

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Lawndale Elementary School District
CDS code:	19-6469100000
LEA contact information:	Monique Benjamin
Coming School Year:	2024-2025
Current School Year:	2023-2024

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-2025 School Year		Amount
Total LCFF funds	\$	62,314,909
LCFF supplemental & concentration grants	\$	16,039,537
All other state funds	\$	25,966,116
All local funds	\$	7,895,070
All federal funds	\$	4,162,267
Total Projected Revenue	\$	100,338,362
Total Budgeted Expenditures for the 2024-2025 School Year		Amount
Total Budgeted General Fund Expenditures	\$	110,162,802
Total Budgeted Expenditures in the LCAP	\$	80,229,491
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	16,039,537
Expenditures not in the LCAP	\$	29,933,311
Expenditures for High Needs Students in the 2023-2024 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	19,082,361
Actual Expenditures for High Needs Students in LCAP	\$	18,725,940

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

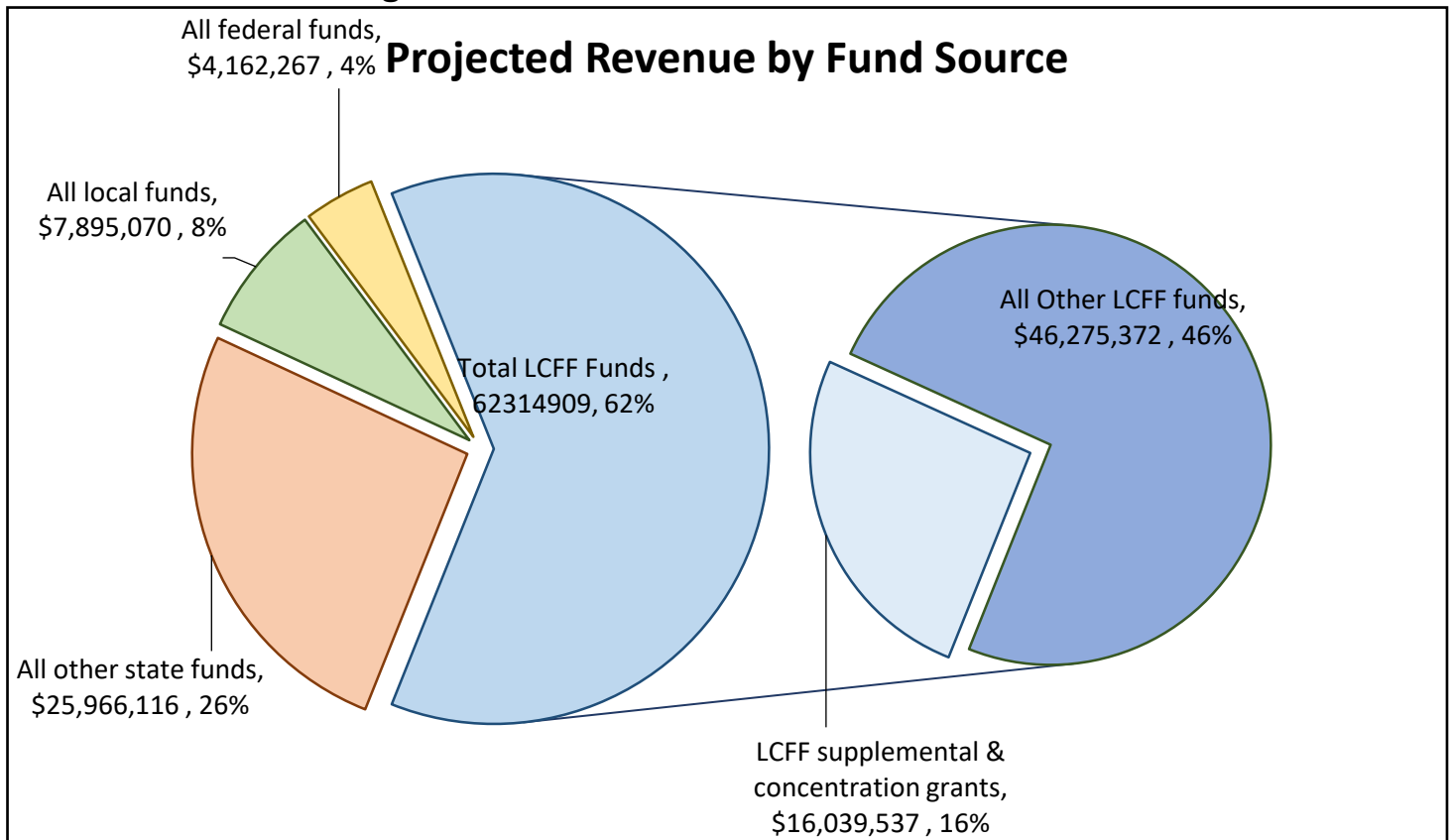
Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General operational costs that were not included were district level administrator certificated and classified salaries, benefits, and utilities. Federal Title I, Title II and III were also not included. Expenditures from federal funds included additional teacher professional development, additional tutoring, diagnostic tools, conferences, parent workshops, and teacher collaboration.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]
The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-2024 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2023-2024.	[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lawndale Elementary School District
CDS Code: 19-6469100000
School Year: 2024-2025
LEA contact information: Monique Benjamin

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 2024-2025 School Year

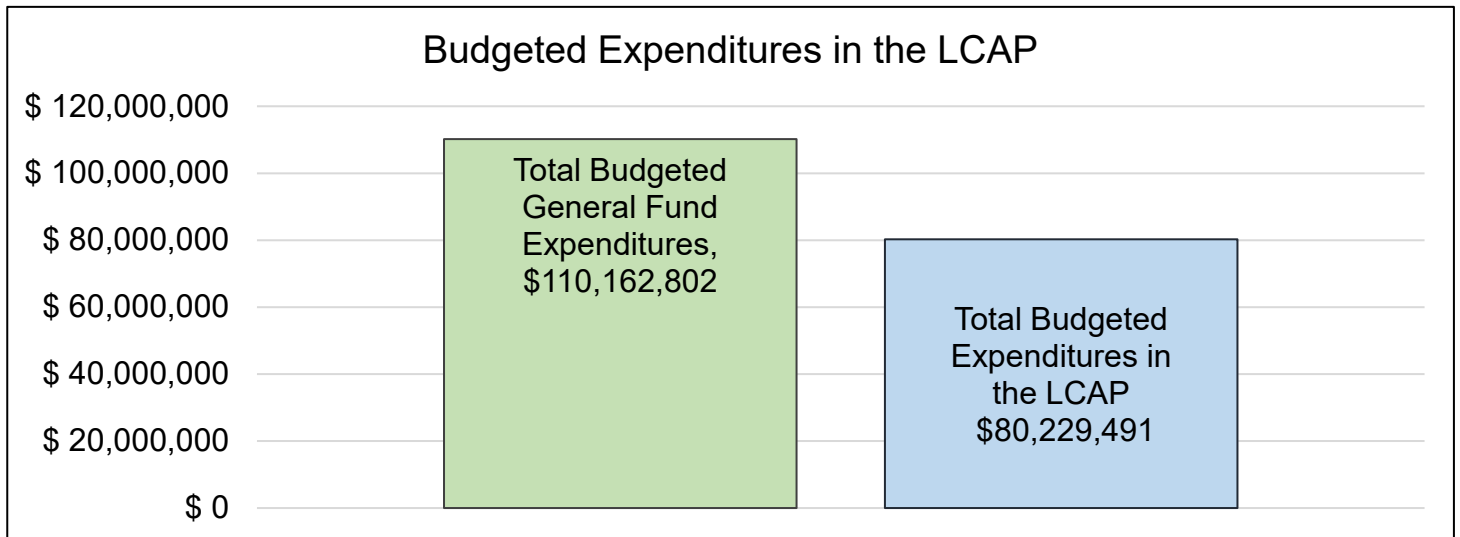


This chart shows the total general purpose revenue Lawndale Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lawndale Elementary School District is \$100,338,362.00, of which \$62,314,909.00 is Local Control Funding Formula (LCFF), \$25,966,116.00 is other state funds, \$7,895,070.00 is local funds, and \$4,162,267.00 is federal funds. Of the \$62,314,909.00 in LCFF Funds, \$16,039,537.00 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 Lawndale Elementary School District plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

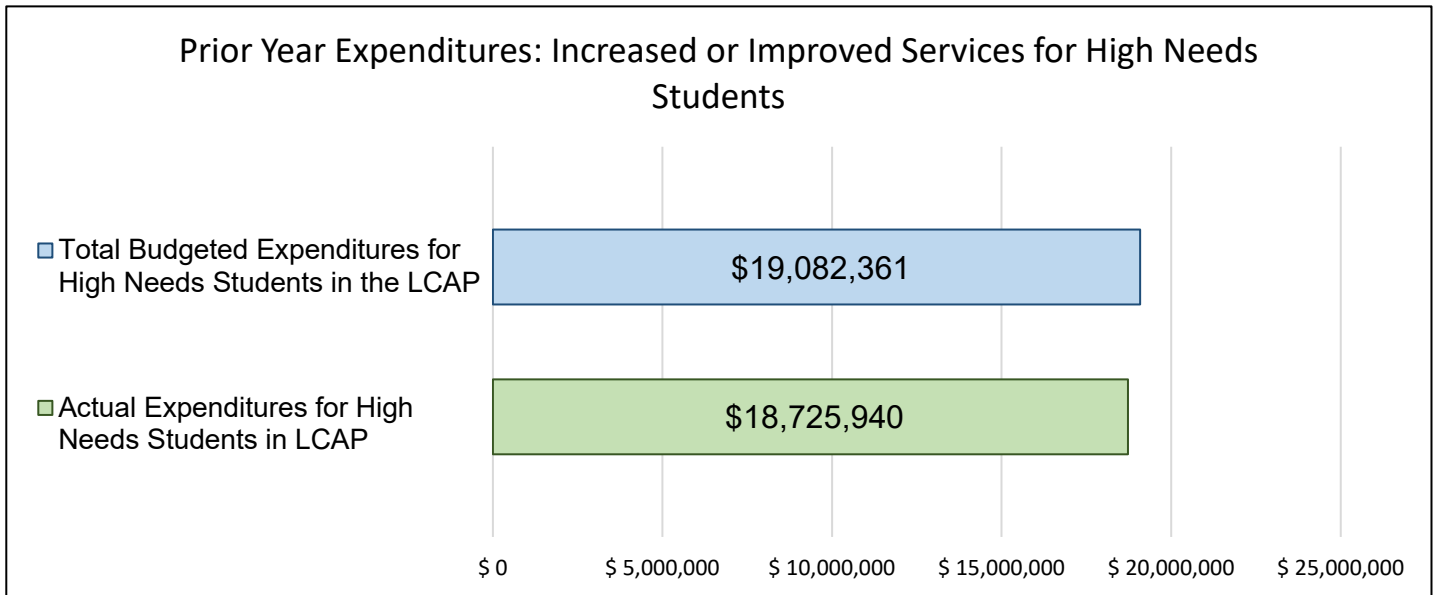
The text description of the above chart is as follows: Lawndale Elementary School District plans to spend \$110,162,802.00 for the 2024-2025 school year. Of that amount, \$80,229,491.00 is tied to actions/services in the LCAP and \$29,933,311.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operational costs that were not included were district level administrator certificated and classified salaries, benefits, and utilities. Federal Title I, Title II and III were also not included. Expenditures from federal funds included additional teacher professional development, additional tutoring, Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Lawndale Elementary School District is projecting it will receive \$16,039,537.00 based on the enrollment of foster youth, English learner, and low-income students. Lawndale Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lawndale Elementary School District plans to spend \$16,039,537.00 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 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, Lawndale Elementary School District's LCAP budgeted \$19,082,361.00 for planned actions to increase or improve services for high needs students. Lawndale Elementary School District actually spent \$18,725,940.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of \$356,421.00 had the following impact on Lawndale Elementary School District's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lawndale Elementary	Lety Varela Director of Teaching and Learning	lety_varela@lawndalesd.net 3109731300

Goals and Actions

Goal

Goal #	Description
1	Increase Academic Achievement: All students will continue to increase proficiency in language arts, mathematics, English language, and science as demonstrated by state and local assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percent of students scoring Proficient and Exceeded on ELA SBAC	2018-19 50.10%	2018-19 50.10% Current data not yet available	2021-22 48.2%	2022-23 47.5%	59%
Percent of students scoring Proficient and Exceeded on LA Benchmark	2020-21 Tk-5th T1 Unit: 27.3% Tk-5th T2 Unit: 27.8% 6th T2 EWP: 23% 7th T2 EWP: 47% 8th T2 EWP: 49%	2021-22 Tk-5th T1 Unit: 17.9% Tk-5th T2 Unit: 27.3% 6th T2 EWP: 29% 7th T2 EWP: 52.5% 8th T2 EWP: 45%	2022-23 Tk-5th T1 Unit: 18% Tk-5th T2 Unit: 26% 6th T2 EWP: 86.2% 7th T2 EWP: 53.2% 8th T2 EWP: 42%	2023-24 Tk-5th T1 Unit: 13% Tk-5th T2 Unit: 34% 6th T2 EWP: 23.1% 7th T2 EWP: 50% 8th T2 EWP: 67%	Tk-5th Unit T1: 36.3% Tk-5th Unit T2: 36.8 6th T2 IAB: 32% 7th T2 EWP: 53% 8th T2 EWP: 55%
Percent of students scoring Proficient and Exceeded on Math SBAC	2018-19 39.02%	2018-19 39.02% Current data not yet available	2021-22 31%	2022-23 33.1%	48%
Percent of students	2020-21	2021-22	2022-23	2023-24	Tk-5th: T1: 61.7%

scoring Proficient and Exceeded on Math T1, T2 Benchmark	Tk-5th T1: 52.7% Tk-5th T2: 49.8% 6-8th T1: 45.3% 6-8th T2: 42.4%	Tk-5th T1: 50% Tk-5th T2: 54% 6-8th T1: 48% 6-8th T2: 18%	Tk-5th T1: 50% Tk-5th T2: 53% 6-8th T1: 34% 6-8th T2: 27%	Tk-5th T1: 48% Tk-5th T2: 54% 6-8th T1: 22% 6-8th T2: 28% ~~%~~	Tk-5th: T2: 58% 6-8th T1: 51.3% 6-8th T2: 48.4%
Percent of students demonstrating growth of a minimum of 50 scale score points on ELPAC	2018-19 30%	2021-22 29%	2022-23 29%	2023-24 24%	36%
Percent of students Met or Exceeded on CAST	2018-19 8th: 30.59%	2018-19 8th: 30.59% Current data not yet available	2021-22 8th: 25.3%	2022-23 8th: 31.3	8th: 35%
Percent of sites meeting Basic Services through the Williams Report	2020-21 Textbooks: 100% Facilities: 98.03% Not fully credentialed: 1 Not appropriately assigned: 6	2021-22 Textbooks: 100% Facilities: 98.15% Not fully credentialed: 0 Not appropriately assigned: 20	2022-23 Based on local data: Textbooks: 100% Facilities: Good condition Not fully credentialed: 0 Not appropriately assigned: 4	2023-24 Based on local data: Textbooks: 100% Facilities: Good condition Not fully credentialed: 3 Not appropriately assigned: 0	Textbooks: 100% Facilities: 98.03% Not fully credentialed: 0 Not appropriately assigned: 0
Local Performance Indicator: Increase the amount of professional development provided to teachers on the California Science Standards.	2019-20: 4 professional learning opportunities 2020-21 0	2021-22 5 professional learning opportunities	2022-23 4 professional learning opportunities	2023-24 4 professional learning opportunities	4 professional learning opportunities

Goal Analysis

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

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

All actions were implemented as planned.

