LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Norwalk-La Mirada Unified School District

CDS Code: 1964840

School Year: 2024-25
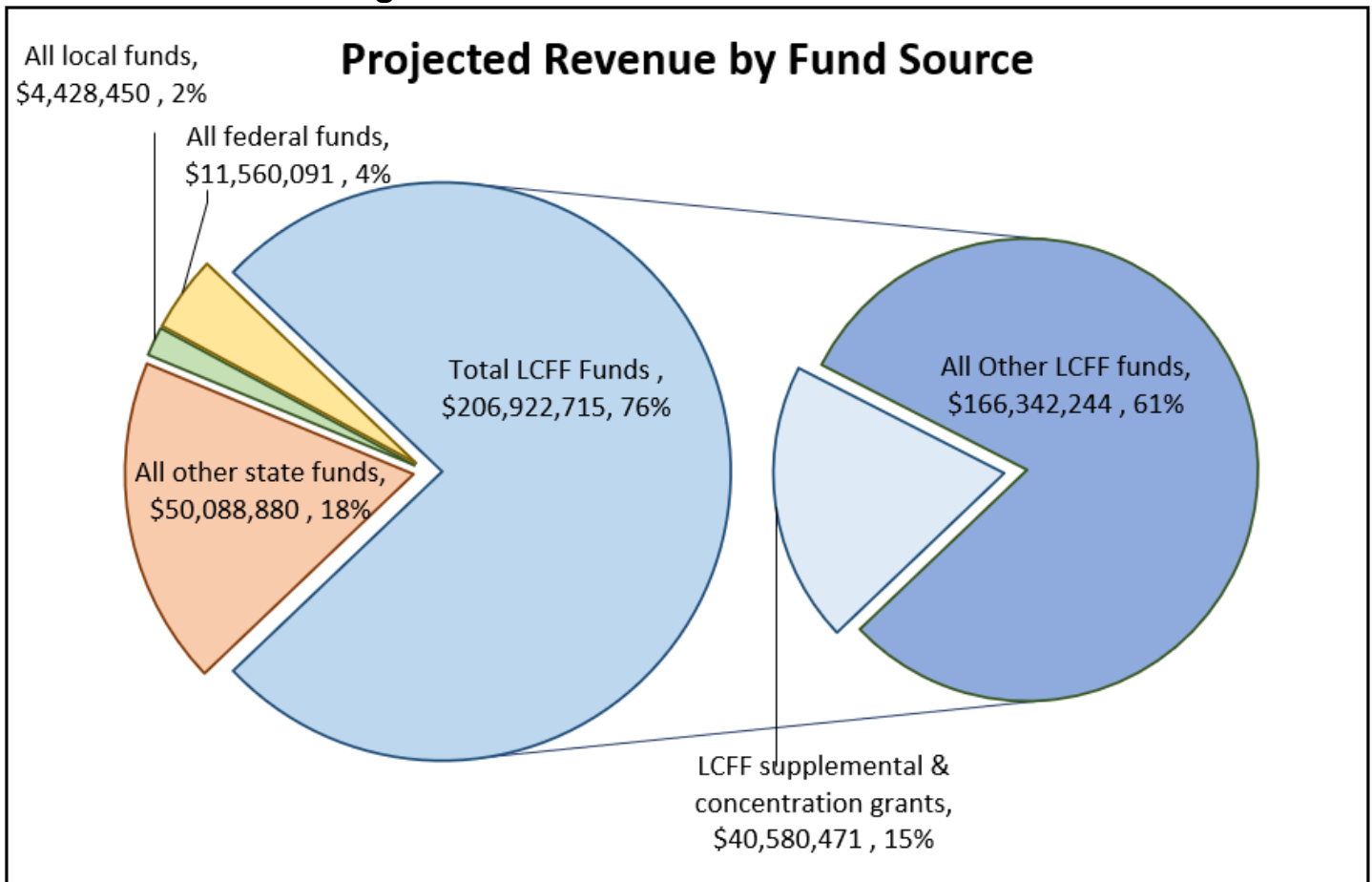
LEA contact information:

John M. Lopez, Ed. D.

Superintendent

Jmlopez@nlmusd.k12.ca.us

562-210-2013

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $4,428,450 , 2%

All federal funds, $11,560,091 , 4%

All other state funds, $50,088,880 , 18%

Total LCFF Funds , $206,922,715, 76%

All Other LCFF funds, $166,342,244 , 61%

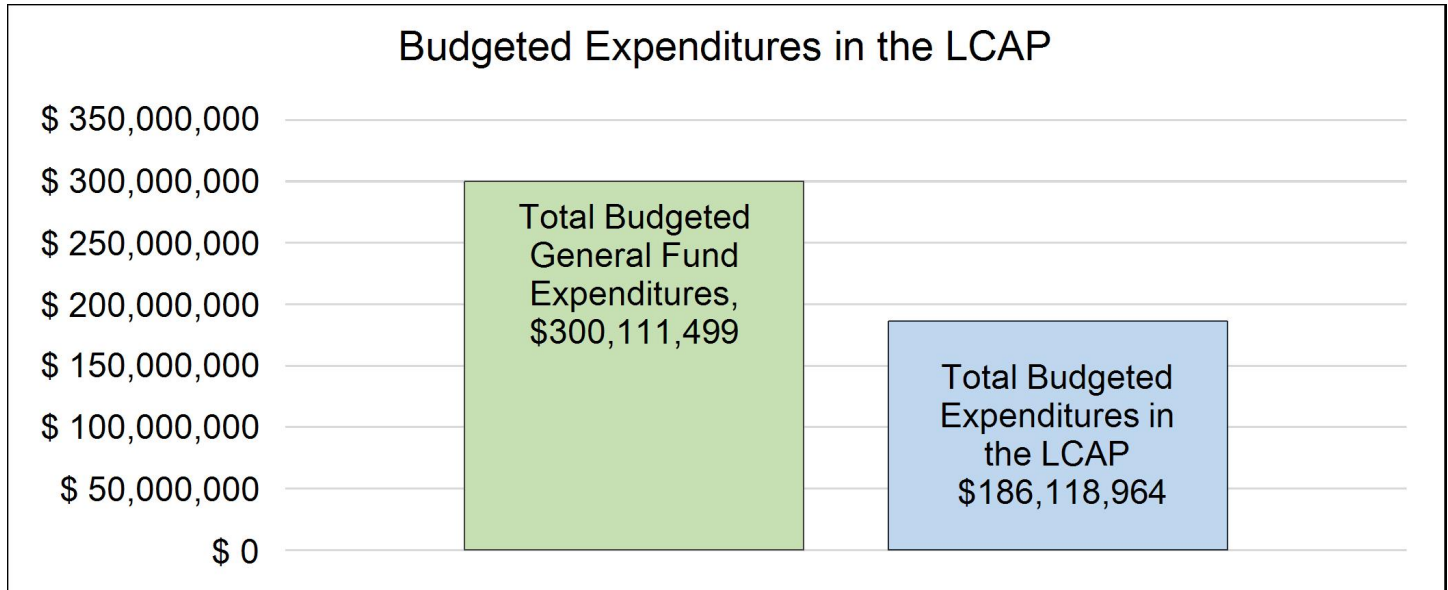LCFF supplemental & concentration grants, $40,580,471 , 15%

This chart shows the total general purpose revenue Norwalk-La Mirada Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Norwalk-La Mirada Unified School District is $273,000,136, of which $206,922,715 is Local Control Funding Formula (LCFF), $50,088,880 is other state funds, $4,428,450 is local funds, and $11,560,091 is federal funds. Of the $206,922,715 in LCFF Funds, $40,580,471 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $300,111,499

Total Budgeted Expenditures in the LCAP $186,118,964

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

The text description of the above chart is as follows: Norwalk-La Mirada Unified School District plans to spend $300,111,499 for the 2024-25 school year. Of that amount, $186,118,964 is tied to actions/services in the LCAP and $113,992,535 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
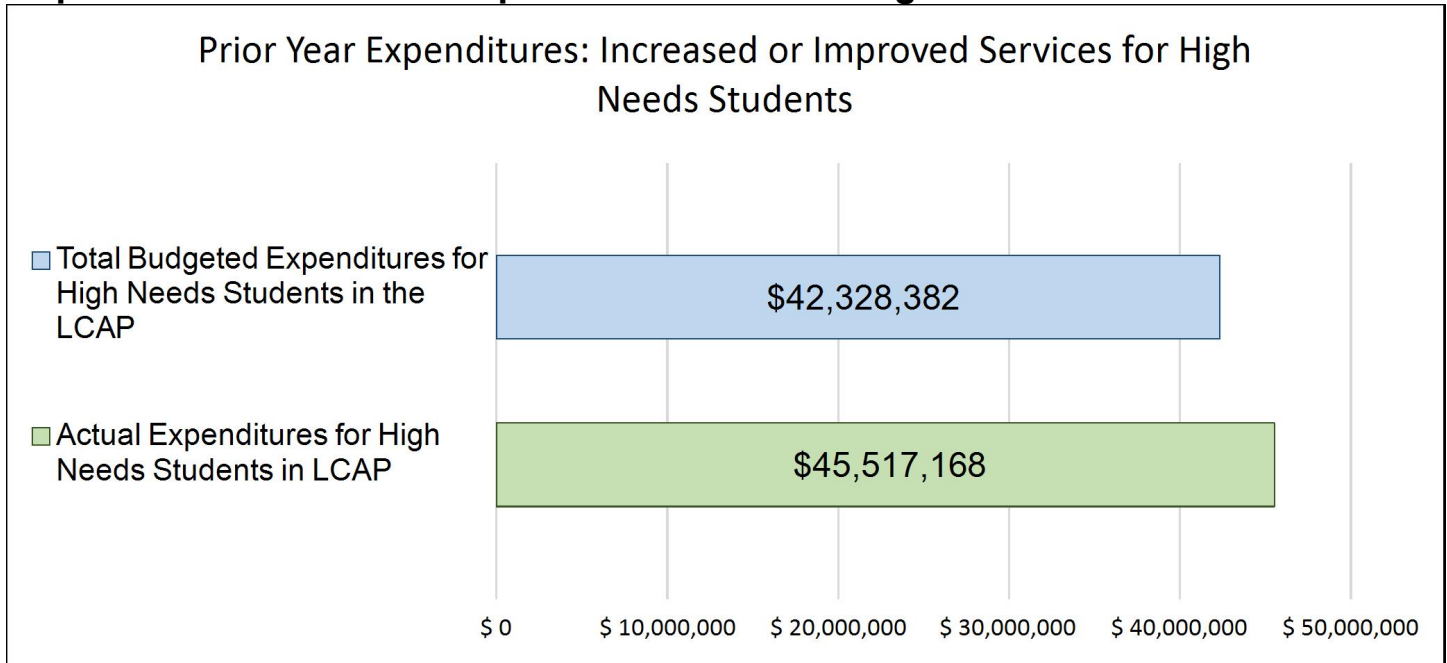
Certificated and classified salary and benefits, materials and supplies, and services and other operating costs. These expenditures include instructional, supervision, administration, counseling, health services, special education, transportation, general administration, maintenance and operations.

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

In 2024-25, Norwalk-La Mirada Unified School District is projecting it will receive $40,580,471 based on the enrollment of foster youth, English learner, and low-income students. Norwalk-La Mirada Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Norwalk-La Mirada Unified School District plans to spend $40,580,471 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- **Total Budgeted Expenditures for High Needs Students in the LCAP:** $42,328,382
- **Actual Expenditures for High Needs Students in LCAP:** $45,517,168

(Chart x-axis: $0, $10,000,000, $20,000,000, $30,000,000, $40,000,000, $50,000,000)

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

The text description of the above chart is as follows: In 2023-24, Norwalk-La Mirada Unified School District's LCAP budgeted $42,328,382 for planned actions to increase or improve services for high needs students. Norwalk-La Mirada Unified School District actually spent $45,517,168.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Norwalk-La Mirada Unified School District	John M. Lopez, Ed. D. Superintendent	jmlopez@nlmusd.k12.ca.us 562-210-2013

Goals and Actions

Goal

Goal #	Description
1	Engaging and Responsive Climate and Culture Support the socio-emotional well-being and a sense of connection for all students in academics, college and career readiness, and social emotional needs. o Strategy #1 - Foster positive student interactions with peers and staff o Strategy #2 - Ensure students' sense of safety o Strategy #3 - Expand Social Emotional Learning and counseling services for all students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Attendance Rate (CALPADS)	2019-2020 rate is 96%	92.17% (Source: 2020-21 Month 9 Monthly Attendance Report Summary for 11/29/21 – 12/24/21). Latest official number available	93.3% Source: 22-23 Monthly attendance Report Summary	Current attendance rate per 22-23 CALPADS (Report 14.2 EOY3) Report is 92%.	97.5% or higher attendance rate.
Decrease the percent of annual suspensions. (CA Data Dashboard)	2019-2020 rate is 1.5%	Suspension rate according to DataQuest was 0.02% for NLMUSD. *This data will differ from the Dashboard Suspension Rate due	Suspension rate according to DataQuest was 3.0% for NLMUSD. 2.9% suspended at least one day according to CA School Dashboard.	Current suspension rate per 22-23 DataQuest is 3.4%.	0.5% suspension rate or lower.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to different business rules.	*This data will differ from the Dashboard Suspension Rate due to different business rules. 2021-2022		
Decrease high school drop out rate (EdDATA)	2019-2020 3.9% drop out rate	The cohort dropout rate for 2020-21 was 2.2% (Source: EdData; https://www.ed-data.org, College and Career Readiness Section)	The cohort dropout rate for 2021-22 was 2.9% (Source: EdData: https://www.ed-data.org, College and Career Readiness Section)	Current high school drop out rate per 22-23 DataQuest Four Year Adjusted Cohort Outcome Report is 3%.	Dropout rate of 2.9% or lower.
Maintain Expulsions at 0 Local Data (Powerschool)	2019-2020 0% Expulsion Rate	Expulsions for 2020-21 were 1 (0.01%) Source-DataQuest	Expulsions for 2021-22 were 1 (0.01%) Source-DataQuest	Current expulsion rates per 22-23 DataQuest is 0%.	Maintain expulsion rate 0 or below.
Maintain 0% drop out rate at the Middle Schools (Data Quest)	0%	Middle school drop-out data for Middle school is reported up to only 2016-17.	Middle school drop-out data: for 2021-22 was 4 students of 3714= .1% Based on Calpads data 8.1A	Current middle school drop out rate per 22-23 CALPADS (Fall 1 Report 8.1C) is 3 students.	0 % drop out rate at the Middle Schools.
Decrease chronic absenteeism by 0.5% (Powerschool)	2018-2019 Chronic Absenteeism 6.7% rate	DataQuest data is 5.9% for chronic absenteeism across TK-12 for 2020-21.	DataQuest data is 28.3% for chronic absenteeism across TK-12 for 2021-22.	Current chronic absenteeism rate per 2023 CA School Dashboard is 26.3%.	Achieve a rate of 6% or lower for chronic absenteeism.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Climate Survey (CHKS and Internal Instrument) Increase the number of Students reporting strong school connectedness as measured by new PANORAMA survey metric by 5%.	Spring 2019 Culture and Climate Survey Baseline Data: Grades 6-12: Academic Climate 74%, Fairness of Rules: 72%, Safety: 62%, Connectedness 58%.	Spring 2021-2022 Culture and Climate Survey Baseline Data: Grades 6-12: Academic Climate: 64% Fairness of Rules: 71% Safety: 65% Connectedness: 55%	Spring 2022-2023 Culture and Climate Survey- STUDENTS Grades 6-12: Academic Climate: 64% Fairness of Rules: 72% Safety: 65% Connectedness: 54%	Spring 2024 Culture and Climate Survey- STUDENTS Grades 6-12: Academic Climate: 67% Fairness of Rules: 76% Safety: 65% Connectedness: 58%	Achieve 80% or better in the Climate Survey and Panorama survey results for Safety, Connectedness, Academic Climate, and Fairness of Rules.
Climate Survey - Staff Increase the number of teachers reporting strong school connectedness as measured by new PANORAMA survey metric by 5%.	Spring 2019 Culture and Climate Survey Baseline Data: Academic Climate: 91% Fairness of Rules: 80% Safety: 74% Connectedness: 78%	Spring 2021-2022 Culture and Climate Survey Baseline Academic Climate: 93% Fairness of Rules: 80% Safety: 77% Connectedness: 82%	Spring 2022-23 Culture and Climate Survey -STAFF Academic Climate: 92% Fairness of Rules: 81% Safety: 73% Connectedness: 78%	Spring 2024 Culture and Climate Survey - STAFF Academic Climate: 90% Fairness of Rules: 80% Safety: 74% Connectedness: 77%	Achieve 91% or better in the Panorama survey results for Sense of Belonging and School Connectedness.
Implementation of Academic State Standards for all students by providing access to the ELA/Math/ELD curriculum.	Spring 2019 SBAC Reflection Rating Scale 1-5: Self rating is 5 for Full Implementation and Sustainability.	Spring 2021 California School Dashboard Self-Reflection Tool Rating Scale 1-5: Self rating is 5 for Full Implementation and	Spring 2022 California School Dashboard Self-Reflection Tool Rating Scale 1-5: Self-rating is 5 for Full Implementation and	2022-2023 California School Dashboard Self-Reflection Tool Rating Scale 1-5: Self-rating is 5 for Full Implementation and	Maintain a rating of 5, Full Implementation and Sustainability.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Sustainability. (Data Source – Local Indicator for School Priority 2)	Sustainability. (Data Source - Local Indicator for School Priority 2)	Sustainability. (Data Source - Local Indicator for School Priority 2)	

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.

NLMUSD successfully carried out all planned actions. One challenge we faced during the past three years of this LCAP plan was the impact of the pandemic on in person activities such as our secondary sports programs. COVID safety restrictions affected our middle school sports programs, but by the 23-24 school year, we returned to pre-pandemic levels and returned to "business as usual". To provide targeted support to students transitioning to secondary levels, NLMUSD deployed Web leaders in Middle School and Link Crew in High School. These leaders are vetted and trained to mentor incoming 6th and 9th grade students, helping with transitioning activities such as registration procedures and onboarding. They also offered guidance and peer support to students throughout the academic year. Web and Link Crew offer benefits to our UDP students and to the student mentors who build their leadership skills and help create a positive culture on campus.

Mental health and wellness have been pivotal in our student support efforts over the past 3 years and continued this year, with the Education Support Services Specialists (ESSS) playing a critical role. We exceeded most actions in this area due to continued needs in our school communities. ESSS positions were filled at all elementary school sites, with two roving positions providing support district-wide as needed. These specialists assist UDP students with behavior supports to assist with behavioral and social emotional needs. They provide preventative and intervention services and support school staff in addressing student behaviors. Middle and High School Intervention Counselors aided UDP students dealing with academic challenges still seen post-pandemic by connecting with them and their families to determine appropriate interventions and program options.

The Alternative Programs & Support Specialist oversees ESSS positions, Wellness Coordinators, and Specialists, ensuring positive behavior support and mental health services for UDP students. They also support the implementation of Community School initiatives. District Wellness Coordinators oversee tiered mental health support, providing training, ensuring targeted interventions, maintaining partnerships with community agencies, and coordinating risk assessment services.

