI of 0 or higher. Grade 3 - 44% Grade 8 - Grade 9 - 50% Grade 11 -	2022-23 % of EL students will meet/exceed growth projections in ELA, having a fall-to-spring CGI of 0 or higher. Grade 3 - 44.6% Grade 8 - 42.6% Grade 9 - 32.1% Grade 11 - 46.3%	2023-24 % of EL students will meet/exceed growth projections in ELA, having a fall-to-spring CGI of 0 or higher. Grade 3 - 53% Grade 8 - 52% Grade 9 - 48% Grade 11 - 58%	% of EL students will meet/exceed growth projections in ELA, having a fall-to-spring CGI of 0 or higher. Grade 3 - Grade 8 - Grade 9 - Grade 11 -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA (EL and SWD students)	Current distance from standard (2019 scores) EL - 52.2 points below standard SWD - 105.9 points below standard	Not Available until the CAASPP is administered Spring 2022.	2022 EL - 71.7 points below standard SWD - 124.9 points below standard	2023 EL - 101.8 points below standard SWD - 137.7 points below standard	Reduce distance from standard by 30 points. EL - 20 points below standard SWD - 75 points below standard
CAASPP Math (EL and SWD students)	Current distance from standard (2019 scores) EL - 83 points below standard SWD - 143.2 points below standard	Not Available until the CAASPP is administered Spring 2022.	2022 EL - 108.6 points below standard SWD - 164.1 points below standard	2023 EL - 123.6 points below standard SWD - 163.1 points below standard	Reduce distance from standard by 30 points. EL - 50 points below standard SWD - 110 points below standard
Percentage of English learners making progress towards English language proficiency or maintaining the highest level	2019 - 50.2% of EL students	Not available until the CA Dashboard is released in December 2022	2022 - 48.7% of EL Students are making progress towards English language proficiency or maintaining the highest level	2023 - 52.3% of EL Students are making progress towards English language proficiency or maintaining the highest level	65% of EL students
Percentage of English learners enrolled in ELD courses as measured by the master schedule.	100% of EL students enrolled in appropriate ELD courses	100% of EL students enrolled in appropriate ELD courses.	100% of EL students enrolled in appropriate ELD courses	100% of EL students enrolled in appropriate ELD courses.	Maintain 100% of EL students enrolled in appropriate ELD courses
English Learner Reclassification Rate	8.9% of EL students were reclassified	16% of EL students were reclassified	13.5% of EL students were classified Fluent-English-Proficient	2022-23	15% of EL students will be reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Fluent-English-Proficient	Fluent-English-Proficient		20% of EL students were classified Fluent-English-Proficient	Fluent-English-Proficient
Parent Participation, especially of parents of unduplicated count students and students with exceptional needs.	Rating of 3.5 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	Rating of 3.25 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	2022-23 Rating of 3.25 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	2023-24 Rating of 3.25 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	Rating of 4.5 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool

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.

There were a few substantive differences between the planned actions and actual implementation. Parent engagement funds allocated for supporting parents of students with disabilities were not used due to the ongoing use of COVID-19 relief funds. The funds allocated for summer programs will be spent this summer when summer programming occurs. The additional supplemental curriculum and materials for students with disabilities (SWD) was offset by curriculum purchased through ESSR funds. SWD curriculum needs were also supported by district staff ensuring that special education instructors were provided the district adopted curriculum used in general education classrooms along with all the supplemental materials included in the adoption. The Program Specialist was not hired due to several factors. The Director of Special Services left the district last summer, which resulted in shifts in roles among district personnel. Once things settled, several special education positions at the sites were still unfilled and the decision was made to hold off on adding this position until positions that provide direct services to students were filled. The district chose to not focus on the UC Merced summer program, but instead ensure students participated in the myriad of summer offerings throughout LBUSD. Some successes in the implementation of this goal included parent participation and the on demand tutoring. Over a thirty parents and fourteen students traveled to participate in the CAFE conference in Anaheim. The district DELAC meetings typically drew over 50 parent participants each month. Over 1100 students in LBUSD participated in FEV tutoring last year. According to our MAP Fall-to-Spring growth data, students who participated in at least 20 sessions (over 175 students districtwide) saw 61% higher growth scores in mathematics and 25% higher growth scores in reading. The district provided a summer melt counselor and over 100 graduates took advantage of counseling services throughout the summer.

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.

1.2 - Tutoring Services

Tutoring services were provided all year at all grade levels, but the services are still being paid through the use of ESSR funds.

1.5 - UC Merced Summer Program

The district decided to focus on LBUSD summer programs en lieu of UC Merced programs.

1.7 - SWD Supplemental Curriculum, Supplies

The district focus was on ensuring classes that taught SWD had full access to district adopted curriculum and materials. As a result, funds allocated for supplemental curriculum and supplies was instead shifted to cover curriculum adoption costs for K-12 science and 7-12 mathematics.

1.9 - Program Specialist

The district held off hiring a program specialist this academic year for a variety of reasons.

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

While LBUSD did not meet the focus goal, many of the actions contributed towards progress in achieving the goal during the three-year LCAP cycle.

1.1 Curriculum, Instructional Supports, and Professional Development for English Learners

The district added state approved and ELA/ELD framework aligned curriculum to support English learners K-12. Professional learning was provided at all levels to support improvement of English learner outcomes as seen by the increase English learner students being classified as fluent English proficient over the last three years.

1.2 Tutoring Services

Over 1100 students, or 10% of all students in LBUSD, participated in FEV tutoring services in 23-24. Students who participated in tutoring demonstrated noticeably higher academic outcomes as measured by district NWEA Map Growth assessments.

1.3 Parent Engagement

After the successes in engaging parents last year, LBUSD took an even larger group of parents and students to the California Association of Bilingual Education (CABE) conference this year. Additionally, the district provided parenting and other workshops throughout the year to support English learners.

1.4. College and Career Readiness Counselors

These counselors supported EL students and their preparation for college. However, it appeared that the systemic issues of helping EL students attain A-G eligibility negated much of the effectiveness of having a counselor dedicated to helping these students navigate the college application process.

1.7 Supplemental Curriculum, Supplies, and Material for Students with Disabilities

This action was not very effective as it was frequently integrated in the overall district curriculum adoption process. Students with Disabilities were kept in the forefront of the adoption committees' minds, however this action did not provide the results as intended.

1.8 Summer Melt Counselor

The first year implementation of the action was difficult due to lack of communication. However, last year over 100 graduates and students access the counselors for a variety of services during the summer indicating a need for continued summer services.

1.9 Program Specialist

As already explained elsewhere, this position was not filled due to a variety of reasons.

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.

For the 24-25 LCAP, this goal has been changed to focus on English learner progress. The reason for this change was due to the paucity of College and Career Readiness Indicator data, the need to improve the district's CCR data inputs in AERIES and the districts overall focus on helping English learners improve at every grade level as opposed to a lagging indicator such as the CCR. As a result of this change in focus to solely English learners, several actions have been dropped or moved to other goals in the LCAP. Removing and changing these actions will enable the district to better focus on and support the needs of English learner students at all grade levels.

Goals dropped/changed due to ineffectiveness

1.4. College and Career Readiness Counselors

The systemic issues of helping EL students attain A-G eligibility negated much of the effectiveness of having a counselor dedicated to helping these students navigate the college application process. Dropping this action will allow the district to consolidate all counselors into one action.

1.5 Summer Learning Programs at UC Merced

This program suffered from lack of communication between LBUSD and UC Merced due to staffing changes and other issues. The district is focusing on its own summer programs to support students.

1.6 Parent Engagement

This action is now included in action 4.10.

1.7 Supplemental Curriculum, Supplies, and Material for Students with Disabilities

There is no need for a specific action as the district has provided curriculum, supplies, and materials with each adoption.

1.9 Program Specialist

This position was never filled and due to decreased in the governor's budget, this action was selected for removal.

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	LBUSD will provide a social emotional framework that includes universal screening of all students, multiple tiers of support services, and an integrated data collection and assessment system to inform decisions at each tier of support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey - Chronic Sadness	Percent of students indicating they have experienced feelings of chronic sadness or hopelessness in past 12 months 5th Grade - 16% 7th Grade - 34% 11th grade - 48%	Percent of students indicating they have experienced feelings of chronic sadness or hopelessness in past 12 months (2021-22) 5th Grade - 18% 7th Grade - 32% 9th Grade - 41% 11th grade - 39%	Percent of students indicating they have experienced feelings of chronic sadness or hopelessness in past 12 months 5th Grade - 21% 7th Grade - 33% 9th Grade - 39% 11th grade - 43%	2023-24 Percent of students indicating they have experienced feelings of chronic sadness or hopelessness in past 12 months 5th Grade - 22% 7th Grade - 34% 9th Grade - 34% 11th grade - 40%	5th Grade - 8% 7th grade - 15% 11th grade - 25%
California Healthy Kids Survey - Social Emotional Distress	Social Emotional Distress 7th Grade - 21% 11th grade - 33%	Social Emotional Distress (2021-22) 7th Grade - 24% 9th Grade - 24% 11th grade - 29%	Social Emotional Distress 7th Grade - 24% 9th Grade - 29% 11th grade - 37%	Social Emotional Distress 7th Grade - 25% 9th Grade - 27% 11th grade - 29%	7th Grade 10% 11th grade - 20%
California Healthy Kids Survey - School Connectedness	School Connectedness 5th Grade - 69% 7th Grade - 59% 11th Grade - 45% Staff - 48%	School Connectedness (2021-22) 5th Grade - 71% 7th Grade - 60% 9th Grade - 45%	School Connectedness 5th Grade - 71% 7th Grade - 55% 9th Grade - 43% 11th Grade - 44%	School Connectedness 5th Grade - 70% 7th Grade - 52% 9th Grade - 42% 11th Grade - 41%	5th Grade - 80% 7th Grade - 70% 11th Grade 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parents - 25%	11th Grade - 44% Staff - 48% Parents - 25%	Staff - 39% Parents - 43%	Staff - 40% Parents - 47%	
Chronic Absenteeism Rate	2019 12.9% - all students 17.2% - Students with Disabilities 14% - SED 12.1% - English Learners	2020-21 14.9% - all students 21.1% - Students with Disabilities 17.3% - SED 13.8% - English Learners	2021-22 48.6% - all students 56.4% - Students with Disabilities 50.8% - SED 49% - English Learners	2022-23 30.7% - all students 37% - Students with Disabilities 32.6% - SED 29% - English Learners	8% - all students 12% - Students with Disabilities 10% - SED 8% - English Learners
Suspension Rate	2019-20 3.9% - all students 9.7% - African American 4% - Latinx 8.3% - Students with Disabilities 10.9% - Foster Youth	2020-21 0.3% - all students 0.6% - African American 0.3% - Latinx 0.9% - Students with Disabilities 0% - Foster Youth	2021-22 % of students suspended at least one day 7.5% - all students 13.9% - African American 7.6% - Latinx 11.8% - Students with Disabilities 17.5% - Foster Youth	2022-23 % of students suspended at least one day 7.9% - all students 13% - African American 8% - Latinx 11.5% - Students with Disabilities 17.1% - Foster Youth	3% for all students 5% - African American 3% - Latinx 6.5% - Students with Disabilities 6.5% - Foster Youth
Student Attendance Rate	2020-21 94.78% Average Daily Attendance	2021-22 89.08% Average Daily Attendance	2021-22 89.08% Average Daily Attendance	2022-23 91.5% Average Daily Attendance	96% Average Daily Attendance
Expulsion Rate	2019-20 0.14% - all students 1.02% - African American 0.13% - LatinX	2020-21 0% - all students 0% - African American 0% - LatinX 0% - White	2021-22 0.2% - all students 0.0% - African American 0.2% - LatinX	2022-23 0.2% - all students 0.6% - African American 0.1% - LatinX	0.05% - all students 0.05% - African American 0.05% - LatinX 0.05% - White

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0.16% - White		0.0% - White	0.3% - White	
California Healthy Kids Survey - School Safety	Percent of students/parents indicating they perceive LBUSD schools as very safe or safe 7th Grade - 63% 9th Grade - 37% 11th Grade - 50% Teachers - 43% Parents (N/A - not collected during 2020-21 school year. Will establish baseline during 2021-22 school year).	Percent of students/parents indicating they perceive LBUSD schools as very safe or safe (2021-22) 7th Grade - 58% 9th Grade - 42% 11th Grade - 44% Teachers - 45% Parents - 80%	Percent of students/parents indicating they perceive LBUSD schools as very safe or safe (2022-23) 7th Grade - 50% 9th Grade - 39% 11th Grade - 38% Teachers - 48% Parents - 46%	Percent of students/parents indicating they perceive LBUSD schools as very safe or safe (2023-24) 7th Grade - 52% 9th Grade - 43% 11th Grade - 44% Teachers - 54% Parents - 50%	7th Grade - 63% 9th Grade - 37% 11th Grade - 50% Teachers - 60% Parents - 75%

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.

There were no substantive differences between the planned actions and the implementation of this goal. There were several successes in the implementation of this goal. Counselors attended training with Hatching Results. The counselors completed a guide for counseling services in the district and how the counselors support students through the MTSS framework. The counselors also created vertical articulation of services between elementary and secondary sites. The district contracted with Sierra Vista Health Services to provide 10 mental health clinicians to work directly with students on campus and with families in the community. All clinicians have been provided and assigned to work a different schools across the district. The district faced some challenges in implementing all the actions in this goal. PBIS training continued across the district. Some sites have implemented PBIS principles with more fidelity than other sites. Only one site in the district (Mercey Springs) can be considered to have fully integrated PBIS into their school. Restorative practices are in effect at Los Banos

Junior High School, which has resulted in a significant decrease in the number of students suspended one or more days. Staff have asked for more social emotional learning training, but the difficulty with finding school business substitutes made it difficult to implement even though staff are still highly interested in this training.

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

2.3 Wellness Counselors

The district used excess ESSR funds to support additional wellness counselor positions. However, with the sunset of ESSR funds in 2024, these positions will be funded through LCFF in the future.

2.4 Junior High SEL

The Junior High SEL program costs were less than anticipated.

2.5 SEL Curriculum and Professional Development

The district used existing partnerships to provide SEL professional development and identified grant funds to provide SEL curriculum to use with students districtwide.

2.7 Support Student Attendance Programs

The district was able to use the last of ESSR funds to support the attendance support program A2A. However, with the sunset of ESSR funds in 2024, this program will be fully funded through LCFF funds in the future.

2.8 Hatching Results

There were not as many expenses associated with Hatching Results training this past year as anticipated.

2.9 BCBA

The district was not able to hire all the BCBA positions for which funds were budgeted.

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

Overall, LBUSD made great strides towards this goals over the last three years. The effectiveness of the actions (additional PPS counselors, wellness counselors, and contracted mental health services) in making progress toward the goal of improving student social-emotional well-being and reducing distress is mixed. The trend over three years indicates a mixed impact. For 5th graders, the percentage experiencing chronic sadness increased from 16% to 22%, showing an upward trend rather than a decrease. For 7th graders, the percentage remained fairly stable (34% in 2020-21 and 2023-24). Among 9th and 11th graders, there was a noticeable decrease. For 9th graders from 41% to

34%, and for 11th graders, from 48% to 40%. While there are specific areas and grade levels where improvements are evident, the overall results are inconsistent. This suggests that while some actions have had a positive impact, a more targeted and differentiated approach to how counselors are used may be necessary to achieve more uniform and significant improvements across all metrics and grade levels. These findings are consistent with the work counselors have engaged in with Hatching Results. Recommendations from the trainings from Hatching Results include more vertical articulation of services between elementary and secondary counselors.

After taking into account the unprecedented stresses placed on students and staff through the COVID-19 pandemic, since returning to full time in-person learning the district's actions to support student attendance programs have been effective in making progress toward the goal of decreasing truancy and increasing student attendance. This effectiveness is evidenced by the increase in the Average Daily Attendance Rate from 89.08% to 91.5% and the significant reduction in the Chronic Absenteeism Rate across all student demographics between the 2021-22 and 2022-23 school years.

The district has been uneven in its implementation of restorative practices, PBIS, and SEL programs districtwide. Data over the last three years reflects this uneven application. Some actions, such as hiring more BCBAs, while proving effective in at the student and class level, have not made an impact at the school or district level. This is evidenced by the high rates of suspension (double the state average) districtwide among almost all student groups.

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.

For the 2024-25 LCAP, the wording in this goal was changed to better reflect the desired outcomes of this goal. In addition, a separate goal was created in the 24-25 LCAP (Goal #5) to address the increased suspension rates and behavior issues throughout the district. Some actions were combined, dropped or relocated to align with new goals.

2.3 Wellness Counselors

In an effort to streamline services, this action was combined with action 2.1.

2.2 Restorative Practices and Behavioral Supports

This action was moved to goal 5.

2.5 SEL Curriculum and Professional Development

This action was revised to focus on professional development in supporting social emotional needs of students.