A success for this school year was that elementary classroom teachers continued to engage in the weekly structured collaboration time (Action 7) embedded during the school day to analyze data, plan for instruction, and the delivery of small group instruction. Teacher leaders and elementary grade levels met in the beginning of the school year to support instruction on the updates to the phonics and writing components of the language arts curriculum. Teachers had time

early in the school year to review Universal Screener data and begin planning for small group instruction. Some Teacher Leaders attended the Professional Learning Communities (PLC) at Work Institute early in the school year and began to implement small elements like asking teachers to think about what we can do when students don't meet targets. Our site administrators participated and will continue to receive support in leading PLCs. A challenge has been with supporting some of our upper grade teachers to work through the difficulties that come with analyzing student data and responding to the data specifically through small group instruction.

An additional success was the implementation of updates to our language arts program through professional learning opportunities (Action 2) and structured collaboration time (Action 7). We implemented enhancements to writing and phonics instruction that addressed gaps that we saw with our language arts program. Our Teacher leaders provided dedicated support to our 3-5th grade teachers on new phonics lessons. Teachers were very appreciative of the lessons since students were matriculating into the upper grades with decoding issues.

The elementary and math curriculum adoption committees were successful at vetting, piloting, and making a recommendation for math adoption to our board of trustees. Professional development began in the spring around the new math curriculum and teachers will receive the updated textbooks before summer break in order to provide opportunities for teachers to plan during the summer. The new curriculum includes updated strategies and practices that will support teachers and students with teaching and learning.

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

The only material difference was with Action 6. Administering the ELCAP involved hiring additional subs to cover one to one testing of kindergarten and first grade students for both the fall and spring administrations.

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

Our data shows that for the most part, our students scored similar to prior school years in language arts but some grade levels and some student groups achieved at higher rates. There was an increase in math performance by the majority of our unduplicated pupils. Increases were due to the professional development (Action 1), instructional material (Action 2), and teacher collaboration (Action 7) that focused on the needs of our unduplicated pupils. These actions also supported achievement for our low income students in the Dual Immersion program (Action 4). All of the additional site collaboration, planning, interventions, and instructional material provided that was aligned to the district goals and priorities (Action 3), as well as access to arts (Action 5), supported the increase in achievement described below.

Proficiency on phonics and fluency standards are strong predictors of student achievement. The district has been intentional in focusing on creating a strong foundation in literacy for our younger students and ensuring they matriculate into third grade reading at grade level. Our local data indicates progress for most of our grades in Language Arts. An analysis of our current TK students demonstrates favorable progress throughout the school year. At the end of Trimester II, 52% of our TK students were proficient with Letter Sounds and Kindergarten proficiency was at 56%. Our EL students starting in Kindergarten, performed 7% lower than the ALL students group. Table 1 shows phonics proficiency for TK-2 students.

Fluency scores for our elementary students showed progress from the beginning of the school year to the end of trimester II. First through third grade made steady progress as the reading passages increased in difficulty from Fall to Spring. It appears that vocabulary and comprehension are impacting fluency scores, especially in the upper grades. The students struggling the most are our English Learners. Decoding is a factor for our EL students which impacts comprehension. Table 2 shows Fluency proficiency for First-third grade students. The table also shows Tri II proficiency scores for LI and EL students.

The district implements the standardized and norm referenced i-Ready Reading assessment as a common assessment across the district. i-Ready scores for our 1st-8th grade students shows progress from the beginning of the school year to the end of Trimester III in all areas. Areas that will need continued improvement in the new school year will be Phonics and Vocabulary. Improvements in these two areas will support an increased proficiency in Fluency and Comprehension. Table 3 shows Reading proficiency in the six reading domains.

As a district, progress in math had areas of strength and areas of need. Steady progress was made in math for 2-8th grade students but we did not meet our goal. Table 4 shows math proficiency in the 4 domains. Progress was made in all 4 domains but the majority of our students are scoring a grade level below on the i-ready math assessment. The district is planning several refinements to the math instructional program in order to make larger math gains.

Our EL students made progress in language acquisition. On the CA Dashboard, 45.8% of English Learners increased by one level on the English Learner Progress Indicator (ELPI) on the Dashboard with 49% of EL students making progress towards English language proficiency. Our work is to make sure that progress made in language translates into progress in language arts and mathematics.

The progress made, as described above, is a result of the effectiveness of the professional learning opportunities (Action 1) provided, combined with the structured collaboration time for grade levels (Action 7) and the instructional supplemental material (Action 2) provided to our regular instructional program as well as for the dual immersion program (Action 4). The data also shows the areas needing improvement which points to how actions need to be refined. Our sites are required to support the professional learning and collaboration with additional opportunities for teachers to talk about students and instruction and receive additional support whether through material (Action 3) or additional time for planning or professional learning.

It was difficult to determine the effectiveness of the arts program (Action 5). In the new school year, the district will have different groups work to refine the arts program and re-envision it.

Table 1: Phonics TK-1st Grade

TK	Letter Recognition	Letter Sound	Kinder	Letter Recognition	Letter Sound	Phonological Awareness	All Decode	LI Decode	EL Decode
Sep	63%	21%	Sep	51%	12%				
Nov	81%	52%	Nov	60%	56%	45%			
Feb	85%	65%	Feb	83%	82%	65%	52%	53%	45%

First	Phonological Awareness	All Decode	LI Decode	EL Decode
Sep	37%	38%		
Nov	42%	72%		
Feb	71%	65%	63%	53%

Table 2: Fluency 1-5th Grade

	Sep	Feb		
Fluency	ALL	LI	EL	
1st		57%	53%	43%
2nd	44%	48%	48%	34%
3rd	53%	56%	54%	36%
4th	69%	67%	64%	46%
5th	56%	51%	49%	28%

Table 3: i-Ready 1-8th Grade Reading

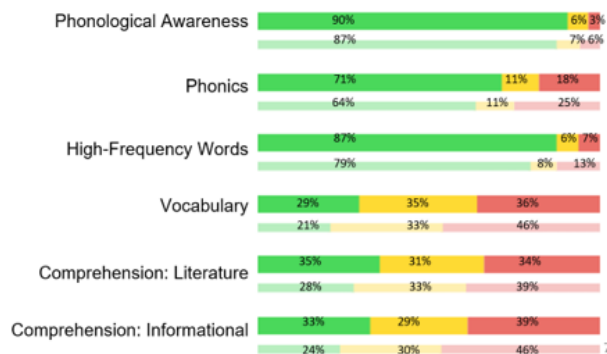
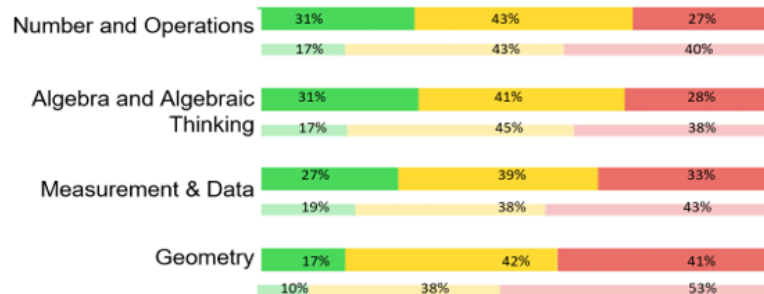


Table 4: i-Ready 1-8th Grade Math



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.

Professional learning and teacher collaboration along with the Dual Immersion program were effective and because we practice continuous improvement, these actions need to be refined in order to continue moving our unduplicated students to higher proficiency levels (Action 1,3,4) Instructional software that was purchased was effective in supporting student at their level (Action 2) and software implementation practices will be reviewed to make sure software is being used as intended so our unduplicated pupils make the expected progress. As a result, .these were the planned refinement to the following Actions:

* Actions 1 and 3 were combined since the professional learning, grade level and department supports across the district need to be aligned. SPSA needs to support the LCAP Goals which means that site professional learning and teacher collaboration needs to build from the district wide initiatives that are being supported through professional development.

* Action 4 was moved to Goal 2. Students in our alternate Dual Immersion program overall do well on state assessments. The reason the action is being moved to “Goal 2 Access and Equity” is because EL students in the program are not showing the same level of proficiency. The movement signals the importance of making sure we are providing the required access and supports to our EL students in this alternate program.

* Action 5 was moved to Goal 4. The district has been building out its STEM program (known as TREC) and would like to add the Arts piece to that work (STEAM). Much discussion and collaboration will be needed in the next couple of years in order to cohesively integrate Arts in a meaningful way since some stakeholder felt it was not as effective as in prior years. Currently the arts is a stand-alone content area that is underutilized as an integrated content learning tool.

* Moved “Support for Teaching and Learning” Action 3 in Goal 2 to Goal 1. Teacher leaders will take the lead on professional development in mathematics and the literary and language support needed for students to succeed. Math, Language Arts, and English Learner Resource Teachers will have to work as a team to support implementation of new math curriculum, a new math focus, and updated math practices. Teacher leaders will also lead additional collaboration time (PLC time) to continue supporting teachers between professional learning days during the school day as well as after school. Math needs a strong Tier 1 instructional focus.

* Action 9 “School Conditions” action was moved to Goal 3. The focus of the improvements is to create a better environment, better culture, and safer place for students.

There were changes to the following Metrics:

*Changed LA/Math SBAC outcomes to show progress by reporting Distance From Standard versus percent proficient

*Will add reclassification rates

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.

Goal

Goal #	Description
2	Ensure Access and Equity: All students will continue to increase proficiency in language arts, mathematics, science, and English language proficiency as demonstrated by state assessments and reclassification numbers. Data will be disaggregated to monitor progress for our English Learners, Low Income Pupils, Homeless, Foster, African American, Reclassified Pupils and a subset of Students with Disabilities

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percent of students scoring Proficient and Exceeded on LA SBAC	2018-19 SES: 48% EL: 21% AA: 42% Sped subset: 33% Foster: 50% Homeless: 35% RFEP: 71%	2018-19 SES: 48% EL: 21% AA: 42% Sped subset: 33% Foster: 50% Homeless: 35% RFEP: 71% Current data not yet available	2021-22 SES: 46.4% EL: 14.5% AA: 41% Sped subset: 41.4% Foster: N/A Homeless: 40.4% RFEP: 64%	2022-23 SES: 46% EL: 9% AA: 40% Sped subset: 45% Foster: 19% Homeless: 39% RFEP: 59%	SES: 57% EL: 30% AA: 51% Sped subset: 42% Foster: 56% RFEP: 80% Homeless: 44%
Percent of students scoring Proficient and Exceeded on LA Benchmark	2020-21 Benchmark Unit SES: 20% EL: 14% AA: 21% Sped subset: 21% Foster: 0 Homeless: 17% RFEP: 17.2%	2021-22 T2 Benchmark Unit SES: 22.5% EL: 15.5% AA: 27% Sped subset: 22.4% Foster: 0 Homeless: 15.8% RFEP: 29.5%	2022-23 T2 Benchmark Unit SES: 24% EL: 18% AA: 24% Sped subset: 23% Foster: 22% Homeless: 14% RFEP: 27%	2023-24 T2 Benchmark Unit SES: 30% EL: 23% AA: 31% Sped subset: 26% Foster: 20% Homeless: 22% RFEP: 43%	Benchmark Unit SES: 29% EL: 23% AA: 30% Sped subset: 30% RFEP: 26.2% Foster: 9% Homeless: 26% RFEP: 26.2%
Percent of students scoring Proficient and Exceeded on Math SBAC	2018-19 SES: 38% EL: 20% AA: 27% Sped subset: 33% Foster: 17% Homeless: 22% RFEP: 53%	2018-19 SES: 38% EL: 20% AA: 27% Sped subset: 33% Foster: 17% Homeless: 22% RFEP: 53% Current data not yet available	2021-22 SES: 29.4% EL: 12% AA: 17.2% Sped subset: 32.3% Foster: N/A Homeless: 15% RFEP: 41.3%	2022-23 SES: 31% EL: 9% AA: 20% Sped subset: 25% Foster: 6% Homeless: 27% RFEP: 38%	SES: 47% EL: 29% AA: 36% Sped subset: 43% Foster: 26% RFEP: 62% Homeless: 31%
Percent of students scoring Proficient and Exceeded on Math T1, T2 Benchmark	2020-21 Tk-5th T2 SES: 47% EL: 42% AA: 44% Sped subset: 53% Foster: 36% Homeless: 42% RFEP: 49.4%	2021-22 Tk-5th T2 SES: 53% EL: 43% AA: 45% Sped subset: 58% Foster: 30 Homeless: 43% RFEP: 70%	2021-22 Tk-5th T2 SES: 52% EL: 43% AA: 47% Sped subset: 45% Foster: 32% Homeless: 34% RFEP: 66%	2022-23 Tk-5th T2 SES: 49% EL: 44% AA: 49% Sped subset: 47% Foster: 14% Homeless: 43% RFEP: 73%	Tk-5th T2 SES: 56% EL: 51% AA: 53% SWD Language: 62% Foster: 45% Homeless: 51% RFEP: 58% 6-8th T2

	6-8th T2 SES: 41% EL: 12% AA: 36% Sped subset: 54% Foster: 57% Homeless: 20% RFEP: 36.1%	6-8th T2 SES: 42.6% EL: 22.1% AA: 38.2% Sped subset: 45.5% Foster: 0 Homeless: 27.1% RFEP: 50.1%	6-8th T2 SES: 26% EL: 9% AA: 15% Sped subset: 36% Foster: 33% Homeless: 28% RFEP: 32%	6-8th T2 SES: 27% EL: 11% AA: 18% Sped subset: 34% Foster: 8% Homeless: 19% RFEP: 35%	SES: 50% EL: 21% AA: 45% Sped subset: 63% Foster: 69% Homeless: 29% RFEP: 45%
Percent of students Met or Exceeded on CAST	2018-19 8th grade SES - 29% EL - 5% AA - 22% Sped subset: 17% Foster - 0 Homeless - 100% RFEP: 38%	2018-19 8th grade SES - 29% EL - 5% AA - 22% Sped subset: 17% Foster - 0 Homeless - 100% RFEP: 38% Current data not yet available	2021-22 8th grade SES - 23% EL - 2% AA - 26% Sped subset: 19% Foster - N/A Homeless - 0% RFEP: 30%	2022-23 8th Grade SES: 27% EL: 2% AA: 22% Sped subset: 26% Foster: 43% Homeless: 15% RFEP: 33%	SES - 38% EL -14% AA - 31 % Sped subset:- 26% Foster - 9% Homeless - 100% RFEP: 47%
Percent of English Learners students that Reclassify	2018-19 TK-8th: 17%	2021-22 Tk-8th: 17%	2022-23 Tk-8th: 15%	2023-24 Tk-8th: 16%	Tk--8th: 23%

Goal Analysis

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

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

All actions under Goal 2 were implemented as planned.