To enhance equity across middle school sites, full-time counseling positions now support UDP students with academic, career, and social-emotional needs, replacing past part-time shared counseling personnel. Each comprehensive high school has a dedicated College and Career Counselor providing academic support and promoting college awareness among UDP students. They also facilitate dual enrollment courses and enrollment of UDP students for college credit.

Mental health support remains a priority and success in our support efforts. ESSSs and Counselors played vital roles in supporting student wellness, positive behavior, and mental health post-pandemic. Overall, Goal 1's actions were fully implemented, with notable success being the support provided by ESSSs, Wellness Coordinators and Specialist, and secondary counselors to support our UDP students.

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

During the course of this past year our staff district-wide received a 3% salary increase, affecting some of expenditures outlined in the LCAP budget. One area where we saw a material difference of approximately $220,378 or 14% was in action 1.3A: ESSSs. This was due to the salary and benefit increases. In addition, as staff accumulate years of service, the costs increase. The addition of substitute ESSSs to fill day to day and long-term absences were also a factor in this increase.
Another change was a decrease in goal 1.3E: College and Career Counselors. We had an open part time position that did not get filled, thus leaving approximately $128,631 or 24% difference between addopted and Estimated Actuals that was not used.

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

Based on our assessment of actions in Goal 1 and with educational partner input, we have determined that they have been effective for students, especially EL, FY, and Low Income students and we will continue with these actions in the 24-25 plan.
The following actions:
*1.1 (1.1B) Web and Link Crew Programs Secondary
*1.2 (1.1C) MS Sports
were shown to be effective based on the +4% increase in secondary students who responded positively to our Panorama survey in the area of school connectedness for a total of 58%. Feedback from staff that participated also support the effectiveness of the Web, Link Crew, and middle school sports. We will continue implementing support through Web leaders in middle school and Link Crew in high school. These programs have undergone thorough vetting and training to mentor incoming 6th and 9th graders. They have been instrumental in assisting with the transition of new students, including helping with registration and onboarding processes. Additionally, we've fully reinstated our Middle School Sports programs to pre-pandemic levels.

In addition, the following actions:
*1.3 (1.3A) Elementary Student Support Specialists (ESSS)
1.4 (1.3B) High School Intervention (Counselors) El Camino, JGHS, NHS, LMHS
1.5 (1.3C) Student and Family Service Specialists
1.6 (1.3D) MS Expand Counseling
1.7 (1.3E) College and Career Counselor
were deemed effective as per educational partner feedback. We found that our need for counseling and intervention continued this year. Our ESSSs (Educational Support Services Specialists), secondary counselors both intervention and college and career, and Student and Family Service Specialists/Coordinators played a crucial role in continuing to provide social-emotional and behavioral support, particularly in addressing the trauma and mental health concerns of English Learners, Foster Youth, and Low Income students. They utilized a multi-tiered approach to deliver prevention and intervention services, offering both universal and targeted support. Strengthening community resource relationships and collaborations with school-based ESSSs and external agencies were also effective.

Based on feedback from our educational partner groups including: Superintendent's Cabinet/Community Council, Principals and Co-Principals, our teachers' bargaining unit TANLA, CSEA members, and parents, our ESSS's, counselors, and Student and Family Service Specialists/Coordinators were actions that were consistently ranked as being effective and a priority to continue as we move forward into the new 24-27 LCAP cycle. Superintendent's Cabinet rated ESSSs as the second highest need for our elementary sites out of all actions in the plan while our Superintendent's Community Council also felt that there needed to be interventions and alternatives to suspension, which our ESSSs and counselors, and Student and Family Service Specialists directly provide. Principals and Co-Principals ranked counseling among the top 5 actions needing to continue. Consultation with TANLA showed that ESSSs received praise from the many teacher members surveyed as being an essential action across school sites. Our CSEA staff offered feedback through surveys that showed providing more support and resources for teachers was a top need and ESSSs provided that support.

1.8 (1.0) Maintaining and increasing ELA and Math outcomes for all students was deemed effective based on the 22-23 CA School Dashboard Self-
Reflection Tool Rating Scale score of 5 which indicates Full Implementation and Sustainability. (Data Source - Local Indicator for School Priority 2).

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.

Based on our assessment of the effectiveness of actions in Goal 1 and with educational partner input, we will continue with these actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.
Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.

Goal 3: NLMUSD will provide exemplary staff across the district.
Goal 4: NLMUSD will foster family and community engagement.
Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

Actions 1.1, 1.2, 1.3, and 1.5 from this LCAP plan will be included in new LCAP Goal 1, while actions 1.4, 1.6, 1.7, and 1.8 will be included in new LCAP Goal 2 for the upcoming cycle.

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

Goals and Actions

Goal

Goal #	Description
2	College and Career Ready Graduates Ensure all students graduate college and career ready. o Strategy #1 – Foster a college and career going culture o Strategy #2 – Equip students with future ready 21st Century learning skills o Strategy #3 - Support personalized learning and the development of student talents

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase graduation rate by 0.2% annually (Data Quest)	Graduation rate for 2019-2020 93.1%	According to California School Dashboard the 2020-21 graduation rate was 90.1% for NLMUSD.	According to California School Dashboard the 2021-22 graduation rate was 92.4% for NLMUSD.	According to California School Dashboard the 2022-23 graduation rate was 93.6% for NLMUSD.	94.5% graduation rate
Increase the percent of all students completing A-G course series	2019 data 36.7%	According to Ed Data, the completing A-G Course for NLMUSD was 49.5% for 2020-21.	According to Ed Data, the completing A-G Course for NLMUSD was 48.8% for 2021-22.	According to Ed Data, the completing A-G Course for NLMUSD was 47.9% for 2022-23.	40% or higher
Increase the percentage of all students taking AP courses in grades 9-12. (Powerschool Data)	2020 data 24.07%	2021 data 25.76% 1342 students who took at least 1 AP Class out of 5,209 students in 9th – 12th Grade (Source – PowerSchool)	26% enrolled into at least 1 AP course For 2021-22 1,067 students completed at least 1 AP and 1,343 students enrolled into at least 1 AP class out	20.13% enrolled into at least 1 AP course For 2022-23 912 students completed at least 1 AP and 998 students enrolled into at least 1 AP class out	27% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			of 5,192 students in 9th - 12th grade.	of 4,958 students in 9th-12th grade.	
Maintain access to a Visual and Performing Arts program (VAPA).	Enrollment of 60% or higher	For 2020-21 students in remote learning until late March/Early April.	18.87% in high schools	Current VAPA enrollment is between 60-65% for the 23-24 school year from PowerSchool.	Maintain 60% or higher enrollment
Increase the percentage of students who earned a 3 or better on an AP exam by 2%	2020 AP pass rate=44%	AP Pass Rate for 2021 = 30% Source College Board AP Score reports-"Organization Score Roster – Aggregated for Districts	AP Pass Rate for 2022 = 40% Source College Board AP Score reports-"Organization Score Roster - Aggregated for Districts https://scores.collegeboard.org/	AP Pass Rate for 2023 = 45% Source College Board AP Score reports-"Organization Score Roster - Aggregated for Districts https://scores.collegeboard.org/	50% or higher AP exam pass rate
Increase the percentage of students with "Ready" ELA EAP scores by 5 points	2018 15.01%	In 2021, the ELA EAP "Ready" (Level 4 on SBAC) percentage was 32.32%	In 2022, the ELA EAP "Ready" (Level 4 on SBAC) percentage was 23.42% https://caaspp-elpac.cde.ca.gov/caaspp/	In 2023, the ELA EAP "Ready" (Level 4 on SBAC) percentage was 22.23% https://caaspp-elpac.cde.ca.gov/caaspp/	20% or higher
Increase the percentage of	2018 4.23%	In 2021, the Math EAP "Ready" (Level 4	In 2022, the Math EAP "Ready" (Level 4	In 2023, the Math EAP "Ready" (Level 4	14% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with "Ready" Math EAP scores by 10 points		on SBAC) percentage was 10.58%	on SBAC) percentage was 7.22% https://caaspp-elpac.cde.ca.gov/caaspp/	on SBAC) percentage was 6.27% https://caaspp-elpac.cde.ca.gov/caaspp/	
A-G and CTE completion	A-G and CTE CTE Completers 2019	2020-21 205 students completed A-G Requirement and at least one CTE Pathway. CTE Completers: 495	2021-22 118 Students completed A-G requirements and at least one CTE Pathway CTE Completers: 380	2022-23 612 Students completed A-G requirements and at least one CTE Pathway CTE Completers: 29%	A-G: 50 students CTE Completers: 500 CTE and A-G: 225
CAST	TBD- no testing in 2019 or 2020. Tested 11th and 12th grade in Spring 2022 and awaiting baseline data.	TBD	Achievement Level 23.04% Met/Exceeded Standard *Data source https://caaspp-elpac.cde.ca.gov/elpac/	Achievement Level 23.88% Met/Exceeded Standard in the 2022-2023 SY. *Data source https://caaspp-elpac.cde.ca.gov/elpac/	28% Met or exceeded standard
Seal of Biliteracy	Seal of Biliteracy - 44 % of students receiving the Seal of Biliteracy			Seal of Biliteracy - 5.9% of students receiving the Seal of Biliteracy in the 2023-2024 SY.	80% of eligible students will receive the Seal of Biliteracy

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 13 actions outlined in Goal 2 were implemented. Some of the successes include:
*Exceeding our 3 year target (40%) for percent of all students completing the A-G course series by 7.9%
*Our enrollment for Visual and Performing Arts is approximately between 60-65% which meets our 3 year target of 60%
*For support for AP coursework and completion, though we did not meet our 3 year target of 50%, the district saw a 5% increase in AP pass rates at our secondary sites going from 40% to 45% over the last year.
*Exceeding our 3 year target of 20% for percentage of students with a designation of "ready" on ELA Early Assessment Program by 2.23%
*Exceeding our 3 year target of 225 students completing A-G and CTE completion, we have 612 students
The district's Dual Language program at Dolland, Edmondson, and Los Alisos continued to thrive, and we are expanding our DL program to Escalona Elementary in Fall, 2024 and we have plans for a DL Korean program in the near future.
Overall, there were no actions that were substantively implemented differently from the description.

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.

District wide, our staff received a 3% increase in salaries, impacting some of the expenditures outlined in the LCAP budget. The following actions showed a material difference of 10% or higher difference between the budgeted and estimated actual expenditures for the following reasons:
Action 2.8 (2.3B): Provide Support for English Learners (Academic language development) showed a -56% difference of approximately $34,165 unspent due to one unfilled vacancy where we could not hire a staff member.
Action 2.9 (2.3C): Expand Support for Early Learning showed a 44% increase of approximately $176,392 as an extra TK teacher above required ratio required by grant was provided to increase services to EL, FY, and LI students.
Action 2.10 (2.4A): Expand VAPA showed an increase of 100% or approximately $515,865. This was due to minimal guidance from state on use of Prop 28 funds. Originally we though we could use Prop. 28 funds for supplemental positions to provide increased and improved services to EL, FY, and LI students. Since grant was not enough to cover costs, expenditures were moved into LCFF. Services did not change, only funding source.
Action 2.11 (2.4 B): Support and Expand Dual Language showed a 13% increase due to salary and benefit increases for staff.
Action 2.13 (2.4 E) Career/Technical Education (CTE) showed a -25% decrease, approximately $594,101 as some costs were charged back to CTE grant.

Based on our assessment of actions in Goal 2 and educational partner input, we have determined that all 13 actions have been effective for students, especially EL, FY, and Low Income students.

Action 2.1 (2.1A) PreAP and AP Support Exam Fee was effective as we had a 5% increase in the 2023 AP pass rate for a total of 45%.

Actions 2.2 (2.1B) Future Ready Expo and 2.4 (2.1E) Support for Annual College Expo and Career Fair were shown to be effective per feedback from participants and from staff that attended the events.

Actions 2.3 (2.1C) Expand AVID and AVID Excel is effective as it continues to enhance organization and college readiness among ELs, Foster Youth, and Low-income students. Through AVID, teachers have been trained to incorporate effective learning methodologies focused on writing, inquiry, collaboration, organization, and reading (WICOR). This approach not only helps students comprehend concepts better but also enables them to articulate complex ideas more effectively. Ultimately, NLMUSD's goal is to equip students with the skills and readiness needed for both current and future academic success.

Actions 2.5 (2.1F) Support for College/Dual Enrollment and 2.7 (2.3A) Expand Project Lead the Way (PLTW) K-12 were effective as NLMUSD saw an increase in graduation rates by 1.2% rising from 92.4% to 93.6%. We are confident that programs and interventions funded by LCAP will continue to contribute towards growth in this goal.

Action 2.6 (2.2B) Implement k-12 Technology Scope and Sequence was effective however, it has been modified to include continued training and support for students and staff in the use of educational technology proficiency in the upcoming 24-25 LCAP.

Actions 2.8 (2.3B) Provide Support for English Learners (Academic Language Development) shown to be effective based on our reclassification rates which had an increase per 2023 DataQuest to 14.7%

Action 2.9 (2.3C) Expand Support for Early Learning (TK Aides) were effective based on results of Feb., 2024 Heggerty Overall Performance Level. Overall there were 64.20% of ELs who met proficiency, 75% FY who met proficiency, and 68.75% of LI students who met proficiency in comparison to all students at 66.23% proficiency. UDP students performed close to or above all students.

Action 2.10 (2.4A) Expand VAPA was effective as we had an increase of students enrolling in VAPA courses. Current estimates are between 60-65%.

Action 2.11 (2.4B) Support and Expand Dual Language was deemed effective as demand for program continues to increase as shown by the number of students enrolled in DL classes at Dolland, Edmondson Elementary and Los Alisos Middle School. In addition, we are expanding to the La Mirada side of our district as there is great interest in a Dual program here based on parent interest surveys.

Additionally, actions:
2.12 (2.4C) Support to expand Career Technical Education (CTE) K-12
2.13 (2.4E) Career Technical Education (CTE)

were deemed effective based on the interest and feedback of our UDP student groups. These programs offer pathways in various industry sectors, such as law enforcement, food services, auto mechanics, the military, and healthcare. This initiative aims to prepare students for diverse career options by offering courses tailored to multiple industry sectors.

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.

Based on our assessment of the effectiveness of actions in Goal 2 and with educational partner collaboration, we will continue with the majority of these actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.
Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.
Goal 3: NLMUSD will provide exemplary staff across the district.
Goal 4: NLMUSD will foster family and community engagement.
Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

Actions 2.1A, 2.1B, 2.1C, 2.1E, 2.1F, 2.3A, 2.3B, 2.3BB, 2.4A, 2.4B, 2.4C, 2.4E, 2.1C from this LCAP plan will remain in new LCAP 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.

Goals and Actions

Goal

Goal #	Description
3	Exemplary Staff Provide students with exemplary services and staff supported by on-going professional development. Strategy #1 – Ensure a highly effective and trained staff Strategy #2 – Ensure connected staff through Professional Learning Communities Strategy #3 – Build the leadership capacity of all staff Strategy #4 – Continuously improve the instructional program

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate: Maintain or increase the EL reclassification rate (Ed Data)	7.7% reclassification rate	3% Reclassification rate pulled on October 6th from CALPADS	7.44% reclassification rate pulled from CALPADS	English Learner Reclassification rate is 14.7% per DataQuest based on 2023 Summative ELPAC data.	10% or higher
Increase the academic growth for students SBAC ELA by 5 or more points in DFS per year for all students.	BASELINE Data 2019 SBAC All students Yellow (increase of 5.1 points) Socioeconomically Disadvantaged Yellow English Learners Yellow	2021 data only for 11th graders 62.02% met or exceeded in ELA Distance from Standard 6.425 (positive)	2022 data only for 3rd -8th, and 11th graders 44.07% met or exceeded in ELA Distance from Standard -18.9	2023 CA Dashboard current status in ELA for all students grades 3-8 and 11: All students: 44.37% met or exceeded in ELA • 17.1 DFS/Performance level orange.	Increase the academic growth by 5 points or more per year in Distance From Standard for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth Orange Students with DIsabilities Orange			*English Learners: -60.3 DFS/ Performance level orange. *Foster Youth: -65.5 DFS/ Performance level yellow. *Low Income students: -32.1 DFS/Performance level orange. *SWD: -97.5 DSF/Performance level red.	
Increase the academic growth for students SBAC Math by 5 points in DFS	BASELINE Data 2019 SBAC MATH: All students Yellow (increase of 7.7 points) Socioeconomically Disadvantaged Orange English Learners Yellow	2021 data only for 11th graders 28.84% met or exceeded in Math Distance from Standard -66.476	2022 data only for 3rd -8th, and 11th graders 27.66% met or exceeded in Math Distance from Standard -66.2	2023 CA Dashboard current status in MATH for all students grades 3-8 and 11: *All students: 30.14% met or exceeded in Math • 60.5 DFS/Performance level yellow. *English Learners: -92.3 DFS/	Increase the academic growth by 5 points or more per year in Distance From Standard for all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth Red Students with DIsabilities Orange			Performance level orange. *Foster Youth: -98.9 DFS/ Performance level orange. *Low Income students: -76.9 DFS/Performance level yellow. *SWD: -131.7 DSF/Performance level orange.	
AP Pass Rates: Increase by 2% yearly AP Pass Rate for 2020 = 44% (CB AP Reports Portal)	AP Pass Rate for 2020 is 44%	AP Pass Rate for 2021 = 30% Source College Board AP Score reports- "Organization Score Roster – Aggregated for Districts	AP Pass Rate for 2022 = 40% Source College Board AP Score reports- "Organization Score Roster – Aggregated for Districts https://scores.collegeboard.org/	AP Pass Rate for 2023 = 45% Source College Board AP Score reports- "Organization Score Roster – Aggregated for Districts https://scores.collegeboard.org/ Current Pass Rate for 2024 = unavailable at this time.	AP Pass Rate of 50% or higher
Establish EL Progress baseline and expected outcomes for levels 3 and 4.	BASELINE Data 2018 ELPAC: Level 4 -26.0% proficiency	ELPAC Summative Data 2021: Level 4 -11.34% proficiency	ELPAC Summative Data 2022: Level 4 -16.74% Level 3- 38.24%	ELPAC Summative Data 2023: Level 4 -14.32% Level 3- 36.15%	6% Growth across the levels Level 4 -32.0% proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 3- 34.8% proficiency Level 2- 23.49% proficiency Level 1- 15.71% proficiency Levels 3 and 4: 2% growth for each level Level 4- from 26.0% to 28% proficiency Level 3- from 34.8% to 36.8% proficiency	Level 3- 36.97% proficiency Level 2- 32.58% proficiency Level 1- 19.11% proficiency	Level 2- 29.33% Level 1- 15.70% *Data source https://caaspp-elpac.cde.ca.gov/elpac/	Level 2- 30.98% Level 1- 18.56% *Data source https://caaspp-elpac.cde.ca.gov/elpac/	Level 3- 40.0% proficiency Level 2- 29.49% proficiency Level 1- 21.71% proficiency
Teacher Credential	100% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting.	96.7% of teachers are appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting.	98.4% of teachers were appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting.	Based on 21-22 CA Commission on Teacher Credentialing's Assignment Monitoring Program for NLMUSD data shows that there were 8 sections misassigned, 3 sections were vacant, and 6 sections were corrected after the data was collected for a total of 17 teacher misassignments.	100% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting

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.