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	LBUSD will provide an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2019 All students - 26.5 points below standard English Learners - 52.2 points below standard SED - 34.7 points below standard	Not Available until the CAASPP scores are released by the CDE Fall 2022.	2022 All students - 43.2 points below standard English Learners - 71.7 points below standard SED - 52.3 points below standard	2023 All students - 50.2 points below standard English Learners - 101.8 points below standard SED - 57.8 points below standard	All students - 0 points below standard English Learners - 20 points below standard SED - 10 points below standard
CAASPP Mathematics	2019 All students - 65.8 points below standard English Learners - 83 points below standard SED - 72.9 points below standard	Not Available until the CAASPP scores are released by the CDE Fall 2022.	2022 All students - 90.2 points below standard English Learners - 108.6 points below standard SED - 98.2 points below standard	2023 All students - 87.3 points below standard English Learners - 123.6 points below standard SED - 92.4 points below standard	All students - 25 points below standard English Learners - 40 points below standard SED - 30 points below standard
MAP Growth - Reading	The first administration of the MAP Growth assessments is scheduled for May	2021-22 % of students will meet/exceed growth projections in Reading, having a fall-	2022-23 % of students will meet/exceed growth projections in Reading, having a fall-	2023-24 % of students will meet/exceed growth projections in Reading, having a fall-	60% of students will meet/exceed growth projections in Reading, having a fall-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021. Baseline scores will be added to next LCAP update.	to-spring CGI of 0 or higher. Grade 2 - 53% Grade 5 - 38% Grade 8 - 38% Grade 9 - 37% Grade 11 - 38%	to-spring CGI of 0 or higher. Grade 2 - 44% Grade 5 - 48% Grade 8 - 44% Grade 9 - 46% Grade 11 - 48%	to-spring CGI of 0 or higher. Grade 2 - 43% Grade 5 - 46% Grade 8 - 52% Grade 9 - 48% Grade 11 - 59%	to-spring CGI of 0 or higher.
MAP Growth - Mathematics	The first administration of the MAP Growth assessments is scheduled for May 2021. Baseline scores will be added to next LCAP update.	2021-22 % of students will meet/exceed growth projections in Mathematics, having a fall-to-spring CGI of 0 or higher. Grade 2 - 50% Grade 5 - 50% Grade 8 - 45% Grade 9 - 49% Grade 11 - 49%	2022-23 % of students will meet/exceed growth projections in Mathematics, having a fall-to-spring CGI of 0 or higher. Grade 2 - 51% Grade 5 - 49% Grade 8 - 50% Grade 9 - 47% Grade 11 - 53%	2023-24 % of students will meet/exceed growth projections in Mathematics, having a fall-to-spring CGI of 0 or higher. Grade 2 - 59% Grade 5 - 47% Grade 8 - 61% Grade 9 - 56% Grade 11 - 60%	60% of students will meet/exceed growth projections in Mathematics, having a fall-to-spring CGI of 0 or higher.
A-G Readiness Rate	12th grade student a-g readiness rate - 45.8%	2020-21 12th grade student a-g readiness rate - 47.5%	2021-22 12th grade student a-g readiness rate - 41.2%	2022-23 12th grade student a-g readiness rate - 42.9%	12th grade student a-g readiness rate - 50%
College Preparedness Rate as measured by the Early Assessment Program	2020 ELA - 47.3% Ready/Conditionally Ready Mathematics - 16.5% Ready/Conditionally Ready	2020-21 N/A - The EAP was not administered to LBUSD students due to the effects of the COVID-19 pandemic	2022 ELA - 45.4% Ready/Conditionally Ready Mathematics - 12.6% Ready/Conditionally Ready	2023 ELA - 45.2% Ready/Conditionally Ready Mathematics - 14.1% Ready/Conditionally Ready	ELA - 55% Ready/Conditionally Ready Mathematics - 25% Ready/Conditionally Ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Exam Pass Rate	2021 Percentage of students who passed an AP exam with a score of 3 or higher - 31%	2022 Percentage of students who passed an AP exam with a score of 3 or higher - 46%	2022 Percentage of students who passed an AP exam with a score of 3 or higher - 46%	2023 Percentage of students who passed an AP exam with a score of 3 or higher - 44%	Percentage of students who passed an AP exam with a score of 3 or higher - 31%

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.

Overall, the district continued to implement the various actions for Goal #3. Every school received targeted coaching and support for PLC teams during the school year. This added support was evident in the gains achieved in the Fall to Spring Map Growth scores in mathematics districtwide. The extra intervention teachers continued their work across the district. Results from interventions were uneven throughout the district along with overall ELA scores in both CAASPP and NWEA MAP Growth Reading results. There is a need to focus on the literacy at both the Tier 1 and Tier 2/3 intervention level in the elementary grades. The Director of English Learners and Migrant Education continued to provide professional learning for integrated and designated ELD across the district. The district ran summer programs and elementary summer schools to address student interest and gaps in learning. LBUSD adopted new science curriculum aligned to the Next Generation Science Standards (NGSS) districtwide (K-12), new mathematics curriculum 7-12, and new world language curriculum 9-12. The district continued its use of multiple platforms to assess student learning and to collect and analyze data to better inform district practices. The new Coordinator of Data, Assessment, and Accountability worked with schools to improve the process of inputting correct data into the district student information system (SIS) to ensure correct information is reported to the state. The work of the coordinator has revealed many areas in the SIS and the information system process that need improvement in order to provide timely and accurate information for state and national databases. While difficult, this work will result in more accurate district information on the state school dashboard, especially for unduplicated count students. The high schools continued to use the flex intervention time and FEV tutoring en lieu of a specific math intervention program. The elementary music teaching positions remained unfilled for part of the school year as it proved difficult to hire staff. Eventually, one elementary music teacher was hired to finish the school year. Visual and performing arts equipment, such as speakers, lights, sound systems, stage curtains, and instruments were supplied to school sites using set aside funds.

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.

3.1 Intervention and Support Services for Elementary Students

Some intervention positions went unfilled, while other positions were funded using remaining ESSR funds.

3.2 Math Intervention Programs

LBUSD high schools continued to utilize flex intervention scheduling to provide math intervention during the school day. The costs associated with this intervention were covered through the use of remaining ESSR funds.

3.3 Alignment of Instruction, Curricular Support and Resources

The secondary curriculum council chose to adopt new math curriculum 7-12 as well as new world language curriculum in addition to the plan to adopt new science curriculum in order to bring all schools into alignment.

3.5 Assessment of Student Mastery of Content Standards

The district chose to purchase three year agreements to control costs over time as opposed to year to year contracts with two assessment platform vendors.

3.6 Unduplicated Youth Progress Monitoring

The EduClimber system had been purchased using ESSR funds.

3.7 Professional Learning Communities

The district increased the number of days allocated to each site for on-site coaching and support from Solution Tree for PLC team training.

3.8 Support for Instruction

The district used a combination of ESSR and LCFF funds to provide professional development for staff.

3.9 Support for High Stakes Assessments

The district used LCFF funds to help students take AP tests by paying the fee for the assessments. However, since the end of the COVID-19 pandemic and the return to in-person learning, the UC/CSU systems have not required students take the SAT. As a result, we have not had many students require the district to pay for these tests.

3.10 Summer Programs

Summer school has not occurred yet and associated costs will be actualized after the LCAP is passed.

3.11 Coordinator Attendance, Assessment and Accountability

The position was filled later in the school year and therefore all the funds encumbered for the position were not expensed.

3.12 Elementary Music Teachers

The elementary Music Teacher positions were unfilled until the end of the year.

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

LBUSD continued to provide Intervention Support Instructors at all elementary schools. MAP data revealed that students struggling in ELA who received ISI services were more likely to meet their growth targets than students who did not. The Director of English Learners and Migrant Education coordinated services for English learners districtwide. Over 400 English learner students were reclassified as English proficient this year. In addition, the director led the work that established a dual language immersion program at Los Banos Elementary this past year. 52.3% of English learner students made progress towards English language proficiency, which is an increase from prior years. The district supported work in Professional Learning Communities at all school sites through on site coaching from Solution Tree throughout the school year. The annual LCAP survey revealed that 77% of LBUSD teachers agree/strongly agree that teacher teams are encouraged at their school, an increase from prior years. 86% of teachers indicated that they now spend 30 minutes or more collaborating as a PLC team with colleagues. This is an increase of 25% since 2022. Teachers positively evaluated each coaching session for each grade level/department level team at every site. On a 5 point scale where 5 represents "most favorable" and 1 represents "least favorable", PLC coaching participants rated their coaching sessions between a 4.5 and a 5. Not one coaching session received an evaluation below a 4. These evaluations, coupled with survey results and discussions with staff indicate the utility and effectiveness of the PLC coaching. Continuing to improve and deepen understanding of the PLC process throughout the district will help schools to better harness the usefulness of the MTSS framework to help students master the California state standards. The district administered the NWEA MAP assessments for the third year. As a result, schools and families have a stronger understanding of student's academic growth as well as their academic achievement. The use of MAP assessment data allows PLC teams to better plan how to address the academic needs of their students en lieu of waiting to make curricular changes the following year based on CAASPP assessment results. Results from this past school year were used to identify areas for academic growth in the district and led to the development of additional goals and actions to address those areas of growth.

LBUSD continued adopting and implementing standards aligned curriculum throughout the district. Teachers in grades K-12 selected science curriculum aligned with the NGSS. Training for all teachers implementing the new curriculum is scheduled for summer and fall 2024 and will continue through 2024-25. Teachers in grades 7-12 selected new mathematics and world language curriculum for use at both high schools. The district continued to provide professional learning and support for the use of integrated ELD curriculum and instructional strategies. Summer learning programs were provided at all grade levels - elementary, junior high, and high school - last year. These programs focused on STEM, literacy, mathematics, English language proficiency, and credit recovery and plans are in place to expand summer enrichment programs through the use of a combination of ELOP, LCFF, and the remainder of ESSR funds this summer.

Even though these actions were, for the most part, successfully implemented, the results were not where district expected or hoped they would be. In English language arts, student growth over the three-year LCAP cycle has been uneven. Students fell behind initially due, in large part, to the effects of the COVID-19 pandemic, student growth in ELA has been uneven at best among all students and student groups since the return to in-person learning as demonstrated by the results on the CAASPP ELA scores and the NWEA MAP Growth - Reading scores. LBUSD graduates who qualified as A-G ready declined. However, in other measures, students in LBUSD have demonstrated great growth over the last three years. The AP exam pass rate among students is higher than prior to the COVID-19 pandemic, the NWEA MAP

Growth - Mathematics scores have increased among students in almost every grade level over the last three years. As measured by the CAASPP, mathematics scores are down compared to prior to the COVID-19 pandemic, however mathematic scores for almost all student groups improved between 2021-22 and 2022-23; for which LBUSD was recognized by the CDE and WestEd.

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

- 3.1 ISI Teachers
This action was moved to Goal 6 to better reflect the need to focus on literacy instruction and interventions in the early grades.
- 3.2 Math Intervention Programs and Professional Learning
While LBUSD has made gains over the last two years in mathematics, overall math intervention programs have failed to develop as hoped due to difficulties in scheduling, changing curriculums, staff, and more. It was determined to focus more on supporting existing staff with professional learning in mathematical best practices to continue the growth that has occurred over the last two years.
- 3.4 Director of English Learners
This action was moved to Goal 1 to better reflect the focus on English Learners inherent in Goal 1.
- 3.6 EduClimber
EduClimber is a student data system that was purchased to support schools in identifying and monitoring students in need of additional support. Due to poor integration between the vendor and the district, the system has been used sporadically and will not be continued as an action.

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	LBUSD will maintain safe and welcoming facilities, a well trained educational staff, access to instructional materials and programs for all students, and opportunities for parents to be involved in their student's education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Course of Study	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites
FIT Scores	14/16 sites reporting a FIT level of Good/Exemplary (2020 FIT Report)	14/16 sites reporting a FIT level of Good/Exemplary (2021 FIT Report)	2022-23 8/16 sites reported a FIT level of Good/Exemplary	2023-24 3/16 sites reported a FIT level of Good/Exemplary	16/16 sites reporting a FIT level of Good/Exemplary
Efforts to seek parent input	258 Parents participated in annual LCAP survey	534 Parents participated in 2021-22 annual LCAP Survey	418 Parents participated in the annual LCAP survey	233 Parents participated in the annual LCAP survey	500 parents participate in annual LCAP Survey
College and Career Readiness Rate	37.5% - all students 17.2% - English Learners 11.9% - Students with Disabilities	Data not available until the California School Dashboard is updated in December 2022.	N/A There was no College and Career Readiness Rate data provided on the 2022 California School Dashboard	2023 29.6% - all students 5.1% - English Learners 4% - Students with Disabilities	50% - all students 30% - English Learners 25% - Students with Disabilities
Graduation Rate	95.4% - all students 85.6% - Students with Disabilities	2020-21 91.3% - all students 70.7% - Students with Disabilities	2022 94.9% - all students 81.1% - Students with Disabilities	2023 94.1% - all students 75.7% - Students with Disabilities	97% - all students 90% - Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	90.4% - English Learners	78.6% - English Learners	88% - English Learners	86.3% - English Learners	95% - English Learners
Unduplicated student access to a broad course of study, as measured by the master schedule.	100% of unduplicated students	100% of unduplicated students	100% unduplicated student access to a broad course of study.	100% unduplicated student access to a broad course of study.	Maintain 100% unduplicated student access to a broad course of study.
Students with exceptional needs access to a broad course of study, as measured by the master schedule.	100% of students with exceptional needs	100% of students with exceptional needs	100% of students with exceptional needs have access to a broad course of study.	100% of students with exceptional needs have access to a broad course of study.	Maintain 100% access to a broad course of study for students with exceptional needs.
Unduplicated student and students with exceptional needs access to all programs and services offered by LBUSD.	100% of unduplicated students and students with exceptional needs	100% of unduplicated students and students with exceptional needs	100% of unduplicated students and students with exceptional needs have access to all programs and services offered by LBUSD.	100% of unduplicated students and students with exceptional needs have access to all programs and services offered by LBUSD.	Maintain 100% access to all programs and services for students with exceptional needs and unduplicated students.
Access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	Maintain 100% student access to standards-aligned instructional materials.
Teachers are appropriately assigned in the subject area and for the pupils they are teaching	98% of teachers are appropriately assigned	97% of teachers are appropriately assigned	95% of teachers are appropriately assigned	91% of teachers are appropriately assigned	100% of teachers are appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state board adopted academic content and performance standards for all students including access to ELD standards for English Learners	100% of all courses are aligned to California State Standards as measured by district curriculum maps	100% of all courses are aligned to California State Standards as measured by district curriculum maps	100% of all courses are aligned to California State Standards as measured by district curriculum maps	100% of all courses are aligned to California State Standards as measured by district curriculum maps	Maintain 100% of all courses are aligned to California State Standards as measured by district curriculum maps
High School Drop Out Rate	6% high school dropout rate	2020-21 2.7% high school dropout rate	2022 2.5% high school dropout rate	2023 2.9% high school dropout rate	Reduce the high school dropout rate to 3%
Junior High School Drop Out Rate	0.004% junior high school dropout rate	2020-21 0.02% junior high school dropout rate	2021-22 0.001% junior high school dropout rate	2022-23 0.005% junior high school dropout rate	0.001% junior high school dropout rate
School Site Councils	100% of LBUSD school site councils are properly formed	100% of LBUSD school site councils are properly formed	100% of LBUSD school site councils are properly formed	100% of LBUSD school site councils are properly formed	Maintain 100% of LBUSD school site councils are properly formed
CTE Program Completers	2020 31 students were CTE program completers	2021 45 students were CTE program completers	2022 37 Students were CTE program completers	2023 56 Students were CTE program completers	75 students were CTE program completers
Number of CTE Program Completers who also met A-G UC/CSU requirements	2021 20 students were CTE program completers and met A-G UC/CSU requirements	2021 20 students were CTE program completers and met A-G UC/CSU requirements	2022 17 students were CTE program completers and met A-G UC/CSU requirements	2023 35 students were CTE program completers and met A-G UC/CSU requirements	50 students were CTE program completers and met A-G UC/CSU requirements

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.

There were no substantive differences in planned actions and actual implementation of actions. Overall, there were several notable successes in the implementation of this goal. The Los Banos Junior High Ag program continued to grow and excel one year after its formation. Students in the junior high and high school ag programs successfully competed at state and national competitions. Some students competed in the world FFA competition in Scotland in summer 2024. The district continued to support student health through site health staff. Hanover Research conducted focus groups in addition to surveys to gain additional insights into issues identified by our educational partners in surveys and community meetings. Students participated in 6th grade camp throughout the district. STEM labs were provided at sites with space for the labs. The after school program expanded its services to additional school sites (Creekside JH) and grade levels (Kindergarten). Almost 10% of LBUSD students participate in some form of the LEAP program or its program offerings.

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.

4.3 Culinary Arts Program

The culinary arts program did not spend as many funds as anticipated.

4.8 Teacher Induction

LBUSD had additional expenses related to the teacher induction program and its accreditation. In addition, the district went through the process to open an administrator induction program.

4.9 Parent Engagement

LBUSD utilized funds from multiple sources to provide parents opportunities for engaging with their students' schools and therefore did not fully expend the funds allocated to this action.

4.11 Student Devices

Inflation increased the costs of student devices and the repair of student devices.

4.12 6th Grade Camp

Several elementary schools used site funds to supplement the cost of 6th grade camp.

4.13 After School Program Offerings

Not all funds were utilized due to the need to expend ELOP funds first for after school program offerings K-6.

4.15 Supplies, operations, and Instructional Support

The school sites required additional resources to support their operations, instruction, learning, and support for students that was previously anticipated.

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 support Career Technical Education programs across the district. Students from the FFA programs of Pacheco HS, Los Banos HS, and Los Banos JHS earned recognition at local, statewide, national, and world FFA competitions. The Los Banos JHS Agricultural program continued to grow and expand student participation. The district continued its contract with Hanover Research to gather input from educational partners through the annual LCAP survey. In addition to the annual LCAP survey, Hanover research conducted interviews of classified staff and focus groups of certificated staff to gain more insights into areas of growth identified through the annual LCAP. The results of this input proved integral in the development and evaluation of this plan. The district continued to provide students with 1:1 devices to ensure equity of access to educational resources across the district. Schools were provided with funds to continue to support areas of need identified through their SPSA plan development.

The LBUSD teacher induction program earned accreditation status for exemplary preparation of teachers new to the profession. School security and transportation services were maintained to ensure student safety and safe means of transportation to and from school. The district continued to allocate resources to provide additional PLC days to support staff in engaging in professional learning communities. Early results demonstrate increases in mathematics on the NWEA Map assessments and higher percentages of teachers who state they engage in meaningful collaboration with their colleagues as reported by the annual LCAP survey.