Our full day TK program continues to attract families and will open a 7th classroom in the new school year. Our Teacher Leaders (Action3) successfully supported the TK teachers as well as the instructional program with updates to the language arts and math material, resources, and assessments. TK teachers have been successful at making incremental adjustments to instruction, room environment, social skills work, and assessments since we continue to enroll younger and younger students. The full day TK/Kinder program and small class sizes (Action 1 Action 2) has allowed our low income students the opportunity to participate in interventions, assemblies, art programs, STEM, social studies, science, physical education as well as the ability to have more time with teacher.

Goal 2 supported instructional program enhancements in Language Arts, ELD, and Math by our teacher leaders (the Language Arts Specialists, English Learner Instructional Resources Teachers, and Math TOSAs Action3) that specifically targeted our low income students and English Learners. A success was shifting our focus back to standard proficiency for key standards across the grades. All grade levels participated in facilitated data analysis days that engaged teachers in conversations on next steps and using supports like adaptive software and small groups.

Another success was the introduction of PLCs to our site administrators (Action 5) and several Teacher Leaders. They have spent time learning about the pedagogy behind PLCs through a book study in preparation for some adjustments into the new school year. Our Teacher Leaders continued to refine their facilitation of monthly professional learning opportunities across the district in order to target student needs. They continue to refine how they work with teachers in order to support professional learning communities both during the day and after school.

Awareness of the importance of daily attendance continues to be implemented through the Saturday Academy Program (Action 4) that included LESD teacher-led lessons and classified staff supporting our low income students and Foster Youth. Saturday Academy is designed to provide opportunities for students to recover lost instructional time. The program offered instruction in Math, Reading, Science, History, Arts, Social skills, P.E., Research, and Engineering. The four Saturday sessions averaged over 150 students. Saturday Academy is an active step in addressing the increase in Chronic Absenteeism. Additional supports for our foster youth included transportation, material, and counseling (Action 6).

Mitigating absences continues to be a challenge for our sites. The Pandemic continues to have lasting effects on some students and families that continue to struggle to get students to our classrooms for a variety of reasons. Absences have a direct impact on academics and sites will continue to increase monitoring of attendance on a monthly basis. A large percentage of absences are by our TK and Kinder students (Action 1). Prior to the Pandemic, overall TK and Kinder proficiency was above 70% with higher attendance rates. Overall proficiency continues to slowly increase but currently sits at 62% and one factor is higher absences.

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.

There were material differences with Action 2 and Action 4. There was a decrease in spending from Supp&Con in Action 4 because additional one time funds were used in conjunction with Supp&Con funds. The action was fully implemented.

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

The purpose of Goal 2 is to provide access and equity and high quality services that eliminate barriers for our unduplicated pupils.. We've created structures that provide collaboration time built into the school day so that our teacher leaders (Action 3) can spend time working with all teachers improving first instruction as well as supporting classroom interventions (Action 5) for our low income students, English Learners including our Foster youth (Action 6). These actions, in concert with Goal 1 actions, were effective, as shown in the data provided in Goal 1, in increasing student achievement.

In our most current mathematics local assessment, our low income students performed comparable (1-4% points lower) than the Overall group except for third grade, which had a wider gap. This assessment reflected student's ability to problem solve, represent their strategy(ies), show algorithms, and explain their thinking in writing. Most English Learners in grades K-3rd had comparable growth to the Overall group (5-10% points below). English learners in grades 4-8th grade struggled more when compared to the Overall group. The gap between the Overall and our English learners continues to narrow but it is important to continue targeting our English learners specifically in those grades where they are struggling and before they are considered Long Term English Learners (LTEs). Extended learning opportunities under Goal 2 were successful at providing our low income GATE students (Action 4) in-school and after school enrichment sessions. One of those sessions was accelerated Math through a virtual school which provided grade level instruction outside of the regular classroom environment. Our low income students make up 59% of identified GATE students and 23% of all GATE students are reclassified English Learners.

In Language Arts, fluency scores are a predictor of achievement. Our low income students performed comparable to the Overall group in the most current Fluency assessment (1-4% below the Overall group). Our English learners demonstrated a larger gap in their Fluency proficiency when compared to the Overall group. Decoding is a significant part of fluency and upon examining Phonics scores for our English learners demonstrated 54% on the i-ready assessment compared to 76% for All students. The success in our full day TK/Kinder (Action 1) and smaller class sizes (Action 2) in first grade continue to make significant progress with laying a strong foundation in literacy for our later grades. Our teacher leaders continue to work closely with our classroom teachers to support classroom instruction, data analysis and the planning for next steps in order to meet the needs of our low income students and specifically

our English Learners. We need to continue supporting how our early grades teach and support our ELs with phonics proficiency beginning in Kindergarten so their gap continues to close.

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.

The district needs to continue working closely and collaboratively with our site leadership teams (Action 5) because we were not as effective as we needed to be as demonstrated by our local and state data. As described in prior actions, the district and sites had areas of success. The regiments that need to take place include more frequent checks for student achievement (focus on formative assessments) and more conversation about what are the next steps in a timely manner so that teaching is changing in real time. The analysis of data and modifying of instruction should influence whole group instruction and more specifically small group instruction across the district.

There were changes to the following Actions:

- * Actions 1 was renamed from “TK/K Instructional Supports” to “UPK Instructional Support” in order to align with CDE’s direction for the lower grades. Action 1 and 2 were combined since both actions referred to our UPK program.
- * Action 3 was moved to Goal 1. Teacher leaders will take the lead on professional development in mathematics and the literary and language support needed for students to succeed. Math, Language Arts, and English Learner Resource Teachers will have to work as a team to support implementation of new math curriculum, a new math focus, and updated math practices. Teacher leaders will also lead additional collaboration time (PLC time) to continue supporting teachers between professional learning days during the school day as well as after school. Math needs a strong Tier 1 instructional focus.
- * Action 4 “Additional Student Learning Opportunities” was eliminated. The action was eliminated not because it was ineffective but because our GATE population was small and even though many GATE students were low income, they were not struggling academically.
- * Goal 1 Action 4 was moved to Goal 2. The action is being moved to Goal 2 because our low income students need to become fully bilingual which is an asset they need supported because they don’t have the resources needed to become fully bilingual in English and Spanish.

There were changes to the following Metrics:

- * Dual Immersion low income student data will be added
- * We will change the local assessments that we monitor. We will use our i-Ready Reading and Math scores in addition to our local K-2 math and phonics assessments.
- * We won’t include CAST or Reclassification data in Goal 2

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.

Goal

Goal #	Description
3	Improve Parent and Student Engagement: Each school site will develop and maintain positive parent, students, and community involvement and engagement to promote and support student success. Students and parents will engage and work within and across schools to support engagement and learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Maintain Attendance rates	2020-21 95.84%	2021-22 95.84%	2022-23 96%	2023-24 94%	96%
Reduce Suspension rates	2019-20 1.3%	2021-22 1.2%	2022-23 1.2%	2023-24 1%	1%
Reduce Chronic Absenteeism rates	2019-20 9.1%	2021-22 8.1%	2022-23 5%	2023-24 5%	7%
Maintain Middle School Dropout rates	2020-21 0%	2021-22 0%	2022-23 0%	2023-24 0%	0%
Maintain Expulsion rates	2020-21 0%	2021-22 0%	2022-23 0%	2023-24 0%	0%
Increase percentage of students -- related to Safety and School Connectedness	CA Healthy Kids Survey 2018-19 5th Grade focus area: Maintain School Connectedness = 95% Maintain Feel Safe at School = 76.99% 2018-19 7th Grade focus area: Maintain School Connectedness = 91% Increase Feel Safe at School = 62.42%	CA Healthy Kids Survey 2020-21 5th Grade focus area: Maintain School Connectedness = 96% Maintain Feel Safe at School = 77% 2018-19 7th Grade focus area: Maintain School Connectedness = 92% Increase Feel Safe at School = 62.42%	CA Healthy Kids Survey 2021-22 5th Grade focus Maintain School Connectedness = 63% Maintain Feel Safe at School = 69% 2021-22 7th Grade focus area: Maintain School Connectedness = 55% Increase Feel Safe at School = 52%	A Healthy Kids Survey 2022-23 5th Grade focus Maintain School Connectedness = 68% Maintain Feel Safe at School = 67% 2022-23 7th Grade focus area: Maintain School Connectedness = 51% Increase Feel Safe at School = 49%	CA Healthy Kids Survey 5th Grade focus area: School Connectedness = 95% Feel Safe at School = 76.99% 7th Grade focus area: School Connectedness = 91% Feel Safe at School = 65%
Local Performance Indicator: Parent Input in Decision Making, Parent Participation, and Parent Input in	2020-21 Progress in supporting staff to effectively engage with families = 4 Progress in building family capacity = 5	2021-22 Progress in supporting staff to effectively engage with families = 4 Progress in building family capacity = 4	2022-23 Progress in supporting staff to effectively engage with families = 3 Progress in building family capacity = 4	2023-24 Progress in supporting staff to effectively engage with families = 3 Progress in building family capacity = 3	All 4s and 5s

Building Relationships in order to support parent participation. A score of 4 – Full Implementation or 5 – Full Implementation and Sustainability will indicate we've met this goal.	Progress in opportunities for families to provide input = 4 Progress in families and staff planning together = 3 Progress in building staff capacity = 3 Progress in creating welcoming environments = 4 Progress in staff learning about family goals , culture = 4 Progress in engaging in 2 way communication = 5	Progress in opportunities for families to provide input = 4 Progress in families and staff planning together = 3 Progress in building staff capacity = 3 Progress in creating welcoming environments = 4 Progress in staff learning about family goals , culture = 4 Progress in engaging in 2 way communication = 4	Progress in opportunities for families to provide input = 3 Progress in families and staff planning together = 3 Progress in building staff capacity = 3 Progress in creating welcoming environments = 3 Progress in staff learning about family goals , culture = 2 Progress in engaging in 2 way communication = 3	Progress in opportunities for families to provide input = 3 Progress in families and staff planning together = 3 Progress in building staff capacity = 3 Progress in creating welcoming environments = 3 Progress in staff learning about family goals , culture = 3 Progress in engaging in 2 way communication = 3	
Parent and Teacher school climate survey	2021-22 Baseline Parent survey data: Maintain School Connectedness = 0% Maintain Feel Safe at School = 0% 2020-21 Baseline Teacher survey data: Maintain School Connectedness = 0% Increase Feel Safe at School = 0%	2021-22 LESD Parent survey data: Maintain School Connectedness = 53% Maintain Feel Safe at School = 84% CA Healthy Kids Survey 2021-22 Teacher survey data: Maintain School Connectedness = 88% Increase Feel Safe at School = 88% Current data not yet available	2022-23 Parent survey data: (Survey administered every two years) Maintain School Connectedness = 53% Maintain Feel Safe at School = 84% CA Healthy Kids Survey 2022-23 Teacher survey data: Maintain School Connectedness = 90% Increase Feel Safe at School = 84% Current data not yet available	2023-24 Parent survey data: Maintain School Connectedness = 53% Maintain Feel Safe at School = 37% CA Healthy Kids Survey 2022-23 Teacher survey data: Maintain School Connectedness = 51% Increase Feel Safe at School = 29%	Parent survey data: Maintain School Connectedness = 50% Maintain Feel Safe at School = 50% Teacher survey data: Maintain School Connectedness = 50% Increase Feel Safe at School = 50%

Goal Analysis

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

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

All actions under Goal 3 were implemented. A success this school year was reestablishing site PBIS teams with a focus on analyzing a variety of student data. This was a change since in the past, the focus was on implementing PBIS activities and incentives during lunch and recess in order to reduce behaviors. Site teams spent much time analyzing attendance data and as result will implement updated practices in order to increase attendance and reduce Chronic Absenteeism rates. Offering opportunities for our low income middle school students to participate in onboarding activities before the school year (Action 2) has also supported attendance and engagement.

On the CA Dashboard LESD rated high in Suspensions by our Homeless and African American students. We believe this is still a side effect of the Pandemic leaving students with Social Emotional needs directly related to challenges at home and school. We continue to increase our capacity to support the residual social, emotional, and behavioral challenges as a result of two years of post-pandemic effects. Principals, teachers, and parents have indicated that the work of our Social Workers (Action 1), Noon Duty Aides (Action 5), and Community Liaisons (Action 3) continue to be valuable this school year. Improvements to our PBIS Program and the collaboration between our Social Workers, Community Liaisons (Actions 1 and 3), Assistant Principals, and Administration will support the identification of individual students in order to address the conditions that lead to the suspension. Improvements to the district and site's PBIS Tier 1, Tier 2, and Tier 3 practices for supporting behavior, attendance, as well as social emotional learning started this school year and will continue into the next.

CLs (Action 3) are supporting sites with the implementation of the district's Tier 1 parent engagement and involvement practices across the district. CLs have been successful at re-engaging our parent's participation in SSC, ELAC, and district parent advisory committees like DELAC. We've also increased the number of parent volunteers at our campuses. It's a team of 8 Community Liaisons that, in many cases, are also parents with students in the district and have a strong commitment to supporting education.

Our implementation of ParentSquare and live translations (Action 4) at meetings like board meetings and district parent meetings has increased parent participation both in-person and virtually. We've been able to slowly increase parent levels of engagement and expect to see improved outcomes next school year.

A challenge continues to be increasing attendance for our students due to persistent social emotional needs. The district fell into Differentiated Assistance because of Chronic Absenteeism. Last school year we had an unprecedented number of students out due to quarantine and close contact practices. The COVID surge January of 2022 led to a record number of absences across the district. Our focus on reengaging students and parents has turned attendance around slowly in a positive direction. Our social workers are spending time reaching out to parents, making home visits, and following up on barriers to attendance much more than in the past. They have spent much more time on attendance instead of supporting social emotional needs and behavioral needs (Action 1).

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.

There was a material difference in Action 2. Our middle school sites spent additional funds on beginning of the school year orientations for our low income students and teacher additional hours. Some of our elementary low income students had the opportunity to participate in summer school activities. There was a material difference in Action 4. The district subscribed to ParentSquare in order to increase parent outreach, information, and involvement by our low income families.

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

An effective way we continued to work on re-engaging our parents was through the addition of ParentSquare (Action 4). We've continued to encourage parent participation through the integration of in-person meetings, zoom, and even youtube with live translations in a simultaneous way. We want parents to be able to engage in the way that works best for them and as a result we've seen an increase in attendance at district parent meetings.

We successfully continued to align the role and services provided through our site Community Liaisons (Action 3). Currently our CLs have successfully

processed and placed over 90 parent volunteers in classrooms. CLs are analyzing parent needs and a large majority wanted English As a Second Language (ESL) classes. The district partnered with El Camino Community College and provided classes for our parents.

Even though we have seen great improvement to the PBIS program and the work of our Social Workers (Action 1), the large administration turnover coupled with the increase in significant behavior challenges by a small number of students made the work harder. The work of our social workers and PBIS program was overall successful in addressing unduplicated pupil and family needs but we will need to continue working closely with our new site administrators and provide the training needed around our improved Tiered practices in order to restore our prior trajectory.

We were not able to determine the effectiveness of the Medical Outreach Worker because of the sensitive information and support provided for families. This action will not continue through the LCAP (Action 4). In addition, the extracurricular activities (Action 2) were difficult to measure for effectiveness. The action will be removed.