We successfully implemented all nine actions related to Goal 3.

*One notable success was the reclassification rates for English Learners. Per DataQuest our reclassification rate was 14.7% an increase of +7.26% from last year which was 7.44%. We exceeded our 3-year target goal of 10% or greater by 4.7%. During the 23-24 school year extra efforts were made to support our students, by providing instructional materials for D-ELD and professional development, ensuring that all sites implemented our "Road to Reclassification" process where teachers held individual meetings with students and families to establish reclassification plans, ELPAC targets, and discuss the implications of delayed reclassification. This year we also provided a 6-session workshop for parents of EL students on how the reclassification process works so that we could better partner together in supporting their EL students. In addition, we implemented the use of the ELLevation platform which allowed us to monitor students who met the reclassification criteria throughout the year. We continued our collaboration with the Multilingual Learner Task Force, comprised of teachers, principals, TOSAs, administrators, and specialists. This Task Force analyzed EL data, developed district-wide action plans, and prioritized ELD instruction.

*Our ELA score of -17.1 DSF was an increase of 1.8 points over last year. This was attributed to the professional development that took place on reading/writing instruction by district and site TOSAs throughout the year.

*Our Math score of -60.5 also increased by 5.7 DFS compared to last year. This was also attributed to the professional development provided by our district math TOSAs, site Math Mentors, and our continued collaboration and focus on CGI instructional strategies through the Cotsen Foundation.

*Our AP pass rate of 45% was a 5% increase from the previous year. We are well on our way to meeting the 3 year target of 50% or higher.

*While our Summative ELPAC scores did not meet the 3 year target, we see growth in the number of EL students who are reclassifying, thus showing that our focus on EL students is being successful.

*Our percentage of teachers who were appropriately credentialed and properly assigned was 97.72% according to DataQuest. HR is continuing their efforts to ensure that teachers are appropriately credentialed for courses taught.

We maintained an ongoing focus on the implementation of the AVID program for UDP students, enhanced professional development and providing materials aligned to CCSS, NGSS, and ELD instruction which impacted results above. One challenge is how to continue to provide professional development while decreasing the amount of time that teachers are pulled out of the classroom. This was a concern echoed by teachers, principals, and district administrators. Overall, there were no actions that were substantively implemented differently from the description.

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.

District wide, our staff received a 3% increase in salaries, impacting some of the expenditures outlined in the LCAP budget. The following two actions showed a material difference of 10% or higher difference between the budgeted and estimated actual expenditures for the following reasons:

Action 3.7 (3.1H): Expand VAPA Targeting Needs of Low Income, EL and FY. This action showed a decrease of approximately $82,484. This was due to Prop 28 funds being able to cover costs of this action. Services did not change, only funding source.

Action 3.8 (3.2A): Provide Support for Sites to Develop Effective Professional Learning Communities. Here we showed an increase of $100,000 as we decided to utilize some of the additional LCAP funding we received to complete a study on factors that impact student achievement at each site. All staff across the district received comprehensive site-specific data from survey and collaborated on implications and actions based on data to increase student achievement and address social emotional need with an emphasis on increasing and improving services for UDP students.

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

The following actions have shown effectiveness due to instructional coaches being able to provide robust support for teaching and learning at high levels:
*3.1 (3.1A) AVID Training
*3.2 (3.1B) Instructional Coaches
*3.3 (3.1C) Provide Professional Development for CCSS, NGSS, and ELD
*3.6 (3.1G) Expand NGSS training
*3.4 (3.1D) Support the implementation of 2020 Ed Tech PD
This feedback was gathered through surveys after training sessions. These efforts are aimed at ensuring an improved and effective instructional program for our UDPs, as evidenced by our i-Ready scores, ELPAC summative assessments where we've seen a noticeable improvement in our ELPAC scores for English Learners., and SBAC data.

Action 3.5 (3.1 F) Provide Pre-AP and AP training at the MS and HS was effective as evidenced by the 5% increase in AP pass rate for 2023 totaling 45% in 2023.

Action 3.7 (3.1H) Expand VAPA targeting needs of Low Income, EL and FY as demonstrated by an increase in students enrolling in VAPA courses which are now between 60-65%.

Actions 3.8 (3.2A) Provide support for sites to develop effective Professional Learning Communities and 3.9 (3.4A) P.E. Specialists to support Professional Learning Communities were deemed effective based on feedback from our educational partner groups were PLCs were consistently ranked as being effective and a priority to continue as we move forward into the new 24-27 LCAP cycle.

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.

Based on our assessment of the effectiveness of actions in Goal 3 and with educational partner input, we will continue with these actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.
Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.
Goal 3: NLMUSD will provide exemplary staff across the district.
Goal 4: NLMUSD will foster family and community engagement.
Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

Actions 3.2, 3.3, 3.6, 3.8 from this LCAP plan will be included in new LCAP Goal 3, while actions 3.1, 3.4, 3.5, 3.7, and 3.9 will be included in new LCAP Goal 2 for the upcoming cycle.

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

Goals and Actions

Goal

Goal #	Description
4	Parent and Community Engagement Create a culture of collaboration and communication that values the input and particpation of all stakeholders. o Strategy #1 – Provide and promote increased opportunities for parent and community involvement o Strategy #2 – Build connections between the community and the schools. o Strategy #3 – Provide effective communication with all stakeholders. o Strategy #4 – Provide parents with the tools they need to help their child succeed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase parent communication systems for participation, and translation support by 3% yearly.	3685 parents responded to Panorama survey	2739 parents responded to the Spring Panorama Survey	2357 parents responded to the Spring Panorama Survey	895 parents responded to the Spring Panorama Survey	4026 parent responses or higher
Increase in the number of parents participating in parent workshops by 10% Annually.	1281 parents participated in parent workshops (7954 total hours of parent engagement and participation: workshops, classes, meetings, committees).	1285 parents participated in parent workshops (9850 total hours of parent engagement and participation: workshops, classes, meetings, committees).	1085 parents participated in parent workshops. (4421 total hours of parent engagement and participation: workshops, classes, meetings, committees).	1150 parents participated in parent workshops. (5624 total hours of parent engagement and participation: workshops, classes, meetings, committees).	Target 1705 parents or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the parent's satisfaction Parent survey results by 1% per year, in the areas of safety, academic climate, connectedness, and fair rules and norms	96% of our parents feel our schools are safe. 93% feel we have a strong academic climate. 94% feel connected to their schools. 96% of our parents feel we have fair rules and norms as measured by our Panorama survey.	93% of our parents feel our schools are safe. 92% feel we have a strong academic climate. 91% feel connected to their schools. (responded favorably to the "Sense of Belonging 90% of our parents feel we have fair rules and norms as measured by our Panorama survey.	93% of our parents feel our schools are safe. 92% feel we have a strong academic climate. 92% feel connected to their schools. (responded favorably to the "Sense of Belonging 92% of our parents feel we have fair rules and norms as measured by our Panorama survey.	91% of our parents feel our schools are safe. 91% feel we have a strong academic climate. 90% feel connected to their schools. (responded favorably to the "Sense of Belonging 90% of our parents feel we have fair rules and norms as measured by our Panorama survey.	99% or higher of our parents feel our schools are safe. 96% or higher feel we have a strong academic climate. 97% or higher feel connected to their schools. 99% or higher of our parents feel we have fair rules and norms as measured by our Panorama survey.

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.

Both actions for Goal 4 were implemented. While we are past Covid, we continued to provide many parent engagement opportunities this year in a hybrid form, both in-person and via Zoom, to better meet the needs of parents' schedules. We continue to see slightly lower levels of in-person participation, but will continue to promote and actively recruit families to participate in our parent workshops and events both at the district and site level.

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.

District wide, our staff received a 3% increase in salaries; however, none of Goal 4's actions were significantly impacted.

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

Actions 4.1 (4.4A) Parent Involvement and Parent Workshops and 4.2 (4.5A) Increasing Parent Communication were effective based on feedback from parents on our Panorama survey. Survey results indicated that 88% of parents felt that school staff welcomed their suggestions.

Despite the challenge of not yet reaching pre-pandemic levels of parent participation, we successfully maintained ongoing opportunities for parental engagement throughout the year. This included various opportunities both at sites and district wide parent workshops. To accommodate more families, all many meetings were held in a hybrid format.

Our staff at NLMUSD provided educational and involvement opportunities tailored to parents of English Learners, Special Education students, Foster Youth, and those from Low Income backgrounds, aiming to eliminate barriers to learning for all. Enhancing and expanding services for parents of UDP students is expected to positively impact the academic achievements of this demographic.

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.

We recognize that even after the pandemic, it's crucial to support students academically and emotionally, and we aim to strengthen our collaboration with families in this effort. Additionally, we've introduced a new measure to assess parent decision-making for the 2023-24 school year.

Based on our assessment of the effectiveness of actions in Goal 4 and with educational partner input, we will continue with these actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.
Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.
Goal 3: NLMUSD will provide exemplary staff across the district.
Goal 4: NLMUSD will foster family and community engagement.
Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

Actions 4.1 and 4.2 from this LCAP plan will be included in new LCAP Goal 4 for the upcoming cycle.

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

Goals and Actions

Goal

Goal #	Description
5	Access to Rigorous Instruction and Support Provide all students with equitable access to high quality instruction and tiered academic and behavioral supports. o Strategy #1 – Provide a variety of pro-active learning supports and appropriate interventions o Strategy #2 – Increase expanded learning opportunities for students o Strategy #3 – Ensure access to appropriate technology tools, resources, and training

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student achievement in grades 3-8 and 11 for all students on standardized English Language Arts assessments (CAASPP), continue to reduce gaps in DFS	Current status: -10.1 DFS	i-Ready Data Kinder - 5th 53% in Tier 1 6th – 8th 42% in Tier 1	i-Ready Data 1st - 5th 24% to 45% in Tier 1 from D1 to D2 6th – 8th 30% to 36% in Tier 1 from D1 to D2 2022 Distance from Standard (DFS) -18.9 *Data source https://www.caschooldashboard.org/reports/19648400000000/2022 Achievement Level 44.07%	i-Ready Data 2023-24 i-Ready Reading 1st - 5th Grade 26% to 43% in Tier 1 from D1 to D2 2023-24 i-Ready Math 1st - 5th Grade 12% to 29% in Tier 1 from D1 to D2 2023 Distance from Standard (DFS) -17.1 *Data source https://www.caschooldashboard.org/reports/	0 DFS in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Met/Exceeded Standard *Data source https://caaspp-elpac.cde.ca.gov/elpac/	19648400000000/2022	
Student achievement in grades 3-8 and 11 for all students on standardized Math assessments (CAASPP), continue to reduce gaps in DFS -5 per year	Current status: -44.7 DFS	i-Ready Data Kinder -5th 42% in Tier 1 6th – 8th 40% in Tier 1	i-Ready Data 1st - 5th 11% to 31% in Tier 1 from D1 to D2 6th – 8th 17% to 24% in Tier 1 from D1 to D2 2022 Distance from Standard (DFS) -66.2 *Data source https://www.caschooldashboard.org/reports/19648400000000/2022 Achievement Level 27.66% Met/Exceeded Standard *Data source	No i-Ready Data available at this time 2023 Distance from Standard (DFS) -60.5 *Data source https://www.caschooldashboard.org/reports/19648400000000/2022	-29.7 DFS in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			https://caaspp-elpac.cde.ca.gov/elpac/		
Increase Attendance Rate by .5% annually (CALPADS)	2019-2020 rate is 96%	92.17%	27.9% chronically absent based on 2022 Dashboard	26.3% chronically absent based on 2023 Dashboard	97.5 or higher attendance rate
Maintain 0% drop out rate at the Middle Schools (Data Quest)	0%	0%	0%	Current middle school drop out rate per 22-23 CALPADS (Fall 1 Report 8.1C) is 3 students.	0% drop out rate at the Middle Schools

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.

Out of the 15 planned actions, 14 were implemented as action 5.3 was discontinued from LCAP and funded through other resources.
Successes include:
*Our ELA score of -17.1 DSF was an increase of 1.8 points over last year. This was attributed to the professional development that took place on reading/writing instruction by district and site TOSAs throughout the year.
*Our Math score of -60.5 also increased by 5.7 DFS compared to last year. This was also attributed to the professional development provided by our district math TOSAs, site Math Mentors, and our continued collaboration and focus on CGI instructional strategies through the Cotsen Foundation.
*We saw a slight reduction by 1.6% in the amount of students with Chronic Absenteeism for students this year. Many incentives were provided at the site and district level to promote positive student attendance. In addition, our MTSS specialists and specialized support services were also able to support our sites with helping reduce chronic absenteeism. Despite the small gain, chronic absenteeism and attendance rates generally continues to be a challenge, even though we are now past the COVID-19 pandemic. To address these issues, we plan to hire a district level staff member to assist with providing site support in improving student attendance beginning in the 24-25 school year.
*The most successful initiatives were the Jump Start program and expanded learning opportunities provided through summer school, this was based on feedback from students and staff.

With the exception of action 5.3, there were no actions that were substantively implemented differently from the description.

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.

District wide, our staff received a 3% increase in salaries, impacting some of the expenditures outlined in the LCAP budget. The following actions showed a material difference of 10% or higher difference between the budgeted and estimated actual expenditures for the following reasons:

Action 5.1 (5.1A): Provide Intervention Specialist for MTSS. This showed a 12% increase of approximately $362,587 as sites requested additional training days to send staff to various conferences and provide additional PLC time for grade level or department teams to collaborate. Site costs also increased due to sites needing additional MTSS training. Salary increases also impacted costs.
Action 5.2 (5.1C): Provide iTOSA to Elementary Schools showed a 27% increase of approximately $483,194 due to 3% salary and benefit increases.
Action 5.7 (5.2B): Jump Start Program shows a decrease of 36% or approximately $19,088 as it does not reflect program costs for the remainder of June, 2024.
Action 5.14 (5.3I): Instructional Support shows a 10% increase due to salary and benefit increases for staff.

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

The following actions:
*5.1 (5.1A) Provide intervention specialists for MTSS
*5.2 (5.1C) Provide iTOSA to Elementary Schools
*5.4 (5.1E) Provide Math and Language Arts intervention supports at the High Schools
*5.5 (5.1F) Provide Specialized Support Services
*5.14 (5.3I) Instructional Support
*5.15 (5.4A) Wrap-Around Support and Services
were shown to be effective based on an improvement in ELA DFS from -18.9 in 2022 as compared to -17.1 DFS in 2023 on the CA Dashboard. In addition, there was an improvement in Math DFS from -66.2 in 2022 as compared to -60.5 DFS in 2023 on the CA Dashboard. Additonally, there was a slight decrease of 1.6% in chronic absenteeism based on 2023 Dashboard indicating that there is an increase in engagement for students.

Actions:
*5.9 (5.3C) Technology Support Staff
*5.10 (5.3D) Schoology Online Learning Subscription

*5.11 (5.3E) Keyboarding Software and Instruction to the district
*5.12 (5.3F) Instructional Tech Coaches
were shown as effective based on 64% of parents responding on our Panorama survey that they feel technology is supporting individual needs, promoting critical and problem solving skills, and helping students be college and career ready.

*5.13 (5.3H) GATE
were shown to be effective based on an improvement in ELA DFS from -18.9 in 2022 as compared to -17.1 DFS in 2023 on the CA Dashboard. In addition, there was an improvement in Math DFS from -66.2 in 2022 as compared to -60.5 DFS in 2023 on the CA Dashboard. Additonally, there was a slight decrease of 1.6% in chronic absenteeism based on 2023 Dashboard indicating that there is an increase in engagement for students.

*5.3 Action is discontinued

NLMUSD has broadened learning opportunities by introducing Summer School for English Learners, Foster Youth, and Low Income students. By increasing access to summer school and offering a more enriching experience, we anticipate improved learning outcomes, leading to more students being prepared for college and careers. Actions 5.6 (5.2A) Expanded Learning Summer and 5.7 (5.2B) Jump Start Program were shown to be effective based on the +4% increase in secondary students who responded positively to our Panorama survey in the area of school connectedness for a total of 58%.

Action 5.8 (5.2C) Credit Recovery was shown to be effective as NLMUSD saw an increase in graduation rates by 1.2% rising from 92.4% to 93.6%. We are confident that programs and interventions funded by LCAP will continue to contribute towards growth in this goal.

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.

Based on our assessment of the effectiveness of actions in Goal 5 and with educational partner input, we will continue with many of these actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.
Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.
Goal 3: NLMUSD will provide exemplary staff across the district.
Goal 4: NLMUSD will foster family and community engagement.
Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA

Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

The majority of actions from this LCAP goal will be included in new LCAP plan for the upcoming cycle under Goal 2 with the exception of action 5.15 Wrap Around Services which will be incorporated into Goal 3.

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

Goals and Actions

Goal

Goal #	Description
6	Operational Excellence Provide learning environments that promote high performance within the school community. o Strategy #1 – Ensure safe, welcoming, and aesthetically pleasing environments o Strategy #2 – Provide all students with standards-aligned textbooks and instructional o Strategy #3 – Recruit, hire, and retain the best staff

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schools will be maintained in good or exemplary repair as measured by the SARC	100% of sites	100% of sites maintained in good or exemplary repair as measured by the SARC	100% of sites maintained in good or exemplary repair as measured by the SARC	100% of sites maintained in good or exemplary repair as measured by the SARC	Maintain 100% of sites at good or exemplary
100% of the schools will report texbook sufficiency as reported by Williams Report	100% of schools	100% of sites of the schools reported textbook sufficiency as reported by Williams Report	100% of sites of the schools reported textbook sufficiency as reported by Williams Report	100% of sites of the schools reported textbook sufficiency as reported by Williams Report	Maintain 100% of sites
Foster wellness for students and staff (Local indicators)	825 staff participation	945 staff participation	950 staff participation	Data shows 1,150 participants in the District's Wellness Program.	Increase 1000 staff participation in the District's Wellness 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 in Goal 6 were implemented. Metrics for Goal 6 all show either maintenance or an increase in 3 year target including:
*Maintaining 100% of sites at good or exemplary per the SARC report.
*Maintaining 100% of sites with textbook sufficiency as reported by Williams review.
*Increasing the number of participants in the district's Wellness Program to 1,150. This exceeds the 3 year target by 150 participants.
There were no substantial differences in the implementation of actions.

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

District wide, our staff received a 3% increase in salaries, impacting some of the expenditures outlined in the LCAP budget. The following actions showed a material difference of 10% or higher difference between the budgeted and estimated actual expenditures for the following reasons:

Action 6.3 (6.3A): Increasing Student to Teacher Interaction and Support showed a 10% increase of approximately $510,559 due to salary and benefits increase. Due to site needs, we also provided additional staff to reduce class size.

6.4 (6.3 AB): Increase in salaries due to 3% increase that impacted cost. Health and welfare costs increased as well.

Action 6.5 (6.3AC): Alternative Educational Supports for EL, FY, and Low Income Students through our Independent Studies program showed a 40% increase of approximately $544,452 as due to increase in salary and benefits. In addition, Credit Recovery offerings were provided to the Intervention Counselors giving each of them a caseload thus increasing support hours. Two lead Classified positions were on leave and reclassified staff to fill gap had a higher rate of pay. Lastly, additional teachers were added for adequate staffing of program.