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.

4.4 EVOLV

Concern for student safety has remained at the forefront of LCAP, community meetings, and focus groups. As a result, LBUSD is investing in the EVOLV system to screen for concealed items to keep students and staff safe. This will enhance the safety of students and staff on campus by reducing the amount of weapons, drugs, and other illicit materials that might make their way onto campus.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Banos Unified School District	Dr. C. Sean Richey Chief Academic Officer	srichey@losbanosusd.k12.ca.us 209-826-3801

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.

Los Banos Unified School District (LBUSD) is located on the western side of the San Joaquin Valley in Merced County and has a current enrollment of 11,057 students. The District serves students in grades TK--12 at 16 different school sites. The Transitional Kindergarten Center serves TK students from across the district. There are 9 comprehensive K - -6 elementary schools: Charleston, Volta, Grasslands, Los Banos, Henry Miller, Lorena Falasco, Mercey Springs, Miano and Westside. Los Banos Jr. High and Creekside Jr. High are the 2 comprehensive junior high schools. Los Banos High and Pacheco High are the 2 comprehensive high schools. San Luis High is the continuation high school and Crossroads Alternative Education Center serves students on independent study. There is also a district K-6 independent study program housed at Volta elementary school. In 2023-24, LBUSD opened its first dual language immersion academy housed at Los Banos Elementary School. The DLI Academy opened for students in kindergarten and first grade and will expand to include TK and 2nd grade in 2024-25.

LBUSD serves a diverse student population. The LBUSD student populations is 86.1% Latino, 9.3% White, 1.3% African-American, 1% Asian, and 3.3% other races and ethnicities. 25.3% of all LBUSD students are classified as English learners. 77.6% of all LBUSD students qualify for free or reduced price meals. Of the students that LBUSD serves, 81% qualify as unduplicated students (students who are considered either English Learners, foster youth, or eligible for free/reduced price meals).

All schools in LBUSD are classified as schoolwide programs (SWP) under Title 1 due to the high percentage of students classified as socio-economically disadvantaged. In addition, in 2024-25, Crossroads Alternative Education Center and San Luis High School received Equity Multiplier funds due to the high nonstability rates of students at those sites.

While LBUSD is considered a rural district, Los Banos is the largest city in western Merced county with over 48,000 residents. Los Banos boasts a strong agricultural economy, although the largest employers in Los Banos are in the public education, retail, manufacturing, and construction industries. In the last decade, Los Banos has also become a bedroom community for residents that work in the Silicon Valley area.

Reflections: Annual Performance

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

In 2023, the Los Banos Unified School District demonstrated notable successes and progress according to the California School Dashboard. The Dashboard revealed significant improvements as well as areas for growth across various key metrics, indicating a positive trajectory for the district's educational outcomes.

Academic Achievement: The district showcased commendable advancements in academic achievement, with increased proficiency rates in Mathematics. The district's overall performance in Mathematics is in the yellow category, signifying a medium level. In addition, districtwide several student groups - African-American, Hispanic, Socioeconomically Disadvantaged (SED), Pacific Islander, and Students with Disabilities (SWD) - increased proficiency rates, while English Learner (EL), Foster Youth, and Homeless Youth maintained. English Learner, Foster Youth, and Homeless Youth student performance in mathematics is in the red category, signifying very low performance. NWEA Map Growth Data for 2023-24 shows a consistent pattern of growth in math proficiency across different grade levels from Fall 2023 to Spring 2024. This suggests that instructional strategies and interventions implemented by the district are effective in supporting student learning and improvement in math skills. A significant percentage of students have met their growth projections, indicating that the majority of students are making progress in line with expectations. This suggests that the district's initiatives aimed at individualized student growth and support are effective in fostering academic improvement in math. The observed growth closely aligns with projected school growth, indicating that the district's strategies for fostering math proficiency are on track. This alignment suggests that the district's efforts to monitor and adjust instructional practices based on student performance data are yielding positive results in terms of student growth and achievement in math. This indicates that students are mastering essential mathematical concepts as measured by the CAASPP and NWEA Map Growth assessments.

The following schools and student groups received a red indicator in mathematics.

Los Banos Unified School District - Homeless Youth, Foster Youth, EL and SWD students

Crossroads - students overall, Hispanic, and SED students
Los Banos High School - students overall, EL, Hispanic, and SED students
Los Banos Junior High School - EL and SWD students
San Luis High School - EL, Foster Youth, and Homeless Youth students
Mercey Springs Elementary - EL and SWD students
Creekside Junior High School - EL students
Charleston Elementary School - EL
R.M. Miano Elementary School - SWD
Westside Elementary School - SWD

The district's overall performance in ELA is in the Orange category, signifying a moderate level. However, there has been a decline in performance compared to the prior year, with the change level shifting to "Low". English Learners (ELs) exhibit a concerning performance level categorized as "Red," indicating a very low status. There has been a decline in performance. This decline underscores the need for targeted interventions and support to address the unique needs of EL students in ELA proficiency. Various student subgroups, including foster youth, socioeconomically disadvantaged students, and students with disabilities, also demonstrate low to very low performance levels in ELA. These groups have experienced declines in performance, highlighting the importance of targeted interventions to support their academic growth and achievement. The data underscores the need for targeted interventions and support systems to address the decline in ELA performance, particularly among vulnerable student groups such as English Learners, foster youth, and students with disabilities. NWEA Map Growth Data for 2023-24 shows that students are making progress in developing their reading skills, however while overall growth trends are positive, there is some variation in growth patterns across different grade levels. For instance, some grade levels exhibit higher rates of growth compared to others, suggesting potential areas for targeted intervention and support to ensure equitable reading proficiency across all grade levels. In summary, while there are areas of strength and improvement in English Language Arts performance within certain student groups, the overall decline in performance and the low to very low status levels among several subgroups on the 2023 CAASPP ELA results highlight the ongoing challenges and the need for concerted efforts to enhance ELA outcomes for all students in the Los Banos Unified School District.

The following schools and student groups received a red indicator in ELA.

Los Banos Unified School District - Homeless Youth, Foster Youth, EL and SWD students
Crossroads Alternative Education Center - Overall, Hispanic, and SED students
Henry Miller Elementary School - Overall, EL, Hispanic, SED, and SWD students
R.M. Miano Elementary School - Overall, EL, Hispanic, SED, and SWD students
Charleston Elementary School - EL students
Lorena Falasco Elementary School - EL and SWD students
Los Banos Elementary School - EL and SWD students
Mercey Springs Elementary School - EL and SWD
Westside Elementary School - SWD students
Los Banos Junior High School - EL and SWD students
Creekside Junior High School - EL and SED students
Los Banos High School - EL students
San Luis High School - EL, Foster Youth, Homeless Youth, and SWD students

Graduation Rate: One of the standout achievements for the Los Banos Unified School District was the rise in graduation rates. More students successfully completed their high school education, reflecting the district's commitment to supporting students on their academic journey and ensuring they are equipped for future endeavors. While there are notable achievements, such as the consistently high graduation rates for specific student groups like White students and African American students, and the exceptional 100% graduation rate for Foster Youth, there are also areas for growth. The decline in graduation rates for Hispanic students, students with disabilities, and English Learners (ELs) indicates the need for more targeted support to ensure equitable outcomes for all students. It's promising that despite these slight declines, both EL and students with disabilities graduation rates remain above the state average. Overall, while the district's graduation rate maintained its high level from 2022 to 2023, continued efforts are necessary to address disparities and ensure that all students have the support they need to succeed academically and graduate prepared for their future endeavors.

College and Career Readiness: The college and career indicator data from the Los Banos Unified School District's School Dashboard provides insights into the preparedness of students for post-secondary education and career pathways. The low status levels across various student groups, including English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students, underscore the challenges these populations face in accessing and succeeding in higher education and career opportunities. While the medium status level for White students indicates relatively higher preparedness, the overall percentages of students prepared for college and career readiness are concerning. With only 29.60% of all students deemed prepared, it's evident that concerted efforts are needed to improve access to resources, support services, and opportunities for skill development and exploration. Addressing disparities in college and career readiness will require a comprehensive approach that includes targeted interventions, equitable access to resources, and culturally responsive support systems to ensure that all students have the tools and opportunities to pursue their post-secondary aspirations and achieve success in their chosen career paths.

The following schools and student groups received a red indicator in the College and Career Indicator (CCI).

Los Banos Unified School District - EL and SWD students

San Luis High School - Overall, EL, Hispanic, SED, and SWD students

Crossroads Alternative Education Center - Overall, Hispanic, and SED students

Pacheco High School - SWD students

Los Banos High School - EL and SWD students

English Learner Progress: The Los Banos Unified School District demonstrated strides in supporting English Learners (ELs) in their language acquisition journey. By implementing targeted interventions and culturally responsive teaching practices, EL students have shown significant progress in language proficiency and academic achievement. The increase in EL students making progress, along with 51.8% of EL students showing improvement on the ELPAC by at least one level, signifies positive strides in language proficiency and academic growth. However, 16.5% of EL students experienced a decrease in their EL level, indicating the need for continued support and interventions to address challenges and promote continuous progress. The variation in progress levels across different grade levels, with elementary schools showing a mix of green, orange, and yellow statuses while junior high and high schools predominantly display green statuses, suggests potential differences in instructional approaches or support structures that may influence EL student outcomes. Overall, while there are encouraging signs of progress among EL students, the data underscores the importance of ongoing support and resources to ensure that all EL students have the opportunity to achieve their full academic potential and thrive within the Los Banos Unified School District.

Suspension and Chronic Absenteeism Rates: The Chronic absenteeism data from the California School Dashboard provides insights into attendance patterns within the Los Banos Unified School District, reflecting both areas of improvement and ongoing challenges. It's encouraging to note that all student subgroups experienced a decline in chronic absenteeism rates, indicating a collective effort to address attendance issues across the district. Particularly noteworthy is the significant decrease in chronic absenteeism observed among K-8 students, as well as the notable decline among TK students. However, despite these improvements, chronic absenteeism remains a significant concern, with a very high overall rate of 30.7%. Moreover, specific student groups, including English Learners, students with disabilities, socioeconomically disadvantaged students, Hispanic students, and White students, continue to experience chronic absenteeism rates exceeding 29%. It's concerning that even though rates have declined significantly for these groups, they still experience high rates of chronic absenteeism. Additionally, disparities persist among homeless students, who have the highest chronic absenteeism rate, though there has been a slight decrease. The increase in the number of homeless students from 2022 to 2023 also underscores the importance of ongoing support and interventions to address attendance barriers and ensure that all students have equitable access to education and support services. Despite the progress made in reducing chronic absenteeism rates, the data highlights the need for continued efforts to promote regular attendance and support the academic success and well-being of all students within the Los Banos Unified School District.

The following school(s) and student group(s) received a red indicator for Chronic Absenteeism.
Transitional Kindergarten Center - EL students

While the overall suspension rate for the district is higher than the state average, the presence of four schools in the red for suspension rates indicates significant challenges in maintaining positive behavior and reducing disciplinary incidents. Particularly concerning are the disproportionately high suspension rates among vulnerable student groups, such as foster youth, whose suspension rate stands at a staggering 17.1%, and homeless students, whose rate increased by 6.3% from 2022. Additionally, the fact that 10% of homeless students were suspended at least once underscores the need for stronger systems of support, positive behavior interventions, and professional learning to address the underlying issues contributing to their behavioral challenges. Moreover, while there was a slight decline in the suspension rate for students with disabilities (SWD), the increase in the suspension rate for socioeconomically disadvantaged (SED) students by 0.3% indicates ongoing challenges in providing equitable disciplinary practices and support services. The overall increase in suspension rates for various ethnic and racial groups further highlights the need for culturally responsive approaches to discipline and efforts to address underlying disparities. Despite some positive outcomes, such as Westside Union ES being in the green for suspension rates, the overall trend of increasing suspension rates, particularly among vulnerable student populations, warrants concerted efforts to implement restorative justice practices, provide social-emotional support, and address systemic issues contributing to disciplinary disparities within the Los Banos Unified School District.

The following school(s) and student group(s) received a red indicator for Suspension.
Los Banos Unified School District - Homeless Youth, Hispanic, Two or More Races, Pacific Islander, and SED
Lorena Falasco Elementary School - Overall, EL, SED, and White students
Mercey Springs Elementary School - White students
Henry Miller Elementary School - White students
Los Banos Elementary School - SWD students
R.M. Miano Elementary School - White and SWD students
Volta Elementary School - SWD students
Los Banos Junior High School - White and SWD students

Creekside Junior High School - Overall, EL, Hispanic, SED, and SWD students
Los Banos High School - Overall, EL and SWD students
Pacheco High School - EL, White, and SED students
San Luis High School - Overall, Hispanic, Two or More Races, Pacific Islander, EL and SED students

Overall, the review of the California School Dashboard for 2023 paints a picture of success and progress for the Los Banos Unified School District. By focusing on academic achievement, graduation rates, college and career readiness, supporting English Learners, reducing absenteeism and suspensions, and promoting equity and access, the district is making significant strides towards fulfilling its mission of providing every student with a quality education and preparing them for success in the future.

Reflections: Technical Assistance

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

LBUSD was chosen for technical assistance because the following student groups performed in lowest status for the associated indicators:

ELA - Homeless Youth, EL, and SWD students
Math - Homeless Youth, EL, and SWD students
CCI - EL and SWD students
Suspension - Homeless Youth

As part of the technical assistance provided to the Los Banos Unified School District (LBUSD), efforts are underway to address various criteria across student groups and state priorities. Specifically, the focus areas include English learners, students with disabilities, and homeless students, targeting pupil achievement and outcomes in a broad course of study, as well as English Language Arts/Mathematics indicators and the College/Career Indicator. Collaborating with the Merced County Office of Education, the assistance employs Improvement science methodologies and a continuous improvement cycle. Beginning with a root cause analysis on March 6, 2024, the work has progressed to the development of a driver diagram and AIM statement on April 3, 2024. Furthermore, on May 7, 2024, an Impact/Effort Matrix was utilized to guide and prioritize interventions and initiatives aimed at improving outcomes for LBUSD students in the identified areas. Through this structured approach, the technical assistance seeks to support LBUSD in implementing targeted strategies and fostering continuous improvement to enhance student achievement and address disparities across various student groups and indicators.

Through the technical assistance provided by MCOE, the LBUSD LCAP team focused on improving academic outcomes for English learners, homeless youth, and students with disabilities. This work led to adjusting and/or creating actions 1.1, 3.4, 3.5, and 6.2.

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.

San Luis High School
Crossroads Alternative Education Center

Support for Identified Schools

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

LBUSD continued its work with the Merced County Department of Education for CSI technical assistance and professional development for San Luis High School and Crossroads Alternative Education Center. San Luis High School and Crossroads will work with staff from MCOE through continuous improvement strategies to analyze their Dashboard data, identify and set local measure benchmarks for success criteria, solicit meaningful input from stakeholders, and establish a clearly articulated plan for addressing student needs. SLHS and Crossroads created comprehensive needs assessments and developed SPSA goals aligned to their student needs and the overall district LCAP goals. San Luis HS was identified for CSI due to the high suspension rate (29.7%) in 2023 and Crossroads was identified as CSI due to low performance on ELA (-105dfs) and Mathematics (-201dfs) on the CAASPP. The needs assessment results, along with the California Dashboard indicators, drove the development of the School Plan for Student Achievement (SPSA) goals and actions. In addition, the district will continue to work with the different district and school planning committees - such as the LBUSD District Advisory Committee (DAC), the District English Learner Advisory Committee (DELAC), the School Site Council (SSC) and English Learner Advisory Committee (ELAC) for each site - to gather insights and information regarding the school's plans to address students' needs. Further, as part of the services that MCOE provides, SLHS and Crossroads will continue to receive professional development in the continuous improvement learning process.

After a comprehensive needs assessment, SLHS identified lack of behavior supports for students as a need at school. SLHS used improvement science tools, such as the ladder of inference, to identify areas of improvement and create actions to address these needs. SLHS determined that while students had been provided addition tier 3 support in previous years, they were still in need of additional support. As a result, SLHS is using those funds to add a full time counselor to help provide Tier 1 and Tier 2 behavioral supports. These services will be augmented by other activities and services predicated on the completion of the comprehensive needs assessment and the theory of action to address the disparate suspension rates among students at SLHS.

After a comprehensive needs assessment, Crossroads identified lack of academic supports for students as a need at school. Crossroads used improvement science tools, such as the ladder of inference, to identify areas of improvement and create actions to address these needs. As a result, Crossroads is using those funds to add a full time counselor to help provide Tier 1 and Tier 2 academic supports. These services will be augmented by other activities and services predicated on the completion of the comprehensive needs assessment and the theory of action to address the disparate suspension rates among students at Crossroads.