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.

Changes to Actions:

Saturday School is a program aimed at communicating the importance of daily school attendance. This program has been added to Goal 1 since a strong focus of PBIS and our Social Workers will be to identify causes/barriers to daily attendance, monitor and support attendance.

Action 2 “Extra Curricular Engagement and Attendance Support” was removed. Extra curricular activities will become part of ELOP and attendance will be moved to Action 1

The work of the Medical Outreach Worker was confidential and became difficult to collect data. Action 4 will not include the Medical Outreach Worker.

The “School Conditions” action was moved from Goal 1 Action 9 to Goal 3. The focus of the improvements is to create a better environment, better culture, and safer place for 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.

Goal

Goal #	Description
4	Provide 21st Century Learning Environments: Invest in optimal learning environments that integrate technology and enhance student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Continue to move from “using devices” to “integration of devices and 21st Century Skills”	2020-21 Currently, it is unknown how often teachers and students are using devices to support 21st Century Skills. District will use Classlinks and surveys to gather data.	2021-22 100% of our middle school students use their one-to-one device in at least 2 periods on a daily basis. The most common use of the device by middle school students is Google Classroom. An average of 30,000 launches from September to January. Currently, it is unknown how many middle school teachers and students are using devices to support critical thinking, creativity, and collaboration.	2022-23 50% of history teachers successfully integrated devices and 21st century skills into their instruction thus moving away from simply "using devices"	2023-24 100% of our Middle School Tech elective teachers and 4th and 5th grade teachers successfully integrated devices and 21st century skills into their instruction thus moving away from simply "using devices"	24% of teachers and students are using devices to support critical thinking, creativity, and collaboration.
Increase the implementation fidelity of instructional software	2020-21 Currently, it is unknown if instructional software is being implemented with fidelity. District will use Classlinks and vendors to gather data.	2021-22 20% of our instructional software is being implemented with fidelity.	2022-23 30% of our instructional software is being implemented with fidelity.	2023-24 30% of our instructional software is being implemented with fidelity.	30% of instructional software programs will be implemented with fidelity.
Broad Course of Study: Increase the number of school sites implementing STEM programs into Lawndale Schools	2020-21 Number of school sites implementing Makerspace: Two elementary sites implementing Makerspace STEM program	2021-22 Number of school sites implementing Makerspace: Due to COVID restrictions, one elementary site continued to implement Makerspace STEM program	2022-23 All 6 elementary schools are implementing Makerspaces.	2023-24 All 6 elementary schools are implementing Makerspaces.	Five schools implementing Makerspace STEM program

Goal Analysis

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

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

All actions under Goal 4 were implemented during the current school year. LESD has made a strong commitment to provide students with access to devices

as a strategy to support the acquisition of digital citizenship and technology skills as well as 21st Century learning programs.

A big success was the continued interest by students, parents and teachers to support our Technology, Robots, Engineering, Coding (TREC) program (Action 1). We successfully purchased Makerspace programs for all elementary schools and all have access. The district continues to enhance the program and connect to standards. The growth of the district's TREC program into 4th grade has been a district wide success. The district has been intentional about growing the program one grade level at a time in order to dedicate resources. The intention is to create a well thought out and well implemented program versus simply opening up a rubber-stamped program. The committee is currently planning for the implementation of 3rd grade across the district in the new school year. The TREC program will stay relevant and engaging for our students because we continue to refine the middle school experience. As more experienced elementary students continue to matriculate into the middle school technology electives, our middle school Instructional Technology Resource teachers, Technology technicians, Library Media specialist, Makerspace Teacher Leaders (Action2) and Ed Services will need to continue meeting and refining the TREC program. This speaks to another success, the strong collaboration between elementary and middle schools in the development of the program. There is strong alignment between the vision and the work because of the commitment of the team to collaboration in order to create a strong and effective K-8th TREC Program. Teacher collaboration has also increased. We've had elementary and middle school teachers watch each other's piece of the program so that they can understand the program's trajectory.

The challenge with implementation is consistency of implementation across all classrooms. We continue to provide professional learning opportunities and supports so that students experience the same level of quality instruction. A challenge continues to be the moving from simply using devices to the integration of technology into the classroom in innovative and meaningful ways that support teaching and learning when students are not in the tREC program. The district also understands that it is not enough to simply hand a device to a teacher and to a student. Our Instructional Technology Resource Teachers Library Media Specialist, and Computer Technicians (Action2), have been working closely with both site and district administrators to support professional development as well as planning for meaningful support and integration. An additional challenge is being able to serve all of the students that may be interested in the TREC program at the middle school since the class is an elective. A final challenge continue to transform libraries to keep pace with TREC program

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.

The material difference was with Action 1. So many new devices were purchased last school year, there was a decrease in need for the current school year. All elementary sites have open Makerspaces and replenishment costs were reduced. There was a material difference in Action 2 due to salary increases.

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

All Tk-8th grade students are participating in our one-to-one Chromebook program and 4-8th grade in our new TREC Program (Action 1). Our Instructional Technology Resource Teachers and Library Media Specialist continued supporting the enhancement of the TREC program (Action2) to specifically focus on the needs of our low income students. The elective classes in 6th grade are now implementing a program that is standards based and intentionally builds up in complexity into 7th and 8th grade and connects to 5th grade connecting a strong supply of students. 92% of 5th grade and 86% of Sixth grade students participating in the district TREC program were low income students and refinements to the program continue to be planned and implemented in order to meet the needs of our low income students. Our planned implementation has been effective. Our 4-8th grade teachers are implementing the program as planned and see the value of making time for this student learning experience that our low income students would not otherwise afford to participate in. The collaboration has been a critical component in making the program effective across all 8 sites.

For the new school year, sites will not continue with providing a second device at home. Sites have transitioned 4-5th grade with training and supports for taking devices to and from school. The transition will be gradual over the next three years onto one device at home to support 21st learning as well as instructional work.

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.

Action 1 “The Technology and Material and Resources” Action has been changed to “STEM Opportunities” in order to capture the vision of the TREC program.

Action 5 from Goal 1 was moved to Goal 4. The district has been building out its STEM program (known as TREC) and would like to add the Arts piece to that work. Much discussion and collaboration will be needed in the next couple of years in order to cohesively. In addition, stakeholder found that the supports provided with the additional hours for our library clerks was not as effective as they had hoped. Collaboration between the library clerks, Ed Services, Instructional Technology Resource Teachers, and Library Media Specialist will outline enhancements that will improve how our libraries provide additional services to our low income students around STEAM opportunities.

There will be a change to how we monitor the effectiveness of the growing TREC program as it continues to evolve and be supported by the Instructional Technology Resource Teachers, Makerspace Teacher Leaders, and Library Media Specialist as well as site Libraries.

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
Lawndale Elementary	Lety Varela Director of Teaching and Learning	lety_varela@lawndalesd.net 3109731300

Plan Summary 2024-2025

General Information

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

Lawndale Elementary School District (LESD) continuously works to improve practices and processes in order to realize our district vision: “Champions for Equity & Access for All”. Lawndale is a place of learning where ALL actively practice “continuous improvement”. The expectation for parents, students, staff, teachers, and administration is to effectively collaborate to get better at what we are doing year after year.

Lawndale is located in the Los Angeles County and serves students from preschool through grade eight. All six elementary schools serve Transitional Kindergarten (TK) through 5th grade: William Anderson (enrolling 605 students), William Green (enrolling 528 students), Billy Mitchell (enrolling 470 students), Franklin D. Roosevelt (enrolling 437 students), Lucille J. Smith (enrolling 351 students), and Mark Twain (enrolling 566 students). We serve our families with full day TK and Kinder programs at all of our elementary schools. Our state preschool program provides sessions at several of our elementary schools serving over 200 students. Jane Addams Middle School (enrolling 694 students) and Will Rogers Middle School (enrolling 809 students) serve students in the 6th, 7th, and 8th grades.

Of our 4,748 pupils, 72% are Latino, 10% African American, and 6% White. Our English Learners make up 26% of the population and 79% of our students receive Free or Reduced lunch meals. The district continues to experience declining enrollment as families continue to leave out of the city and out of state due to the rising cost of living. LESD proudly boasts a diverse student population with approximately 50% of students arriving at school with exposure to another language in the home. The most common home languages include: Spanish, Vietnamese, and Arabic. To capitalize on this asset, Mark Twain and Mitchell Elementary Schools support a Dual Immersion Spanish program. Students in that program matriculate to Will Rogers Middle School to expand their mastery of literacy in both English and Spanish.

Reflections: Annual Performance

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

A district wide success was the implementation of the instructional updates to our elementary Benchmark Advance. We provided updated material and professional learning opportunities to support the updates to the writing program, phonics instruction and updated student text. Our local data indicates that our TK-2nd grade students continue to make progress towards end-of-year targets.

The district was also successful at gathering a large group of teachers to review, pilot, and recommend a new district math curriculum that included updated research based practices and problem tasks that were more relevant to our students. Professional development focused on teachers learning the online platform, program components, and instructional resources. Our local data indicates that our Tk-2 students continue to make progress towards end-of-year targets.

To continue supporting increased student outcomes in Language Arts and Mathematics, the district was successful in launching improvements with how we work together.

District and site administrators participated in the Professional Learning Communities (PLC) at Work Institute through Solution Tree. As a district we have built-in structures for teacher and administration collaboration and we've begun to intentionally refine how we engage so that the work remains focused on student learning and results oriented.

Our English Learners continue to make progress on the English Learner Progress Indicator (ELPI). The Dashboard indicates that 48.4% of our English Learners made progress towards English language proficiency. Of the 900 English Learners, 2.6% maintained an ELPI Level 4 which was similar to the prior year. We also had 45.8% of EL students progress at least one ELPI level. To continue making progress, we will continue with the focus on academic discussions specifically through mathematics.

Challenge: LESD has important areas to make progress in. LESD was identified for Differentiated Assistance based on 2023 California Dashboard lowest performance ratings for suspension rates for our Foster Youth (Priority 6) as well as Chronic Absenteeism rates for our Foster Youth and African American (AA) (Priority 5) students. As a District, CDE Dashboard indicates improvement in Chronic Absenteeism for All students (Foster Youth, African American students, Filipino, white, and students with multiple races). More specifically, our sites will need to plan, support, and monitor the following:

Twain: English Learner Progress Indicator (ELPI) rate, Chronic Absenteeism for African American, students with disabilities, and Low Income students, and English Language Arts academic performance for students with disabilities

Anderson: Chronic Absenteeism for our African American students

FDR: Suspension rates for students with disabilities and African American students as well as Chronic Absenteeism for African American students

Mitchell: Chronic Absenteeism for our English Learners

Smith: Chronic Absenteeism for our African American students and students with disabilities

Green: Chronic Absenteeism for All students (Low Income, Hispanic, students with disabilities)

Addams: Chronic Absenteeism for All students (Low Income, Hispanic, English Learners, African American)

Rogers: Chronic Absenteeism for All students (Low Income, Hispanic, English Learners, African American, Students with disabilities)

Reflections: Technical Assistance

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

LESD has important areas to make progress in. LESD was identified for Differentiated Assistance based on 2023 California Dashboard lowest performance ratings for suspension rates for our Foster Youth (Priority 6) as well as Chronic Absenteeism rates for our Foster Youth and African American (AA) (Priority 5) students. More specifically, our sites will need to plan, support, and monitor the following:

Twain: English Learner Progress Indicator (ELPI) rate, Chronic Absenteeism for African American, students with disabilities, and Low Income students, and English Language Arts academic performance for students with disabilities

Anderson: Chronic Absenteeism for our African American students

FDR: Suspension rates for students with disabilities and African American students as well as Chronic Absenteeism for African American students

Mitchell: Chronic Absenteeism for our English Learners

Smith: Chronic Absenteeism for our African American students and students with disabilities

Green: Chronic Absenteeism for All students (Low Income, Hispanic, students with disabilities)

Addams: Chronic Absenteeism for All students (Low Income, Hispanic, English Learners, African American)

Rogers: Chronic Absenteeism for All students (Low Income, Hispanic, English Learners, African American, Students with disabilities)

LESD Chronic Absenteeism and Suspensions for our Foster Youth is an area of improvement based on Dashboard Data. The district is taking the following steps in order to address Chronic Absenteeism specifically for our Foster Youth:

- * Site PBIS teams will continue analyzing attendance data and creating plans to address challenges
- * The expansion of Saturday School will continue to communicate to families the importance of participating in class on a daily basis
- * School sites are contacting parents consistently and regularly to address daily absences.
- * Attendance clerks will work closely with Social Workers, Counselors, and Director of Student Support Services to continue supporting students and parents with attendance issues by addressing medical, social, and or emotional related concerns.
- * School sites will continue to promote positive attendance via Positive Behavior Intervention Supports and implementation of Tier 1 and Tier 2 strategies
- * The district continues to implement its SART and SARB process in order to continue monitoring and holding all stakeholders accountable for student attendance.
- * The district will periodically meet with sites in order to monitor attendance
- * District and site monthly administration meetings will periodically monitor attendance data

The district is taking the following steps in order to address Suspensions specifically for our Foster Youth:

- * The district is working on a new data management system that can facilitate reporting on important student indicators like attendance, behavior as well as academics in order to more easily monitor students that may be struggling and at risk
- * The district is continuing to implement and integrate five Registered Behavior Technician (RBTs) to collaborate with Social Workers and district behaviorist in order to continue supporting and preventing the escalation of behavior
- * There is a stronger collaboration between Student Support Services and Ed Services which has led to a stronger collaboration between Social Workers and the district Behaviorist. This collaboration has continued to support not only attendance but behavior and social emotional learning.
- * Increased inclusion opportunities at our middle schools continue to create strong core instructional programs. These collaborations will continue into the new school year in order to continue increasing attendance while reducing behaviors and social emotional concerns.