6.8 (6.2A) Additional textbooks/materials were purchased due to an increase in funding from the state in Restricted Lottery funds.

6.11 (6.4A) We had overbudgeted for teachers at beginning of year and had less teachers than expected causing the difference.

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

All actions in goal 6 were deemed to be effective.

Action 6.1 (6.1B) Classroom physical environment improvements is effective based on the most current SARC report that shows 100% of sites are maintained in good or exemplary repair. This helps to create a safe and optimal learning environment.

The following actions:
*6.2 (6.2B) Supplemental Instructional Materials
*6.3 (6.3A) Increasing Student-to-Teacher Interaction and Support
*6.4 (6.3AB) Study Trips for English Learners, Foster Youth, and Low Income Students
*6.5 (6.3AC) Alternative Educational Supports for EL, FY, and Low Income Students
have shown effectiveness as evidenced by our Panorama survey results where 90% of staff said that the district has a climate of support for academic learning. Additionally, based on an improvement in ELA DFS from -18.9 in 2022 as compared to -17.1 DFS in 2023 on the CA Dashboard and an improvement in Math DFS from -66.2 in 2022 as compared to -60.5 DFS in 2023 on the CA Dashboard these actions show that they are effective at supporting students' instructional needs.

Action 6.6 (6.3BB) Increased Social Emotional Support Data shows effectiveness based on 1,150 staff participating in the District's Wellness Program and a slight decrease of 1.6% in chronic absenteeism based on 2023 Dashboard indicating that there is an increase in engagement for students. In addition, 71% of elementary students and 66% of secondary students responded positively on social emotional awareness on our Panorama survey.

*6.7 (6.0A) Quality school facilities to provide a positive learning environment
as evidenced by our Panorama survey results where 94% of staff said that their school is a supportive and inviting place for learning. Similarly,

*6.8 (6.2A) Purchase standards-aligned textbooks 100% of sites of the schools reported textbook sufficiency as reported by Williams Report so all students across the district have access to board-approved textbooks to support student achievement.

Actions:
*6.9 (6.3B) Classified staff to meet the needs of the students
*6.10 (6.3C) Comprehensive health and welfare benefits for all employees
*6.11 (6.4A) Attract and retain quality teachers, principals, and staff.
were shown as effective based on evidence by our Panorama survey results where 84% agreed that their school is a supportive and inviting place for staff to work.
As we strive to continually improve, we will continue to invest in highly qualified staff and programs to support the actions above in the new LCAP plan for 24-25.

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.

Based on our assessment of the effectiveness of actions in Goal 6 and with educational partner input, we will continue with the majority of actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.
Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.
Goal 3: NLMUSD will provide exemplary staff across the district.
Goal 4: NLMUSD will foster family and community engagement.
Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

Actions from this LCAP Goal 6 will be included in new LCAP Goal 2 (6.2, 6.3, 6.5), while actions 6.4 and 6.6 will be included in new LCAP Goals 3 and 1, respectively, for the upcoming cycle.

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

Goals and Actions

Goal

Goal #	Description
7	Special Education Strategy #1 - Foster collaboration and communication between special education and general education teachers to ensure that all students have access to grade-level content and materials. Strategy #2 - Provide professional development to special education teachers and related service providers on evidence-based strategies for supporting students with disabilities in inclusive settings. Strategy #3 - Conduct ongoing monitoring and evaluation of student progress and adjust instruction and supports based on data analysis and feedback.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard student group data Increase proficiency in ELA as measured by SBAC	SWD ELA: Very low			Based on 2023 CA Dashboard • 97.5 DFS below standard in ELA for SWD Performance level is red Based on 2023 CAASPP Data 15.73% met/exceeded standard	medium
CA Dashboard student group data	SWD Math: Very low			Based on 2023 CA Dashboard • 131.7 DFS below	medium

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase proficiency in Math as measured by SBAC				standard in Math for SWD Performance level is orange Based on 2023 CAASPP Data 11.98% met/exceeded standard	
Chronic Absenteeism Rate Reduce chronic absenteeism for SWD	very high			32.4% of SWD are chronically absent.	medium

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

There was full implementation for the action of Spe. Ed. Teacher on Special Assignment including:
*Facilitation collaboration between special education and general education teachers to ensure students have access to grade level content and materials.
*Ongoing monitoring and evaluation of student progress, attendance, and adjustment to instruction and support based on data analysis and feedback from staff and parents.
There were no substantive differences in the planned actions and implementation of the action.

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.

Budget amount was an estimate for new position. Once employee was hired based on actual salary placement and benefits the amount was higher.

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

*7.1 SPED Teacher on Special Assignment
Based on math and chronic absenteeism data for students with disabilities, there was an increase of one level on the CA Dashboard. This shows effectiveness for action 7.1.

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

Goal 7 will no longer be a part of 24-25 LCAP as this was a required goal for 23-24 school year.
Based on our assessment of the effectiveness of actions in Goal 7 and with educational partner input, we will continue with the majority of actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.
Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.
Goal 3: NLMUSD will provide exemplary staff across the district.
Goal 4: NLMUSD will foster family and community engagement.
Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

This action will not be funded out of the 24-25 LCAP plan.

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
Norwalk-La Mirada Unified School District	John M. Lopez, Ed. D. Superintendent	jmlopez@nlmusd.k12.ca.us 562-210-2013

Plan Summary [2024-25]

General Information

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

The Norwalk-La Mirada Unified School District, situated approximately 13 miles south of downtown Los Angeles, serves an estimated 15,406 students from Norwalk and La Mirada. Our district includes 16 elementary schools, 6 middle schools, and 5 high schools, alongside a robust CA State Preschool Program and Adult School. Our community boasts diversity, with residents speaking over ten different languages. According to the 2023 CA School Dashboard, English Language Learners comprise 15.7% (2,423) of our student body. Additionally, the dashboard indicates that 65.8% (10,139) of our students are classified as Low-Income, while 0.9% (132) are identified as Foster Youth. When combined, these groups make up 82.4% (12,694) of our students, known as "Unduplicated Pupils" or UDP. In addition, we have 31.9% (4,915) of our students identified as Homeless Students and 13.6% (2,095) as Students with Disabilities. These numbers have decreased due to declining enrollment in the area.

The following ethnicities and races are represented in our district:

*African American 2.3% (350)

*American Indian 0.2% (32)

*Asian 4.1% (627)

*Filipino 2.9% (442)

*Hispanic 81% (12,475)

Two or More Races 2.1% (320)

Pacific Islander 0.4% (62)

White 6.2% (961)

This plan was developed collaboratively with input from various educational partner groups, such as the English Learner Parent Advisory Committee (ELPAC), the Parent Advisory Committee (PAC), the Parent-Teacher Association (PTA), and the District English Learner Advisory Committee (DELAC). We informed parents about the opportunity to contribute to the Local Control and Accountability Plan (LCAP) through our school sites and personal calls. Community members, teachers, site staff, and administrators also had the opportunity to provide feedback ove the course of the course of the development of our plan. These groups had the chance to review various sources of academic and cultural/climate survey data points, including iReady Language Arts and Math data, SBAC data, Dashboard data, and Panorama data. Feedback from our UDP families and regular communication inform our approach to supports for learning. Our partnerships with our educational partners, including parents and caregivers, are crucial to the success of our students.`

While the COVID-19 pandemic is over, its impact continues to be felt. Students and families still show the effects of the increased stress and trauma during this time among and we continue to provide mental health supports and academic and behavioral interventions through our counselors, and Elementary Student Support Specialists (ESSSs) regularly engage with our students and families. Chronic absenteeism continues to be an issue for our district along with many across the state. NLMUSD staff monitors student participation and actively reaches out to those who may be disengaged.

NLMUSD's actions are guided by our Mission and Vision Statements and our Pillars for Success framework. Our mission emphasizes developing students' knowledge, skills, and attitudes to become lifelong learners and productive citizens in a diverse world. Our vision focuses on fostering innovation, critical thinking, and technological proficiency. The Pillars for Success framework, centered on SEL, academic rigor and relevance and guides our priorities, which include research-based best practices, high-quality teaching, data-driven decision-making, and college and career readiness.

We strive to personalize learning to meet the unique needs of each student, ensuring they graduate prepared for college, careers, and civic engagement. Our district emphasizes the use of technology, Professional Learning Communities (PLCs), Social Emotional Learning (SEL), and Multi-Tiered System of Support (MTSS) to provide targeted instruction and interventions. This is done through providing professional development for staff and allocating additional resources to support Unduplicated Pupils.

For the upcoming 24-25 school year, CDE is providing additional resources called Equity Multiplier funds to schools that meet the following criteria:

*Nonstability rates greater than 25%- defined as students enrolled for less than 245 continuous days between July 1 and June 30 of the prior year or exited from a school between July 1 and June 30 of the prior year due to either truancy, expulsion, or unknown reasons and without stable subsequent enrollment at another school and
*Socioeconomically disadvantaged student rates greater than 70%- defined as one of the following:
neither of the student's parents has a high school diploma
student is eligible for free or reduced proce meals under the National School Lunch Program
student is a migratory child under Title I, Part C requirements
student is a homeless child of youth

student is a foster youth
student is enrolled in a county juvenile court school

The only site identified for Equity Multiplier funds in our district is El Camino High School. ECHS was identified due to its meeting the state non-stability rate of 25% or greater and Socioeconomically Disadvantaged student rate of 70% or higher. ECHS has three areas on the CA School Dashboard where the performance level was low or red. These are CCI for All Students, Hispanic, Homeless, and Socioeconomically Disadvantaged student groups. Additionally, in CAASPP ELA for all students, and CAASPP Math for All Students, Hispanic, and Socioeconomically Disadvantaged student groups.

Reflections: Annual Performance

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

Norwalk-La Mirada Unified School District is leading our community into the future by developing students who are open-minded and curious, skilled in critical thinking, working collaboratively, and using current and emerging technologies. We personalize learning to meet the needs, motivations, and strengths of each student, ensuring every student graduates prepared to succeed in college and careers and participate positively in our community's civic life. A review of the CA Dashboard shows areas of strength and areas in need of improvement in academic performance, academic engagement, conditional and climate, and our local indicators.

An overview based on the CA School Dashboard shows NLM is performing at the following levels:
In the area of academic performance for ELA, our students are performing at the orange level and are 17.1 points below standard.
In mathematics, our students are performing at the yellow level and are 60.5 points below standard.
Our English Learner Progress is at the orange level showing 45.6% of our EL students as making progress.
College and Career readiness only shows current status indicated by purple bars which is at a medium level, with 42.7% of students being prepared for college/career.
In the areas of Academic Engagement, we show the following:
Chronic Absenteeism is at a level orange, with 26.3% of our students identified as chronically absent.
Our graduation rate is an area of success, showing that we are at a performance level of "Green" with 93.7% of students graduating.

In the areas of conditions and climate, we show:
A performance level of orange with 3.3 % of our students suspended at least one day

Our local indicators for the following areas show "Standard Met" in the following areas :
Implementation of Academic Standards
Parent and Family Engagement
Local Climate Survey
Access to a Broad Course of StudeyImplementation of Academic Standards
Basic: Teachers, Instructional Materials, Facilities
Parent and Family Engagement

Local Climate Survey

Based on the 2023 CA School Dashboard, NLMUSD received a performance level of "Red" on the following state indicators and student groups:
*Chronic Absenteeism: Multiple Races, PI, WH (these red indicators will be addressed in the following actions: 1.1, 1.2, 1.3, 1.4, 2.7, 3.4)
*ELA: SWD (these red indicators will be addressed in the following actions: 2.1, 2.2, 2.4, 2.7, 2.9, 2.14, 3.3, 4.1)

The following schools and respective student groups in NLMUSD also received a performance level of "Red" on one or more state indicators on the 2023 Dashboard.

ELEMENTARY SITES

CHRONIC ABSENTEEISM (these red indicators will be addressed in the following actions: 1.1, 1.2, 1.3, 1.4, 2.7, 3.4)
*Dolland: English Learners
*Dulles: ALL Students, Homeless, Socioeconomically Disadvantaged, and White Students
*Edmondson: ALL Students, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities
*Foster Road: ALL Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
*Gardenhill: ALL Students, Hispanic, Homeless, Multiple Races, Socioeconomically Disadvantaged, and Students with Disabilities
*Glazier: ALL Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
*La Pluma: White Students
*Moffitt: ALL Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
*Morrison: Students with Disabilities
*Sanchez: English Learners, and Students with Disabilities

ELA (these red indicators will be addressed in the following actions: 2.1, 2.2, 2.4, 2.7, 2.9, 2.14, 3.3, 4.1)
*Glazier: English Learners, and Students with Disabilities
*Moffitt: Students with Disabilities
*Morrison: Students with Disabilities

English Learner Progress Indicator/ELPI (these red indicators will be addressed in the following actions: 2.1, 2.2, 2.4, 2.7, 2.8, 2.14, 2.15, 4.1)
*Dolland: English Learners

Math (these red indicators will be addressed in the following actions: 2.1, 2.2, 2.4, 2.7, 2.8, 2.13, 2.15, 3.3, 4.1)
*Glazier: Students with Disabilities
*Moffitt: Students with Disabilities
*Nuffer: Students with Disabilities

SUSPENSION RATE (these red indicators will be addressed in the following actions: 1.1, 1.4, 2.7, 3.4)
*Sanchez: Students with Disabilities

MIDDLE SCHOOL SITES

CHRONIC ABSENTEEISM (these red indicators will be addressed in the following actions: 1.1, 1.2, 1.3, 1.4, 2.7, 3.4)
*Benton: Homeless Students
*Hutchinson: ALL Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
*Los Alisos: Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

ELA (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.14, 2.9, 3.3, 4.1)
*Corvallis: English Learners
*Benton: Students with Disabilities
*Hutchinson: Students with Disabilities
*Los Alisos: English Learners
*Waite: Students with Disabilities

English Learner Progress Indicator/ELPI (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.14, 2.15, 4.1)
*Corvallis: English Learners

MATH (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.15, 3.3, 4.1)
*Benton: English Learners, Homeless, and Socioeconomically Disadvantaged Students
*Corvallis: English Learners
*Hutchinson: Students with Disabilities
*Los Alisos: English Learners, and Students with Disabilities
*Waite: ALL Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

SUSPENSION RATE (these red indicators will be addressed in the following actions: 1.1, 1.4, 2.7, 3.4)
Benton: Students with Disabilities

HIGH SCHOOL SITES

COLLEGE/CAREER (these red indicators will be addressed in the following actions: 2.6, 2.8, 2.9, 2.10, 3.2)
*El Camino: ALL Students, Hispanic, Homeless, and Socioeconomically Disadvantaged Students
*John Glenn: Students with Disabilities
*Norwalk: Students with Disabilities

ELA (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.9, 3.3, 4.1)
*El Camino: ALL Students
*John Glenn: ALL Students, Hispanic, and Socioeconomically Disadvantaged Students
*La Mirada: Students with Disabilities
Norwalk: Students with Disabilities

English Learner Progress Indicator/ELPI (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.14, 2.15, 4.1)
*John Glenn: English Learners

MATH (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.15, 3.3, 4.1)
*El Camino: ALL Students, Hispanic, and Socioeconomically Disadvantaged Students
*John Glenn: ALL Students, English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged Students
*La Mirada: Students with Disabilities
*Norwalk: English Learners, Homeless Students

SUSPENSION RATE (these red indicators will be addressed in the following actions: 1.1, 1.4, 2.7, 3.4)
John Glenn: Students with Disabilities
Norwalk: Students with Disabilities

NLMUSD has actions and services described throughout the LCAP to address the needs noted above.

Reflections: Technical Assistance

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

N/A NLMUSD is not identified as a Differentiated Assistance district.

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.

NLMUSD had two sites identified for Comprehensive Support and Improvement based on the 2023 CA School Dashboard:
El Camino Continuation High School for Low Graduation Rate and John Glenn High School for Academic Achievement.

Support for Identified Schools

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

The Local Education Agency (LEA) will support El Camino High School (ECHS) and John Glenn High School in conducting a needs assessment to understand why they are identified as Comprehensive Support and Improvement (CSI) schools. The data provided during this assessment will focus on various metrics impacting student achievement, including local Benchmark assessments and CAASPP data. In

addition, the completion of credits, which significantly influences the graduation rate, will be monitored. This data will encompass grading, attendance, completion rates on Edgenuity, and graduation rates over the past two years at ECHS.

Following the analysis of these metrics during staff development days, the schools will gather student and parent survey data to further identify root causes. Once these root causes are pinpointed, the district expects ECHS to continue and/or adjust their CSI plan, based on current results. JGHS will also take input from educational partners and incorporate them into the CSI plan. The LEA will closely collaborate with site administrators to educate educational partners on the CSI process, understand the root causes for the schools' designation, and clarify their roles in addressing the identified gaps. This year-long process will include implementing evidence-based practices, assessing resource inequities, and monitoring progress toward goals.

The LEA will guide both schools in understanding evidence-based practices and their crucial role in meeting CSI requirements. During professional development sessions, ECHS and JGHS educational partners will learn how to effectively address the needs outlined in the CSI plan through the implementation of these practices. ECHS will re-evaluate whether the evidence-based practices used in their previous CSI plan have been effective in helping to increase graduation rate for students or may consider exploring new evidence-based strategies. JGHS will have to select which evidence-based practices to implement in order to increase academic achievement. The LEA will provide necessary professional development and establish an accountability cycle to assess success or realign efforts if needed.

With identifying resource inequities, the LEA will assist both sites in conducting an inventory of resource allocations to identify any disparities that continue to contribute to ECHS's CSI designation or may be a factor for JGHS's designation. This analysis will examine how resources are utilized to address the same metrics used in the needs assessment, including personnel allocation. The LEA will share its process for allocating funds, staff, and materials to ensure equitable distribution and rule out resource inequities as a root cause for each site's CSI status.

Partners in learning engagement is integral to the CSI plan development process. This is done through site orientation tours at ECHS and parent engagement opportunities such as School Site Council and English Language Advisory Committee meetings offer opportunities for feedback and policy discussions. JGHS is in the process of developing their engagement plans to involve as many educational partners as possible in the process.

Monitoring and Evaluating Effectiveness

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

Supporting the Identification and Selection of Evidence-Based Practices:
The LEA will assist both sites in understanding evidence-based practices and their critical role in meeting the CSI mandates. Through professional development sessions, site educational partners at ECHS and JGHS, including administration, teachers, and support staff, will grasp their role in effectively addressing the CSI plan's needs through evidence-based practices. After determining which practices to implement at JGHS and which practices to continue and/or adjustment at ECHS, the LEA will provide necessary professional development and utilize site leadership teams and the PLC inquiry process to identify needs, plan next steps/timeline, implement and monitor effectiveness.

Supporting the Identification of Resource Inequities:
As part of implementing the CSI plan, the LEA will guide both ECHS and JGHS in conducting an inventory of resource allocation to identify inequities contributing to each schools' CSI designation. This includes analyzing how resources are used to address the same data metrics used in the needs assessment and personnel allocation. The LEA will share its resource allocation process with both sites to ensure equitable distribution and rule out resource inequities as a root cause for either site's CSI designation.