Monitoring and Evaluating Effectiveness

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

The Chief Academic Officer, Director of Student Services, and the Director of Secondary Education will hold quarterly meetings with staff at both sites to monitor the implementation of their plans. As part of these meetings, staff and educational partners at both will use improvement science tools to monitor their PDSA cycles and will adjust their plans as needed dependent on the outcomes monitored. To evaluate the effectiveness of the SLHS and Crossroads CSI plan, the district will use the California Healthy Kids Survey results, empathy interviews, and suspension data. At the quarterly monitoring meetings, this data will be evaluated. The progress towards implementing these plans will be shared with each school SSC annually.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	2024 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2023; Hanover Focus Groups on School Safety; LCAP Community Meetings March 2024
Principals	2024 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2023; Hanover Focus Groups on School Safety; LCAP Community Meetings March 2024; Monthly Principal's Meetings;
Administrators	2024 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2023; Hanover Focus Groups on School Safety; LCAP Community Meetings March 2024
Other School Personnel	2024 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2023; Hanover Focus Groups on School Safety; LCAP Community Meetings March 2024
Local Bargaining Units	2024 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2023; Hanover Focus Groups on School Safety; LCAP Community Meetings March 2024; LBTA Letter 3/14/2024; CSEA Presentation 5/29/2024
Parents	2024 Annual LCAP Survey; California Parent Survey; LBUSD Operations Survey Fall 2023; Hanover Focus Groups on School Safety; LCAP Community Meetings March 2024
Students	2024 Annual LCAP Survey; California Healthy Kids Survey; LBUSD Operations Survey Fall 2023; Hanover Focus Groups on School Safety; LCAP Community Meetings March 2024
San Luis HS SSC - Equity Multiplier Funds	School Site Council Meetings 3/12, 5/7, & 5/29 - Needs Assessment

Educational Partner(s)	Process for Engagement
Crossroads Alternative Education Center SSC - Equity Multiplier Funds	School Site Council Meetings 1/24, 2/21, 3/13, & 4/17 - Needs Assessment
DELAC	2024 Annual LCAP Survey; California Parent Survey; LBUUSD Operations Survey Fall 2023; Hanover Focus Groups on School Safety; LCAP DELAC Meeting 3/11/2024; DELAC LCAP Presentation 11/7/2023
District Advisory Committee	Meetings 9/28/23; 11/30/23; 5/9/24; 5/29/24
Special education local plan area administrator	Consult 5/8/2024

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

The LCAP for Los Banos Unified School District was significantly influenced by the feedback provided by educational partners, ensuring a comprehensive and inclusive approach to improving educational outcomes. Through robust engagement processes, including consultations with schools generating Equity Multiplier funds, the district prioritized requests and concerns raised by stakeholders within the context of available resources. The engagement process included a variety of surveys, focus groups, empathy interviews, community meetings, and committee meetings.

In equity multiplier schools (San Luis and Crossroads), the school site councils (SSC) were consulted as they already represent a diverse cross-section of educational partners at each school site. The SSCs of both schools engage in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since both schools are Title 1 schoolwide programs (SWP). The Crossroads SSC met 1/24, 2/21, 3/13, and 4/17 to conduct a needs assessment and root cause analysis. Through the needs assessment, the SSC at Crossroads identified Hispanic and socio-economically disadvantaged (SED) academic achievement in mathematics and ELA as well as College and Career Readiness as areas of need. The SSC noted that students also continued to report a need for student social-emotional support through site surveys. This data revealed by the Needs Assessment led Crossroads to request a counselor (Action 7.1) to work with students on the academic, social-emotional, and college and career needs. The San Luis HS SSC met on 3/12, 5/7, and 5/29. The San Luis HS SSC examined California Healthy Kids Survey Data, California School Dashboard Suspension Indicator data, Academic Indicator data, and local data. The SLHS SSC identified the over suspension of English learner (EL), Hispanic, and SED students as a critical area to address. In their needs assessment, the SSC noted that suspensions and math scores as determined by the NWEA MAP Growth results and the CAASPP required attention. To address these areas, San Luis recommended hiring a counselor (Action 8.1) to support the academic, social, emotional and behavioral needs of students as well as to provide other means of correction.

One key aspect of the LCAP influenced by educational partner feedback is the continued focus on comprehensive systems of support for academics, behaviors, and social emotional needs. This continued focus developed through analysis of the California School Climate, Health, and Learning surveys, the annual LCAP survey, district LCAP community meetings, focus groups, and committee meetings. The

refinement of Goals 2 and 3 directly reflect feedback from educational partners. The continued support for counselors (Action 2.1), mental health services (Action 2.5), and support for summer learning programs (Action 3.7) also reflect feedback from educational partners. While there were many areas that educational partners expressed satisfaction with, there were clear areas for growth and concern as well. Students, staff, and parents indicated that while they generally feel safe at school, there is a desire for enhanced safety measures around schools. The district investment in the EVOVL weapons detection system (Action 4.4) was developed in response to this desire indicated by district educational partners. On the annual LCAP survey, over two-thirds of secondary students indicated that their peers do not behave at school. Staff echoed these sentiments on the California Staff Survey. At LCAP community meetings, participants shared a desire for more restorative practices implementation/training at all school sites as well as the implementation of behavioral interventions. In response, the district continued providing additional BCBAs (Board Certified Behavior Analysts) (Action 5.2), training in Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (Action 5.1).

Additionally, educational partner feedback informed the determination of various actions and metrics, ensuring that the goals set forth in the LCAP are ambitious yet achievable.

The consultation process also led to the inclusion of goals and actions specifically designed to address the needs of English learners, thereby contributing to increased or improved services for these students. In recent years, English learner students have demonstrated great progress towards English language proficiency. However, there still persists a sizable achievement gap between the educational outcomes of English learners and their peers. These actions were developed in response to feedback highlighting disparities in access to resources and opportunities among English learner students and their families. Parents of English learners suggested more parent workshops and opportunities for involvement to support their children in school (Action 1.2). Staff expressed a desire for additional professional learning opportunities to support English learners (Action 1.1).

District partners also highlighted several needs within the district in need of being addressed. Education partners requested improvements to school facilities and infrastructure, such as installing laboratories, ensuring modern, well-equipped classrooms, and planning for future facilities (Action 4.14). Further, educational partners desired more 1:1 tutoring for students (Action 3.11). It was noted that while mathematics scores are increasing on the CAASPP and the NWEA Map Growth assessment results, ELA scores have declined. As a result, the district developed Goal 6 with its focus on improving literacy in the primary grades and supporting literacy intervention in the upper grades. LETRS training for elementary teachers (Action 6.2) reflects the district commitment to respond to this need identified through LCAP development process.

In terms of budgetary expenditures, the district prioritized areas of focus based on the feedback received, ensuring that resources are allocated where they are most needed. This may have involved changes to the level of proposed expenditures for certain actions or the elimination of actions that were deemed less effective or relevant.

Overall, the adopted LCAP reflects a collaborative effort between the district and its educational partners to address the diverse needs of students and improve educational equity and outcomes across the Los Banos Unified School District.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By the 2026-27 academic year, the percentage of English Learners in LBUSD making progress as determined by the California School Dashboard will increase from 52.3% to 60%.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

25.3% of LBUSD students are classified as English Learners. LBUSD is committed to supporting the language development and academic progress of all multilingual students. Due to the effects of the COVID-19 pandemic, English Learner progress regressed dramatically and the achievement gap between English Learner students and their peers grew exorbitantly in the areas of English language arts and mathematics. However, local achievement data demonstrates that students identified as English Learners outperformed their peers on the most recent administration of the NWEA MAP Growth assessments in both English language arts and mathematics. In addition, English learner progress towards making English language proficiency has exceeded pre-pandemic levels.

As LBUSD engaged in with educational partners, members of the District English Learner Advisory Committee (DELAC) shared a desire for continued focus on supporting English learner progress. Educational partners asked for additional parent workshops, supports for students, and training for staff to assist English learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Progress Rate	52.3% making progress towards English language proficiency			60% making progress towards English language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP ELA DFS (EL)	2023 101.8 points below standard			EL - 75 points below standard	
1.3	CAASPP Math DFS (EL)	2023 123.6 points below standard			EL - 100 points below standard	
1.4	NWEA MAP Growth Reading	2023-24 % of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 53% Grade 6 - 46% Grade 8 - 53% Grade 9 - 48% Grade 11 - 58%			% of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 60% Grade 6 - 50% Grade 8 - 60% Grade 9 - 55% Grade 11 - 60%	
1.5	NWEA MAP Growth Mathematics	2023-24 % of EL students will meet/exceed Fall to Spring growth projections in Mathematics Grade 3 - 76% Grade 6 - 59% Grade 8 - 56% Grade 9 - 56% Grade 11 - 53%			% of EL students will meet/exceed Fall to Spring growth projections in Mathematics Grade 3 - 75% Grade 6 - 65% Grade 8 - 60% Grade 9 - 60% Grade 11 - 60%	
1.6	College and Career Readiness Rate	2022-23 5.1% prepared			15% prepared	
1.7	English Learner Reclassification Rate	2022-23			25% of EL students were	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20% of EL students were classified Fluent-English-Proficient			classified Fluent-English-Proficient	
1.8	Percentage of English learners enrolled in ELD courses as measured by the master schedule.	2023-24 100% of EL students enrolled in appropriate ELD courses			100% of EL students enrolled in appropriate ELD courses	
1.9	Building Partnerships for Student Outcomes	2023-24 Rating of 3.25 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool			Rating of 4 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	
1.10	DELAC Parent Participation	2023-24 # of parent participants at DELAC meetings as measured by sign in sheets Parents - 335			# of parent participants at DELAC meetings as measured by sign in sheets Parents - 500	

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	Curriculum, Instructional Supports, and Professional Learning	The district will provide aligned curriculum, instructional support materials for English Learners, and additional professional development for teachers of English learner and Long term English learner students.	\$400,000.00	Yes
1.2	Parent Engagement	The district will provide additional support for parents of EL and LTEL students through a variety of programs and activities, such as parenting and college/career workshops.	\$350,000.00	Yes
1.3	Summer Melt Counselor	LBUSD will provide counseling services during the summer to assist English Learners and Long Term English Learners in their transition to post-secondary education, training and work to improve the percentage of students following through and entering college, training programs, or the workforce after graduating from LBUSD schools.	\$20,000.00	Yes
1.4	English Learner Director	The district will continue to maintain the Director of English Learners and Migrant Education position to monitor the district English Learner program, coordinate professional learning for staff serving English Learners and Long Term English Learners, and administer the district migrant education program.	\$300,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	LBUSD will support the development of the whole child by providing multiple tiers of support to address the behavioral, social emotional, mental, and physical well-being of LBUSD students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Since the COVID-19 Pandemic, according to the California Healthy Kids Survey data, a high percentage of students in LBUSD have experienced adverse social-emotional indicators. Over 20% of 5th grade students and over 35% of students in all other grades indicated experiencing feelings of chronic sadness or hopelessness in the last 12 months. While this was a decrease compared to the year immediately after students returned to school after the pandemic, this still represents a high percentage of students struggling with mental health. Over 25% of students in 7th, 9th, and 11th grades indicated feeling in social emotional distress while less than half of students in these same grades indicated feeling connected to their schools.

On the 2024 annual LCAP survey, 60% of staff indicated a need for more professional development, training, and/or mentorship on meeting the social, emotional, and developmental needs of their students. At the LCAP community engagement meetings in March 2024, parents overwhelmingly selected counselors, restorative practices, and more professional development in SEL as high priority areas for the district to address. On the California School Staff Survey, over two-thirds of secondary staff strongly agreed that student depression was a moderate/severe problem.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Healthy Kids Survey - Chronic Sadness	2023-24 Percent of students indicating they have experienced feelings of chronic sadness or			Percent of students indicating they have experienced feelings of chronic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		hopelessness in past 12 months 5th Grade - 22% 7th Grade - 34% 9th Grade - 34% 11th grade - 40%			sadness or hopelessness in past 12 months 5th Grade - 10% 7th Grade - 20% 9th Grade - 25% 11th grade - 30%	
2.2	California Healthy Kids Survey - Social Emotional Distress	2023-24 Social Emotional Distress 7th Grade - 25% 9th Grade - 27% 11th grade - 29%			Social Emotional Distress 7th Grade - 15% 9th Grade - 20% 11th grade - 20%	
2.3	California Healthy Kids Survey - School Connectedness	2023-24 School Connectedness 5th Grade - 70% 7th Grade - 52% 9th Grade - 42% 11th Grade - 41%			School Connectedness 5th Grade - 80% 7th Grade - 65% 9th Grade - 60% 11th Grade - 60%	
2.4	California School Parent Survey - School Supports for Parents to Support Students	2023-24 School provides parents with advice and resources to support child's social and emotional needs All - 68% agree/strongly agree			School provides parents with advice and resources to support child's social and emotional needs All - 80% agree/strongly agree	
2.5	California School Staff Survey - School Supports for Students	2023-24 Support for social emotional learning			Support for social emotional learning	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All - 88% agree/strongly agree			All - 95% agree/strongly agree	
2.6	Chronic Absenteeism Rate	2022-23 30.7% - all students 37% - Students with Disabilities 32.6% - SED 29% - English Learners			10% - all students 15% - Students with Disabilities 10% - SED 10% - English Learners	
2.7	Student Attendance Rate	2022-23 91.5% Average Daily Attendance			95% Average Daily Attendance	
2.8	Suspension Rate	2022-23 % of students suspended at least one day 7.9% - all students 13% - African American 8% - Latinx 11.5% - Students with Disabilities 17.1% - Foster Youth			% of students suspended at least one day 5% - all students 7% - African American 5% - Latinx 7% - Students with Disabilities 10% - Foster Youth	
2.9	Expulsion Rate	2022-23 0.2% - all students 0.6% - African American 0.1% - LatinX 0.3% - White			0.05% - all students 0.05% - African American 0.05% - LatinX 0.05% - White	
2.10	California School Climate, Health, and	2023-24			Percent of students/staff/pare	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learning Survey - School Safety	Percent of students/staff/parents indicating they perceive LBUSD schools as very safe or safe 5th Grade - 75% (safe/very safe) 7th Grade - 52% (safe/very safe) 9th Grade - 43% (safe/very safe) 11th Grade - 44% (safe/very safe) Teachers - 88% (agree/strongly agree) Parents - 88% (agree/strongly agree)			nts indicating they perceive LBUSD schools as very safe or safe 5th Grade - 90% (safe/very safe) 7th Grade - 65% (safe/very safe) 9th Grade - 60% (safe/very safe) 11th Grade - 60% (safe/very safe) Teachers - 95% (agree/strongly agree) Parents - 95% (agree/strongly agree)	
2.11	LBUSD Annual LCAP Survey - Parental Involvement (School Connectedness)	2023-24 Percent of parent responses indicating agree/strongly agree to "My child's school is welcoming and encourages parent involvement" Parents - 78%			Percent of parent responses indicating agree/strongly agree to "My child's school is welcoming and encourages parent involvement" Parents - 90%	
2.12	California School Staff Survey - Staff Working Environment (School Connectedness)	2023-24 Percent of staff responses indicating agree/strongly agree to "This school promotes personnel participation in decision-making that			Percent of staff responses indicating agree/strongly agree to "This school promotes personnel	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		affects school practices and policies." Staff - 78%			participation in decision-making that affects school practices and policies." Staff - 85%	