Summary of the work with LACOE: The District collaborated with LACOE (Kelly Castillo) to review the purpose for the collaboration, review District focus areas and problems of practice as well as systems of support and next steps. The team reviewed progress in focus areas and explored district collaborative opportunities and LACOE resources and supports. The team worked collaboratively through a Plan, Act, Study process in order to work through the areas needing improvement.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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, special education teachers, principals, administrators, parents, and other school personnel (classified Office Manager, classified preschool teacher, Director of Accounting), bargaining Units	Teachers, special education teachers, principals, administrators, classified staff, parents Process for Engagement: The LCAP Advisory Committee met in January, February, March, April, and May to develop the 2024-25 LCAP. The committee spent time evaluating actions for effectiveness through the examination of action data, research, and status of implementation. The committee looked at research from John Hattie in order to determine actions that “Worked”, “Worked Better”, and “Worked Best”. The teams spent time discussing the implementation, the data, and the research and prioritized actions for the new school year. Through their examination they left feedback on improvements to supports we provide through the Wellness Program, more say in the Arts program and in the supports Library Clerks provide to our low income students.
All certificated and classified staff	Our certificated and classified staff had the opportunity to give feedback on the LCAP goals and actions through a district survey. Staff had the opportunity to speak to the actions and report what was working well for students in order to continue providing and enhancing those supports. Staff also had the opportunity to offer additional ways that our students can be successful and meet the expectations under each LCAP goal.
All parents	Parents participate in several surveys scheduled throughout the school year in order to collect a variety of data regarding parent perceptions on academics, engagement, social emotional supports, behavior, climate, staffing, and technology. Parents had the opportunity to rate LCAP actions and share needs as well as what we were doing well that needed to be kept and enhanced.
SELPA	The district met in March and discussed current actions that supported English Learners and SES students that were also receiving Special Education services. The SELPA director was consulted on the LCAP with regards to students with disabilities.
General Public	The members of the public were notified of the opportunity to submit written comments regarding actions and expenditures in the LCAP on June 6th. This was publicized through the district website with a link to submit comments. At the June 6th, 2024 board meeting, a public hearing was held for public comments regarding the LCAP actions and expenditures. The LCAP and budget were adopted by the board at the June 27th, 2024 board meeting. On June 27, 2024, the Local Indicators were presented at the same meeting in which the LCAP and the budget were adopted.
Middle School Student Leadership	Process for Engagement: Our teacher leader met with our middle school Student Leadership Teams and engaged them in a conversation regarding support for students through the LCAP. Our teacher leader prepared Google Slides in order to facilitate sharing of the draft LCAP actions. They explained actions, asked and answered questions, and collected student thinking through a survey. Students also had the opportunity to indicate through a survey what supports they found more valuable from this current school year as well as their level of interest in some of the LCAP actions that specifically applied to middle school.
Parent Advisory Committees	The District Parent Advisory Committee (DPAC) and the District English Learner Parent Advisory Committee (DELAC) participated in the draft LCAP presentation on May 22, 2024. The superintendent responded in writing on June 5th to any comments from the district parent advisory or district English learner advisory committees prior to submitting the LCAP to the local board for adoption.
Bargaining Units	The Assistant Superintendent of Educational Services met with both Classified and Certificated bargaining units for an LCAP presentation and discussion on May 22, 2024.
District and site administrators	Administrators met, which includes Directors, Coordinators, principals, and assistant principals also had the opportunity to give input on the draft LCAP. This conversation prepared site administrators to share the LCAP to School Site Councils for additional comments.

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

The LCAP Advisory Committee shared their prioritization of actions for our unduplicated pupils which indicated which actions they believed “Worked Best”, “Worked Better”, “Worked” for students. This prioritization influenced the LCAP and as a result, actions within the LCAP were moved, modified, or eliminated. They also recommended that we specifically make improvements to the elementary and middle school arts program. This LCAP action will continue to change as a team begins to study more deeply how to refine the action along with implementation and effectiveness. The LCAP action was modified to emphasize the integration of arts into our STEM program known as Technology Robotics Engineering Coding (TREC) program. The same recommendation was made regarding needing improvements to the supports our Library Clerks offer with additional hours to our students during the day in relation to the STEM opportunities. We will be scheduling followup meetings in order to discuss needs and plan for improvements. This LCAP action will continue to change as the team continues to study more deeply how to refine the action along with implementation and effectiveness. The LCAP action was already modified to include a stronger emphasis on supporting STEM opportunities for our low income students. After sharing the draft LCAP with both site and district administrators, they gave similar feedback regarding these two actions. They are interested in opening up a discussion on how to update and improve both the elementary and middle school arts program. We will include admin in a conversation both on refinements to the art program as well as refinements to the function of our school libraries. These conversations will impact the implementation of these actions.

Parent surveys overwhelmingly communicated support for the actions provided through the LCAP. There were several trends noted. Parents want schools to continue providing a variety of workshops in math and reading that are very hands-on and interactive. The Community Liaison action and Supports for Learning action will reflect this feedback. Parents want us to continue providing technology, coding, and STEM learning opportunities for students and so the LCAP will reflect opportunities for our low income third graders to participate in the TREC program. More math instruction and more math supports was an additional trend. In the LCAP we will include a focus on mathematics across the district and make sure that parents are included in the learning.

The staff survey reported many positives which supports our LCAP Actions. There were concerns around elementary social studies and science material needing to be updated. The district organized an Adoption Committee to begin looking at updated content curriculum and is approaching the pilot phase. The district hopes to recommend for science adoption towards the end of the new school year. In the meantime, the district will continue to provide supplementary materials under Goal 1 Action 2 to address the needs of our low income students. There was a strong trend in the value that our Teacher Leaders provide around instruction, curriculum support, interventions, and assessments. We will continue to work with Teacher Leaders in addressing student and teacher needs so that we continue to see growth in reading and especially in mathematics for our low income students, English Learners (EL), and Long Term English Learners (LTELs).

As a result of the conversations with middle school students, we will continue to collaborate and think through how we keep providing access to students wanting to participate in the TREC program and include those improvements in the LCAP. We need to think about how to provide access during lunch time and during scheduled library time. We also need to think about how to attract more girls in the program.

Our district parent advisory committees asked many questions as they worked to understand the draft 2024-25 LCAP goals and actions. Per their feedback, the PBIS action in Goal 2, the TREC action in Goal 4, as well as the Chronic Absenteeism and LTEL Action call for a team to look more closely at unduplicated student needs in order to better plan for implementation, progress monitoring, and measuring effectiveness.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase academic achievement: Ensure all students learn through access to high qualify actions and services that increase academic achievement and civic, career, and college readiness.	Broad Goal
State priorities address by this goal.		

An explanation of why the LEA has developed this goal.

All stakeholders agree that our schools' primary purpose is to ensure that ALL of our students increase academic achievement as they move from one grade to the next. These actions focus on supporting teachers with strong standards based instruction, supplemental material, collaboration and supports by our teacher leaders resulting in increased student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Distance from standard on ELA SBAC (Priority 4)	2022-23 All: 9.6 below standard LI: 14.4 below standard EL: 35.9 below standard			2025-26 All: 6.6 below standard LI: 11.4 below standard EL: 29.9 below standard	
2	Distance from standard on Math SBAC (Priority 4)	2022-23 All: 42.7 below standard LI: 47 below standard EL: 64.4 below standard			2025-26 All: 36.7 below standard LI: 41 below standard EL: 58.4 below standard	
3	Percent of 8th Gr students Met or Exceeded on CAST (Priority 4)	2022-23 All: 31.3% LI: 31.2% EL: 0%			2025-26 All: 37.3% LI: 37.2% EL: 6%	
4	Percent of sites meeting Basic services (Priority 1) Source: CTC, SARC	2023-24 Textbooks: 100% Facilities: Good Condition Not fully Credentialed: 3 Not Appropriately Assigned: 0			2026-27 Textbooks: 100% Facilities: Good Condition Not fully Credentialed: 0 Not Appropriately Assigned: 0	
5	Reduce Suspension Rates (Priority 6) Source: CA Dashboard	2022-23 All: 2.1% LI: 2.2% EL: 2.1% AA: 3.9% SWD: 2.7% Foster: 7.3%			2025-26 All: .6% LI: .7% EL: .6% AA: 2.4% SWD: 1.2% Foster: 5.8%	

6	Participation in Content Specific Professional Development (Priority 2) Source: District/site PD Calendars	2023-24 All Elementary teachers: Math PD: 4 Language Arts PD: 4 MS Department: Math PD: 3 Science PD: 7			2023-24 All Elementary teachers: Math PD: 4 Language Arts PD: 2 Science PD: 2 MS Department: Math PD: 7 Science PD: 4 Language Arts PD: 4	
7	Percent proficient on K-8 Reading i-Ready assessment (Priority 4)	2023-24 Kinder: All:61% LI:60% First: All:42% LI:38% Second: All:45% LI:41% Third: All:56% LI:55% Fourth: All:37% LI:33% Fifth: All:36% LI:33% Sixth: All:32% LI:32% Seventh: All:36% LI:33% Eighth: All:32% LI:31%			2026-27 Kinder: All:67% LI:66% First: All:48% LI:43% Second: All:51% LI:47% Third: All:62% LI:61% Fourth: All:43% LI:39% Fifth: All:42% LI:39% Sixth: All:38% LI:38% Seventh: All:42% LI:39% Eighth: All:38% LI:37%	
8	Percent proficient on K-8 Math i-Ready assessment (Priority 4)	2023-24 Kinder: All:44% LI:42% First: All:27% LI:24% Second: All:24% LI:22% Third: All:30% LI:26% Fourth: All:39% LI:34% Fifth: All:36% LI:33% Sixth: All:35% LI:35% Seventh: All:24% LI:22% Eighth: All:20% LI:19%			2026-27 Kinder: All:47% LI:45% First: All:30% LI:27% Second: All:27% LI:22% Third: All:33% LI:29% Fourth: All:42% LI:37% Fifth: All:39% LI:36% Sixth: All:38% LI:38% Seventh: All:27% LI:25% Eighth: All:23% LI:22%	
9	Percent of ELs that Reclassify (Priority 4) Source: Local calculation Percent as of June 30	2022-23 16%			2025-26 19%	

10	Percent of EL students demonstrating growth of a minimum of 50 scale scores on ELPAC (Priority 4)	2023-24 24%			2026-27 30%	
11	Percent proficient on Reading i-Ready K-8 Reading assessment (Priority 4, 8)	2023-24 EL: 22% LTEL: 5% SWD: 16%			2026-27 EL: 28% LTEL: 11% SWD: 22%	
12	Percent proficient on i-Ready K-8 Math assessment (Priority 4,8)	2023-24 ALL: 31% LI: 29% EL: 18%			2026-27 ALL: 34% LI: 32% EL: 21%	

Goal Analysis for 2024-2025

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	The following actions will take place through a variety of professional learning setting: Site administrators, at the beginning of the school year, will analyze SBAC data using the modified Atlas Protocol in order to determine instructional implications for the new school year. Teacher leaders and district TOSA, at the beginning of the school year, will analyze SBAC data using the modified Atlas Protocol in order to determine low income student needs and specifically the needs of our EL students in order to determine professional development for the school year. Our Learning Center teachers participate in both professional learning opportunities through the Special Education Department as well as opportunities provided for our general education teachers in language arts in order to support specifically our students with disabilities at Twain elementary since they are Red on the Dashboard. Teacher leaders and district TOSA will target standards based instruction and strong Tier1 instruction through monthly math PD in order for teachers to use the program with intentionality as they plan and teach keeping our EL students in mind. Additional asynchronous opportunities for language arts standards based professional learning will be provided by teacher leaders in order to continue supporting strong Tier 1 instruction and identified student needs. Middle School administrators will support department collaboration needed to specifically target the needs of ELs and plan for differentiation and small group supports. Elementary teachers in the science/social studies committee will continue to learn about the NGSS and social studies standards. Teachers will collaborate on the integration of language arts and science as well as language arts and social studies in order to make instruction more connected, integrated, and relevant for students across the different disciplines. Classified staff that work directly with students as paraprofessionals will receive professional development opportunities in mathematics in order to support targeted EL student needs. Students benefit from small group support and paraprofessionals will be trained in order to provide more effective intervention to our unduplicated pupils before, afterschool, and during strategic times during the day alongside classroom teachers. Sites will build from the district professional learning and provide specific support for English learner and low income students with additional collaboration, professional learning, material and interventions. Provide professional development for our classified staff on different tiered strategies to support behavior management before, during and after school in order to reduce at risk behavior and suspensions that severely impact student achievement.	\$736,675.00	Yes

		Provide professional development for our staff on de-escalation strategies in order to reduce at risk behavior and suspensions.		
2	Supplemental Instructional Program Material	Instructional material, resources, and supplies will be purchased for classroom teachers to supplement the adopted textbooks that will address gaps for our LI students. Supplemental material to support the needs of our LI students will be critical since conventional textbooks and interventions have not fully addressed the range of needs between the different proficiency levels. Needs are identified after an analysis of student local and state data in the beginning and throughout the school year. A variety of instructional material for interventions is needed in order to meet the different needs of our LI students. There is no “one-size-fits-all” approach and our teacher leaders and intervention aides need to be able to access a variety of vetted programs and material that best fit individual students. Teachers are implementing small groups in reading and mathematics in order to close gaps. District will purchase differentiated and targeted resources specifically for our LI students that traditional textbooks don’t provide. Teachers need a variety of tools in order to find resources that students respond to. Software licenses that differentiate and meet students where they are academically are needed in order to continue accelerating progress both at home and school. LESD enrolls students speaking a variety of different languages from different cultures and it’s important that district purchases have a variety of texts and material that reflects, reinforces, and values student diversity. District will purchase a variety of bilingual resources in order to provide support in both English and Spanish for our bilingual low income students.	\$656,200.00	Yes
3	Support for Teaching and Learning	Teacher leaders and site admin will focus on improving math, language arts and science standards-based instruction by supporting teachers with the updates to the language arts program and newly adopted math curriculum with a focus on primary grades building a strong foundation. We have updated curriculum but teachers and teacher leaders need to continue thinking and collaborating on identifying the specific needs by our EL and LTEL students and planning for those needs using the adopted curriculum. The scaffolding, intervening, and differentiation of the core instructional programs in ELA, ELD, and Math for English Learners will be led through the support of our Teacher Leaders and Ed Services. Teacher leaders and site admin will support grade level and departments to annually review and revise curriculum maps to ensure that teachers are planning for the intentional use of the adopted curriculum. An important part of the work of our Teacher Leaders will include improvements to our integrated and designated ELD supports. We will focus on key ELD standards to integrate. Sites will target EL performance in order to increase reclassification and decrease the number of LTELs at the middle school. An important part of the work of our Teacher Leaders will include improvements to our formative assessment practices that help target the needs of our English Learners. Teachers will work to build more check-ins that help drive instruction. The teacher leaders' work will include closely monitoring student data in order to strategically co-plan lessons, model lessons, observe teachers, offer feedback, deliver job-embedded professional development, as well as facilitate and participate in grade level collaboration meetings in order to appropriately serve the needs of our unduplicated pupils. Teacher leaders and site admin will collaborate with teachers to analyze trimester data in order to carefully progress monitor EL student performance. Our ELIRTs will implement a new language IAB to specifically monitor EL and LTEL student progress.	\$4,613,045.00	Yes

		An analysis of our data indicates that we need to significantly improve vocabulary development. Our LAS will create supports for teachers during language arts and math. Our elementary Teacher Leaders and site admin will support implementation of the updated elementary ELD program. Teacher leaders are core members of site RTI committees where staff consider all academic and non academic factors impacting students growth. RTI groups will have a strong focus on identifying barriers and addressing needs that lead to Chronic Absenteeism. Teacher leaders will coordinate interventions and prioritize the needs of our EL and LTEL students. Teacher leaders and site admin will focus on unpacking the needs of our EL and LTEL students during the RTI process. All Teacher Leaders, including our Math Teacher Leaders, understand that math standards and math proficiency can't be reached if we don't acknowledge and address the role of literacy and language in the learning of mathematics. There will be more intentional partnering of our Math Teacher Leaders and Language Arts Specialists to support the literacy and comprehension pieces that impact math performance. There will be more intentional partnering between our Math Teacher Leader and English Learner Teacher Leaders so that the language part of math can be fully supported. Teacher leaders will involve parents in math learning with the new curriculum.		
4	Structured Collaboration provided through PE	Weekly structured collaboration time for all TK-5th grade teachers is possible because of the robust standards based elementary PE program. The district will continue to partner with the Creating Opportunities for Physical Activity (COPA) program at each elementary school through a partnership with Little Company of Mary Hospital that provides PE instructors. These PE instructors partner with our elementary PE teachers and PE aides in order to pull out entire grade levels at a time to allow for grade level collaboration. The additional elementary PE teachers, PE aides, adaptive PE, and COPA instructors, not only provide the much needed standards-based physical education needed to address health and obesity issues among our low income families, it will provide elementary teachers with valuable grade level collaboration time to plan for the needs of our low income and EL students and plan for small group work. Teacher leaders and site admin can continue supporting strong Tier 1 instruction and interventions after school by providing additional collaboration time in order to support small group instruction, interventions, or classroom instruction. The district is in the early stages of Professional Learning Communities (PLCs) implementation. District and site administrators and Teacher Leaders need to continue with training through Solution Tree in order to continue improving elementary collaboration time. The district is in the early stages of Professional Learning Communities (PLCs) implementation. District and elementary site administrators and Teacher Leaders need to continue rethinking, reshaping our current structured collaboration time by working on the 4 PLC questions. Teacher leaders and administrators will use embedded elementary collaboration time to meet with entire grade level teams and collaborate around the specific needs of our low income students. Professional learning communities will focus on academic data when analyzing student progress and will now analyze attendance data on a regular basis. The drop in our local math scores requires strong support by our teacher leaders in order to provide the teaching and learning experiences our low income students and English Learners need. Teachers will collaborate with teacher leaders on internalizing chapter goals and strategically planning the instruction.	\$1,748,890.00	Yes
5	State Testing	Sites will receive support on all state testing in order to meet the participation rate as well as standardized testing procedures	\$52,500.00	No

6	Staffing	District will staff sites with the needed certificated staff and classified staff based on student enrollment.	\$63,733,670.00	No
---	----------	--	-----------------	----

Goal

Goal #	Description	Type of Goal
2	Ensure Access & Equity: Provide high quality actions and services that eliminate barriers to student access to required and desired areas of study	Broad Goal

State priorities address by this goal.