Engaging Learning Partners in the CSI Plan Development Process:
Learning partners are engaged through orientation meetings, School Site Council and English Language Advisory Committee meetings, and regular communication via PowerSchool Messenger updates. Previously, survey data and parent feedback have identified technology and support inequities at ECHS, which the LEA addressed by providing additional devices and support staff. Tutoring, mentorship, and college and career resources have been used at ECHS through the National College Resource Foundation and JGHS is considering utilizing their services as well.

Monitoring and Evaluating Effectiveness:
Regular meetings will be held between both sites and district administrators throughout the year to discuss progress monitoring, student support needs, and professional development opportunities. The site leadership team will monitors areas such as student progress towards academic growth, credit completion, and other support needs. Teachers will participate in professional development on various topics related to their needs and selected strategies, and stakeholders collaborate to draft action plans addressing academic progress and graduation goals. The LEA will hold regular meetings with site administration to evaluate the plan's effectiveness, with quarterly data metrics provided by sites to ensure success and make necessary modifications to their plans.

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
Elementary and Secondary Students/Teachers/Parents	Spring, 2024 Panorama Survey (TK-2nd was a Teacher Perception of Students, and results were also reflected in LCAP process).
District English Learner Advisory Committee (DELAC)	DELAC consultation where LCAP presentations focused on LCFF and LCAP overview, review of district data including CAASPP and ELPAC data, plus gathering of partner feedback at meetings held on 4/19/24 and 5/3/24
English Learner Parent Advisory Committee (EL PAC) and Parent Advisory Committee (PAC)	EL PAC and PAC consultation where LCAP presentations focused on LCFF and LCAP overview, review of district data including CAASPP, ELPAC, and CA Dashboard data, and gathering of feedback on identified needs and possible actions at meetings held on 3/12/24 and 4/16/24.
Parent Teacher Association (PTA)	PTA consultation where LCAP presentations focused on LCFF and LCAP overview, review of district data including CAASPP and ELPAC data, plus gathering of partner feedback presentation at meeting held on 5/21/24 (rescheduled from 4/16/24).
Teachers Association of Norwalk- La Mirada (TANLA)	Consultation with TANLA board and site representatives where input for LCAP based on student/site needs was provided by members at meeting held on 5/6/24
CA School Employees Association (CSEA)	Consultation with CSEA board and members where LCAP presentations focused on LCFF and LCAP overview, review of district data including CAASPP, ELPAC, and CA Dashboard data, and gathering of feedback on identified needs and possible actions. CSEA LCAP presentations and gathering of feedback at meetings on

Educational Partner(s)	Process for Engagement
	4/23/24 and 5/7/24. In addition all Classified staff were provided a survey facilitated by CSEA leadership to give input on LCAP.
Administrators and Co-Administrators/Principals	Consultation with district and site Administrators/Co-Administrators/Principals where LCAP presentations focused on LCFF and LCAP overview, review of district data including CAASPP, ELPAC, and CA Dashboard and gathering feedback on identified needs and possible actions at meetings on 4/11/24 and 4/18/24. SEL data was reviewed on 4/8/23.
Superintendent's Cabinet Meetings (comprised of district/site administrators, SELPA, teachers, classified staff, and bargaining unit representatives)	LCAP presentations focused on LCFF and LCAP overview, changes in LCAP template for new 3 year cycle, district data including CAASPP, ELPAC, CA Dashboard, iReady data, identifying areas of strengths/needs, and prioritizing actions. In addition, group discussed development of new goals, actions either continuing or new that support current student needs, and preliminary budget. This was done at ongoing meetings held on 10/13/23, 11/15/23, 12/4/23, 1/26/24, 4/26/24, and 5/16/24.
Superintendent's Community Council Meetings (comprised of district/site administrators, community members, parents, teachers, classified staff, and bargaining unit representatives)	LCAP presentations shared with community partners focused on LCFF and LCAP overview, review of district data including CAASPP, ELPAC, and CA Dashboard data, and gathering of feedback on identified needs and possible actions at meetings held on 10/13/23, 1/26/24, 4/15/24.
El Camino High School is receiving Equity Multiplier funds and has met with their educational partner groups including School Site Council (SSC), English Language Advisory Committee (ELAC), the ECHS community via a PowerSchool Messenger with survey, Site Leadership Team, and Professional Learning Communities.	Educational partner meetings were held and reviewed site CA Dashboard data and survey feedback around identified student needs (CCI, CAASPP ELA and Math) and possible actions to implement to mitigate achievement disparity. SSC 5/14/24, ELAC 5/18/24, SLT 5/7/24, PLCs 5/8/24, and community survey open from 5/18/24 through 5/24/24.

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

The Norwalk-La Mirada Unified School District conducted a series of collaborative meetings with key educational partners to gather feedback that informed the development of the Local Control and Accountability Plan (LCAP) beginning in October of 2023 and continuing through May of 2024. During these meetings, educational partners discussed the district's goals, strategies, and actions outlined in the current 23-24 LCAP plan. Partners were invited to provide feedback on various data points, including student academic data such as iReady ELA/Math data, CAASPP data, CA Dashboard data, and culture and climate survey data from our Panorama survey. Based on feedback from our educational partner groups, the LCAP was influenced by the following:

Students felt that being connected at school was important to their academic and SEL achievement. Actions 1.1,1.2, 1.3, and 1.4 reflect this.

Our CSEA bargaining unit prioritized improving academic achievement in core subjects, especially math and ELA, addressing attendance and absenteeism, providing more support and resources for teachers, and implementing program evaluation and data-driven decision-making. Actions 2.4, 2.7, 2.8, 2.13, 2.14, 3.3, 1.1, 2.1, and 2.3 reflect these priorities.

Our teacher's union, TANLA, prioritized smaller class sizes and the reduction of combo classes reflected in action 2.2, increasing aide/tutor support especially in TK K shown in action 2.4, mental health supports as seen in actions 1.1 and 2.7, iTOAs and ESSSs reflected in actions 1.1, 2.7, competitive salaries, additional materials and supplies seen in action 2.8, school sports/engagement programs reflected in 1.2, interventions as seen in 1.1, 2.2, 2.7, PLC supports to develop stronger processes shown in actions 2.1, and 3.1, continued professional development as seen in 2.14, 3.1, 3.2, 3.3, Spe. Ed. curriculum and materials viewed in 2.15 and 2.8, and facilities in good condition.

Our DELAC parents, EL PAC and PAC feedback determined the following were essential- UDL strategies, a stronger focus on development/intervention during elementary years action and are reflected in actions 3.3, 2.2, 2.7, secondary school preparedness is seen in 1.3, 2.6, 2.9, 2.10, 2.13, continued tutoring and homework support especially for EL, FY, and Low Income students 2.5, 2.7, 2.9, increasing the number of EL students reclassified supported by action 2.14, providing additional resources action 2.8, increased parent workshops seen in 4.1 and 4.2, and smaller class sizes seen in action 2.2.

Superintendent's Community Council determined that interventions and alternatives to suspension, strong tier 1 instruction as shown in actions 2.2, 2.4, 2.8, 3.3, addressing causes of chronic absenteeism- action 1.1 and 2.7, focus on ELA instruction in actions 2.4, 2.7, 2.8, 2.14 3.3, college/career focus as seen in 2.7 and 2.10, and safety in action 1.4 were important.

Superintendent's Cabinet determined that the top priorities were to continue support services through iTOSAs action 2.7, Elementary Student Support Service providers (ESSSs) in action 1.1, continued Tier 1 supports seen in 3.3, 2.7, including small group instruction, a focus on writing 3.3, language development for EL students in action 2.14, and instruction that develops higher-level skills supported by action 3.3.

Principals and coprincipals felt that priorities were iTOSAs, interventions especially in math/reading, a focus on MTSS, all incorporated through action 2.7, ALD for EL students in action 2.14, intervention counselors action 2.7, supports (PE teachers/staff) to develop stronger PLC process shown in action 2.1 and 3.1 reflect these.

Equity Multiplier Funds- El Camino High School
ECHS has developed actions in Goal 5 for use of Equity Multiplier funds to address the low performance of student groups in the following areas based on the 2023 CA Dashboard:
College/Career Readiness for all students, HI, HOM, SED as measured by the CCI indicator.
Increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level.
In addition, ECHS will increase CAASPP Math results for all students, HI, and SED students by reducing distance from the standard, standard (DFS) and/or increasing performance level.

This goal was developed with input via a survey from the ECHS educational partners, including the School Site Council, English Language Advisory Committee, the ECHS community via a PowerSchool Messenger, Site Leadership Team, and Professional Learning Communities teams. As a continuation high school, El Camino's goal is to decrease the learning loss for students so that they can graduate on time. To do so, they want to ensure their students graduate being college and career ready. It is important that additional personnel be assigned to support with A-G, CTE, graduation requirements, as well as providing professional development for teachers who need more training on pedagogy with reading comprehension, writing skills, and complex grade-level math problems. ECHS will use the graduation rate, increased CAASPP results in ELA and Math, and attendance rates as their primary metrics to monitor this goal.

Our educational partner meetings served as platforms for collaboration and engagement, ensuring that the LCAP reflects the diverse needs and perspectives of the district's partners. The feedback gathered from educational partners played a pivotal role in shaping the district's approach to promoting equitable and inclusive education for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	NLMUSD will provide a safe, engaging, and responsive climate and culture to increase student engagement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In consultation with educational partners, this goal was developed so students will be engaged in a safe, physically and emotionally healthy learning environment and school community. Our district will provide safe, welcoming, and aesthetically pleasing environments to support learning. All students, including English Learners, Foster Youth, and Low Income students, need a student-centered engaging and responsive school climate and culture in order to be successful. This will support students academically, foster college and career readiness and develop social emotional connections through positive student interactions with peers and staff. These actions will support in meeting our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase attendance rate.	Current attendance rate per 22-23 CALPADS (Report 14.2 EOY3) Report is 92%. *EL 91.9 *LI 91.3% *FY unvailable as not an idicator on CALPADS (Report 14.2 EOY3)			Attendance rate per 25-26 CALPADS (Report 14.2 EOY 3) is 97%. *EL 96.9 *LI 96.3% *FY unvailable as not an idicator on	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					CALPADS (Report 14.2 EOY3)	
1.2	Decrease chronic absenteeism rate.	Current chronic absenteeism rate per 2023 CA School Dashboard is 26.3%/Performance level orange. *EL 23.4%/Orange *LI 30.1%/Orange *FY 28.7%/Orange *HI 27.9%/Orange *HOM 31.1%/Yellow *Two or More Races 22.1%/Red *Pacific Islander 41%/Red *SWD 32.4%/Orange *White 24.8%/Red			Chronic absenteeism rate per 2026 CA School Dashboard is 20.3%. *EL 17.4% or Level Increase *LI 24.1% or Level Increase *FY 22.7% or Level Increase *HI 21.9% or Level Increase *HOM 25.1% or Level Increase *Two or More Races 16.1% or Level Increase *Pacific Islander 35% or Level Increase *SWD 26.4% or Level Increase *White 18.8% or Level Increase	
1.3	Decrease middle school drop out rate.	Current middle school drop out rate per 22-23 CALPADS (Fall 1 Report 8.1C) is .08%.			Middle school drop out rate per 25-26 CALPADS (Fall 1 Report 8.1C) is 0%.	
1.4	Decrease high school drop out rates.	Current high school drop out rate per 22-23			High school drop out rate per 25-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DataQuest Four Year Adjusted Cohort Outcome Report is 3%.			DataQuest Four Year Adjusted Cohort Outcome Report is 1%.	
1.5	Increase or maintain high school graduation rate.	Current high school graduation rate per 22-23 DataQuest Four Year Adjusted Cohort Outcome Report is 93.6%. *Current high school graduation rate per 22-23 DataQuest Four Year Adjusted Cohort Outcome Report for FY is 84.21%.			High school graduation rate per 25-26 DataQuest Four Year Adjusted Cohort Outcome Report is 98%. *High school graduation rate per 25-26 DataQuest Four Year Adjusted Cohort Outcome Report is 88%.	
1.6	Decrease suspension rate.	Current suspension rate for all students per 2023 Dashboard is 3.3%./Performance level orange. *Current suspension rate for SWD per 2023 Dashboard is 5.5%/Performance level orange.			Current suspension rate for all students per 2023 Dashboard is 1.3% or less/Performance level increase. *Current suspension rate for SWD per 2023 Dashboard is 3.5% or less/Performance level increase.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Maintain expulsion rate.	Current expulsion rates per 22-23 DataQuest is 0%.			Expulsion rates per 25-26 DataQuest is 0%.	
1.8	Increase percent of students agreeing that they feel safe when they are at school.	Based on Spring 2024 Panorama Survey Data: *69% of elementary students and *61% of secondary students agree that they feel safe when they are at school.			Based on Spring 2027 Survey Data: *75% of elementary students and *67% of secondary students agree that they feel safe when they are at school.	
1.9	Increase or maintain percent of parents that agree their students feel safe at school.	Based on Spring, 2024 Panorama Survey Data, 91% of parents feel their child is safe on school grounds.			Based on Spring, 2027 Survey Data, 95% of parents feel their child is safe on school grounds.	
1.10	Increase percent of students agreeing that they feel a sense of belonging/connectedness at school.	Based on Spring 2024 Panorama Survey Data: *78% of elementary students and *58% of secondary students agree that they feel a sense of belonging/connectedness at school.			Based on Spring 2027 Panorama Survey Data: *84% of elementary students and *64% of secondary students agree that they feel a sense of belonging/connectedness at school.	
1.11	Increase or maintain percent of parents that agree their students feel	Based on Spring, 2024 Panorama Survey Data, 90% of parents feel			Based on Spring, 2027 Panorama Survey Data, 96%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	a sense of belonging/connectedness at school.	their child has a sense of belonging/connectedness at school.			of parents feel their child has a sense of belonging/connectedness at school.	
1.12	Local Indicator Report Priority 1: Basic Services Facillities	Based on the 23-24 Local Indicator Report there are 0 instances where facilities do not meet the "Good Repair" Standard.			Based on the 26-27 Local Indicator Report there are 0 instances where facilities do not meet the "Good Repair" Standard.	
1.13	Increase percent of staff agreeing that they feel safe when they are at school.	Based on Spring, 2024 Panorama Survey Data, 74% of staff feel safe when they are at school.			Based on Spring, 2027 Panorama Survey Data, 79% of staff feel safe when they are at school.	
1.14	Increase percent of staff agreeing that they feel a sense of belonging/connectedness at school.	Based on Spring, 2024 Panorama Survey Data, 77% of staff feel a sense of belonging/connectedness at school.			Based on Spring, 2027 Panorama Survey Data, 82% of staff feel a sense of belonging/connectedness at school.	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supporting Student Social-Emotional and Wellness Needs	In order to strengthen school connectedness and provide social-emotional behavioral support needed to respond to Foster Youths' (FY) mental health concerns that inhibit learning while adversely affecting their well-being, Elementary Student Support Specialists (ESSSs) will support elementary sites. Using MTSS to deliver prevention and intervention services, they will provide universal and targeted supports to FY students. Connections with community resources will be strengthened and supported by collaboration with the school ESSSs and outside agencies. In addition, NLMUSD will provide systematic support for UDP students in crisis with support from district Mental Health and Wellness staff, who will provide support for counseling and improved attendance of UDP students. Their focus is to promote healthy development and wellness including social emotional, behavior development, and academic success for students who are EL, FY, and Low-Income. Schools that have greater than 55% of UDP students will have increased staff providing direct services using the 15% concentration grant add-on in comparison to schools with UDP percentage of 55% or less.	$3,970,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Secondary School Engagement Programs	Students' physical and emotional well being is essential to their success in school and can be addressed by helping them to increase access and school connectedness through involvement in school clubs and sports. NLMUSD will provide a sports program in our secondary schools to support LI students' growth in areas of health, wellness, access and school connectedess. Sports participation opportunities will be promoted and offered to students.	$276,751.00	Yes
1.3	Peer Mentorship Programs	Low Income (LI) students often face challenges when transitioning to middle and high school. Peer mentorship is a powerful way of supporting students through this transition. WEB, LINK crew, and similar site-based mentorship programs are designed to support our Low Income students. LI students will receive peer mentorship at the start of the school year and and throughout their 6th and 9th grade years. The mentorship will be provided by WEB, LINK Crew, and similar site mentorship programs. Coordinators who are certificated staff will train identified peer mentors. In addition to benefiting incoming 6th and 9th grade LI students, it also benefits our student mentors by building their leadership capacity and developing a sense of belonging at their school campus.	$35,415.00	Yes
1.4	Increased Safety and Social Emotional Support for LI Students	Students will receive increased safety and social emotional support, mentorship, and monitoring through additional staff provided at our school sites with high numbers of Low Income Students. This will build the connections that will result in higher levels of student engagement and academic achievement.	$856,554.00	Yes
1.5	Classroom Environments and School Facilities that Promote a Safe and Positive Learning Environment	NLMUSD is committed to providing optimal learning environments at all sites that are safe and well maintained in order to promote a positive learning environment for students.	$18,071,195.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child to increase student achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In consultation with educational partners, this goal was developed so we can meet our mission as a district is to ensure academic achievement for students across all content areas, thus preparing them for college and career readiness. NLMUSD will provide all students with equitable access to high quality instruction aligned to CCSS and provide tiered academic and behavioral supports that will support the needs of students. Students will graduate with clear postsecondary options and and a postsecondary plan. These actions will support in meeting our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase student achievement on CAASPP ELA assessments in grades 3-8 and 11 by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard.	2023 CA Dashboard current status in ELA for all students grades 3-8 and 11: *All students: -17.1 DFS/Performance level orange.			2026 CA Dashboard status in ELA for all students grades 3-8 and 11: *All students: -2.1 or greater DFS and/or Performance level increase.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*English Learners: -60.3 DFS/ Performance level orange. *Foster Youth: -65.5 DFS/ Performance level yellow. *Low Income students: -32.1 DFS/Performance level orange. *SWD: -97.5 DSF/Performance level red. *HI students: -25.8 DFS/Performance level orange.			*English Learners: -45.3 or greater DFS and/or Performance level increase. *Foster Youth: -50.5 or greater DFS and/or Performance level increase. *Low Income students: -17.1 or greater DFS and/or Performance level increase. *SWD: -76.5 or greater DSF and/or Performance level increase. *HI students: -10.8 DFS/Performance level increase.	
2.2	Increase student achievement on CAASPP MATH assessments in grades 3-8 and 11 by reducing distance from standard	2023 CA Dashboard current status in MATH for all students grades 3-8 and 11:			2026 CA Dashboard status in MATH for all students grades 3-8 and 11:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(DFS) and/or increasing performance level on CA Dashboard.	*All students: -60.5 DFS/Performance level yellow. *English Learners: -92.3 DFS/ Performance level orange. *Foster Youth: -98.9 DFS/ Performance level orange. *Low Income students: -76.9 DFS/Performance level yellow. *SWD: -131.7 DSF/Performance level orange. *HI students: -70.8 DFS/Performance level yellow. *HOM students: -78.4 DFS/Performance level yellow.			*All students: -50.5 or greater DFS and/or Performance level increase. *English Learners: -77.3 or greater DFS and/or Performance level increase. *Foster Youth: -83.9 or greater DFS and/or Performance level increase. *Low Income students: -61.9 or greater DFS and/or Performance level increase. *SWD: -101.7 DSF or greater and/or Performance level increase. *HI students: -55.8 or higher DFS/Performance level increase.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*HOM students: -63.4 DFS/Performance level increase.	
2.3	Increase student achievement on CAST Science assessments in grades 5, 8 and high school by increasing percentage of students who meet/exceed achievement level.	Current status based on 2023 CAST results for students grades 5, 8 and high school: *All students: CAST 23.88% met/exceeded standard. *English Learners: CAST 1.45% met/exceeded standard. *Foster Youth: CAST 8.33% met/exceeded standard. *Low Income students: CAST 18.46% met/exceeded standard. *SWD: CAST 6.91% met/exceeded standard.			Status based on 2026 CAST results for students grades 5, 8 and high school: *All students: CAST 28.88% met/exceeded standard. *English Learners: CAST 6.45% met/exceeded standard. *Foster Youth: CAST13.33% met/exceeded standard. *Low Income students: CAST 23.46% met/exceeded standard. *SWD: CAST 11.91% met/exceeded standard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Increase percentage of students who have successfully completed A-G requirements.	Current percentage of students who have successfully completed A-G requirements per 22-23 CALPADS (report 15.1) is 44.80%. Current percentage of FY students who have successfully completed A-G requirements per 22-23 CALPADS (report 15.1) is 21.05%.			Percentage of students who have successfully completed A-G requirements per 25-26 CALPADS (report 15.1) is 55%. Percentage of students who have successfully completed A-G requirements per 25-26 CALPADS (report 15.1) is 31%.	
2.5	Increase percentage of students who have successfully completed CTE courses from approved pathways.	Current percentage of students who have successfully completed CTE courses from approved pathways per 22-23 CALPADS (report 15.1) is 29%.			Percentage of students who have successfully completed CTE courses from approved pathways per 25-26 CALPADS (report 15.1) is 40%.	
2.6	Increase percentage of students who have successfully completed both A-G and CTE courses.	Current percentage of students who have successfully completed both A-G and CTE courses per 22-23 CALPADS (report 15.1) is 18%.			Percentage of students who have successfully completed both A-G and CTE courses per 25-26 CALPADS (report 15.1) is 26%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Increase percentage and/or performance level of English Learners who progress in English proficiency as measured on the ELPAC assessment.	Current percentage of English Learners who progressed in English proficiency as measured on the ELPAC assessment is 45.6%/Performance level orange per 2023 CA Dashboard.			Percentage of English Learners who progressed in English proficiency as measured on the ELPAC assessment is 55.6%/Performance level increase per 2026 CA Dashboard.	
2.8	Increase percentage of English Learner Reclassification rate.	English Learner Reclassification rate is 14.7% per DataQuest based on 2023 Summative ELPAC data.			English Learner Reclassification rate per DataQuest is 24.7% based on 2026 Summative ELPAC data.	
2.9	Increase or maintain percentage of students who pass AP exams with a score of 3 or higher.	Current percentage of students who pass AP exams with a score of 3 or higher per 2023 CA Dashboard College/Career Levels and Measures report- on measure prepared by "Advanced Placement" is 28.1%.			Percentage of students who pass AP exams with a score of 3 or higher per 2026 CA Dashboard College/Career Levels and Measures report on measure prepared by "Advanced Placement" is 34%.	
2.10	Every student will have access to standards-aligned instructional materials as measured by Williams' Survey.	Currently every student has 100% sufficient access to standards-aligned instructional materials as measured			Every student will have 100% sufficient access to standards-aligned instructional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		by Fall 2023 Williams' Survey.			materials as measured by Fall 2026 Williams' Survey.	
2.11	Increase or maintain the percentage of students prepared for college as measured by the 2023 Early Assessment Program (EAP).	The current percentage of 11th grade students prepared for college as measured by the Early Assessment Program (EAP) is 22.23% in ELA and 6.27% in Math per 2023 SBAC results.			Percentage of 11th grade students prepared for college as measured by the Early Assessment Program (EAP) is 32.23% in ELA and 16.27% in Math per 2026 SBAC results.	
2.12	Implementation of state standards for all students including ELLs as measured by Local Indicator Reflection Tool, question 2: LEA's progress in making instructional materials that are aligned to the academic standards and/or curriculum frameworks: Rating Scale: 1- Exploration & Research Phase; 2- Beginning Development; 3- Initial Implementation; 4- Full Implementation;	The current implementation of state standards for all students including ELLs per Fall 2023 Local Indicator Reflection Tool is: ELA- 5 ELD- 5 Math-5 NGSS- 5 History-Social Science- 5			Implementation of state standards for all students including ELLs per Fall 2026 Local Indicator Reflection Tool is: ELA- 5 ELD- 5 Math- 5 NGSS- 5 History-Social Science- 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5- Full Implementation & Sustainability					
2.13	Students will have access to a broad course of study (State Priority 7) as measured by enrollment in VAPA courses at high schools grades 9-12, as measured by CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses)	Currently 1,585 of all 9-12th grade students have access to a broad course of study as compared to 1,041 9-12th grade Low Income students (State Priority 7) as measured by enrollment in VAPA courses at high schools as measured by CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses.			An increase of 10% of all 9-12th grade students have access to a broad course of study and a 10% increase of all 9-12th grade Low Income students (State Priority 7) as measured by enrollment in VAPA courses at high schools as measured by CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses.	
2.14	Other pupil outcomes as measured by percent of graduates awarded the State Seal of Biliteracy per PowerSchool.	5.9% of 2024 graduates were awarded the State Seal of Biliteracy per PowerSchool.			14.9% or higher of 2027 graduates awarded the State Seal of Biliteracy per PowerSchool.	
2.15	Increase percent of students who are "Prepared" based on CCI on CA Dashboard.	Based on 2023 Dashboard 42.7% of all students are prepared as reported on CCI indicator. *Based on 2023 Dashboard HI students			Based on 2026 Dashboard 47.7% of all students are prepared as reported on CCI indicator.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		show status as "Medium" as reported on CCI indicator. *Based on 2023 Dashboard HOM students show status as "Low" as reported on CCI indicator. *Based on 2023 Dashboard SED students show status as "Medium" as reported on CCI indicator. *Based on 2023 Dashboard SWD students show status as "Low" as reported on CCI indicator.			*Based on 2026 Dashboard HI students show status as Increased as reported on CCI indicator. *Based on 2026 Dashboard HOM students show status as Increased as reported on CCI indicator. *Based on 2026 Dashboard SED students show status as Increased as reported on CCI indicator. *Based on 2026 Dashboard SWD students show status as Increased as reported on CCI indicator.	
2.16	K i-Ready Data	Based on Spring, 2024 i-Ready Assessment, the data shows that in ELA 27.85% of Kinder EL students are			Based on Spring, 2027 i-Ready Assessment, the data shows that in ELA 38% of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		performing at grade level as compared to 40.36% of all Kinder students. In math 28.77% of Kinder EL students are performing at grade level as compared to 43.10% of all Kinder students.			Kinder EL students are performing at grade level as compared to 51% of all Kinder students. In math 29% of Kinder EL students are performing at grade level as compared to 53% of all Kinder students.	
2.17	GATE Identification Rate	Based on Spring, 2024 PowerSchool Data 3.92% of all students grades 3-12 are identified as GATE eligible. Based on Spring, 2024 PowerSchool Data .23% of all EL student grades 3-12 are identified as GATE eligible. Based on Spring, 2024 PowerSchool Data 1.07% of all FY student grades 3-12 are identified as GATE eligible. Based on Spring, 2024 PowerSchool Data			Based on Spring, 2027 PowerSchool Data 8.92% or higher of all students grades 3-12 are identified as GATE eligible. Based on Spring, 2027 PowerSchool Data 5.23% of all EL student grades 3-12 are identified as GATE eligible. Based on Spring, 2027 PowerSchool Data 6.07% of all FY student grades 3-12 are identified as GATE eligible.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1.33% of all LI student grades 3-12 are identified as GATE eligible.			Based on Spring, 2027 PowerSchool Data 6.33% of all LI student grades 3-12 are identified as GATE eligible.	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support for Professional Learning Communities	NLMUSD will provide Physical Education specialists and staff to support classroom teachers in implementing the PLC process. Physical education certificated staff will engage students in PE instruction while teachers collaborate, develop assessments, and design lessons for English Learners (EL). Teacher collaboration and calibration, instruction, and data	$958,215.00	Yes