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	Counselors	LBUSD will provide counselors to support students' social-emotional well-being, provide and coordinate SEL/Academic/Behavioral interventions, assess student needs, and communicate with students, staff, families, and the school community.	\$4,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	SEL Professional Development	The district will provide staff with professional learning that addresses social emotional learning to ensure its successful implementation.	\$500,000.00	Yes
2.3	Junior High SEL Program	LBUDS will support social-emotional learning programs at the junior high schools to foster social and self-awareness, build relationship skills, and responsible decision making.	\$25,000.00	Yes
2.4	Hatching Results	The district will contract with Hatching Results to review and make recommendations to improve district counseling services to better address the social emotional and academic needs of students.	\$150,000.00	Yes
2.5	Mental Health Services	The district will contract with health providers for on-campus mental health services for needs identified through analysis of the CHKS.	\$1,600,000.00	Yes
2.6	Student Attendance	The district will contract with an organization to support student attendance programs to decrease truancy and increase student attendance in school.	\$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will demonstrate growth in student learning by meeting or exceeding performance criteria on state and local assessments, participating in a rigorous course of study, and receiving support through multiple tiers of instructional and support services.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>In 2019, prior to the COVID-19 pandemic, 38% of LBUSD met or exceeded standards on the ELA portion of the CAASPP and 24% met or exceeded standards on the mathematics portion of the CAASPP. Due the effects of the pandemic and distance learning, there was a precipitous decline in student scores that still have not returned to pre-pandemic levels. In 2023, 29% of LBUSD met or exceeded standards on the ELA portion of the CAASPP and 17% met or exceeded standards on the mathematics portion of the CAASPP. Los Banos ranked 18th in ELA and 19th in Mathematics out of 30 similarly sized districts with similar demographics (70% SED; 25% EL; 10,000 enrollment). In 2019, Los Banos would have ranked 8th in ELA and 13th in Mathematics.</p> <p>During the LCAP community meetings in March 2024, participants expressed an interest in providing students with additional academic supports such as tutoring and access to rigorous curriculum. These sentiments were reflected in both the California School Parent Survey and the annual LCAP survey results.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA	2023 Average Student Score Distance from Standard			Average Student Score Distance from Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students - 50.2 points below standard English Learners - 101.8 points below standard SED - 57.8 points below standard			All students - 20 points below standard English Learners - 50 points below standard SED - 30 points below standard	
3.2	CAASPP Mathematics	2023 Average Student Score Distance from Standard All students - 87.3 points below standard English Learners - 123.6 points below standard SED - 92.4 points below standard			Average Student Score Distance from Standard All students - 50 points below standard English Learners - 75 points below standard SED - 60 points below standard	
3.3	MAP Growth - Reading	2023-24 Grade level Fall to Spring Conditional Growth Percentile (CGI) in Reading Grade 2 - 37% Grade 3 - 72% Grade 6 - 19% Grade 8 - 43% Grade 9 - 32% Grade 11 - 86%			Grade level Conditional Growth Percentile (CGI) in Reading Grade 2 - 50% Grade 3 - 75% Grade 6 - 60% Grade 8 - 60% Grade 9 - 60% Grade 11 - 90%	
3.4	MAP Growth - Mathematics	2023-24 Grade level Fall to Spring Conditional			Grade level Fall to Spring Conditional Growth Percentile	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Growth Percentile (CGI) in Mathematics Grade 2 - 91% Grade 3 - 99% Grade 6 - 95% Grade 8 - 83% Grade 9 - 76% Grade 11 - 92%			(CGI) in Mathematics Grade 2 - 90% Grade 3 - 90% Grade 6 - 90% Grade 8 - 85% Grade 9 - 85% Grade 11 - 90%	
3.5	A-G Readiness Rate	2022-23 12th grade student a-g readiness rate - 42.9%			12th grade student a-g readiness rate - 50%	
3.6	College & Career Preparedness Indicator	2022-23 % prepared All Students - 29.6% English Learners - 5.1% SED - 27.6% Foster Youth - 8.3% Homeless - 8.3%			% prepared All Students - 40% English Learners - 20% SED - 40% Foster Youth - 20% Homeless - 20%	
3.7	AP Exam Pass Rate	2023 Percentage of students who passed an AP exam with a score of 3 or higher - 44%			Percentage of students who passed an AP exam with a score of 3 or higher - 60%	
3.8	Early Assessment Program (EAP) Ready/Conditionally Ready Rate	2023 Percentage of students Ready/Conditionally Ready on the EAP ELA - 43.5% Mathematics - 13.7%			Percentage of students Ready/Conditionally Ready on the EAP ELA - 50% Mathematics - 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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	Math Professional Learning	The district will provide professional development in mathematics to support student learning and high quality mathematics instruction.	\$100,000.00	Yes
3.2	Alignment of Instruction, Curricular Support and Resources	The district will align instruction with the California State Standards and frameworks by utilizing outside coaching and professional learning services, purchasing curriculum materials, textbooks, and related instructional supplies.	\$2,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Assessment and Accountability of Student Mastery	The district will utilize assessments aligned with content standards, student progress monitoring data systems, professional learning and coaching in the use of assessments to monitor student progress in mastering the content standards.	\$350,000.00	Yes
3.4	Professional Learning Communities	The district will support professional learning communities (PLC) at each site through professional learning, materials, and supplies.	\$500,000.00	Yes
3.5	Support for Instruction	The district will provide professional learning, release time, coaching services, and support to teachers in evidence-based best instructional practices.	\$100,000.00	Yes
3.6	Support for High Stakes Assessments	The district will provide additional support for students to take high stakes assessments (Advanced Placement, SAT/ACT, professional certifications) by providing tutoring, test preparations services, and fee coverage.	\$100,000.00	Yes
3.7	Summer Learning Programs	The district will provide summer programs to reduce learning loss and provide enrichment opportunities.	\$400,000.00	Yes
3.8	Coordinator Data, Assessment, and Accountability	The district will provide a coordinator of data, assessment, and accountability to provide actionable reports of student data for use in PLC teams, school sites, and the district to monitor program outcomes to support students.	\$200,000.00	Yes
3.9	Elementary Music Teachers	LBUSD will provide an elementary music teacher to provide more music offerings to students in elementary school.	\$150,000.00	Yes
3.10	VAPA	The district will provide materials, supplies, and equipment for the visual and performing arts.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Tutoring Services	The district will provide additional 24/7 tutoring services for students.	\$500,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	LBUSD will maintain safe and welcoming facilities, a well trained educational staff, access to instructional materials and programs for all students, and opportunities for parents to be involved in their student's education.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In 2023, on the annual FIT report, only 8 out of 16 sites received scores of Good or Exemplary. On the annual LCAP survey, 40% of students responded with disagree or strongly disagree to the statement "My school is clean." Students also indicated that while they feel their schools are generally safe, a large majority (65%) do not feel that students behave well at school. While these results indicate areas for improvement, overall parents, staff, and students feel positively about students' education in LBUSD. This goal was continued from the last LCAP due to the need to continue to increase the cleanliness of facilities and improve safety and behavioral expectations on campus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Access to a Broad Course of Study for All Students, Unduplicated Count Students, and Students with Exceptional Needs	Access to a broad course of study at all school sites as measured by the master schedule All Students - 100% Unduplicated Count Students - 100%			Access to a broad course of study at all school sites as measured by the master schedule All Students - 100% Unduplicated Count Students - 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Exceptional Needs - 100%			Students with Exceptional Needs - 100%	
4.2	State board adopted academic content and performance standards including access to ELD standards for English Learners	100% of all courses are aligned to California State Standards as measured by district curriculum maps			Maintain 100% of all courses are aligned to California State Standards as measured by district curriculum maps	
4.3	Access to standards-aligned instructional materials	Students have access to standards-aligned instructional materials as noted in Board of Education Resolution #31-23 (2023). All Students - 100% Unduplicated Count Students - 100% Students with Exceptional Needs - 100%			Students have access to standards-aligned instructional materials. All Students - 100% Unduplicated Count Students - 100% Students with Exceptional Needs - 100%	
4.4	Teachers are appropriately assigned in the subject area and for the pupils they are teaching	91% of teachers are appropriately assigned as measured through School Accountability Report Cards			95% of teachers are appropriately assigned as measured through School Accountability Report Cards	
4.5	Efforts to seek parent input	2023-24			# of parents participating in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		# of parents participating in annual parent surveys in making decisions LBUSD LCAP Annual Survey - all parents 233/unduplicated count parents 191			annual parent surveys in making decisions LBUSD LCAP Annual Survey - all parents 500/unduplicated count parents 425	
4.6	FIT Scores	2023-24 # of site reporting FIT scores of Good/Exemplary for their sites - 3/16			# of site reporting FIT scores of Good/Exemplary for their sites - 10/16	
4.7	Graduation Rate	2023 All Students - 94.1% Students with Disabilities - 75.7% English Learners - 86.3% SED - 93.7%			All Students - 96% Students with Disabilities - 85% English Learners - 90% SED - 95%	
4.8	High School Drop Out Rate	2023 High school dropout rate - 2.9%			High school dropout rate - 2.0%	
4.9	CTE Program Completers	2023 56 Students were CTE program completers			75 students will be CTE program completers	
4.10	CTE Program Completers who also met A-G UC/CSU requirements	2023 35 students were CTE program completers			50 students will be CTE program completers and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and met A-G UC/CSU requirements			met A-G UC/CSU requirements	
4.11	CAST	2023 % of students who meet/exceed standards 8th Grade - 13.45%			% of students who meet/exceed standards 8th Grade - 20%	
4.12	Junior High School Drop Out Rate	2023 Junior High School dropout rate - 0.0%			Junior High School dropout rate - 0.0%	
4.13	Special Education Parent Information Meeting Participation	2023 # of parent participants at Special Education Parent information meetings as measured by sign in sheets Parents - 35			# of parent participants at Special Education Parent information meetings as measured by sign in sheets Parents - 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
4.1	Career Technical Education	The district will continue to support and develop additional career technical education pathways (CTE) and support student CTE leadership organizations to prepare students with necessary skills and opportunities to further training and employment after high school.	\$200,000.00	Yes
4.2	Site Health Services	LBUSD will maintain health services at all sites to support student well-being, increase attendance, and student time in class.	\$2,000,000.00	Yes
4.3	School Security	LBUSD will continue to provide trained school security at all secondary sites to maintain a safe and welcoming instructional environment.	\$2,500,000.00	Yes
4.4	EVOLV	LBUSD will provide the EVOLV Detection system at all secondary sites to provide a touchless screening system that will detect a wide range of concealed items in order to maintain a safe and welcoming instructional environment.	\$500,000.00	Yes
4.5	Transportation	LBUSD will maintain busses and drivers to ensure adequate transportation for students to school and school events.	\$4,000,000.00	Yes
4.6	MESA Program	The district will continue to support the junior high MESA program to foster access to the Next Generation Science Standards (NGSS).	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Certificate of Participation	The district will continue to make payments on the COP for Creekside Junior High School.	\$1,700,000.00	Yes
4.8	Teacher Induction Program	The district will provide support for all first and second year teachers through the teacher induction program.	\$230,000.00	Yes
4.9	Engaging Educational Partners	The district will continue to contract with Hanover Research to conduct the annual LCAP education partner survey, focus groups, and other surveys designed to gather parent and educational partner input in district plans.	\$150,000.00	Yes
4.10	Parent Engagement	LBUSD will provide programs and workshops to facilitate parent engagement in their child's education.	\$200,000.00	Yes
4.11	Student Technology	LBUSD will purchase additional student technology devices, equipment, and support to ensure 1:1 student to device ratio across the district.	\$4,000,000.00	Yes
4.12	6th Grade Camp	The district will fund the costs of attending 6th grade camps for all 6th grade students.	\$400,000.00	Yes
4.13	Expanded Learning Opportunities	The district will continue to support increased before and after school program offerings across the district.	\$500,000.00	Yes
4.14	Facilities and School Improvement	LBUSD will invest in maintaining and improving school facilities.	\$1,378,099.32	Yes
4.15	Supplies, Operations, and Instructional Support	LBUSD will continue to allocate funds to each school site to provide supplies, operations, and instructional support.	\$1,948,334.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.16	Salary Increase for additional PLC Days	The district will provide a salary increase for increasing the number of PLC days to 14.	\$3,000,000.00	Yes
4.17	STEM Labs	LBUSD will provide STEM labs at elementary sites.	\$600,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	LBUSD will decrease the suspension rate of all students, students with disabilities, English Learners, Foster Youth, and Socioeconomically Disadvantaged youth districtwide by 5% the 2026-27 school year.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

On the 2023 California School Dashboard, LBUSD was placed in the Orange or "low" indicator. 7.9% of all students in LBSUD were suspended at least one day the previous school year. By comparison, the state of California student suspension rate was 3.5%. In addition, four student groups were classified in the red or "very low" performance category for suspensions. The student groups were Homeless (10%), Two or More Races (10.1%), Pacific Islander (16.4%), and Socioeconomically Disadvantaged (8.5%). Each of these student groups suspension percentage was almost double the state percentage for the same student group.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	2023 % of students suspended at least one day All Students - 7.9% Students with Disabilities - 11.5% English Learners - 7.6% Foster Youth - 17.1%			% of students suspended at least one day All Students - 2.9% Students with Disabilities - 6.5% English Learners - 2.6% Foster Youth - 12.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 8.5%			Socioeconomically Disadvantaged - 3.5%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Restorative Practices and Positive Behavioral Supports	LBUSD will support schools in implementing restorative practices and Positive Behavioral Intervention and Supports (PBIS) to foster positive school climates, increase attendance, reduce incidents of student misbehavior, reduce bullying, and increase student engagement.	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	BCBA	The district will provide 4 additional behavioral support specialists to support student behavioral interventions at school sites.	\$500,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	LBUSD will ensure that students will read at grade level by third grade through high quality first instruction in literacy, standards aligned curriculum, multi-tiered levels of support, and professional development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In 2019 on the ELA portion of the CAASPP, 38% of LBUSD third grade students met or exceeded standards and their average score was 25.4 points below standard. Post pandemic, in 2022 only 27% of third grade students met or exceeded standards on the ELA portion of the CAASPP and the average score was 55.8 points below standard. In 2023, the percent met or exceeded remained the same, while the average score declined to 60.8 points below standard. Local assessment data through the NWEA Map tells a similar story. Since the COVID-19 pandemic disrupted schools, student achievement scores and growth scores in reading have lagged in the primary grades. In 2023-24, the Map Growth assessments revealed large gains in mathematic scores across almost every grade level, while reading achievement and growth scores continued to lag behind especially in the primary grades.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	NWEA MAP Growth - Reading Achievement Percentile	Spring 2024 Achievement Percentile by Grade Grade 1 - 6% Grade 2 - 12% Grade 3 - 13%			Achievement Percentile by Grade Grade 1 - 15% Grade 2 - 30% Grade 3 - 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	NWEA MAP Growth - Reading Growth Percentile	Fall to Spring 2024 Growth Percentile by Grade Grade 1 - 17% Grade 2 - 37% Grade 3 - 72%			Fall to Spring Growth Percentile by Grade Grade 1 - 45% Grade 2 - 65% Grade 3 - 85%	
6.3	NWEA MAP Growth - EL Reading Growth Percentile	Fall to Spring 2024 EL Growth Percentile by Grade Grade 1 - 12% Grade 2 - 41% Grade 3 - 71%			Fall to Spring EL Growth Percentile by Grade Grade 1 - 45% Grade 2 - 65% Grade 3 - 85%	
6.4	CAASPP ELA - Percentage Meet/Exceed Standards	2024 % Meet/Exceed Standards in 3rd Grade All Students - 27% EL - 14% SED - 24%			% Meet/Exceed Standards in 3rd Grade All Students - 40% EL - 30% SED - 35%	

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
6.1	Intervention and Support Services for Elementary Students	The district will continue to provide Intervention Support Instructors (ISI), professional learning, and evidence-based programs to support students in need of additional assistance in mastering the content standards.	\$2,500,000.00	Yes
6.2	LETRS	<p>The district will provide comprehensive professional learning designed to equip teachers and administrators with deep knowledge to be literacy and language experts. On the 2023 CAASPP ELA assessment, only 31% of LBUSD students met or exceeded standards. For LBUSD third grade students, the percentage was even lower with only 27% meeting or exceeding standards. On the NWEA Map Growth Assessments-Reading, first grade (17th%) and second grade (37th%) scored below the 50th% for Fall to Spring expected growth in reading scores. English Learners also demonstrated low growth in first (13th%) and second (42th%) grade Fall to Spring growth reading scores.</p> <p>LETRS training will provide elementary teachers and administrators with deep knowledge to be literacy and language experts in the science of reading which will support the literacy growth of all students including unduplicated count students.</p>	\$900,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Crossroads Alternative Education Center will increase the percentage of Hispanic and socio-economically disadvantaged students who are college and career ready by 5% by the 2026-27 academic year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

The SSCs of Crossroads engaged in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since both schools are Title 1 schoolwide programs (SWP). Through the needs analysis, the SSC at Crossroads identified Hispanic and socio-economically disadvantaged (SED) academic achievement in mathematics and ELA as well as College and Career Readiness as areas of need. The SSC noted that students also continued to report a need for student social-emotional support through site surveys. The college and career indicator was chosen for the focus goal as improvement in the performance in ELA and mathematics would be reflected in the college and career indicator as well.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP ELA - DFS	2023 CAASPP ELA - Distance From Standard Hispanic - 108.5 points below standard SED - 75.1 points below standard			CAASPP ELA - Distance From Standard Hispanic - 50 points below standard SED - 25 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	CAASPP Mathematics - DFS	2023 CAASPP Mathematics - Distance From Standard Hispanic - 210.3 points below standard SED - 181.9 points below standard			CAASPP Mathematics - Distance From Standard Hispanic - 175 points below standard SED - 150 points below standard	
7.3	College and Career Indicator	2023 College/Career % Prepared Hispanic - 2.6% SED - 2.3%			College/Career % Prepared Hispanic - 15% SED - 15%	

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
7.1	Counselor	Crossroads will add a counselor to support students in their social emotional health as well as academics.	\$200,000.00	No
7.2	Dual Enrollment	Crossroads will expand its online dual enrollment course offerings through partnership with local colleges and universities.	\$55,784.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	San Luis HS will decrease the suspension rate of English Learners, Hispanic, and Socioeconomically Disadvantaged students by 10% by 2026-27.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The SSC of San Luis engaged in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examined all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since both schools are Title 1 schoolwide programs (SWP). The San Luis HS SSC examined California Healthy Kids Survey Data, California School Dashboard Suspension Indicator data, Academic Indicator data, and local data. The SLHS SSC identified the over suspension of English learner (EL), Hispanic, and SED students as a critical area to address. In their needs assessment, the SSC noted that suspensions and math scores as determined by the NWEA MAP Growth results and the CAASPP required attention. The LEA developed the goal to decrease the suspension rate of English Learners, Hispanic, and Socioeconomically Disadvantaged students by 10% by 2026-27 because these groups have alarmingly high and increasing suspension rates, categorized as "Very High." For instance, Hispanic students have a current suspension rate of 31%, which increased by 18.7 percentage points from the previous year. English Learners and Socioeconomically Disadvantaged students also show significant increases in suspension rates. This goal addresses the need to reduce inequities and promote a more inclusive and supportive school environment. Achieving this reduction will help keep these students engaged in their education, improving their academic outcomes and overall school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Suspension Rate	2023 % of Students Suspended at least one day English Learner - 18.8% Hispanic - 31%			% of Students Suspended at least one day English Learner - 8% Hispanic - 21%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 29.1%			Socioeconomically Disadvantaged - 19%	

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
8.1	Counselor	San Luis HS will hire a counselor to support the social, emotional, and academic needs of students to help reduce suspensions.	\$152,629.00	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
\$37444243	\$4332391

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
31.842%	0.144%	\$167,994.74	31.986%