7, 4

An explanation of why the LEA has developed this goal.

Our primary role is to make sure that ALL students succeed and so we need to ensure access and equity for all of our students. Having district wide programs and district wide practices that our sites support like UPK supports for our lower grades, foster youth and homeless supports, as well as the supports for our dual immersion low income students, access and equity can be targeted and provided leading to increased achievement as measured by our local and state data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percent of students proficient in phonics (Priority 4)	2023-24 TK T2 Letter Sound All:65% LI:66% Kinder T2 Decode All:52% LI:53% First Gr T2 Decode All:65% LI:63% Second Gr T2 Fluency All:48% LI:48%			2026-27 TK T2 Letter Sound All:68% LI:%69 Kinder T2 Decode All:58% LI:%59 First Gr T2 Decode All:70% LI:%68 Second Gr T2 Fluency All:51% LI:%51	

2	Percent of students proficient in math (Priority 4)	2023-24 TK T2 Math Overall All:80% LI:%76 Kinder T2 Word Problem All:70% LI:67% First Gr T2 Word Problem All:65% LI:63% Second Gr T2 Word Problem All:63% LI:61% Third Gr T2 Word Problem All:36% LI:35%			2026-27 TK T2 Math Overall All:82% LI:78% Kinder T2 Word Problem All:73% LI:70% First Gr T2 Word Problem All:68% LI:66% Second Gr T2 Word Problem All:66% LI:64% Third Gr T2 Word Problem All:39% LI:38%	
3	Percent of DI students proficient on ELA SBAC and California Spanish Assessment (CSA) test (Priority 4)	2022-23 4th DI ELA SBAC: 51% 4th DI ELA SBAC LI: 47% 4th DI CSA: 450.6 SS 4th DI CSA LI: 450.8 SS			2025-26 4th DI ELA SBAC: 56% 4th DI ELA SBAC LI: 53% 4th DI CSA: 456.6 SS 4th DI CSA LI: 456.8 SS	
4	i-Ready Percent meeting typical growth in Math	2023-24 K: 17% LI:20% 1st:38% LI:37% 2nd:36% LI:35% 3rd:40% LI:38% 4th:40% LI:39% 5th:49% LI:48% 6th:46% LI:47% 7th:46% LI:44% 8th:46% LI:44%			2026-27 K: 23% LI:26% 1st:46% LI:43% 2nd:42% LI:41% 3rd:46% LI:48% 4th:46% LI:49% 5th:55% LI:54% 6th:52% LI:53% 7th:52% LI:50% 8th:52% LI:50%	

5	Percent proficient on i-Ready K-8 Reading assessment (Priority 4)	2023-24 ALL: 41% Foster: 29% Homeless: 32%			2026-27 ALL: 44% Foster: 32% Homeless: 35%	
6	Percent proficient on i-Ready K-8 Math assessment (Priority 4)	2023-24 ALL: 31% Foster: 19% Homeless: 21%			2026-27 ALL: 34% Foster: 22% Homeless: 24%	
7	Implementation of Year 1 PLC (Priority 8) Source: Local PLC rubrics	2023-24 Site PLC teams: 0 PLC qs 1 Implementation: 0 PLC qs 2 Implementation: 0 PLC qs 3 Implementation: 0 PLC qs 4 Implementation: 0			2023-24 Site PLC teams: 8 PLC qs 1 Implementation: 8 PLC qs 2 Implementation: 8 PLC qs 3 Implementation: 8 PLC qs 4 Implementation: 8	

Goal Analysis for 2024-2025

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Universal PreKinder-3rd grade Instructional Supports	Teacher leaders will monitor kinder decoding proficiency in order to return to pre-pandemic levels for our low income students. Teacher leaders will collaborate with lower grade teachers in order to analyze data and plan for small group instruction and centers with the four professional learning community questions at the forefront of the conversation. Teacher leaders will support our Kinder-2nd grade teachers with Tier 2 strategies to support our struggling low income students Teacher leaders will continue to work with teachers to update local assessments and cut points in order to accurately capture student learning TK teachers will receive professional development on purposeful play as we continue to support working with our four year old students Teacher leaders will provide our lower grade paraprofessional training on our math curriculum and specifically on centers work Teacher leaders will support TK-3rd grade class sizes with small group instruction and monitor interventions so that we reach local assessment targets	\$1,194,443.00	Yes
2	Homeless and Foster Youth	Student Support Services, upon student enrollment of Foster Youth and Homeless, will work with sites so that ongoing support by sites can be provided Student Support Services will monitor and support Foster Youth and Homeless students throughout the school year and will keep open lines of communication with families. Students in targeted program like Foster Youth and Homeless will receive a variety of material supports (clothing, shoes, backpacks etc) Students in targeted program like Foster Youth and Homeless will receive transportation support as needed (ex. bus tokens, Uber etc) Students in targeted program like Homeless will receive temporarily housing support (ex. hotel night stay) Teacher leaders and site admin as well as Student Support Services will disaggregate local trimester data in order to monitor student progress	\$4,000.00	Yes
3	Bilingualism and Dual Immersion Expansion	Teacher leaders will monitor K-2 local data proficiency in English and Spanish in order to support teachers with Tier 1 instruction. Teacher leaders, site admin, and Ed Services will continue to identify the needs DI teachers in order to meet the needs of our low income students. Teacher leaders, site admin, and Ed Services will continue to improve services and supports for English learner and low income students struggling in one or both of the languages.	\$1,403,477.00	Yes

		Our low income students are working to produce bilingualism which is a significant advantage that all students don't benefit from.		
4	Site Specific Targeted Instructional Groups	Assistant principals (APs) will lead the new PLC initiative across the district in order to make headway in our math proficiency scores. APs will support successful year 1 implementation of PLCs that will include: APs will co-lead structured collaboration time with teacher leaders in understating the first PLC question related to understanding essential math standards and what proficiency looks like for those standards To support the new initiative, site APs will work closely with math teacher leaders in order to determine where each grade level is at APs will support analyzing iready data, planning next steps with small groups and the MyPath adaptive software Sites will support site specific English learner and low income student needs with targeted extended learning opportunities, additional collaboration and specific intervention support in math In addition, families learned math using traditional practices that don't include math language and math concepts that prevent them from helping students at home. APs along with teacher leaders will support family math nights in order to share essential standards work APs along with teacher leaders will support the development of positive math mindsets since teachers identified that as a barrier for students The assistant principals vigorously support PBIS. Their focus is on creating a culture of learning, shared behaviors, and PBIS related practices to support our low income pupils. Our low income students need strong social emotional supports, a safe learning environment, and adults they can reach out to that can understand when stressful home environments lead to problems with attendance at school as well as impact math proficiency. As a district, our Foster Youth are the unduplicated pupil group that are red on the CA Dashboard in Chronic Absenteeism (30%). Our low income students are orange on the Dashboard with the same Chronic Absenteeism rate. APs will look at attendance through a PBIS lens in order to break from parent beliefs and practices around school attendance that are impacting academics.	\$948,563.00	Yes
5	Targeted Supports for English Learners and LTELs (repeated expenditure, Goal 1, Action 3)	Parents of English Learners receive training on the ELA/ELD curriculum, ELPAC, the reclassification process, English Learner Instructional Resource Teachers (ELIRTs) provide professional development, demonstration lessons, and coaching for teachers on the implementation of designated ELD and integrated ELD support strategies across the curriculum, formative assessments, and intervention for students struggling to attain English proficiency and prevent EL students becoming long term English learners. Middle School administrators will support department collaboration needed to specifically target the needs of ELs and plan for differentiation and small group supports. Classified staff that work directly with students as paraprofessionals will receive professional development opportunities in mathematics in order to support targeted EL student needs. LESD is working to ensure that the district's policies and practices respond to the diverse strengths and needs of English Learners by collaborating with TNTP, a national education non-profit organization, with the goal of developing comprehensive support systems for English Learners. ELIRTs engage in coaching and professional development co-planning with the support of a TNTP coach. TNTP completed an audit of all of LESD's programs and services for ELs, data (ELPAC, SBAC), policies and procedures, and conducted interviews with representatives of all stakeholder groups to get a complete picture of LESD's strengths and areas for growth, and this information is driving the work for both elementary and middle school teams going forward. The focus will be building teacher capacity for increasing rigor in integrated ELD across the curriculum and infusing data collection, analysis, and response into our learning..	\$0.00	Yes

	District will purchase a variety of bilingual resources in order to provide support in both English and Spanish especially for our Newcomer students. Our ELIRTs will implement a new language IAB to specifically monitor EL and LTEL student progress. Our Teacher Leaders, district office, classroom teachers, and site admin will create a committee in order to adopt improved curriculum for our middle school LTEL students Our elementary Teacher Leaders and site admin will support implementation of the updated elementary ELD program. Teachers will work with teacher leaders to analyze ELPAC data and plan for the leveling of EL students across the grades. Sites will support with after school interventions and tutoring specifically for EL and LTEL students.	
--	--	--

Goal

Goal #	Description	Type of Goal
3	Parent and Student Engagement: Ensure all schools have safe, welcoming, healthy and inspiring climates for al students and families, so that all students are behaviorally and academically engaged in school and ready to learn.	Broad Goal

State priorities address by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

In order to increase achievement for all of our students, we have the responsibility of making sure students are safe and have the social and behavioral skills needed to succeed academically. Parents and students need to feel connected to our schools. Providing students with social and emotional supports and improved school conditions supports student perceptions of connectedness and safety. Providing parents with academic engagement supports while increasing parent outreach also builds connectivity between the home and school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase Attendance Rates (Priority 5) Source: local calculation	2023-24 96%			2026-27 97%	
2	Reduce Suspension Rates (Priority 6) Source: CA Dashboard	2022-23 2.1%			2025-26 1%	

3	Reduce Chronic Absenteeism (Priority 5) Source: CA Dashboard	2022-23 30%			2025-26 20%	
4	Maintain Dropout (Priority 5) and Expulsion Rates (Priority 6) Source: CA Dashboard	2022-23 Dropout: 0% Expulsion: 0%			2025-26 Dropout: 0% Expulsion: 0%	
5	Increase percentage of students feeling Safe and Connected CHKS (Priority 6)	2023-24 5th Grade: Feel Safe: 67% Feel Connected: 68% 7th Grade: Feel Safe: 49% Feel Connected: 51%			2026-27 5th Grade: Feel Safe: 70% Feel Connected: 71% 7th Grade: Feel Safe: 52% Feel Connected: 54%	
6	Increase percentage of parents and teachers feeling safe and connected (Priority 6) Source: CA School Staff Survey CA School Parent Survey	2022-23 Feeling Safe: Parents: 37% Teachers: 29% Feeling Connected: Parents: 53% Teachers: 51%			2025-26 Feeling Safe: Parents: 40% Teachers: 32% Feeling Connected: Parents: 56% Teachers: 54%	

7	Parent Input in Decision Making Parent Participation (Priority 3) Source: Local Performance Indicator	2023-24 Opportunities for families to provide input: 3 (Initial Implementation) Families and staff planning together: 3 (Initial Implementation) Creating welcoming environments: 3 (Initial Implementation)			2026-27 Opportunities for families to provide input: 5 (Full implementation and sustainability) Families and staff planning together: 5 (Full implementation and sustainability) Creating welcoming environments: 5 (Full implementation and sustainability)	
---	--	---	--	--	---	--

Goal Analysis for 2024-2025

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Student Engagement Support	Attendance has improved post Pandemic but we still have groups of low income students that struggle attending school on a regular basis and a smaller group are still fearful of getting sick. Site PBIS teams will continue to regularly meet to continue analyzing and monitoring attendance data in order to address Chronic Absenteeism SSS will regularly meet with site Attendance Clerks to support attendance procedures and practices Saturday School will support the academic pieces and more importantly the social and emotional barriers some students are still experiencing when it comes to attending school. Saturday School will continue to target our low income students especially since only about 50% of low income students that we reached out to attended. We need to make sure we are reducing Chronic Absenteeism. Parents with students attending Saturday School will be provided with workshops on the importance of going to school every day Site RTI and MTSS meetings will continue to support SEL and behavior barriers to daily attendance Our Dashboard indicates an increase in suspensions as well as an increase in significant behavior concerns for a few of our low income TK and Kinder students as well as low income middle school students. In some cases behavior has led to suspension for these low income students. We need to continue supporting social emotional learning and providing services through our Social Workers Sites will continue to establish positive school climates and safe environments in order to make sure all of our low income students attend and connect to school. Sites will continue to refine and implement Tier 1, Tier 2 and Tier 3 Attendance practices as well as behavior supports for the three Tiers Sites will continue to implement SART and SARB processes in order to reduce Chronic Absenteeism The district will continue examining data management systems that can support site administrators with flagging of students before attendance and/or behavior issues escalate into Chronic Absenteeism and/or Suspensions.	\$1,713,778.00	Yes
2	Academic Parent Engagement Support	Community Liaisons will continue to work with district and site administration to re-engage parents and participate in both district and site parent meetings and committees Zoom continues to be a tool that supports parent engagement and so the district will continue to hold parent meetings virtually as well as in-person and through Youtube. Continue to build the Family University website so parents have a place to learn if they can't attend meetings. CL will continue to recruit, process, and train parent volunteers Community Liaisons will continue to develop, curate, and post parent training to a variety of social media accounts that are easily accessible to parents to view on their own time. Community Liaisons help to bridge the home-school connection and identify needs by making themselves available for parents. Continue to train our less experienced CLs on how to work with parents. Continue to work on training teachers and site admin on how to work with our families. Collaboration between SSS, CLs, and site administration on common procedures for working with parents, especially when there are challenges	\$535,471.00	Yes