Action #	Title	Description	Total Funds	Contributing
		analysis will benefit EL students academically. Supplemental materials and supplies (i.e., notepads, apps to track fitness, etc.) will be purchased to support PE instruction. Schools that have greater than 55% of UDP students will have increased staff providing direct services using the 15% concentration grant add-on in comparison to schools with UDP percentage of 55% or less.		
2.2	Increased Student-to-Teacher Interaction and Support	NLMUSD will provide additional classroom teachers above the staffing ratio. This will allow small-group instruction and targeted tiered interventions to mitigate any continued effects of learning loss experienced by students, specifically EL and Low Income students during the pandemic. Lowering class sizes will allow for an increase in 1 to 1 interaction and interventions. Schools with greater than 55% of UDP students will have increased staff providing direct services using the 15% concentration grant add-on compared to schools with a 55% or less UDP percentage.	$2,670,044.00	Yes
2.3	Additional Supports for Students Through the Independent Studies Program	Foster Youth (FY) students will receive additional monitoring and support within the independent study educational program. By providing additional staff support, such as counselors, technicians, and materials, including technology and software, the Independent Studies Program will expand educational opportunities and help remove barriers experienced by FY students. These supports will result in increased access, academic preparedness, and on-time graduation for FY students.	$1,665,499.00	Yes
2.4	Support for Early Learning	Provide additional staff support for early literacy and learning at sites. Low Income students need additional enrichment and interventions. Instructional aides will be able to provide additional targeted and one-on-one support to students during class time, which leverages learning for LI early learners.	$425,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Technology Supports for Student Achievement	NLMUSD will continue to provide additional training for staff to implement educational technology into the curriculum for Low Income students, which will result in an improvement in engagement and academic achievement rates including, but not limited to, the following activities: *Continued professional development in educational technology to individualize learning based on LI students' instructional level. *Provide additional systems of support for LI students who need alternative educational opportunities. Those opportunities will ensure that they have increased and improved opportunities to meet their academic goals of graduation and college and career readiness. *Increase access to online tools for Low Income students. Increasing equity of access to online teaching and learning tools will improve achievement rates for LI students as measured by state and local assessments . *Increase access to online tools to assist Low Income students in learning to use devices effectively. This includes device replacement or purchase of new devices as needed. Increasing equity of access to computer use and learning tools will improve the achievement rates for LI students. *Provide Instructional Tech Coaches for additional direct support to Low Income students. The coaches will support by improving conditions of learning for LI students. They will provide targeted training to teachers, allowing them to provide support for Low Income students.	$1,592,105.00	Yes
2.6	Project Lead The Way (PLTW) and STEM Opportunities	NLMUSD will implement PLTW at our schools in alignment with Career Technical Education (CTE) pathways for Low Income youth to provide additional learning opportunities focusing on Science, Technology, Engineering, and Math. Additional teacher sections, activities, transportation to STEM events, and supplemental materials and supplies will improve the CAASPP scores, attendance, and participation rates for Low Income students.	$1,397,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Intervention and Support Staff	Provide increased interventions to meet the needs of Low Income students to improve CAASPP scores and overall achievement through including, but not limited to, the following supports: *Intervention staff including iTOSAs and counselors assigned to monitor, intervene and support the academic success of LI students. *Provide Tier 2 and Tier 3 training and support for school teams (Site Leadership Team and Site Intervention Team) to design and implement student academic and social-emotional supports to improve the academic and behavioral needs of Low Income students. Instructional supports include PD Days for school teams, Teachers on Special Assignments, workshops, SEL for Equity Work, Essential Standards Work, Site Leadership PD, and increased translation services. Schools that have greater than 55% of UDP students will have increased staff providing direct services using the 15% concentration grant add-on in comparison to schools with UDP percentage of 55% or less.	$7,462,864.00	Yes
2.8	Supplemental Instructional Materials	NLMUSD will provide targeted and highly engaging supplemental instructional materials that support the academic needs of Low Income students. Providing this service will increase learning and academic achievement for LI students.	$176,431.00	Yes
2.9	AVID Program	NLMUSD staff will continue implementation of AVID programs across our schools. AVID implementation will increase and improve organization and college readiness for Low Income students resulting in the removal of barriers to learning. Teachers will receive training and incorporate learning methodologies in the critical areas of writing, inquiry, collaboration, organization, and reading (WICOR), which increase students' ability to comprehend concepts and articulate complex ideas. NLMUSD's goal is to prepare our students for current and future academic success.	$1,353,084.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	College and Career Preparedness for Students	NLMUSD will prepare college and career-ready graduates by fostering a college and career-going culture, equipping students with 21st-century learning skills, and supporting students' personalized learning and development of student talents. Students will graduate with postsecondary options and plans. This support will assist in removing barriers to learning and prepare Low Income students for college and career, resulting in more LI students enrolling in college. Supports and services will include, but not be limited to the following activities : *College and Career Counselors at the secondary level to guide LI students' academic decisions and choices throughout their high school journey. *District staff and consultants will provide LI students with online and in-person tutoring services specific to AP and pre-AP preparation, test-taking strategies, and coursework support. This targeted support will increase their academic performance. In addition, NLMUSD will provide funds to pay for AP exams. *NLMUSD will host events such as the Future Ready Expo as a service for Low Income students who will benefit from the chance to explore college/career opportunities through the Expo's sessions. Other events include a College Expo and Career Fair, where students will benefit from learning about college and career opportunities to help develop their personal goals and future careers. *Provide access to dual enrollment classes with local colleges. *Provide enhanced personalized learning, college and career education, supplemental materials, work-based learning experiences, and interventions for LI students, improving student achievement in math and language arts. *Provide additional Career Technical Education, specialized supports, and programs for LI students to explore pathways in multiple industry sectors such as law enforcement, food services, auto mechanics, military, and healthcare that students would otherwise not have access to. This will support and prepare students as they pursue career options.	$2,882,530.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	GATE Program Enrichment	NLMUSD will support Foster Youth students who demonstrate giftedness as measured by GATE testing to increase and improve their access to additional courses and activities that develop their unique talents.	$30,348.00	Yes
2.12	Enhanced VAPA Programs	NLMUSD will enhance the VAPA program by hiring itinerant music teachers and purchasing musical instruments and supplies. Low Income students will benefit from the music and art instruction they may not typically have access to if not provided in the school setting. This will increase class participation, learning, and overall academic success, as involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skills. Arts learning also improves motivation, concentration, confidence, and teamwork, increasing LI engagement and higher academic achievement on the CAASPP.	$684,032.00	Yes
2.13	Additional Learning Opportunities	NLMUSD will increase learning opportunities for ELs, FY, and Low Income students by implementing Summer School taught at various sites by certificated teachers with support staff. In addition, the district will implement the Jump Start Program for 8th to 9th grade EL, Foster Youth, and Low Income students with gaps in their academic and social-emotional learning. Students will receive instructional support in reading, math, and counseling for social-emotional support to give students a "jump start" into high school.	$748,313.00	Yes
2.14	Increased Instructional Supports for EL and LTEL Students	NLMUSD will provide targeted instruction (EL/LTEL students will receive language acquisition support through Benchmark Express for elementary and English 3-D for secondary), intervention, and enrichment support for English Learners, with an emphasis on Long Term English Learners-LTELS* in the areas of ELA, Math, and ELD to meet their identified academic needs. Teachers will be provided additional	$2,358,530.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collaboration/planning time, additional materials/supplies, and professional development on strategies that accelerate learning and improve academic achievement in ELA, Math, and ELD as measured by state assessments. *Based on current data 31% of our EL students at the secondary level are designated as LTELS, meaning they have been English Learners for 6+ years and have not been reclassified as "Fully English Proficient". A number of strategies will be implemented to decrease this percentage including use of ELLevation online platform to carefully monitor EL language progress in primary grades across all sites to identify students at risk of becoming LTELs. In addition, middle and high schools teachers will receive professional development to teach Science/D-ELD courses for students who are identified as LTELs (approved by CDE FMP EL Reviewer in Feb., 2024) in order to accelerate their language learning through the use of rich content-driven language along with language targets aligned to ELD standards.		
2.15	Specialized Support Services	NLMUSD will provide specialized support services for timely intervention to Low Income students, including Tier 2 and Tier 3 interventions. This includes interventions and monitoring through platforms such as iReady instructional component in ELA/Math and small group interventions provided by certificated and support staff. Increasing and improving specialized support services will result in an improvement in students' CAASPP scores.	$2,407,138.00	Yes
2.16	Technology Support for Student Achievement	NLMUSD will implement targeted interventions for Low-Income students through the use of technology. Technology support staff will support teachers and students in using educational resources that improve access to digital tools and reduce the digital divide between Low Income Students and other students. Increasing and improving access to technology will also support targeted instruction at LI students' instructional level, resulting in an improvement in state assessment scores.	$2,183,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.17	Maintaining and Increasing High Academic Achievement for all Students	Students will receive access to a high-quality education guided by the Common Core State Standards, which are implemented by fully credentialed and appropriately assigned teachers and administrators focused on serving all students effectively. This will be done in conjunction with MTSS tiered supports to meet students' needs.	$15,778,699.00	No
2.18	Purchase Standards-Aligned Textbooks	NLMUSD will purchase supplemental standards-aligned instructional materials to provide all students access to core instruction.	$1,779,270.00	No
2.19	Additional Dual Language Support	NLMUSD will provide additional teacher for ALD through the DLI programs to reduce class size and provide more individualized support for ELs. One method of providing strong Academic Language Development (ALD) is through the implementation of Dual Language Immersion programs, which will provide a 90/10 model instructional program to English learners and English only speaking peers at the following sites: Edmondson, Dolland, Escalona Elementary, and Los Alisos Middle School while exploring the possibility of expanding to other sites. The impact of learning an additional language is beneficial to the brain and overall academic growth. It supports English Learners in particular as they embrace content and language learning at levels higher than their peers in traditional SEI classes.

An EL TOSA (not funded through LCFF funds) will provide support for teachers of EL and LTEL students to provide guidance with PLC data analysis of EL/LTEL language proficiency growth and to provide PD for teachers who work with EL/LTELS across grade spans.