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
2.1	<p>Action: Counselors</p> <p>Need: While the percentage of students experiencing distress or chronic sadness according to the CHKS has declined since extra counselors were introduced three years ago, the percentage of students self reporting these feelings still remains very high, especially in the secondary grades. On the California Staff</p>	<p>Since the addition of counselors to all school sites three years ago, the percentage of LBUSD students reporting sadness and distress has declined. Counselors have provided students with Tier 1 and Tier 2 SEL and behavioral supports. This action is provided on a schoolwide basis due to the fact that over 80% of LBUSD students are considered unduplicated count students and the Tier 1 supports that counselors provide will be for all students in their school, which will support the overall improvement of conditions for unduplicated</p>	<p>CHKS - chronic sadness, social emotional distress; chronic absenteeism rate; student attendance rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Survey less than 40% of all staff feel the district provides adequate counseling and support for students. On the annual LCAP survey, students highlighted a need for improvement of student behavior while staff noted a need for more training and support in social-emotional learning.</p> <p>Scope: LEA-wide</p>	<p>count students. This action will particularly support foster youth by giving them another adult at every school who will monitor and assess foster youth students' progress and needs.</p>	
2.2	<p>Action: SEL Professional Development</p> <p>Need: Respondents on the LBUSD LCAP survey and participants in meetings with educational partners repeatedly expressed concerns regarding student mental health and social-emotional well being. 60% of staff respondents on the annual LCAP survey identified a need for more professional development and training on meeting the social, emotional, and developmental needs of students.</p> <p>Scope: LEA-wide</p>	<p>The district will provide social emotional learning professional learning to staff to support students needs. Over 70% of students in LBUSD are considered low-income students and all LBUSD schools are Title 1 schoolwide programs. Providing support across LBUSD will benefit low income students.</p>	<p>CHKS - School Connectedness, CHKS - social emotional distress;</p>
2.3	<p>Action: Junior High SEL Program</p> <p>Need: Respondents on the LBUSD LCAP survey and participants in meetings with educational partners repeatedly expressed concerns</p>	<p>SEL curriculum taught through tier 1 instruction will allow staff to proactively support students at a critical age and will decrease the number of students requiring Tier 2 behavioral and mental health supports. Over 70% of students in LBUSD are considered low-income students and all LBUSD schools are Title 1 schoolwide programs.</p>	<p>CHKS - chronic sadness, chronic absenteeism; number of students needing Tier 2 interventions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>regarding student mental health and social-emotional well being. 34% of students on the California Healthy Kids Survey responded that they experience chronic sadness or hopelessness in the last 12 months. 25% of students respondents felt they had experienced social emotional distress.</p> <p>Scope: Schoolwide</p>	Providing support across LBUSD will benefit low income students.	
2.4	<p>Action: Hatching Results</p> <p>Need: Respondents on the LBUSD LCAP survey and participants in LCAP community meetings with educational partners repeatedly expressed concerns regarding student mental health and social-emotional well being. As a result, LBUSD continued the additional counseling services at all levels. Hatching Results helps align counseling services district wide to better support students.</p> <p>Scope: LEA-wide</p>	The district will contract with Hatching Results to evaluate the district counseling program, provide recommendations to improve services to students - especially unduplicated count students - and then to provide professional learning for all counselors in LBUSD. 81% of students in LBUSD are considered unduplicated count students and all LBUSD schools are Title 1 schoolwide programs. Providing support across LBUSD will benefit unduplicated count students at all schools.	CHKS - School Connectedness, CHKS - social emotional distress; Chronic Absenteeism; Attendance Rate; Suspension Rate;
2.5	<p>Action: Mental Health Services</p> <p>Need: Respondents on the LBUSD LCAP survey and participants in LCAP community meetings with educational partners repeatedly expressed</p>	LBUSD contracts with Sierra Vista for 10 clinicians who provide mental health services to students and their families throughout the district. 81% of students in LBUSD are considered unduplicated count students and all LBUSD schools are Title 1 schoolwide programs. Providing support across	CHKS - School Connectedness, CHKS - social emotional distress; Chronic Absenteeism; Attendance Rate;

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>concerns regarding student mental health and social-emotional well being. Educational partners also noted the lack of services available in Los Banos due to a variety of reasons.</p> <p>Scope: LEA-wide</p>	LBUSD will benefit unduplicated count students at all schools.	
2.6	<p>Action: Student Attendance</p> <p>Need: After students returned to in-person instruction in 2021-22, the chronic absenteeism rate for all students was 48.6%. Low-income students (50.8%), English Learners (49%) and Foster Youth (40.4%) also had incredibly high rates of chronic absenteeism. While last year, those percentages dropped precipitously - all students (30.7%), Low-income students (32.6%), English Learners (29%), Foster Youth (31.7%) - the percentage of students who are chronically absent is still far higher than the historical norm.</p> <p>Scope: LEA-wide</p>	Using A2A during the 2021-22 school year, the district was able to reduce the percentage of chronically absent students by almost 20%. Continuing to work with A2A will help the district reduce the percentage of chronically absent students and increase attendance rates. Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit. This action also addresses the need based on the red indicator for Chronic Absenteeism for the following sites/student groups: Transitional Kindergarten Center - EL students.	Chronic absenteeism rate; Attendance Rate
3.1	<p>Action: Math Professional Learning</p> <p>Need: MAP data and CAASPP data indicate that students are struggling in mastering the</p>	Professional learning in mathematics will support teachers in using high impact instructional strategies to support student learning in mathematics. Over 80% of LBUSD students are classified as unduplicated count students. Supporting teachers districtwide will support	CAASPP mathematics scores; NWEA Map Growth Scores - Mathematics

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	<p>California standards for mathematics. Only 19% of LBUSD students met or exceeded standards on the mathematics portion of the 2022-23 CAASPP. Only 8% of English learner, 17% of SED, and 5% of Foster Youth students met or exceeded standards on the mathematics portion of the 2022-23 CAASPP.</p> <p>Scope: LEA-wide</p>	<p>unduplicated count students in the mastery of California state standards for mathematics throughout the district. This action also addresses the need based on the red indicator for mathematics for the following sites/student groups:</p> <p>Los Banos Unified School District - Homeless Youth, Foster Youth, EL and SWD students</p> <p>Crossroads - students overall, Hispanic, and SED students</p> <p>Los Banos High School - students overall, EL, Hispanic, and SED students</p> <p>Los Banos Junior High School - EL and SWD students</p> <p>San Luis High School - EL, Foster Youth, and Homeless Youth students</p> <p>Merced Springs Elementary - EL and SWD students</p> <p>Creekside Junior High School - EL students</p> <p>Charleston Elementary School - EL</p> <p>R.M. Miano Elementary School - SWD</p> <p>Westside Elementary School - SWD</p>	
3.2	<p>Action: Alignment of Instruction, Curricular Support and Resources</p> <p>Need: After the pandemic, LBUSD academic performance indicators in ELA and mathematics declined for all groups, but especially for unduplicated count groups. Staff on the annual LCAP survey indicated a strong belief (73%) that the district provide materials</p>	<p>The district will provide state standard aligned instructional materials and professional learning to support student mastery of the California state standards for all students. Over 80% of LBUSD students are classified as unduplicated count students. Providing instructional materials districtwide will support unduplicated count students in mastering of California state standards. This action also addresses the need based on the red indicator for the College and Career Indicator for the following sites/student groups:</p>	<p>CAASPP ELA scores, CAASPP Mathematics scores, Local Indicator: Access to a Broad Course of Study; NWEA Map Growth - Reading; NWEA Map Growth - Mathematics, College & Career Preparedness Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and resources aligned to the California state standards.</p> <p>Scope: LEA-wide</p>	<p>Los Banos Unified School District - EL and SWD students San Luis High School - Overall, EL, Hispanic, SED, and SWD students Crossroads Alternative Education Center - Overall, Hispanic, and SED students Pacheco High School - SWD students Los Banos High School - EL and SWD students</p>	
3.3	<p>Action: Assessment and Accountability of Student Mastery</p> <p>Need: District data (NWEA Map Growth ELA/Mathematics) demonstrates a significant gap in the academic achievement of English learners (ELA:6%/Math:9%), foster youth (ELA:17%/Math:21%), and socioeconomically disadvantaged youth (ELA:20%/Math:21%) when compared to overall student achievement (ELA:21%/Math:23%) in LBUSD. This gap indicates a need to improve progress monitoring of unduplicated students in order to increase their academic achievement.</p> <p>Scope: LEA-wide</p>	<p>The district will use NWEA Map Growth assessments and Parsec Education dashboards to provide disaggregated data and progress monitoring at an individual, grade level, school level, and district level in order to monitor the effectiveness of district actions, programs, curriculum, and identify student needs. Over 80% of LBUSD students are classified as unduplicated count students. Providing staff assessment and data platforms districtwide will support unduplicated count students in the mastery of California state standards for ELA and mathematics throughout the district.</p>	<p>CAASPP ELA; CAASPP Mathematics; MAP Growth - Reading; MAP Growth - Mathematics</p>
3.4	<p>Action: Professional Learning Communities</p> <p>Need:</p>	<p>The district will support professional learning communities (PLC) at each site through professional learning, materials, and supplies. Research indicates that supporting teacher collaboration around the needs of unduplicated</p>	<p>NWEA Map Growth - Reading/Mathematics; CAASPP - ELA/Mathematics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>District data demonstrates a significant gap in the academic achievement of English learners (ELA:-82.4 DFS/Math: -109.3 DFS), foster youth (ELA:-159 DFS/Math: -85.6 DFS), and socioeconomically disadvantaged youth (ELA:-57.6 DFS/Math: -92.2 DFS) when compared to overall student achievement (ELA:-50.2 DFS/Math: -85.6 DFS) in LBUSD.</p> <p>Scope: LEA-wide</p>	<p>count students will result in significant gains as measured by state and local assessments. Over 80% of LBUSD students are classified as unduplicated count students. Providing Professional Learning Community professional learning and support districtwide will support unduplicated count students in the mastery of California state standards throughout the district.</p>	
3.5	<p>Action: Support for Instruction</p> <p>Need: District data demonstrates a significant gap in the academic achievement of English learners (ELA:-82.4 DFS/Math: -109.3 DFS), foster youth (ELA:-159 DFS/Math: -85.6 DFS), and socioeconomically disadvantaged youth (ELA:-57.6 DFS/Math: -92.2 DFS) when compared to overall student achievement (ELA:-50.2 DFS/Math: -85.6 DFS) in LBUSD. On the 2024 annual LCAP survey, staff indicated a need for additional professional learning opportunities.</p> <p>Scope: LEA-wide</p>	<p>This action will support increased mastery of California state standards by English learner, foster youth, and low income students. Over 80% of LBUSD students are classified as unduplicated count students, therefore providing Professional Learning for teachers to support instructional practices districtwide will support unduplicated count students in the mastery of California state standards throughout the district. This action also addresses the need based on the red indicator for ELA for the following sites/student groups: Los Banos Unified School District - Homeless Youth, Foster Youth, EL and SWD students Crossroads Alternative Education Center - Overall, Hispanic, and SED students Henry Miller Elementary School - Overall, EL, Hispanic, SED, and SWD students R.M. Miano Elementary School - Overall, EL, Hispanic, SED, and SWD students Charleston Elementary School - EL students Lorena Falasco Elementary School - EL and SWD students Los Banos Elementary School - EL and SWD students</p>	<p>NWEA Map Growth - Reading/Mathematics; CAASPP - ELA/Mathematics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Mercey Springs Elementary School - EL and SWD</p> <p>Westside Elementary School - SWD students</p> <p>Los Banos Junior High School - EL and SWD students</p> <p>Creekside Junior High School - EL and SED students</p> <p>Los Banos High School - EL students</p> <p>San Luis High School - EL, Foster Youth, Homeless Youth, and SWD students</p>	
3.6	<p>Action: Support for High Stakes Assessments</p> <p>Need: Over 80% of LBUSD students are classified as unduplicated count students. According to most recently available data (2020-21) only 52.3% of LBUSD high school graduates enroll in a post secondary institution. This is 10% lower than the state average.</p> <p>Scope: Schoolwide</p>	By covering the fees for high stakes assessments, LBUSD will reduce the burden on low income families and increase their access to post secondary education. Since over 78% of LBUSD students are classified as low income and all LBUSD high schools are Title 1 schoolwide programs, fully funding the fees for high stakes assessments supports unduplicated count students.	AP exam pass rate; College and Career Readiness Indicator Rate
3.7	<p>Action: Summer Learning Programs</p> <p>Need: LBUSD students (ELA:-50.2 DFS/Math: -85.6 DFS) perform below the state average (ELA:-13.6 DFS/Math: -49.1 DFS) in both ELA and Mathematics. LBUSD English learner (ELA:-82.4 DFS/Math: -109.3 DFS), Foster youth (ELA:-159 DFS/Math: -85.6 DFS), Homeless</p>	Providing access to tutoring as well as targeted tutoring services, LBUSD can better support increasing the academic achievement of unduplicated count students. Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit.	CAASPP mathematics/ELA scores; NWEA Map Growth Scores - Mathematics/Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>youth (ELA:-91.7 DFS/Math: -115.2 DFS), SED youth (ELA:-57.6 DFS/Math: -92.2 DFS) perform worse than the state average of their peers.</p> <p>Scope: LEA-wide</p>		
3.8	<p>Action: Coordinator Data, Assessment, and Accountability</p> <p>Need: LBUSD students (ELA:-50.2 DFS/Math: -85.6 DFS) perform below the state average (ELA:-13.6 DFS/Math: -49.1 DFS) in both ELA and Mathematics. LBUSD English learner (ELA:-82.4 DFS/Math: -109.3 DFS), Foster youth (ELA:-159 DFS/Math: -85.6 DFS), Homeless youth (ELA:-91.7 DFS/Math: -115.2 DFS), SED youth (ELA:-57.6 DFS/Math: -92.2 DFS) perform worse than the state average of their peers. Over the past several years, LBUSD has invested heavily in district wide assessment systems, PLCs, and data systems to address academic performance gaps as well as SEL needs. There is a need to coordinate the collection, distribution, and disaggregation of actionable data at the classroom, PLC team, school, and district level. In addition, the state of California has increased its requirements of districts to provide accurate data through the CALPADS reporting system. Accurate data reporting in CALPADS is essential to district functions in that all accountability measures as well as</p>	<p>This action will result in better use of data district wide to identify gaps in services, make plans to address those gaps, and monitor the effectiveness of those plans for English learner, foster youth, and low income students. Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit.</p>	<p>CAASPP mathematics/ELA scores; NWEA Map Growth Scores - Mathematics/Reading; Chronic absenteeism; Suspension</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>state and federal funding are dependent on the accuracy of district data. In addition, this position will support attendance initiatives across the district through data to specifically support unduplicated count students and decrease chronic absenteeism.</p> <p>Scope: LEA-wide</p>		
3.9	<p>Action: Elementary Music Teachers</p> <p>Need: At LCAP community meetings, over 40% of parents expressed a desire for additional enrichment opportunities, such as VAPA offerings for students in earlier grades. DELAC parents expressed concerns regarding equity of access to elementary music for English learner students.</p> <p>Scope: Schoolwide</p>	The district will provide an elementary music teacher to provide music education at all elementary schools and grade levels. Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit.	CHKS - School Connectedness
3.10	<p>Action: VAPA</p> <p>Need: At LCAP community meetings, educational partners indicated a desire for access to music and art education at earlier grades. Parents in the district DELAC committee in particular noted a desire for more access and</p>	This district will provide additional materials, supplies, and equipment to support visual and performing arts districtwide. Over 80% of LBUSD students are classified as unduplicated count students.	CHKS - School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>opportunities to music and arts education at earlier ages for their students.</p> <p>Scope: LEA-wide</p>		
3.11	<p>Action: Tutoring Services</p> <p>Need: LBUSD students perform below the state average in both ELA and Mathematics. LBUSD English learner, Foster youth, Homeless youth, SED youth perform worse than the state average of their peers.</p> <p>Scope: LEA-wide</p>	<p>Providing access to tutoring as well as targeted tutoring services, LBUSD can better support increasing the academic achievement of unduplicated count students. Over 80% of LBUSD students are classified as unduplicated count students.</p>	<p>CAASPP mathematics/ELA scores; NWEA Map Growth Scores - Mathematics/Reading</p>
4.1	<p>Action: Career Technical Education</p> <p>Need: Supporting Career Technical Education (CTE) is crucial for a school district as it equips students with practical skills and knowledge directly applicable to the workforce, enhancing their employability and meeting the demands of community partners for skilled graduates. CTE programs bridge the gap between education and industry needs, fostering valuable partnerships with local businesses and providing students with hands-on experiences that align with real-world expectations. Furthermore, these programs</p>	<p>CTE programs play a crucial role in equipping unduplicated count students with the practical skills and knowledge necessary for the workforce, regardless of their backgrounds. By offering hands-on training and industry-aligned curriculum, CTE programs empower unduplicated count students to develop valuable technical skills, fostering pathways to meaningful employment and economic stability. These programs provide a level playing field, ensuring all students, regardless of their demographic characteristics, have access to the resources and opportunities needed to succeed in the workforce. These programs are provided schoolwide because over 80% of LBUSD students are classified as unduplicated count</p>	<p>CTE Program Completers; CTE Program Completers who also met A-G UC/CSU requirements</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>can increase student engagement and graduation rates by offering diverse pathways that cater to different interests and career aspirations, thus fulfilling the community's desire for robust and effective CTE initiatives. Currently, only 11.8% of graduating seniors, 0% of English learners, 0% of Foster Youth, and 12.9% of SED graduating seniors qualify as program completers.</p> <p>Scope: Schoolwide</p>	<p>students and access to CTE programs will support unduplicated count students.</p>	
4.2	<p>Action: Site Health Services</p> <p>Need: Respondents on the annual LCAP survey and community meetings indicated a need to support student health, mental health, and social, emotional and behavioral needs. While 80% of parents on the California Parent Survey felt that schools were responsive to the social and emotional needs of their students, parents at the community meetings expressed a desire for Increased presence of counselors and behavioral support specialists with specialized training in childhood trauma and mental health.</p> <p>Scope: LEA-wide</p>	<p>The district will provide health services at all sites to support student well-being, increase attendance, and student time in class. English learner, foster youth, and low income students comprise over 80% of the total LBUUSD student population which indicates a disproportionate need for additional health support for these students. Providing this action schoolwide ensures that all unduplicated count students benefit.</p>	<p>Chronic Absenteeism; Attendance Rate; CHKS - Social Emotional Distress</p>
4.3	<p>Action: School Security</p>	<p>Over 80% of LBUUSD students are classified as unduplicated count students, therefore providing</p>	<p>CHKS - School Safety; Suspension Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Educational partners indicated a strong desire to maintain safe schools throughout the district on the annual LCAP survey and California Parent and Staff surveys. On the annual LCAP survey 28% of parents felt very unsatisfied or unsatisfied with safety at their child's school. Only 62% of staff respondents at secondary sites agree/strongly agree that their sites are safe during the school day. On the California Parent Survey 56% of Junior High parents and 47% of High School parents reported problems with school disorder. On the California Staff Survey 27% of staff disagree/strongly disagree that school is a safe place for students. At community LCAP meetings, participants expressed a desire for Enhanced safety measures such as metal detectors, increased police presence, safety equipment like smoke detectors, and improved traffic control around schools.</p> <p>Scope: Schoolwide</p>	<p>this action schoolwide ensures that all unduplicated count students benefit. This action will support those students by ensuring safe school environments for learning.</p>	
4.4	<p>Action: EVOLV</p> <p>Need: Educational partners indicated a strong desire to maintain safe schools throughout the district on the annual LCAP survey and California Parent and Staff surveys. On the annual LCAP survey 28% of parents felt very unsatisfied or unsatisfied with safety at their child's school.</p>	<p>Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit. This action will support those students by ensuring safe school environments for learning.</p>	<p>CHKS - School Safety; Suspension Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Only 62% of staff respondents at secondary sites agree/strongly agree that their sites are safe during the school day. On the California Parent Survey 56% of Junior High parents and 47% of High School parents reported problems with school disorder. On the California Staff Survey 27% of staff disagree/strongly disagree that school is a safe place for students. At community LCAP meetings, participants expressed a desire for Enhanced safety measures such as metal detectors, increased police presence, safety equipment like smoke detectors, and improved traffic control around schools.</p> <p>Scope: Schoolwide</p>		
4.5	<p>Action: Transportation</p> <p>Need: While chronic absenteeism rates have decreased over the past two years, the district rate is still above the state average. In addition, LBUSD educational partners have expressed interest in ensuring students have adequate transportation to and from school and school events. 31.7% of Foster Youth, 39.5% of Homeless Youth, 29% of English Learners, and 32.6% of SED students were considered chronically absent in 2022-23 as reported on the 2023 California School Dashboard.</p>	Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit. This action will support those students by ensuring students have transportation to and from school.	Chronic absenteeism rate; Attendance rate