		School sites will continue to work with parents to address barriers to attendance. Sites will work with site attendance clerks to analyze attendance data specifically for our low income students and English learners in order to address Chronic Absenteeism.		
3	Parent Outreach	Community Liaisons will continue to work with district and site administration to re-engage parents and participate in both district and site parent meetings and committees. This will include messaging through the ParentSquare application. Through ParentSquare, we plan to increase public relations, and two-way communication in order to keep our low income families informed, welcomed, involved, and engaged in the decision making processes at school sites as well as events and meetings. Communication will also include a focus on the importance of regular attendance. The Food Wellness initiative will continue reaching out and tailoring to our low income parents resources needed to keep them involved and well informed. In order for our low income families to continue to stay engaged and feel welcomed, we need to continue to provide live translators versus translated words on a slide deck. Live translations have continued to support participation by our low income bilingual families. School sites still provide passive translations of the information to our parents.	\$170,691.00	Yes
4	Additional Student and Parent Supports	Sites will receive support for attendance and monitoring of students during recess and lunch.	\$189,339.00	No
5	School Conditions	School playgrounds and classrooms will be updated and/or maintained in order to provide clean and proper learning environments that are safe and support a strong school culture of learning	\$214,445.00	No
6	Chronic Absenteeism (repeated expenditure, Goal 2, Action 4)	This action will address chronic absenteeism for All students at FDR, Rogers, Anderson, Twain, Green, Addams, Mitchell, and Smith. Our site admin, site social workers, and teachers see the impact of being absent and have an urgency to implement Tiered systems of support to address the array of barriers to attendance by our Chronically absent foster and low income students. Student Support Services will implement regular meetings with attendance clerks to monitor data and update practices. Student Support Services will implement regular attendance with site administrators in order to progress monitor and prevent students from accumulating multiple unnecessary absences. We have a record number of low income Newcomers, most are ELs, that need extra attention and support from our site administration and Teacher Leaders. Our site administrators need to implement the newly created onboarding procedures for Newcomers. Site PBIS teams will continue analyzing attendance data and creating plans to address challenges School sites will continue to promote positive attendance via Positive Behavior Intervention Supports and implementation of Tier 1 and Tier 2 strategies The expansion of Saturday School will continue to communicate to families the importance of participating in class on a daily basis School sites are contacting parents consistently and regularly to address daily absences. Attendance clerks will work closely with Social Workers, Counselors, and Director of Student Support Services to continue supporting students and parents with attendance issues by addressing medical, social, and or emotional related concerns. The district continues to implement its SART and SARB process in order to continue monitoring and holding all stakeholders accountable for student attendance.	\$0.00	Yes
7	Suspensions (repeated expenditure, Goal 3, Action 1)	This action will address suspension for the district FDR. The district is working on a new data management system that can facilitate reporting on important student indicators like attendance, behavior as well as academics in order. To more easily monitor students that may be struggling and at risk.	\$0.00	Yes

	The district is continuing to implement and integrate five Registered Behavior Technician (RBTs) to collaborate with Social Workers and district behaviorist in order to continue. Supporting and preventing the escalation of behavior. There is a stronger collaboration between Student Support Services and Ed Services which has led to a stronger collaboration between Social Workers and the district. Behaviorist. This collaboration has continued to support not only attendance but behavior and social emotional learning. Increased inclusion opportunities at our middle schools continue to create strong core instructional.	
--	--	--

Goal

Goal #	Description	Type of Goal
4	Provide 21st Century Learning Environments: Invest in optimal learning environments that enhance student enhance and ensure safety.	Broad Goal

State priorities address by this goal.

7

An explanation of why the LEA has developed this goal.

Our students require a well balanced and comprehensive educational experience that prepares them for the global world and economy. Providing our students with a standards based STEAM program along with 21st Century Learning Supports will prepare our students for the constantly changing landscape
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase in percent of students participating in TREC Program (Priority 7) Source: Class roster	2023-24 Number of grades participating in TREC: 5			2026-27 Number of grades participating in TREC: 7	
2	Increase in percent of students participating in STEAM activities during Library (Priority 7) Source: Library programming	2023-24 All: 0% K-5th: LI: 0% 6-8th: LI: 0%			2026-27 All: 100% K-5th: LI: 100% 6-8th: LI: 50%	

Goal Analysis for 2024-2025

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	STEAM Opportunities	Our Instructional Technology and Makerspace Teacher Leaders will support our Technology, Robotics, Engineering, and Coding (TREC) Program, devices, and software in order to continue expanding and improving the standards based 2nd-8th grade program. Sites will implement the 3rd grade TREC program in the new school year while Instructional Technology and Makerspace Teacher Leaders and Library Media Specialist collaborate on the planning of 2nd grade expansion. Continue to refine the middle school TREC program as students continue matriculating from the elementary schools more and more skilled as interest by our low income students continues to increase and skills needed change. Site will support growing student interest through additional lunch and after school activities. Continue to create and refine ways to creatively assess student learning and student needs in	\$1,796,104.00	Yes

		order to adjust and continue developing the program. Teacher leaders will continue to support 21st century learning for our parents and Community Liaisons. Teacher leaders will work with PS Arts and Arts Coordinator in order to build into the still developing TREC program integrated Arts instruction for our low income students by professional artists that know how to incorporate the arts in meaningful ways into curriculum.		
2	21st Century Learning Supports	Elementary libraries will begin to provide bimonthly class visits to the library that will now include STEAM programming activities 1 x per month Elementary libraries will provide browse & borrow and additional STEAM activities during recess Middle School libraries will provide browse & borrow and additional STEAM opportunities during lunch Middle school libraries will provide bimonthly ELD class visits to the library and language support will be provided through STEAM activities with support from teacher leaders and the library clerk	\$309,200.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$16,039,537.00	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.66%	0.00%		34.66%

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 #(s)	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
Goal 1 Action 1	Overall, on the LA SBAC, our 3-8th grade students are 9.6 points below standard. Our LI students are 14.4 points below standard. Even though the gap is not large, the 5 point gap needs to be maintained as we continue to push to the standard met line. Our ELs are 35.9 points below standard and it is clear we continue to struggle to address their needs. Overall, on the Math SBAC, our 3-8th grade students are 42.7 points below standard. Our LI students are 47 points below standard. Even though the gap is not large, the 5 point gap needs to be maintained as we continue to push to the standard met line in mathematics. Our ELs are 64.6 points below standard and it is clear we continue to struggle to address their needs in math more so than in language arts. Professional development for our teachers is needed in order to continue working on rigorous Tier I instruction as well as practices for addressing student gaps. In addition, stakeholders have indicated a need for professional development for both certificated and classified staff by district office and sites on behavior supports to address suspension rates specifically for our special education students, foster youth, and African American students since suspension rates negatively impact academic achievement.	Our low income students continue to have literacy and math gaps and the literacy gaps, due to less exposure to educational experiences outside the home, is even more pronounced for our English Learners Our low income students and English Learners have literacy gaps that need to be addressed through more professional learning for our staff that will also support literacy and math proficiency for all students including foster, African American, and special education students	1.1, 1.2, 1.3, 1.5, 1.6

Goal 2 Action 1	Half day TK and Kinder is not enough time for the needs of our low income students to be met. Kinder needs a full day in order to continue providing our low income students access to a comprehensive instructional program. Full day kinder and its lower class sizes provide the time for students to participate in physical activity twice a week, social studies and science instruction, social skills work, arts instruction year round, and STEM activities in our Makerspace classrooms. On our local math assessments 55% of low income students are proficient compared to 66% proficiency for non-low income students. We need full day programs where we can continue to provide whole group instruction, small group instruction as well as interventions during the school day in mathematics for the early grades in order to build a strong literacy and math foundation and strong content knowledge. Per our parent survey, our low income families prefer full day TK and Kinder because it allows their students access to all content areas and more instructional opportunities.	TK and Kinder low income students don't have the financial resources to provide additional instructional experiences if school programming ended for TK/Kinder students at noon. Providing full day TK and Kinder for our low income students provides a full day of instructional programming that also benefits all TK and Kinder students at all elementary schools.	2.1 2.2
-----------------	---	--	------------

Goal 2 Action 3	Our low income families see the value in knowing two languages. They hold the value that being bilingual is an asset that needs to be cultivated and see it as an advantage for their students. Low income students in the program are performing similarly to low income students that are not in the program. We want to continue supporting achievement in this program so that students can become bilingual and biliterate. English Learner families see the need of maintaining their home language and culture while acquiring English. English Learners in the DLI program have the advantage of developing high academic levels of Spanish across the content areas. English Learners who participate in the program are more likely to succeed in school than if they attend mainstream English classes (Lindholm-Leary, 2009). Families have reported a reluctance to use their native language with a child who will enter English mainstream instruction, but take pride in teaching their child Spanish when their child will enter Dual Immersion. This results in students entering school with stronger L1 linguistic abilities that support literacy and biliteracy development. Many families across the district continue to request and support bilingualism at our schools and want to see the program continue as reflected in parent surveys. Families of English learner students can best support language and learning at home in their primary language of Spanish. Our EL families, through participation in site ELAC and district wide DELAC, as well as attendance at conferences such as CABE, are seeing the benefits of bilingualism and are asking for more opportunities to develop academic proficiency in their home language as well as English.	Our low income families don't have the resources to afford outside schooling and/or tutoring in order to become fully bilingual and biliterate. Having one dual immersion school on the east side of the district was limiting for low income families living on the west side because they could not travel to the other school. Expansion at Twain and Mitchell has allowed for all interested families in biliteracy and bilingualism to choose dual immersion education. Before the expansion, some EL and low income students were excluded from this advantage. Expanding the program at two sites fosters bilingualism and the value of diversity and cultures which benefits all students at those sites.	2.3
-----------------	---	---	-----

Goal 2 Action 4	Proficiency in math significantly trails proficiency in language arts and even though there has been progress, the gains have been small. We have over 60% of our 5th graders not proficient in math that will soon matriculate into our middle schools. Classroom attendance is important, especially for the chronically absent, but the lack of math understanding and math mindsets, are negatively impacting math performance. In addition, families learned math using traditional practices that don't include math language and math concepts that prevent them from helping students at home. Our teachers have indicated supports needed in order to improve math instruction and the implementation of professional learning communities by our assistant principals will support focused conversations centered on student data. Teachers reported a strong need in developing student math mindsets for the new school year.	Our low income families lack awareness and significance of attending school every day and the cumulative impact it has on academics. Our low income families don't have the resources to provide the early experiences that are an advantage to students when beginning school. Closely monitoring attendance and chronic absenteeism will also support attendance as well as more time in the classroom improving math proficiency for our low income and foster students as well as for all students.	2.4 2.5
Goal 4 Action 1	The district needs to provide this additional program to our low income students who don't have the opportunity to engage with professional artists, engineers, etc and bring these professionals to our schools and provide interactive learning opportunities for our low income students. Our low income students need a well balanced education program to participate in order to support learning and engagement. Parent survey data continues to show that our Low Income families believe that our students need a comprehensive educational program that includes technology, coding, and robotics learning opportunities. In addition, an upper grade student survey indicates that students see the value for themselves in participating in technology, robotics, and coding programs for their future.	Low income students don't have the opportunity to participate in Art or STEAM programs/camps outside of the regular school day especially during the summer. Providing our low income students with opportunities to work with professional artists and develop coding and engineering skills will support them in the future and will also benefit all students.	4.1

Goal 4 Action 2	53% of responses were by low income families. Parent survey data continues to show that our Low Income families believe that our students need a comprehensive educational program that includes technology, coding, and robotics learning opportunities. 84% of responses were by low income students. Upper grade student survey indicates that students are interested and see the value for themselves in participating in technology, robotics, and coding programs for their future.	Low income students don't have the opportunity to participate in STEAM programs/camps outside of the regular school day. Providing our low income students with opportunities to develop coding, robotis, and engineering skills will support them in the future and will also benefit all students.	4.2
Goal 1 Action 2	Teachers analyze LA and Math data to identify the areas students are struggling with. Teachers work to address student needs through small group instruction and centers and need a variety of supplemental material to support the different content areas. Teachers need to implement a variety of lessons, small groups, centers, instructional software, and interventions in order to scaffold and differentiate for the different academic needs. Supplemental material for interventions is needed specifically for our LI students because over 80% of students receiving interventions in grades K-5th grade are LI students. Textbooks alone cannot meet the varied needs of these students. Our elementary grade levels in collaboration with our teacher leaders plan for Tier 1 instruction, analyze data, plan for whole group as well as small group instruction and report a continued need for targeted instructional material, supplemental programs, and formative assessments.	Low income students do not yet have high levels of academic content proficiency due to a lack of educational resources or language proficiency and need a variety of entry points through a variety of instructional material. Our low income students need a variety of scaffolded and differentiated supplemental material in order to keep developing high levels of speaking, listening, reading, and writing skills in English. This additional material will also support all students.	1.7 1.8

Goal 1 Action 3	Our EL students start with a small gap in proficiency in the lower grades but by the 3rd grade, the gap has widened. In language arts, the gap between EL and All students currently is 7%. In first grade it's 10% and in 2nd it's 15%. We need a strong focus on our EL students in the lower grades in order to prevent LTELs in our middle schools. We currently have 66 LTELs that need intensive support. We have to continue supporting our 1,240 EL students to make academic progress as well as language progress so they reclassify and not become LTELs. Our teacher leaders need to continue working on strong Tier 1 instructions and effective Tier 2 supports through structured collaboration time and RTI meetings. Our site leadership teams and parent advisory groups have shared a strong sense of urgency in supporting academic proficiency and progress monitoring for our EL students.	We have many students enrolling speaking a language other than English. Some of these EL students continue to have literacy and language gaps due to low levels of academic English supports at home that prevent them from reclassifying Site grade level RTI meetings along with our Teacher Leaders will support the literacy and language gaps by our EL students through meaningful dialogue around identified areas of need. Teachers identifying student academic needs and collaborating on next steps will benefit all students including students with disabilities.	1.9, 1.10, 1.11
Goal 1 Action 4	Our K-2 LI students are scoring comparably in math on our district-wide assessment and we need to continue supporting our LI students to prevent gaps from forming. That is not the case for our EL students. Our EL students start with a small gap in math proficiency in the lower grades but by 2nd grade the gap has widened. In math, the gap between EL and All students currently is 11%. In first grade it's 8% and in 2nd it's 12%. Our lower grade teachers need to move into deeper levels of collaboration through professional learning communities and focus on building a strong literacy and math foundation for students. Our site leadership teams, teacher leaders, and parent advisory groups want our ELs to perform closer to the All group and want professional learning communities leveraged to address the gap.	Our EL students continue to have lower levels of vocabulary and comprehension due to lower levels of English vocabulary at enrollment that impact developing math content knowledge that prevent them from making progress in math Site grade level professional learning communities along with our Teacher Leaders will support the literacy gaps as well as the math content gaps by our EL students through meaningful collaboration and planning for the identified areas of need. Teachers collaborating around student academic needs will benefit all students at the sites.	1.12