We will provide ongoing training in ALD along with DELD/IELD professional development on new curriculum materials and strategies to scaffold instruction in order to increase percentage of EL students showing growth on the English Learner Progress Indicator (ELPI). | $3,408,551.00 | Yes |

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	NLMUSD will provide exemplary staff across the district.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In consultation with educational partners, this goal was developed so NLMUSD can provide exemplary services and operational excellence to students. This will supported by ongoing professional development to build the capacity of staff. PLCs will be implemented to support and strengthen the instructional program. These actions will support in meeting our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Provide fully credentialled and appropriately assigned teachers as reported on SARC.	Based on 2023 SARC 90.92% of district teachers are fully credentialled and appropriately assigned teachers.			Based on 2026 SARC 96% or higher of district teachers are fully credentialled and appropriately assigned teachers.	
3.2	Provide fully credentialled and appropriately assigned teachers in NLMUSD.	Based on 21-22 CA Commission on Teacher Credentialing's Assignment Monitoring Program for NLMUSD data shows that there were 8 sections misassigned, 3 sections were vacant, and 6			Based on the next cycle of CA Commission on Teacher Credentialing's Assignment Monitoring Program for NLMUSD, there	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		sections were corrected after the data was collected for a total of 17 teacher misassignments.			will be a decrease in sections showing misassignments, vacancies, and corrections for a total of 10 or fewer teacher misassignments.	
3.3	Local Indicator Report Priority 1	Based on 23-24 Local Indicator Report, NLMUSD shows: Total Teaching Full-Time Equivalent (FTE) = 703.69 Clear (% of teaching FTE) = 90.9 Comparison to Statewide Average = LEA is Above			Based on 26-27 Local Indicator Report, NLMUSD shows: Total Teaching Full-Time Equivalent (FTE) = 703.69 Clear (% of teaching FTE) = 90.9 Comparison to Statewide Average = LEA is Above	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Learning Communities Across Sites	NLMUSD will provide professional development on using PLC practices and structures to classified and certificated staff. This will include coaching support and resources for all schools as they work to strengthen their professional learning communities. One key component of NLMUSD's PLC work is the focus on increased achievement for English Learners and Low-Income students. As grade-level PLCs become better at effective dialogue, collaboration, teaching, and data analysis, our students will achieve at higher levels as measured by district and state assessments.	$10,082.00	Yes
3.2	NGSS Training/Teaching and Learning	NLMUSD will support teachers in implementing NGSS through professional development, materials, and coaching. Professional development will be targeted to address the needs of English Learners which will support EL students in learning about and preparing for future careers in STEM. Increasing professional development opportunities for teachers will also improve science achievement and increase enrollment in science classes at the high school level for English Learner students.	$348,127.00	Yes
3.3	Core Content Support	NLMUSD district staff will continue to provide instructional coaching and content support at elementary and secondary schools. Coaching supports higher levels of teaching and learning. In addition, increasing and improving support services for English Learners, Foster Youth, and Low-Income students will increase student achievement in math, language arts, and science. Schools with greater than 55% UDP students will have increased staff providing direct services using the 15% concentration grant add-on compared to schools with a 55% or less UDP percentage.	$1,215,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition, NLMUSD will provide professional development and collaboration time for teachers to learn and build capacity together, supporting their work in implementing the CCSS and standards-based instructional materials that target interventions for English Learners, Foster Youth, and Low-Income students. The professional development opportunities include Cotsen Foundation training and PD focused on CCSS, NGSS, and ELD standards, which highly impact student achievement. When our teachers and staff engage in continued learning, they can meet our students' diverse needs as measured by state and local assessments. Schools that have greater than 55% of UDP students will have increased staff providing direct services using the 15% concentration grant add-on in comparison to schools with UDP percentage of 55% or less.		
3.4	Wrap-Around Support and Services	NLMUSD will provide targeted support to ensure wrap-around services for English Learners, Foster Youth, and Low Income students. Site Leaders will focus on enhancing the academic and social-emotional outcomes for ELs, Foster Youth, and Low Income students. Site and district administration will ensure close monitoring of student academic progress and targeted assistance for college and career goal development.	$856,228.00	Yes
3.5	Enrichment Experiences for Students	Low Income students will be provided with study trips. The trips provide enriching experiences and activities that may not otherwise be available to the students, adding to their overall academic growth.	$239,855.00	Yes
3.6	Expemplary Staff to Support Students	Our demographic, academic achievement, and SEL data indicates that NLMUSD is a high-needs district. Ensuring we have highly qualified certificated staff will improve our students' educational and social-emotional outcomes. Offering competitive salaries with comprehensive health and welfare benefits will allow us to attract and retain quality staff to better meet the needs of our diverse student population and maintain a healthy and productive workforce. Students taught in a healthy and productive school culture thrive in that positive environment.	$109,481,969.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	NLMUSD will foster family and community engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

NLMUSD strives to provide a culture of collaboration and communication that values the input of educational partners. In consultation with educational partners, this goal was developed so we can provide and promote inceased opportunities for parent and commuity imvolvement that help build conections between the community and our schools. These actions will support in meeting our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase parent participation in district workshops by 10% annually.	Current totals for 23-24 parent participation in district workshops per attendance sheets collected by district Parent Educator Counselor is: 1,150 parent participants.			Current totals for 26-27 parent participation in district workshops per attendance sheets collected by district Parent Educator Counselor are: 1,495 parent participants or greater.	
4.2	Increase the percentage of parents who respond that they feel school staff welcomes their suggestions regarding decision making.	Based on results of spring, 2024 Panorama Survey 88% of parents strongly agree or agree that the school staff welcomes their			Based on results of spring, 2027 Panorama Survey 94% of parents strongly agree or agree that the school staff	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suggestions regarding decision making. *Of the 895 respondents, 11% were parents of EL students. *Of the 895 respondents, 70% were parents LI students. *Foster Youth data not available but will be collected for 24-25 school year.			welcomes their suggestions regarding decision making. *17% of the respondents were parents of EL students. *76% of the respondents were parents LI students. *Foster Youth resonses nwill increase by 6% from baseline number collected in 24-25 school year.	
4.3	Multiple methods of effective communication with parents.	Based on spring, 2024 Panorama survey, 80% of parents responded that the best way for us to share information was electronically via email, phone blast messages, texts, and website.			Based on spring, 2027 Panorama survey, 90% of parents will respond that the best way for us to share information is electronically via email, phone blast messages, texts, and website.	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Involvement and Parent Learning	NLMUSD staff will provide parent education and involvement opportunities across the district for parents of English Learners and Low-Income students to remove barriers to learning. Increasing and improving parent services to the parents of EL and LI students will improve academic achievement.	$143,311.00	Yes
4.2	Educational Partner Communication	Parents of English Learners students will be provided with enhanced communications that are effective in their recruitment and involvement with the district. This service will build parent empowerment, increase participation in student learning, and community participation by enhancing effective communications throughout our school communities. The improved communication may include, but are not limited to:	$224,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*District texts, site/district websites, phone blast messages in multiple languages that promote specialized school site programs and pathways that help inform parent and student academic program decisions *Brochures, transition guides, banners at NLMUSD school sites, and flyers for key events, all of which are designed to make parents feel included and part of the educational community		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

> This goal was developed with input via a survey from the ECHS educational partners, including the School Site Council, English Language Advisory Committee, the ECHS community suvey via a PowerSchool Messenger, Site Leadership Team, and Professional Learning Communities teams. As a continuation high school our goal is to decrease the learning loss for students so that they can graduate on time. To do so, we also want to ensure that our students graduate being college and career ready. It is important that additional personnel be assigned to support with A-G, CTE, graduation requirements, as well as providing professional development for teachers who need more training on pedagogy with reading comprehension, writing skills, and complex grade level math problems. Our educational partners will use the graduation rate, increased CAASPP results in ELA and Math, and attendance rates as our primary metrics to monitor this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	College/Career preparedness per CCI indicator on CA Dashboard.	The 2023 CCI Indicator on the CA Dashboard shows the following percent of ECHS students as prepared: *All students 0% *Hispanic students 0% *Homeless 0%			The 2026 CCI Indicator on the CA Dashboard shows the following percent of ECHS students as prepared:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Socioeconomically Disadvantaged 0% Status for each of the above is Very Low.			*All students 10% or higher *Hispanic students 10% or higher *Homeless 10% or higher *Socioeconomically Disadvantaged 10% and/or Status for each of the above is increased.	
5.2	Increase student achievement on CAASPP ELA assessments in grade 11 by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard.	2023 CA Dashboard current status in ELA for all ECHS students grade 11: *All students: -267 DFS/Performance level red (32 students).			2026 CA Dashboard current status in ELA for all ECHS students grade 11: *All students: -252 or greater or greater DFS and/or Performance level increase.	
5.3	Increase student achievement on CAASPP MATH assessments in grade 11 by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard.	2023 CA Dashboard current status in MATH for all ECHS students grade 11: *All students: -303.8 DFS/Performance level red (39 students).			2026 CA Dashboard current status in MATH for all ECHS students grade 11: *All students: -288.8 or greater DFS and/or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Hispanic students: -300.5 DFS/ Performance level red (35 students). *Socioeconomically Disadvantaged students: -305.8 DFS/ Performance level red (34 students).			Performance level increase. *Hispanic students: -285.5 DFS and/or Performance level increase. *Socioeconomically Disadvantaged students: -290.8 DFS and/or Performance level increase.	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1		Additional personnel be assigned to support ECHS students with A-G, CTE, graduation requirements, as well as providing professional development for teachers who need more training on pedagogy with reading comprehension, writing skills, and complex grade level math problems. Staff will meet with parents to discuss student progress and interventions and post secondary plans. Coordination of tutoring and intervention services for students.	$300,000.00	No
5.2		Supplemental materials and supplies to support students with college and career preparedness and additional instruction in ELA and Math will be purchased.	$52,360.00	No
5.3		Students will be provided with additional opportunities to receive tutoring from staff and/or outside agencies which will help strengthen students' skills and increase CAASPP scores in ELA/Math. This will also benefit students as they will be more academically prepared for college and career.	$75,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$40,580,471	$4,034,692