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		
4.6	<p>Action: MESA Program</p> <p>Need: LBUSD educational partners expressed a desire for more hands on, experiential learning opportunities for students, especially English learner and low income students. There is a sizable achievement gap between English learner and low income students' performance and their peers' performance on the CAST. 0% of Foster Youth, 0.8% of English Learners, and 10.9% of SED students met or exceeded standards on the CAST at LBJH.</p> <p>Scope: Schoolwide</p>	This action will result in higher numbers of English learner and low income students mastering the NGSS as measured by the CAST. Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit.	CAST
4.7	<p>Action: Certificate of Participation</p> <p>Need: When Creekside Junior High School was built, the district needed additional funds to finish the construction and took out a certificate of participation to secure the needed funds to finish the construction. Without these funds, the district would not have been able to finish building Creekside Junior High School (CJHS).</p> <p>Scope:</p>	80% of students attending CJHS are English learner, foster youth, or low income students. The addition of Creekside JH reduced the number of students at Los Banos JH from almost 1700 to around 800 students. This allowed the district to reduce total school size and provide additional counselors, support personnel and activities for students to participate in. Educational partners expressed an interest in more neighborhood schools.	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
4.8	<p>Action: Teacher Induction Program</p> <p>Need: There is a significant achievement gap between English learner, foster youth, and low income students and their peers. Research has shown that access to high quality instruction and systems of intervention can decrease the achievement gap between English learner, foster youth, and low income students and their peers. The teacher induction program provides first and second year teachers with support to develop high quality instructional practices and how to apply those practices to support the higher needs of English learner, foster youth, and low income students.</p> <p>Scope: LEA-wide</p>	The district will provide support for all first and second year teachers through the teacher induction program. Over 80% of students in LBUSD are considered English learner, foster youth, and low income students.	NWEA MAP Growth - ELA/Mathematics; CAASPP - ELA/Mathematics
4.9	<p>Action: Engaging Educational Partners</p> <p>Need: On the LBUSD LCAP survey, educational partners indicated a desire for increased communication between the district and the LBUSD community. Hanover research has conducted the annual LCAP survey for LBUSD for several years.</p>	The district will continue to contract with Hanover Research to conduct the annual LCAP educational partner survey and other surveys designed to gather parent and educational partner input in district plans. Over 80% of students in LBUSD are considered English learner, foster youth, and low income.	Efforts to seek parent input

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		
4.10	Action: Parent Engagement Need: During community meetings with educational partners and the annual LCAP survey, it was noted that parents would like more workshops and programs on a variety of topics. Scope: LEA-wide	The district will provide additional support for additional support for parents of unduplicated count students through additional services such as parenting, college application, and mental health workshops. Over 80% of students in LBUSD are considered English learner, foster youth, and low income.	College and Career Readiness Rate; California School Parent Survey - School Supports for Parents to Support Students
4.11	Action: Student Technology Need: School closures and distance learning during the COVID-19 pandemic revealed the need for student devices and internet access for all students. Survey data revealed that English learner, foster youth, and low income students were less likely have access to the internet or technology at home than their peers. Scope: LEA-wide	The district will purchase additional student technology devices, equipment, and support to ensure 1:1 student to device ratio across the district. Over 80% of students in LBUSD are considered English learner, foster youth, and low income.	NWEA MAP Growth - ELA/Mathematics; CAASPP - ELA/Mathematics
4.12	Action: 6th Grade Camp Need:	The district will fully fund the costs of attending 6th grade camp for all 6th grade students. Over 80% of students in LBUSD are considered English learner, foster youth, and low income.	CHKS - School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>LBUSD educational partners expressed a desire for more opportunities for students to experience experiential learning opportunities.</p> <p>Scope: Schoolwide</p>		
4.13	<p>Action: Expanded Learning Opportunities</p> <p>Need: Input from educational partners in the annual LCAP survey and through community meetings indicates a significant need for after school program and program offerings for students, especially English learner, foster youth, and low income students. Parents requested additional room in after school programs for students to ensure that students had a safe, secure space to complete schoolwork, receive enrichment activities, and participate in activities.</p> <p>Scope: LEA-wide</p>	<p>The district will provide additional opportunities for English learner, foster youth, and low income students to participate in after school program at LBUSD schools. By providing more opportunities to participate in the after school program, more students will have access to homework assistance, enrichment programs, nutritious snacks, and a safe and secure location after school. Over 80% of students in LBUSD are considered English learner, foster youth, and low income.</p>	<p>CAASPP - ELA/Mathematics; School Attendance Rates</p>
4.14	<p>Action: Facilities and School Improvement</p> <p>Need: FIT reports of LBUSD schools reveal multiple sites not meeting a FIT level of Good/Exemplary. There is a need to continue to improve school facilities to support student learning. Educational partners on district</p>	<p>The district will continue to invest in maintaining and improving our school facilities. Over 80% of students in LBUSD are considered English learner, foster youth, and low income.</p>	<p>FIT Scores</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>surveys and during community meetings expressed a desire to continue to provide modern school facilities.</p> <p>Scope: LEA-wide</p>		
4.15	<p>Action: Supplies, Operations, and Instructional Support</p> <p>Need: All schools in LBUSD are designated Title 1 school wide programs (SWP). In order to be designated as SWP, more than 40% of a school's student population must be low income students. Over 80% of students in LBUSD are considered English learner, foster youth, and low income students. Each SWP school must conduct a needs assessment of their programs and identify areas where they can better serve English learner, foster youth, and low income students. In order to better assist SWP schools in addressing their needs, the district allocates funds for SWP schools to use based on their needs assessment and single plans for student achievement.</p> <p>Scope: LEA-wide</p>	The district will continue allocate funds to each school site to provide supplies, operations, and instructional support. Over 80% of students in LBUSD are considered English learner, foster youth, and low income.	NWEA MAP Growth - ELA/Mathematics; CAASPP - ELA/Mathematics
4.16	<p>Action: Salary Increase for additional PLC Days</p> <p>Need:</p>	The district will maintain the number of districtwide PLC days at 14 to provide staff more opportunities to collaborate with their peers to address student needs. Over 80% of students in LBUSD are	NWEA MAP Growth - ELA/Mathematics; CAASPP - ELA/Mathematics; CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>On the 2024 annual LCAP survey, LBUSD teachers indicated an increase in the percentage of time they spend weekly collaborating with their peers in PLC teams. Surveys of staff who participated in PLC training and coaching indicated strong satisfaction with PLCs and the PLC training provided. Implementing effective PLCs are correlated by research with higher gains in student achievement.</p> <p>Scope: LEA-wide</p>	considered English learner, foster youth, and low income.	
4.17	<p>Action: STEM Labs</p> <p>Need: At community meetings, parents expressed a desire to continue STEAM offerings for students in earlier grades. DELAC parents expressed concerns regarding equity of access to STEAM for English learner students.</p> <p>Scope: LEA-wide</p>	The district will provide STEM labs at all elementary sites that can accommodate the STEM labs. Over 80% of students in LBUSD are considered English learner, foster youth, and low income.	CAST
5.1	<p>Action: Restorative Practices and Positive Behavioral Supports</p> <p>Need: District data demonstrates a high suspension rate for all students (7.9%) and in particular, for African American students (13%), students</p>	Restorative practices and PBIS provide strategies and a framework around which a school can build a positive school climate and culture. By implementing these research proven strategies, schools in LBUSD will reduce suspension and expulsion rates and reduce the inequities in student discipline as revealed by the California School Dashboard data. This work will especially	Suspension Rate, Expulsion Rate, CHKS - School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>with disabilities (11.5%), socioeconomically disadvantaged students (8.5%), and foster youth (17.1%). When compared to the state average, LBUSD suspends students at a rate almost 2x higher than the state average for all students and almost all subgroups. This data indicates a need for additional support for districtwide restorative practices and positive behavioral supports at each school site.</p> <p>Scope: LEA-wide</p>	<p>reduce suspension rates for foster youth by providing staff with the strategies and skills to support students from trauma filled and adversity filled backgrounds. This action will take place LEA-wide because over 80% of LBUSD students are classified as unduplicated count students and therefore any actions to support these students will need to be on a district wide scale in order to have the desired impact. This action also addresses the need based on the red indicator for Suspension for the following sites/student groups:</p> <p>Los Banos Unified School District - Homeless Youth, Hispanic, Two or More Races, Pacific Islander, and SED</p> <p>Lorena Falasco Elementary School - Overall, EL, SED, and White students</p> <p>Mercey Springs Elementary School - White students</p> <p>Henry Miller Elementary School - White students</p> <p>Los Banos Elementary School - SWD students</p> <p>R.M. Miano Elementary School - White and SWD students</p> <p>Volta Elementary School - SWD students</p> <p>Los Banos Junior High School - White and SWD students</p> <p>Creekside Junior High School - Overall, EL, Hispanic, SED, and SWD students</p> <p>Los Banos High School - Overall, EL and SWD students</p> <p>Pacheco High School - EL, White, and SED students</p> <p>San Luis High School - Overall, Hispanic, Two or More Races, Pacific Islander, EL and SED students</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.2	<p>Action: BCBA</p> <p>Need: District data demonstrates a high suspension rate for all students (7.9%) and in particular, for African American students (13%), students with disabilities (11.5%), socioeconomically disadvantaged students (8.5%), and foster youth (17.1%). When compared to the state average, LBUSD suspends students at a rate almost 2x higher than the state average for all students and almost all subgroups. 60% of teachers indicated a need for additional support and training to meet the social, emotional, and developmental needs of students on the annual LCAP survey.</p> <p>Scope: LEA-wide</p>	<p>A Board Certified Behavior Analyst (BCBA) is essential for designing and implementing effective behavior intervention plans tailored to individual student needs, ensuring positive educational outcomes. Their expertise in analyzing behavior patterns and developing data-driven strategies helps reduce disruptive behaviors and promote a conducive learning environment. Additionally, BCBAs provide critical training and support to teachers and staff, enhancing their ability to manage classroom behavior effectively. BCBAs support teachers throughout the district to design and implement effective behavior plans. This action will take place LEA-wide because over 80% of LBUSD students are classified as unduplicated count students and therefore any actions to support these students will need to be on a district wide scale in order to have the desired impact. This action also addresses the need based on the red indicator for Suspension for the following sites/student groups:</p> <p>Los Banos Unified School District - Homeless Youth, Hispanic, Two or More Races, Pacific Islander, and SED</p> <p>Lorena Falasco Elementary School - Overall, EL, SED, and White students</p> <p>Mercey Springs Elementary School - White students</p> <p>Henry Miller Elementary School - White students</p> <p>Los Banos Elementary School - SWD students</p> <p>R.M. Miano Elementary School - White and SWD students</p> <p>Volta Elementary School - SWD students</p> <p>Los Banos Junior High School - White and SWD students</p>	Suspension rate; attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Creekside Junior High School - Overall, EL, Hispanic, SED, and SWD students</p> <p>Los Banos High School - Overall, EL and SWD students</p> <p>Pacheco High School - EL, White, and SED students</p> <p>San Luis High School - Overall, Hispanic, Two or More Races, Pacific Islander, EL and SED students</p>	
6.1	<p>Action: Intervention and Support Services for Elementary Students</p> <p>Need: MAP data and CAASPP data indicate that primary grade (1st - 3rd Grade) students have struggled mastering the standards in the wake of the COVID-19 pandemic. English learner, foster youth, and low income students' data demonstrate that these students have struggled more than their peers. Only 27% of LBUSD third grade students met or exceeded standards on the ELA portion of the 2022-23 CAASPP. Only 14% of third grade English learner students and 24% of third grade SED students on the ELA portion of the 2022-23 CAASPP.</p> <p>Scope: Schoolwide</p>	<p>The district will continue to provide Intervention Support Instructors (ISI), professional learning, and evidence-based programs to support English learner, foster youth, and low income students at all elementary sites. This action also addresses the need based on the red indicator for ELA for the following sites/student groups:</p> <p>Henry Miller Elementary School - Overall, EL, Hispanic, SED, and SWD students</p> <p>R.M. Miano Elementary School - Overall, EL, Hispanic, SED, and SWD students</p> <p>Charleston Elementary School - EL students</p> <p>Lorena Falasco Elementary School - EL and SWD students</p> <p>Los Banos Elementary School - EL and SWD students</p> <p>Mercey Springs Elementary School - EL and SWD</p> <p>Westside Elementary School - SWD students</p>	NWEA MAP Growth Scores, CAASPP ELA scores

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Curriculum, Instructional Supports, and Professional Learning</p> <p>Need: There is a gap in the achievement of English Learner and Long Term English Learner students and their peers in both ELA and mathematics.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	By providing supplemental curriculum, instructional support, and evidence based professional development, teachers and staff supporting English learners and Long Term English Learners will be better equipped to support English learners and Long Term English Learners mastering state standards. The achievement gap exists throughout the district at all school sites.	CAASPP distance from standard report in ELA and Mathematics
1.2	<p>Action: Parent Engagement</p> <p>Need: During the LCAP development process, educational partners - especially the parents of English learners and Long Term English Learners - indicated a desire for additional parent workshops and support on a variety of topics to better support English learner student progress. This desire was evident in the annual LCAP survey, DELAC meetings, and LCAP community meetings.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action will support the desires of English learner parents by providing additional workshops and parent engagement programs designed specifically to support the needs of English learners and Long Term English Learners and their families.	The district will use the Building Partnerships for Student Outcomes self-reflection tool to measure the effectiveness of district efforts in better supporting the families of English learners and Long Term English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Summer Melt Counselor</p> <p>Need: During meetings with educational partners, it was noted that many English learner and Long Term English Learners graduates who are accepted to universities do not actually attend due to the difficulty of navigating college bureaucracies on their own.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The district will provide counselors during the summer specifically to support English learner and Long Term English Learners graduates enroll in college, sign up for student housing, and help these graduates navigate any other potential barriers to enrolling and attending post-secondary institutions.	College and Career Readiness Rate - ELs
1.4	<p>Action: English Learner Director</p> <p>Need: While English learner student progress has improved (52.3% making progress) and reclassification rates have increased (20% in 2023), there persists an achievement gap in both ELA and mathematic academic performance as measured by the CAASPP between EL students (CAASPP ELA DFS: -101.8; CAASPP Math DFS: -123.6) and their non-English learner peers (CAASPP ELA DFS: -32.4; CAASPP Math DFS: -72.6).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The Director of English Learners coordinates services, monitors instruction, ensures compliance with state and federal statutes concerning the education of English learners and Long Term English Learners, and advocates for the needs of English learners and Long Term English Learners and their education throughout the district.	MAP Growth Scores; CAASPP ELA Scores; CAASPP Mathematics Scores; English learner progress percentage; English learner reclassification rate

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.