Goal 3 Action 1	Our low income student chronic absenteeism rate is 31% compared to the 30% for all students. This rate was very low pre-pandemic and skyrocketed post-pandemic. Pre-pandemic, our suspension rate on the Dashboard was Green with 1.3% of students suspended at least one day. Post-pandemic the rate has increased to 2.1%. Current rate for our low income students is 2.2%. Rates have increased post pandemic and we continue to update our program, our school processes and how our social workers work with students and families in order to address not only attendance barriers but social and emotional barriers as well. In our LCAP survey, our staff and parents reported the need to continue rethinking our PBIS program in order to meet the needs of our low income students.	Our low income families were more susceptible to challenges during and after the pandemic. We still have low income families presenting with fears and mindsets about the importance of showing up to school in person. Supporting our low income students through the work of PBIS and our social workers will support barriers related to attendance, social, and emotional that will also support all students.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
Goal 3 Action 3	Sites still don't have the robust parent participation they once had pre-pandemic in SSC, ELAC and other important parent meetings. Data from Site SART and District SARB meetings indicate that the majority of low income families whose children are chronically absent or at risk of chronic attendance are holding to pandemic ideology and keeping students home when they are not feeling well or simply don't feel like attending school. The district needs to continue reaching out to low income families and inviting them to engage and connect with our schools in order to increase connectivity as well as regular student attendance. Educational partners from the LCAP Advisory Committee reported great data and results in reaching out to families.	Our low income families have an additional barrier because oftentimes they are not present to monitor attendance or engage at schools due to work schedules and/or lack of child care. Continuing to reach out to our low income families and engage them through platforms like ParentSquare on attendance and academics will also benefit all students.	3.6 3.7

Goal 3 Action 2	Sites still don't have the robust parent participation numbers they once had in SSC, ELAC and other important parent meetings post pandemic. The role and importance of the Community Liaison has only increased over time. Ed Services is still working to align roles and responsibilities across the district in order to provide a more robust and cohesive experience for our low income and EL families. Our site administrators report needing more time for their Community Liaisons in order to address the needs of our low income and EL families.	Parents of our unduplicated students struggle to support their children's educational goals due to a lack of time, knowledge, or language. Many of our parents work multiple jobs and have limited time to support their children's schooling. Those that may have the time either lack the skills and/or language to comprehend and assist their children at home. Community Liaisons help to bridge this divide and identify additional needs by making themselves available for parents during the school day, before school, after school, and on some weekends. Community Liaisons and site staff working hard to increase involvement and engagement for our low income families will also support all students.	3.7
-----------------	---	--	-----

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 2	Our homeless and foster youth are at risk of not meeting standards proficiency. Barriers they encounter include not being able to get to school, are inbetween housing, are enrolling in the middle/end of the school year, lack stability, and lack resources that most stable families count on. We need to continue to make sure we can support these individual students on an individual basis so they don't continue to fall back academically. Their attendance needs to be closely monitored and barriers addressed. Our parent groups, site admin, and social workers continue to express needs in not letting these students fall through the cracks and that attendance and academic data be disaggregated by these significant student groups.	Our increased number of Foster and Homeless students are constantly at risk of struggling with attendance and thus leading to academic challenges because they don't have the resources and supports needed that traditional homes provide	2.5 2.6

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.

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.

Goal 1: Academic Achievement

Action 3: Two additional bilingual math TOSAs will support students, teachers, and families learning academic math in Spanish at our elementary and middle schools with the Dual Immersion program. The math TOSAs will be located at Twain elementary and Rogers middle school, which is the feeder middle school that will take the additional DI students created as a result of the two additional teachers.

Action 4: Two additional elementary PE teachers and seven additional PE aides to support expanding opportunities for classroom teachers to collaborate, participate in Lab Days and small groups. The elementary PE teachers will be located at Anderson and Smith. Each elementary school will get one elementary PE aide. Twain will get two aides in order to pull complete grade levels at the same time.

Goal 2: Access and Equity

Action 1: 7 Early Education Support Providers will support the expansion of the TK full day instructional program to our elementary schools.

Action 3: Two Kinder and First Grade Dual Immersion teachers to fulfill the demand for biliteracy for our English Learners. The four teachers will be located at Mitchell to support the list of students asking for DI instruction.

Action 4: Two additional Assistant Principals to support our new largest elementary schools, Twain and Mitchell, to support the regular school program, expanding Dual Immersion Program, and TREC Program

Goal 3: Parent and Student Engagement

Action 1: Two additional Social Workers at our most neediest schools, FDR and Rogers. They have had the highest number of behavior incidents as well as social emotional issues.

Goal 4: 21st Century Learning

Action 1: Two Elementary Instructional Technology Resource teachers at Mitchell and FDR and Additional Computer Technician at Twain to continue supporting our largest elementary schools with the tremendous increase in technology.

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

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)	
2024-2025	\$46,275,372.00		\$16,039,537.00	34.66%	0.00%	34.66%	
Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$80,020,491.00	\$0.00	\$0.00	\$0.00	\$80,020,491.00	\$78,114,376.00	\$1,906,115.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Professional Development	English learner (EL), African-American, Foster Youth, Student with Disabilities (SWD), Low Income	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	\$647,401	\$89,274	\$736,675	\$0	\$0	\$0	\$736,675	0.00%
1	2	Supplemental Instructional Program Material	English learner (EL), Low Income, Long-term English learner	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	\$0	\$656,200	\$656,200	\$0	\$0	\$0	\$656,200	0.00%
1	3	Support for Teaching and Learning	Long-term English learner, Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$4,613,045	\$0	\$4,613,045	\$0	\$0	\$0	\$4,613,045	0.00%

1	4	Structured Collaboration provided through PE	English learner (EL), Low Income	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, FDR, Twain, Anderson, Green, Mitchell, Smith	Ongoing	\$1,338,857	\$410,033	\$1,748,890	\$0	\$0	\$0	\$1,748,890	0.00%
1	5	State Testing	All	No				Ongoing	\$34,908	\$17,592	\$52,500	\$0	\$0	\$0	\$52,500	0.00%
1	6	Staffing	All	No				Ongoing	\$63,733,670	\$0	\$63,733,670	\$0	\$0	\$0	\$63,733,670	0.00%
2	1	Universal PreKinder-3rd grade Instructional Supports	Low Income	Yes	Schoolwide	Low Income	Specific Schools, FDR, Anderson, Twain, Green, Mitchell, and Smith Elementary Schools	Ongoing	\$1,194,443	\$0	\$1,194,443	\$0	\$0	\$0	\$1,194,443	0.00%
2	2	Homeless and Foster Youth	Foster Youth, Homeless	Yes	Limited	Foster Youth	All Schools	Ongoing	\$0	\$4,000	\$4,000	\$0	\$0	\$0	\$4,000	0.00%
2	3	Bilingualism and Dual Immersion Expansion	English learner (EL), Low Income	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Twain and Mitchell Elementary Schools and Rogers Middle School	Ongoing	\$1,403,477	\$0	\$1,403,477	\$0	\$0	\$0	\$1,403,477	0.00%
2	4	Site Specific Targeted Instructional Groups	Long-term English learner, English learner (EL), Low Income	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, FDR, Anderson, Twain, Green, Mitchell	Ongoing	\$893,143	\$55,420	\$948,563	\$0	\$0	\$0	\$948,563	0.00%
2	5	Targeted Supports for English Learners and LTELs (repeated expenditure, Goal 1, Action 3)	Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	1	Social Emotional Student Engagement Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,627,479	\$86,299	\$1,713,778	\$0	\$0	\$0	\$1,713,778	0.00%
3	2	Academic Parent Engagement Support	Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	\$418,844	\$116,627	\$535,471	\$0	\$0	\$0	\$535,471	0.00%

3	3	Parent Outreach	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$71,278	\$99,413	\$170,691	\$0	\$0	\$0	\$170,691	0.00%
3	4	Additional Student and Parent Supports	All	No				Ongoing	\$175,527	\$13,812	\$189,339	\$0	\$0	\$0	\$189,339	0.00%
3	5	School Conditions	All	No				Ongoing	\$0	\$214,445	\$214,445	\$0	\$0	\$0	\$214,445	0.00%
3	6	Chronic Absenteeism (repeated expenditure, Goal 2, Action 4)	African-American, Filipino, Foster Youth, Two or More Races, Student with Disabilities (SWD), Low Income, Hispanic or Latino	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	7	Suspensions (repeated expenditure, Goal 3, Action 1)	African-American, Foster Youth, Student with Disabilities (SWD)	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	1	STEAM Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,653,104	\$143,000	\$1,796,104	\$0	\$0	\$0	\$1,796,104	0.00%
4	2	21st Century Learning Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$309,200	\$0	\$309,200	\$0	\$0	\$0	\$309,200	0.00%

2024-2025 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
\$46,275,372.00	\$16,039,537.00	34.66%	0.00% - No Carryover	34.66%	\$15,830,537.00	0.00%	34.21%	Total:	\$15,830,537.00
								LEA-wide Total:	\$10,531,164.00
								Limited Total:	\$4,000.00
								Schoolwide Total:	\$5,295,373.00

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	Professional Development	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$736,675.00	0.00%
1	2	Supplemental Instructional Program Material	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$656,200.00	0.00%
1	3	Support for Teaching and Learning	Yes	LEA-wide	English learner (EL)	All Schools	\$4,613,045.00	0.00%
1	4	Structured Collaboration provided through PE	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools,FDR, Twain, Anderson, Green, Mitchell, Smith	\$1,748,890.00	0.00%

2	1	Universal PreKinder-3rd grade Instructional Supports	Yes	Schoolwide	Low Income	Specific Schools,FDR, Anderson, Twain, Green, Mitchell, and Smith Elementary Schools	\$1,194,443.00	0.00%
2	2	Homeless and Foster Youth	Yes	Limited	Foster Youth	All Schools	\$4,000.00	0.00%
2	3	Bilingualism and Dual Immersion Expansion	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools,Twain and Mitchell Elementary Schools and Rogers Middle School	\$1,403,477.00	0.00%
2	4	Site Specific Targeted Instructional Groups	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools,FDR, Anderson, Twain, Green, Mitchell	\$948,563.00	0.00%
2	5	Targeted Supports for English Learners and LTELs (repeated expenditure, Goal 1, Action 3)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
3	1	Social Emotional Student Engagement Support	Yes	LEA-wide	Low Income	All Schools	\$1,713,778.00	0.00%
3	2	Academic Parent Engagement Support	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$535,471.00	0.00%
3	3	Parent Outreach	Yes	LEA-wide	Low Income	All Schools	\$170,691.00	0.00%
3	6	Chronic Absenteeism (repeated expenditure, Goal 2, Action 4)	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$0.00	0.00%
3	7	Suspensions (repeated expenditure, Goal 3, Action 1)	Yes	LEA-wide	Foster Youth	All Schools	\$0.00	0.00%
4	1	STEAM Opportunities	Yes	LEA-wide	Low Income	All Schools	\$1,796,104.00	0.00%
4	2	21st Century Learning Supports	Yes	LEA-wide	Low Income	All Schools	\$309,200.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$49,850,323.00	\$51,042,284.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Professional Development	Yes	\$658,429.00	\$667,052.00
1	2	Supplemental Instructional Program Material and Supplies	Yes	\$610,500.00	\$607,700.00
1	3	Site Professional Development & Collaboration	Yes	\$121,580.00	\$139,940.00
1	4	Dual Immersion Program	Yes	\$1,176,458.00	\$1,277,510.00
1	5	Arts Program Support	Yes	\$218,470.00	\$239,000.00
1	6	State Testing	No	\$52,500.00	\$70,835.00
1	7	Physical Education Program Support	Yes	\$1,690,739.00	\$1,733,027.00
1	8	Certificated Staff	No	\$30,329,851.00	\$31,846,343.00
1	9	Facilities Maintenance	No	\$214,445.00	\$214,445.00
2	1	TK/K Instructional Supports	Yes	\$718,928.00	\$724,456.00
2	2	Student Instructional Supports	Yes	\$3,005,526.00	\$3,155,802.00
2	3	Support for Teaching and Learning	Yes	\$4,292,717.00	\$4,688,020.00
2	4	Additional Student Learning Opportunities	Yes	\$270,000.00	\$58,000.00
2	5	Site specific Targeted Instructional Supports	Yes	\$854,203.00	\$928,386.00
2	6	Foster Youth and Homeless	Yes	\$4,000.00	\$4,000.00
3	1	Student Social/Emotional Support	Yes	\$1,641,298.00	\$1,618,227.00
3	2	Extra Curricular Engagement and Attendance Support	Yes	\$7,000.00	\$116,338.00

3	3	Academic Parent Engagement Support	Yes	\$484,203.00	\$526,406.00
3	4	Parent Outreach Support	Yes	\$174,678.00	\$208,286.00
3	5	Additional Student and Parent Support	No	\$171,166.00	\$181,357.00
4	1	Technology Material and Resources	Yes	\$1,494,108.00	\$156,315.00
4	2	Technology and 21st Century Support	Yes	\$1,659,524.00	\$1,880,839.00

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
	\$19,082,361.00	\$18,725,940.00	\$356,421.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Professional Development	Yes	\$658,429.00	\$667,052.00	0.00%	0.00%
1	2	Supplemental Instructional Program Material and Supplies	Yes	\$610,500.00	\$607,700.00	0.00%	0.00%
1	3	Site Professional Development & Collaboration	Yes	\$121,580.00	\$139,940.00	0.00%	0.00%
1	4	Dual Immersion Program	Yes	\$1,176,458.00	\$1,277,510.00	0.00%	0.00%
1	5	Arts Program Support	Yes	\$218,470.00	\$239,000.00	0.00%	0.00%
1	7	Physical Education Program Support	Yes	\$1,690,739.00	\$1,733,027.00	0.00%	0.00%
2	1	TK/K Instructional Supports	Yes	\$718,928.00	\$724,456.00	0.00%	0.00%
2	2	Student Instructional Supports	Yes	\$3,005,526.00	\$3,155,802.00	0.00%	0.00%
2	3	Support for Teaching and Learning	Yes	\$4,292,717.00	\$4,688,020.00	0.00%	0.00%
2	4	Additional Student Learning Opportunities	Yes	\$270,000.00	\$58,000.00	0.00%	0.00%
2	5	Site specific Targeted Instructional Supports	Yes	\$854,203.00	\$928,386.00	0.00%	0.00%
2	6	Foster Youth and Homeless	Yes	\$4,000.00	\$4,000.00	0.00%	0.00%
3	1	Student Social/Emotional Support	Yes	\$1,641,298.00	\$1,618,227.00	0.00%	0.00%
3	2	Extra Curricular Engagement and Attendance Support	Yes	\$7,000.00	\$112,974.00	0.00%	0.00%
3	3	Academic Parent Engagement Support	Yes	\$484,203.00	\$526,406.00	0.00%	0.00%
3	4	Parent Outreach Support	Yes	\$174,678.00	\$208,286.00	0.00%	0.00%
4	1	Technology Material and Resources	Yes	\$1,494,108.00	\$156,315.00	0.00%	0.00%
4	2	Technology and 21st Century Support	Yes	\$1,659,524.00	\$1,880,839.00	0.00%	0.00%

2023-2024 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)
		1.14%	1.14%	\$18,725,940.00	0.00%	0.00%	- No Carryover	0.00% - No Carryover

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).