The additional concentration grant add-on funds are being used to add more counselors, mental health providers, intervention teachers, and support staff to support foster youth, English learners, and low-income students. These staff will provide additional services to ensure that the needs of these students are not unmet and that these students do not fall through the cracks due to insufficient services or staffing. As every school in the district has a concentration greater than 55%, additional staffing provided through the concentration grant are being allocated based on the size of the school, the grade levels of the students served, and the needs as identified through each school need analysis as outlined in the individual school plans for student achievement (SPSA). Please see the associated descriptions of the following goals and actions for specific actions LBUSD is taking to meet the requirement to increase the number of staff providing direct services to students at schools with 55%+ unduplicated pupil enrollment: 1.3, 2.1, 2.5, 3.9, 4.2, 4.3, 4.5, 5.2, 6.1, 7.1, and 8.1.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:75
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19

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	117595420	37444243	31.842%	0.144%	31.986%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$38,766,433.32	\$1,308,413.00	\$0.00	\$0.00	\$40,074,846.32	\$18,912,629.00	\$21,162,217.32

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	Curriculum, Instructional Supports, and Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2024-6/30/2025	\$0.00	\$400,000.00	\$400,000.00				\$400,000.00	Not Applicable
1	1.2	Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2024-6/30/2025	\$0.00	\$350,000.00	\$350,000.00				\$350,000.00	Not Applicable
1	1.3	Summer Melt Counselor	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: LBUSD High School Summer School 9-12	7/1/2024-6/30/2025	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	Not Applicable
1	1.4	English Learner Director	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2024-6/30/2025	\$250,000.00	\$50,000.00	\$300,000.00				\$300,000.00	Not Applicable
2	2.1	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$4,000,000.00	\$0.00	\$4,000,000.00				\$4,000,000.00	Not Applicable
2	2.2	SEL Professional Development	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/2024-6/30/2025	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	Not Applicable

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
			Low Income			Low Income										
2	2.3	Junior High SEL Program	Low Income	Yes	School wide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	7/1/2024-6/30/2025	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	Not Applicable
2	2.4	Hatching Results	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	Not Applicable
2	2.5	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$1,600,000.00	\$1,600,000.00				\$1,600,000.00	Not Applicable
2	2.6	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	Not Applicable
3	3.1	Math Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	Not Applicable
3	3.2	Alignment of Instruction, Curricular Support and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$2,000,000.00	\$2,000,000.00				\$2,000,000.00	Not Applicable
3	3.3	Assessment and Accountability of Student Mastery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$350,000.00	\$350,000.00				\$350,000.00	Not Applicable
3	3.4	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	Not Applicable
3	3.5	Support for Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	Not Applicable

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	3.6	Support for High Stakes Assessments	Low Income	Yes	School wide	Low Income	Specific Schools: PHS, LBHS, SLHS, Crossroads AEC 9th - 12th Grade	7/1/2024-6/30/2025	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	Not Applicable
3	3.7	Summer Learning Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$350,000.00	\$50,000.00	\$400,000.00				\$400,000.00	Not Applicable
3	3.8	Coordinator Data, Assessment, and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	Not Applicable
3	3.9	Elementary Music Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Volta ES, Charleston ES, Mercey Springs ES, Miano ES, Grasslands ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES, Transitional Kindergarten Center TK-6	7/1/2024-6/30/2025	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	Not Applicable
3	3.10	VAPA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	Not Applicable
3	3.11	Tutoring Services	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/2024-6/30/2025	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	Not Applicable

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
			Low Income			Low Income										
4	4.1	Career Technical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High, Crossroads Alternative Education Center 7-12	7/1/2024-6/30/2025	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	Not Applicable
4	4.2	Site Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$2,000,000.00	\$0.00	\$2,000,000.00				\$2,000,000.00	Not Applicable
4	4.3	School Security	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High 7-12	7/1/2024-6/30/2025	\$2,500,000.00	\$0.00	\$2,500,000.00				\$2,500,000.00	Not Applicable
4	4.4	EVOLV	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco	7/1/2024-6/30/2025	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	Not Applicable

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
							High, Los Banos High, San Luis High 7-12									
4	4.5	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$2,500,000.00	\$1,500,000.00	\$4,000,000.00				\$4,000,000.00	Not Applicable
4	4.6	MESA Program	Low Income	Yes	School wide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	7/1/2024-6/30/2025	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	Not Applicable
4	4.7	Certificate of Participation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Creekside Junior High School 7-8	7/1/2024-6/30/2025	\$0.00	\$1,700,000.00	\$1,700,000.00				\$1,700,000.00	Not Applicable
4	4.8	Teacher Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$230,000.00	\$0.00	\$230,000.00				\$230,000.00	Not Applicable
4	4.9	Engaging Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	Not Applicable
4	4.10	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	Not Applicable
4	4.11	Student Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$4,000,000.00	\$4,000,000.00				\$4,000,000.00	Not Applicable
4	4.12	6th Grade Camp	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Charleston ES,	7/1/2024-6/30/2025	\$0.00	\$400,000.00	\$400,000.00				\$400,000.00	Not Applicable

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
						Low Income	Volta ES, Grasslands ES, Mercey Springs ES, Miano ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES 6th Grade									
4	4.13	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	Not Applicable
4	4.14	Facilities and School Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$1,378,099.32	\$1,378,099.32				\$1,378,099.32	Not Applicable
4	4.15	Supplies, Operations, and Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$1,948,334.00	\$1,948,334.00				\$1,948,334.00	Not Applicable
4	4.16	Salary Increase for additional PLC Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$3,000,000.00	\$0.00	\$3,000,000.00				\$3,000,000.00	Not Applicable
4	4.17	STEM Labs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$600,000.00	\$600,000.00				\$600,000.00	Not Applicable
5	5.1	Restorative Practices and Positive Behavioral Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	Not Applicable
5	5.2	BCBA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2024-6/30/2025	\$500,000.00	\$0.00	\$500,000.00				\$500,000.00	Not Applicable

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
6	6.1	Intervention and Support Services for Elementary Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Mercey Springs ES, Grasslands ES, Henry Miller ES, Miano ES, Lorena Falasco ES, Westside Union ES, Los Banos ES K-6	7/1/2024-6/30/2025	\$2,500,000.00	\$0.00	\$2,500,000.00				\$2,500,000.00	Not Applicable
6	6.2	LETRS	All	No			Specific Schools: Volta ES, Charleston ES, Mercey Springs ES, Miano ES, Grasslands ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES, Transitional Kindergarten Center TK-6	7/1/2024-6/30/2025	\$360,000.00	\$540,000.00		\$900,000.00			\$900,000.00	
7	7.1	Counselor	All	No			Specific Schools: Crossroads Alternativ	7/1/2024-6/30/2025	\$200,000.00	\$0.00		\$200,000.00			\$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							e Educatio n Center 7-12									
7	7.2	Dual Enrollment	All	No			Specific Schools: Crossroa ds Alternativ e Educatio n Center 7-12	7/1/2024- 6/30/2025	\$0.00	\$55,784.00		\$55,784.00			\$55,784.00	
8	8.1	Counselor	English Learner, Hispanic, Low Income	No			Specific Schools: San Luis High School 10-12	7/1/2024- 6/30/2025	\$152,629.00	\$0.00		\$152,629.00			\$152,629.00	

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
117595420	37444243	31.842%	0.144%	31.986%	\$38,766,433.32	0.000%	32.966 %	Total:	\$38,766,433.32
								LEA-wide Total:	\$29,606,433.32
								Limited Total:	\$1,070,000.00
								Schoolwide Total:	\$8,090,000.00

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	Curriculum, Instructional Supports, and Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$400,000.00	Not Applicable
1	1.2	Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$350,000.00	Not Applicable
1	1.3	Summer Melt Counselor	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: LBUSD High School Summer School 9-12	\$20,000.00	Not Applicable
1	1.4	English Learner Director	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$300,000.00	Not Applicable
2	2.1	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000,000.00	Not Applicable
2	2.2	SEL Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	Not Applicable

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 (%)
2	2.3	Junior High SEL Program	Yes	Schoolwide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	\$25,000.00	Not Applicable
2	2.4	Hatching Results	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	Not Applicable
2	2.5	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,600,000.00	Not Applicable
2	2.6	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	Not Applicable
3	3.1	Math Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	Not Applicable
3	3.2	Alignment of Instruction, Curricular Support and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000,000.00	Not Applicable
3	3.3	Assessment and Accountability of Student Mastery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,000.00	Not Applicable
3	3.4	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	Not Applicable
3	3.5	Support for Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	Not Applicable
3	3.6	Support for High Stakes Assessments	Yes	Schoolwide	Low Income	Specific Schools: PHS, LBHS, SLHS, Crossroads AEC 9th - 12th Grade	\$100,000.00	Not Applicable
3	3.7	Summer Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	Not Applicable
3	3.8	Coordinator Data, Assessment, and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	Not Applicable

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.9	Elementary Music Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Volta ES, Charleston ES, Mercey Springs ES, Miano ES, Grasslands ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES, Transitional Kindergarten Center TK-6	\$150,000.00	Not Applicable
3	3.10	VAPA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	Not Applicable
3	3.11	Tutoring Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	Not Applicable
4	4.1	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High, Crossroads Alternative Education Center 7-12	\$200,000.00	Not Applicable
4	4.2	Site Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000,000.00	Not Applicable
4	4.3	School Security	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San	\$2,500,000.00	Not Applicable

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 (%)
						Luis High 7-12		
4	4.4	EVOLV	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High 7-12	\$500,000.00	Not Applicable
4	4.5	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000,000.00	Not Applicable
4	4.6	MESA Program	Yes	Schoolwide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	\$15,000.00	Not Applicable
4	4.7	Certificate of Participation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creekside Junior High School 7-8	\$1,700,000.00	Not Applicable
4	4.8	Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,000.00	Not Applicable
4	4.9	Engaging Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	Not Applicable
4	4.10	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	Not Applicable
4	4.11	Student Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000,000.00	Not Applicable
4	4.12	6th Grade Camp	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Grasslands ES, Mercey Springs ES, Miano ES,	\$400,000.00	Not Applicable

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 (%)
						Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES 6th Grade		
4	4.13	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	Not Applicable
4	4.14	Facilities and School Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,378,099.32	Not Applicable
4	4.15	Supplies, Operations, and Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,948,334.00	Not Applicable
4	4.16	Salary Increase for additional PLC Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	Not Applicable
4	4.17	STEM Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	Not Applicable
5	5.1	Restorative Practices and Positive Behavioral Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	Not Applicable
5	5.2	BCBA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	Not Applicable
6	6.1	Intervention and Support Services for Elementary Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Mercey Springs ES, Grasslands ES, Henry Miller ES, Miano ES, Lorena Falasco ES, Westside Union ES, Los Banos ES K-6	\$2,500,000.00	Not Applicable

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$37,391,673.00	\$36,594,652.99

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	Curriculum, Instructional Supports, and Professional Development for English Learners	Yes	\$250,000.00	322521.74
1	1.2	Tutoring Services	Yes	\$350,000.00	32383.99
1	1.3	Parent Engagement	Yes	\$280,000.00	88048.83
1	1.4	College and Career Readiness Services	Yes	\$300,000.00	143572.32
1	1.5	Summer Learning Programs at UC Merced	Yes	\$10,000.00	0
1	1.6	Parent Engagement	Yes	\$25,000.00	4695.87
1	1.7	Supplemental Curriculum, Supplies, and Material for Students with Disabilities	Yes	\$300,000.00	162.65
1	1.8	Summer Melt Counselor	Yes	\$15,000.00	0
1	1.9	Program Specialist	Yes	\$200,000.00	1341.60
2	2.1	Counselors	Yes	\$3,500,000.00	3320910.41
2	2.2	Restorative Practices and Behavioral Supports	Yes	\$500,000.00	542014.52

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	2.3	Wellness Counselors	Yes	\$300,000.00	88323.66
2	2.4	Junior High SEL Program	Yes	\$25,000.00	9000
2	2.5	SEL Curriculum and Professional Development	Yes	\$225,000.00	71542.68
2	2.6	Mental Health Services	Yes	\$1,600,000.00	1378729.57
2	2.7	Student Attendance	Yes	\$150,000.00	4462.61
2	2.8	Hatching Results	Yes	\$150,000.00	103592
2	2.9	BCBA	Yes	\$500,000.00	221433.11
3	3.1	Intervention and Support Services for Elementary Students	Yes	\$2,500,000.00	1360274.81
3	3.2	Math Intervention Programs	Yes	\$100,000.00	0
3	3.3	Alignment of Instruction, Curricular Support and Resources	Yes	\$2,500,000.00	4397679.51
3	3.4	English Learner Director	Yes	\$350,000.00	408833.5
3	3.5	Assessment of Student Mastery of Content Standards	Yes	\$250,000.00	681974.65
3	3.6	Unduplicated Youth Progress Monitoring	Yes	\$30,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Professional Learning Communities	Yes	\$621,900.68	922714.46
3	3.8	Support for Instruction	Yes	\$100,000.00	52249.72
3	3.9	Support for High Stakes Assessments	Yes	\$100,000.00	22981
3	3.10	Summer Learning Loss Programs	Yes	\$400,000.00	0
3	3.11	Coordinator Attendance, Assessment and Accountability	Yes	\$200,000.00	138503.27
3	3.12	Elementary Music Teachers	Yes	\$300,000.00	0
3	3.13	Visual and Performing Arts	Yes	\$50,000.00	50904.7
4	4.1	Career Technical Education	Yes	\$150,000.00	78686.21
4	4.2	Site Health Services	Yes	\$2,000,000.00	1889029.2
4	4.3	Culinary Arts Program	Yes	\$50,000.00	17363.57
4	4.4	School Security	Yes	\$2,350,000.00	2514380.13
4	4.5	Transportation	Yes	\$3,300,000.00	2886092.62
4	4.6	MESA Program	Yes	\$15,000.00	15866.12
4	4.7	Certificate of Participation	Yes	\$1,700,000.00	1250113.93

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	4.8	Teacher Induction	Yes	\$230,000.00	464175.81
4	4.9	Parent Engagement	Yes	\$150,000.00	604178.45
4	4.10	Parent Education and Support	Yes	\$100,000.00	98057.8
4	4.11	Student Devices	Yes	\$4,100,000.00	4866171.22
4	4.12	6th Grade Camp	Yes	\$350,000.00	151459.12
4	4.13	After School Program	Yes	\$500,000.00	142648.79
4	4.14	Facilities and School Improvement	Yes	\$1,378,099.32	1381728.2
4	4.15	Supplies, operations, and Instructional Support	Yes	\$1,948,334.00	2925320.39
4	4.16	Salary increase for additional PLC days	Yes	\$1,888,339.00	1981543
4	4.17	STEM Labs	Yes	\$1,000,000.00	958987.25

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)
36634144	\$37,391,673.00	\$36,594,652.99	\$797,020.01	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	Curriculum, Instructional Supports, and Professional Development for English Learners	Yes	\$250,000.00	322521.74		
1	1.2	Tutoring Services	Yes	\$350,000.00	32383.99		
1	1.3	Parent Engagement	Yes	\$280,000.00	88048.83		
1	1.4	College and Career Readiness Services	Yes	\$300,000.00	143572.32		
1	1.5	Summer Learning Programs at UC Merced	Yes	\$10,000.00	0		
1	1.6	Parent Engagement	Yes	\$25,000.00	4695.87		
1	1.7	Supplemental Curriculum, Supplies, and Material for Students with Disabilities	Yes	\$300,000.00	162.65		
1	1.8	Summer Melt Counselor	Yes	\$15,000.00	0		
1	1.9	Program Specialist	Yes	\$200,000.00	1341.6		
2	2.1	Counselors	Yes	\$3,500,000.00	3320910.41		
2	2.2	Restorative Practices and Behavioral Supports	Yes	\$500,000.00	542014.52		
2	2.3	Wellness Counselors	Yes	\$300,000.00	88323.66		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Junior High SEL Program	Yes	\$25,000.00	9000		
2	2.5	SEL Curriculum and Professional Development	Yes	\$225,000.00	71542.68		
2	2.6	Mental Health Services	Yes	\$1,600,000.00	1378729.57		
2	2.7	Student Attendance	Yes	\$150,000.00	4462.61		
2	2.8	Hatching Results	Yes	\$150,000.00	103592		
2	2.9	BCBA	Yes	\$500,000.00	221433.11		
3	3.1	Intervention and Support Services for Elementary Students	Yes	\$2,500,000.00	1360274.81		
3	3.2	Math Intervention Programs	Yes	\$100,000.00	0		
3	3.3	Alignment of Instruction, Curricular Support and Resources	Yes	\$2,500,000.00	4397679.51		
3	3.4	English Learner Director	Yes	\$350,000.00	408833.5		
3	3.5	Assessment of Student Mastery of Content Standards	Yes	\$250,000.00	681974.65		
3	3.6	Unduplicated Youth Progress Monitoring	Yes	\$30,000.00	0		
3	3.7	Professional Learning Communities	Yes	\$621,900.68	922714.46		
3	3.8	Support for Instruction	Yes	\$100,000.00	52249.72		
3	3.9	Support for High Stakes Assessments	Yes	\$100,000.00	22981		
3	3.10	Summer Learning Loss Programs	Yes	\$400,000.00	0		
3	3.11	Coordinator Attendance, Assessment and Accountability	Yes	\$200,000.00	138503.27		

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	3.12	Elementary Music Teachers	Yes	\$300,000.00	0		
3	3.13	Visual and Performing Arts	Yes	\$50,000.00	50904.7		
4	4.1	Career Technical Education	Yes	\$150,000.00	78686.21		
4	4.2	Site Health Services	Yes	\$2,000,000.00	1889029.2		
4	4.3	Culinary Arts Program	Yes	\$50,000.00	17363.57		
4	4.4	School Security	Yes	\$2,350,000.00	2514380.13		
4	4.5	Transportation	Yes	\$3,300,000.00	2886092.62		
4	4.6	MESA Program	Yes	\$15,000.00	15866.12		
4	4.7	Certificate of Participation	Yes	\$1,700,000.00	1250113.93		
4	4.8	Teacher Induction	Yes	\$230,000.00	464175.81		
4	4.9	Parent Engagement	Yes	\$150,000.00	604178.45		
4	4.10	Parent Education and Support	Yes	\$100,000.00	98057.8		
4	4.11	Student Devices	Yes	\$4,100,000.00	4866171.22		
4	4.12	6th Grade Camp	Yes	\$350,000.00	151459.12		
4	4.13	After School Program	Yes	\$500,000.00	142648.79		
4	4.14	Facilities and School Improvement	Yes	\$1,378,099.32	381728.20		
4	4.15	Supplies, operations, and Instructional Support	Yes	\$1,948,334.00	3925320.39		
4	4.16	Salary increase for additional PLC days	Yes	\$1,888,339.00	1981543		
4	4.17	STEM Labs	Yes	\$1,000,000.00	958987.25		

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
116821569	36634144	0.11	31.469%	\$36,594,652.99	0.000%	31.325%	\$167,994.74	0.144%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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