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
25.195%	0.000%	$0.00	25.195%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supporting Student Social-Emotional and Wellness Needs **Need:** According to NLMUSD CALPADS report, the attendance data shows that our FY students are at 60% in attendance rate, while all students are at 92%.	Based on this need, NLMUSD is providing Elementary Student Support Specialists (ESSSs) who will address mental health concerns by providing MTSS strategies for intervention before Foster Youth students become chronically absent. In addition, ESSSs will provide targeted supports for improved self regulation and feeling connected to school for Foster Youth Students. In addition, NLMUSD will provide support for Foster Youth students in crisis from district Mental Health and Wellness staff.	Attendance Rate (Metric 1.1) Decrease in Suspension (Metric 1.6) Chronic absenteeism (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners have been consulted and feedback around Foster Youth students is that they need more support with socio-emotional support to be able to consistently come to school because often they have instability of home life. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to maximize the impact of overall attendance rate and chronic absenteeism rate for all students including the student groups at the lowest performance level in Chronic Absenteeism at the elementary schools.	
1.2	**Action:** Secondary School Engagement Programs **Need:** According to NLMUSD CALPADS report, the attendance data shows that our Low Income (LI) students are at 91.3% in attendance rate, while all students are at 92%. However, based on 2023 Dashboard chronic absenteeism data shows that our Low Income (LI) students are at 30.1% in chronic absenteeism rate, while all students are at 26.3%. Educational partners have been consulted and feedback around LI students is that they lack of opportunities for extracurricular activities outside of school due to financial affordability and would like to see more engaging opportunities during and after school for low income students. **Scope:**	Based on the needs for Low Income student group, we are providing afterschool enrichment programs including sports and other clubs that Low Income students can join to be engaged and connected to school. This action is being provided on a schoolwide basis to maximize the impact of overall attendance rate for all students.	Attendance Rate (Metric 1.1) Chronic Absenteeism (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.3	**Action:** Peer Mentorship Programs **Need:** According to NLMUSD CALPADS report, the attendance data shows that our Low Income (LI) students are at 80% in attendance rate, while all students are at 92%. Educational partners have been consulted and feedback around LI students is that they lack of opportunities for engagement and connectedness activities before and during the school year due to financial affordability and access and would like to see more opportunities prior to and during the school year for Low Income students. **Scope:** Schoolwide	NLMUSD will provide peer mentorship opportunities such as WEB and LINK CREW, providing mentorship at the middle and high school to support in developing sense of belonging at school for Low income students, which will result in increased attendance rate for Low Income students. This action is being provided on a schoolwide basis to maximize the impact on increasing attendance rate and decreasing chronic absenteeism for all students.	Attendance Rate (Metric 1.1) Chronic Absenteeism (Metric 1.2)
1.4	**Action:** Increased Safety and Social Emotional Support for LI Students **Need:** According to 2023 Dashboard, the chronic absentee data shows that our LI students are at 30.1%, while all students are at 26.3%. Educational partners have been consulted and feedback around Low Income students is that need more socio-emotional support to be able	Students will have increased safety and social emotional support, mentorship, and monitoring through additional staff at our school sites. This will build connections that will result in higher levels of student engagement and academic achievement and decrease chronic absenteeism. In addition, NLMUSD is providing additional personnel who will provide additional socio-emotional supports before, during and after school by providing mentorship to LI students to help them feel safer at school.	Chronic Absenteeism (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to consistently come to school because often they have lack resources at home to help support this need. **Scope:** LEA-wide	This action is being provided on an LEA wide basis to maximize the impact of overall effectiveness of program as measured by an increase in attendance rates and decrease in chronic absenteeism for all students.	
2.1	**Action:** Support for Professional Learning Communities **Need:** Based on the CA Dashboard, the ELA CAASPP data shows that our EL students are at -60.3 DFS, while all students are at -17.1 DFS. In math CAASPP data, our EL students are at -92.3 DFS while all students are at -60.5 DFS. Educational partners have been consulted and feedback around EL students is that they have language barriers that impedes their academic achievement in both ELA and math. Feedback also indicates that teachers of English learners need more time to collaborate and design lessons to support EL students to mitigate their language gap. **Scope:** Schoolwide	Based on this need, NLMUSD is providing collaboration time to analyze EL student language data and design lessons geared for language acquisition during weekly P.E. time. While a credentialed PE teacher is providing PE instruction for EL students, teachers of ELs will have an opportunity to collaborate during the school day to strengthen language instruction across the curriculum for ELs. This action is being provided on a schoolwide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math for all students.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)
2.2	**Action:**	Based on this need, NLMUSD is providing additional teachers who are trained in providing	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increased Student-to-Teacher Interaction and Support	small group instruction for EL and Low Income students. This will allow teachers to provide more individualized support by lowering student to teacher ratio in core classrooms. This will allow EL and LI students to receive more differentiated support for EL and Low Income students.	
	Need: Based on the CA Dashboard, the ELA CAASPP data shows that our EL students are at -60.3 DFS, while all students are at -17.1 DFS. In math CAASPP data, our EL students are at -92.3 DFS while all students are at -60.5 DFS.	This action is being provided on an school wide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	
	ELA CAASPP data shows that our LI students are at -32.1 DFS, while all students are at -17.1 DFS. In math CAASPP data, our LI students are at -76.9 DFS while all students are at -60.5 DFS.		
	Educational partners have been consulted, and the feedback regarding EL students indicates that they face language barriers that impede their academic achievement in both ELA and math. For low-income students, the feedback highlights a lack of resources that hinders their academic success in ELA and math. Additionally, feedback suggests that both EL and low-income students need more individualized support to mitigate their achievement gap.		
	Scope:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.3	**Action:** Additional Supports for Students Through the Independent Studies Program **Need:** In consulting with many Foster Youth students, district staff have observed that FY prefer a setting where they have flexibility in their learning environment as they have to adapt to different liviting situations quite frequently. NLMUSD will provide additional staff to support the specific needs of FY to ensure that they are on track to graduate and be successful in their academics. Our data shows FY students are often coming in academically below all students, so a flexible learning environment and schedule through Independent Studies helps support them to achieve more. ELA CAASPP data shows that our FY students are at -65.5 DFS, while all students are at -17.1 DFS. In math CAASPP data, our FY students are at -98.9. DFS while all students are at -60.5 DFS. Educational partners have been consulted and feedback around FY students is that they have instability of home life that impedes academic achievement in both ELA and math Feedback also indicates that FY students need more individualized support to mitigate their achievement gap and prepare them for success in school and beyond.	Based on this need, NLMUSD is providing additional staff to the Independent Studies Program to support FY to graduate on time and be A-G ready. Foster Youth (FY) students will receive additional monitoring and support within the independent study educational program. By providing additional staff support, such as counselors, technicians, and materials, including technology and software, the Independent Studies Program will expand educational opportunities and help remove barriers experienced by FY students. These supports will result in increased access, academic preparedness, and on-time graduation for FY students. This action is being provided on a school-wide basis to maximize the additional opportunity for all students to be A-G ready.	Graduation Rate for FY in Independent study program (Metric 1.5) (Metric 2.4 A-G)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: 　Schoolwide		
2.4	**Action:** Support for Early Learning **Need:** Spring, 2024 i-Ready Assessment data shows that in ELA 27.85% of Kinder EL students are performing at grade level as compared to 40.36% of all Kinder students. In math 28.77% of Kinder EL students are performing at grade level as compared to 43.10% of all Kinder students. Educational partners have been consulted and feedback around K EL students is that they have language barriers so early education is vital to midtigate that language barrier. Feedback also indicates that our younger EL students would benefit from instruction in smaller groups where they can receive individualized support to language development and increase achievement. **Scope:** 　Schoolwide	Based on this need, NLMUSD is providing additional staff to primary grade EL students to provide targeted support with ELA and Math instruction. This will allow youngest EL students to receive differentiated support to help them meet grade level standards and reclassify on time. This action is being provided on a schoolwide basis to maximize the impact of overall students' academic achievement and language development.	K i-Ready ELA/Math Assessment (Metric 2.16)
2.5	**Action:** Technology Supports for Student Achievement **Need:**	Based on the need, additional technology resources and support will be provided at each school to ensure that small group instruction and targeted instruction is happening during the day	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) K i-Ready Data (Metric 2.16)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our CAASPP data for ELA shows that 32.1% of Low Income students are below standard in comparison to all students at 17.1%. Our CAASPP data for Math show that 76.9% of Low Income students are below standard in comparison to all students at 60.5%. Educational partner feedback indicated that Low Income students need additional ELA/Math instruction in small groups, including online learning platforms, use of technology, and support staff to increase access to technology. In addition, professional develoepment needs to be provided so that teachers can effectively use technology to supplement and accelerate learning for Low Income students. This will provide additional opportunities for individualized instruction at each student's academic level, allowing Low Income students to reach grade level standards. **Scope:** Schoolwide	and before and after school to support both literacy and numeracy gaps for Low Income students. This will allow for increased opportunities for Low Income students to reach grade level standards. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA/Math for all student groups at the lowest performance level on the CA Dashboard for the ELA/Math indicators.	
2.6	**Action:** Project Lead The Way (PLTW) and STEM Opportunities **Need:** Based on 2023 CA Dashboard, ELA data shows that our LI students are at -32.1 DFS, while all students are at -17.1 DFS. In math, data shows that our LI students are at -76.9 DFS while all students are at -60.5 DFS.	Based on the need, additional staff will be provided at our PLTW schools to provide additional STEM learning opportunities emphasizing Science, Technology, Engineering, and Math careers. This will allow for increased student engagement and career exploration/preparation. This will support LI students in meeting grade level standards.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) CAST Science (Metric 2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Current data based on 2023 CAST results for students grades 5, 8 and high school show that 18.46% of LI students Met/Exceeded standards as compared to 23.88% of all students. Educational partners have been consulted and feedback for Low Income students show that they have a lack of resources that impede their academic achievement in ELA/Math and Science. Feedback also indicates that Low Income students need more learning opportunities to increase their CAASPP achievement. **Scope:** Schoolwide	This action is being provided on an schoolwide basis to maximize the impact in overall CAASPP ELA/Math and CAST Science for LI students.	
2.7	**Action:** Intervention and Support Staff **Need:** Our CAASPP data for ELA shows that 32.1% of Low Income students are below standard in comparison to all students at 17.1%. Our CAASPP data for Math show that 76.9% of Low Income students are below standard in comparison to all students at 60.5%. Educational partner feedback indicated that Low Income students need additional ELA/Math instruction and intervention in small groups, through use of online learning platforms, and support staff to increase	Based on the need, additional staff will be provided at each school to ensure that small group instruction and targeted instruction is happening during the day and before and after school to support both literacy and numeracy gaps for Low Income students. This will allow for increased opportunities for Low Income students to reach grade level standard. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA/Math for all students.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities to meet grade level standards. This will provide additional opportunities for individualized instruction at each student's instructional level, allowing Low Income students to reach grade level standards. **Scope:** LEA-wide		
2.8	**Action:** Supplemental Instructional Materials **Need:** Our CAASPP data for ELA shows that 32.1% of Low Income students are below standard in comparison to all students at 17.1%. Our CAASPP data for Math show that 76.9% of Low Income students are below standard in comparison to all students at 60.5%. Educational partner feedback indicated that Low Income students need additional access to engaging ELA/Math materials and supplies to target learning at their instructional levels. Supplemental materials may include but are not limited to: classroom instructional materials, online learning platforms and technology. This will provide additional resources for individualized instruction at LI students' academic level, allowing Low Income students to reach grade level standards. **Scope:**	Based on the need, additional resources will be provided at each school to ensure that targeted instruction is provided during the day and before/after school to support both literacy and numeracy gaps for Low Income students. This will allow for increased opportunities for Low Income students to reach grade level standards. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA/Math for all student groups at the lowest performance level on the CA Dashboard for the ELA/Math indicators.Providing supplemental instructional materials that support the academic needs of students and will increase learning and academic achievement.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.9	**Action:** AVID Program **Need:** Our CAASPP data for ELA shows that 32.1% of Low Income students are below standard in comparison to all students at 17.1%. Our CAASPP data for Math show that 76.9% of Low Income students are below standard in comparison to all students at 60.5%. Educational partner feedback indicated that Low Income students need additional instructional strategies in ELA/Math to help them reach grade level standards and be better prepared for middle/high school and college. In addition, professional development needs to be provided so that teachers can effectively use AVID strategies to accelerate learning for Low Income students. **Scope:** Schoolwide	Based on the need, additional AVID sections, staff, resources and training will be provided at identified schools to ensure that AVID strategies support instruction and reduce literacy and numeracy gaps for Low Income students. This will allow for increased opportunities for Low Income students to reach grade level standards. In addition, AVID implementation will increase and improve organization and college readiness in Low Income students resulting in the removal of barriers to achievement. This action is being provided on a school-wide basis to maximize the impact in overall achievement in ELA/Math for all students.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)
2.10	**Action:** College and Career Preparedness for Students **Need:** Based on the 2023 CA Dashboard, the College and Career data shows that our LI students scored at 38.1% prepared as	Based on this need, NLMUSD is providing additional staff who will provide guidance to LI students on A-G requirements and monitor their on track progress towards graduation and access to AP courses and CTE pathways. In addition, LI students will receive supplemental resources that will support attainment of ELA and Math standards, and be provided with resources for	CCI Data on CA Dashboard for LI students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	measured by the college and career indicator (CCI) compared to 42.7% of all students. Educational partners have been consulted and feedback around Low Income students indicate that they have limited access to resources to help them understand a-g, importance of AP courses. Feedback also indicates that Low Income students need more targeted supports to prepare them for college, as well as access to resources to make them more college and career ready. **Scope:** Schoolwide	tutoring and AP exam fees which they otherwise would not have at home. This will allow LI students to receive more guidance and support to be prepared for college and career. This action is being provided on a schoolwide basis to maximize the impact of overall students' college and career readiness as measured by CCI on CA Dashboard.	
2.11	**Action:** GATE Program Enrichment **Need:** Based on the district's spring 2024 GATE assessment of students, there is a discrepancy in number of Foster Youth students qualifying as GATE eligible as compared to all students. The number of FY students identified as GATE eligible is 1.08% compared to 3.92% for all students. Educational partners have been consulted and feedback around Foster Youth students indicate that due to instability of homelife they have limited access to resources to provide them with more enrichment activities that develop their talents and skills to increase	Based on this need, NLMUSD is providing additional enrichment opportunities that will increase and improve FY students' access to additional courses and activities that grow their unique talents and skills. Staff will receive training on how to identify "uniqueness" in students in a variety of non-traditional (i.e., academic) areas. This will allow FY students to be identified as GATE at a higher rate. This action is being provided on a schoolwide basis to maximize the overall impact of students' eligibility for GATE resources and programs.	Increase in percentage of FY eligible for GATE services (Metric 2.17)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	chances of meeting eligibility for GATE. Feedback indicates that FY students need more opportunities for enrichment activities to help develop their unique talents and skills. **Scope:** LEA-wide		
2.12	**Action:** Enhanced VAPA Programs **Need:** Based on Spring, 2024 CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses Report (filtered for Art, Dance, Drama/Theater, Media Arts, Music*+), 1,041 Low Income 9-12th grade students are enrolled in a VAPA course as compared to 1,585 of all high school students. * Grade Levels 9-12 + Includes students that are enrolled in more than one VAPA Course. Educational partners have been consulted and feedback around Low Income students indicate that LI students would benefit from opportunities to take VAPA courses in school that they might not otherwise have access to due to economic factors. Access to VAPA courses will increase LI student engagement and increase attendance rates.	Based on this need, NLMUSD is providing additional enrichment opportunities in dance, music, theater/drama, and visual arts that will increase and improve LI students' access to courses and activities that grow their unique VAPA talents and skills. Students will benefit from the VAPA resources they may not typically have access to if not provided in the school setting. This will increase class participation, learning, and overall academic success. This action is being provided on an LEA wide basis to maximize the impact of students' access to VAPA resources and programs.	CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses (Metric 2.13) Attendance Rate (Metric 1.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.13	**Action:** Additional Learning Opportunities **Need:** Based on the CA Dashboard, the ELA CAASPP data shows that our EL students are at -60.3 DFS, while all students are at -17.1 DFS. In math CAASPP data, our EL students are at -92.3 DFS while all students are at -60.5 DFS. ELA CAASPP data shows that our FY students are at -65.5 DFS, while all students are at -17.1 DFS. In math CAASPP data, our FY students are at -98.9 DFS while all students are at -60.5 DFS. ELA CAASPP data shows that our LI students are at -32.1 DFS, while all students are at -17.1 DFS. In math CAASPP data, our LI students are at -76.9 DFS while all students are at -60.5 DFS. Educational partners have been consulted and feedback around Unduplicated students (UDP) is that they have various challenges that impede academic achievement in both ELA and math. For EL students it is a challenge with language, for FY it is instability in homelife, and for Low Income students, a lack of resources that impede their academic achievement in ELA and math. Feedback also indicates that UDP students need more	Based on this need, NLMUSD is providing additional learning opportunities to UDP students via Summer School to supplement ELA and Math achievement. In addition, the district will implement the Jump Start Program for 8th to 9th grade EL, Foster Youth, and Low Income students with gaps in their academic and social-emotional learning. The Jump Start program will provide academic counseling to help incoming 9th graders understand A-G course of study and plan their 9-12 grade years, to increase success in graduating on time. In addition, students will receive instructional support in reading, math to fill gaps, and counseling for social-emotional support to give students a "jump start" into high school. The time spent on campus will help students acclimate so that they feel comfortable at the start of the school year. This action is being provided on a schoolwide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	Monitor D/F grade rates on report cards for students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	individualized support to mitigate their achievement gap. **Scope:** Schoolwide		
2.14	**Action:** Increased Instructional Supports for EL and LTEL Students **Need:** There is an increased need for instructional support of ELs and LTELs and one effective practice is through the use of Academic Language Development (ALD) strategies. Based on the CA Dashboard, the ELA CAASPP data shows that our EL students are at -60.3 DFS, while all students are at -17.1 DFS. In math CAASPP data, our EL students are at -92.3 DFS while all students are at -60.5 DFS. Current percentage of English Learners who progressed in English proficiency as measured on the ELPAC assessment is 45.6%/Performance level orange per 2023 CA Dashboard. English Learner Reclassification rate is 14.7% per DataQuest based on 2023 Summative ELPAC data. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic	Based on this need, NLMUSD is providing additional resources to provide small group instruction for EL/LTEL students. This will allow EL/LTEL students to receive differentiated support. In addition, based on this need, staff will be provided additional time to discuss instructional needs and interventions of EL/LTEL students, have access to supplemental materials/supplies that support the academic and social emotional needs of EL/LTEL students in math, ELD, and language arts. Professional development around academic language development will increase and improve academic achievement and boost college readiness for EL/LTEL students and will improve overall engagement/participation. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA, Math, and ELPAC achievement for all students.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) ELPAC (Metric 2.7) English Learner Reclassification Rate (Metric 2.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	achievement in both ELA, and math. Feedback also indicates that EL students need more individualized support to accelerate their English Language Development which will help mitigate their achievement gap. **Scope:** LEA-wide		
2.15	**Action:** Specialized Support Services **Need:** ELA CAASPP data shows that our LI students are at -32.1 DFS, while all students are at -17.1 DFS. In math CAASPP data shows our LI students are at -76.9 DFS while all students are at -60.5 DFS. Educational partners have been consulted and feedback around Low Income students is that they have various challenges that impede academic achievement in both ELA and math. Low Income students have a lack of resources that may impede their academic achievement in ELA and math. Feedback also indicates that LI students need more access to technology which can provide individualized support to close achievement gaps. **Scope:** LEA-wide	Based on this need, NLMUSD is providing additional resources and support staff that ensure students have access to technology that can accelerate learning and help LI students achieve grade level standards in both ELA and Math. NLMUSD will provide specialized support services for timely intervention to Low Income students, including Tier 2 and Tier 3 interventions. This includes interventions and monitoring through platforms such as iReady instructional component in ELA/Math and small group interventions by certificated and support staff. Increasing and improving specialized support services will result in an improvement in students' CAASPP scores. This action is being provided on a district wide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.16	**Action:** Technology Support for Student Achievement **Need:** Our CAASPP data for ELA shows that 32.1% of Low Income students are below standard in comparison to all students at 17.1%. Our CAASPP data for Math show that 76.9% of Low Income students are below standard in comparison to all students at 60.5%. Educational partner feedback indicated that Low Income students need additional ELA/Math instruction in small groups, including online learning platforms, use of technology, and support staff to increase access to technology. In addition, professional development needs to be provided so that teachers can effectively use technology to supplement and accelerate learning for Low Income students. This will provide additional opportunities for individualized instruction at each student's academic level, allowing Low Income students to reach grade level standards. **Scope:** LEA-wide	Supporting teachers and students in using educational resources will improve access to digital tools. Increasing and improving interventions for UDP students will result in an improvement in academic achievement. NLMUSD will implement targeted interventions for Low-Income students through the use of technology. Technology support staff will support teachers and students in using educational resources that improve access to digital tools and reduce the digital divide between Low Income Students and other students. Increasing and improving access to technology will also support targeted instruction at LI students' instructional level, resulting in an improvement in state assessment scores. This action is being provided on a district wide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	CAASP ELA (Metric 2.1) CAASP Math (Metric 2.2)
2.19	**Action:** Additional Dual Language Support **Need:**	Based on this need, NLMUSD is providing additional teachers who are trained in providing small group instruction for EL students. This will allow teachers to provide more individualized	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) ELPAC (Metric 2.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is an increased need for instructional support of ELs and LTELs and one effective practice is through the use of Academic Language Development (ALD) strategies. Based on the CA Dashboard, the ELA CAASPP data shows that our EL students are at -60.3 DFS, while all students are at -17.1 DFS. In math CAASPP data, our EL students are at -92.3 DFS while all students are at -60.5 DFS. Current percentage of English Learners who progressed in English proficiency as measured on the ELPAC assessment is 45.6%/Performance level orange per 2023 CA Dashboard. English Learner Reclassification rate is 14.7% per DataQuest based on 2023 Summative ELPAC data. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in both ELA and math. Feedback also indicates that EL students need more individualized support to accelerate their language development and mitigate their achievement gap. **Scope:** Schoolwide	support by lowering student to teacher ratio in core classrooms. This will allow EL students to receive more differentiated support. Staff will provide additional time, materials/supplies that support the academic and social emotional needs of EL students in math, ELD, and language arts. Academic language development will increase and improve college readiness for English Learners and will improve academic achievement and overall engagement/participation. This action is being provided on a schoolwide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	English Learner Reclassification Rate (Metric 2.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Professional Learning Communities Across Sites **Need:** Based on the 2023 CA Dashboard, the ELA CAASPP data shows that our EL students are at -60.3 DFS, while all students are at -17.1 DFS. In math CAASPP data, our EL students are at -92.3 DFS while all students are at -60.5 DFS. ELA CAASPP data shows that our LI students are at -32.1 DFS, while all students are at -17.1 DFS. In math CAASPP data, our LI students are at -76.9 DFS while all students are at -60.5 DFS. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in both ELA and math and for Low Income students, they have lack of resources that impede their academic achievement in ELA and math. Feedback also indicates that EL and Low-income students need additional monitoring of data and lessons designed to meet their needs and raise academic achievement. **Scope:** Schoolwide	Based on this need, NLMUSD is providing additional training to strengthen PLCs for staff who provide instruction to EL and Low Income students. As grade-level PLCs become better at effective data analysis, dialogue, collaboration, planning lessons that support EL and LI students,our students will achieve at higher levels. This action is being provided on an schoolwide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)
3.2	**Action:** NGSS Training/Teaching and Learning	Based on this need, NLMUSD is providing additional NGSS professional development that	CAST results for 5, 8, and 11th grades.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on spring, 2023 CAST results for 3-8 and 11th grade students, the data shows that 1.45% of EL students Met/Exceeded standards, as compared to 23.88% of all students. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in content areas including science. Feedback also indicates that EL students need more individualized support to mitigate their achievement gap. **Scope:** LEA-wide	will be targeted to address the needs of English Learners. This will allow teachers to utilize innovative strategies that scaffolded EL students' learning of science content aligned to NGSS standards and encourage EL students to learn about and prepare for future careers in STEM. This action is being provided on a district-wide basis to maximize the impact of overall student achievement as measured by CAST Science.	
3.3	**Action:** Core Content Support **Need:** Based on the CA Dashboard, the ELA CAASPP data shows that our EL students are at -60.3 DFS, FY are at -65.5 DFS, and LI students are at -32.1 DFS while all students are at -17.1 DFS. In math, our EL students are at -92.3 DFS, FY are at -98.9, and LI students are at -76.9 DFS as compared to all students are at -60.5 DFS. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic	Based on this need NLMUSD will provide instructional coaching support for staff at both the elementary and secondary schools. Coaching support on the implementation of CCSS will provide higher levels of teaching and increase learning. Teachers will collaborate to develop assessments, and design lessons that support English Learners, Foster Youth, and Low Income students. Teacher collaboration and calibration, instruction, and data analysis will benefit UDP students academically. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA/Math for all student groups at the lowest	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	achievement in both ELA and math, FY have instability of homelife that impacts academic achievement, and for Low Income students, have lack of resources that impede their academic achievement in ELA and math. Feedback also indicates that EL, FY and Low Income students need targeted instructional strategies to to increase achievement in ELA/Math. **Scope:** Schoolwide	performance level on the CA Dashboard for the ELA/Math indicator.	
3.4	**Action:** Wrap-Around Support and Services **Need:** Based on the CA Dashboard, the ELA CAASPP data shows that our EL students are at -60.3 DFS, FY are at -65.5 DFS, and LI students are at -32.1 DFS while all students are at -17.1 DFS. In math, our EL students are at -92.3 DFS, FY are at -98.9, and LI students are at -76.9 DFS as compared to all students are at -60.5 DFS. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in both ELA and math, FY have instability of homelife that impacts academic achievement in ELA and Math, and for Low Income students, there is a lack of resources that impedes their academic achievement in ELA and math. Feedback also indicates that	Site Leaders will focus on enhancing the academic and social-emotional outcomes for UDP students. Site and district administration will ensure close monitoring of student academic progress. Targeted support to ensure wrap-around services for English Learners, Foster Youth, and Low-Income students. Based on this need NLMUSD will provide additional staff to focus on enhancing the academic and social-emotional outcomes for UDP students. Site and district administration will ensure close monitoring of student academic progress and targeted assistance for college and career goal development and counseling support as needed. Staff will utilize PLC time to collaborate, analyze data that will benefit UDP students academically. This action is being provided on an LEA-wide basis to maximize the impact in overall student achievement in achieving grade level standards.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) Increase Attendance Rate (Metric 1.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL, FY and Low Income students need additional wrap around services that guidance and close monitoring of academic progress and/or social emotional needs to increase achievement in ELA/Math. **Scope:** LEA-wide		
3.5	**Action:** Enrichment Experiences for Students **Need:** Based on the 2023 CA Dashboard, the ELA CAASPP data shows that our LI students are at -32.1 DFS, while all students are at -17.1 DFS. In math CAASPP data, our LI students are at -76.9 DFS while all students are at -60.5 DFS. Educational partners have been consulted and feedback around LI students is that they lack of opportunities for enrichment opportunities due to financial affordability and they would like to provide more opportunities for engaging experiences and study trips during and outside the instructional day for low income students which will deepen their understanding of content knowledge through real life experience.	Based on the need NLMUSD will provide additional experiences and study trips that are engaging to students and tie to the CCSS across content areas. The trips provide experiences and activities that may not otherwise be available to LI students, adding to their overall academic growth. This action is being provided on an LEA-wide basis to maximize the impact in overall student achievement by providing enrichment activities that align and support with core content standards.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.1	**Action:** Parent Involvement and Parent Learning **Need:** Increased parent engagement to support academic achievement. Based on the CA Dashboard, the ELA CAASPP data shows that our EL students are at -60.3 DFS, while all students are at -17.1 DFS. In math CAASPP data, our EL students are at -92.3 DFS while all students are at -60.5 DFS. ELA CAASPP data shows that our LI students are at -32.1 DFS, while all students are at -17.1 DFS. In math CAASPP data, our LI students are at -76.9 DFS while all students are at -60.5 DFS. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in both ELA and math and for Low Income students, they have lack of resources that impede their academic achievement in ELA and math. Feedback also indicates that parent of EL and Low-income students need additional parent education and involvement opportunities to help support their students' achievement.	NLMUSD staff will provide additional parent education including workshops on supporting academics, and how to support social-emotional learning, and increase involvement opportunities across the district for parents of EL and LI students to remove barriers to learning. Increasing and improving parent services and learning opportunities will support LI students improve their academic achievement. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA/Math achievement.	Monitor parent participation in site and district workshops and annually (Metric 4.1) Parent Needs Survey (Metric 4.2) CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.2	**Action:** Educational Partner Communication **Need:** Communication with families is always a district priority. Traditional methods of communication are not as effective in communicating with parents of EL students due to language limitations. Based on Educational partner feedback, district communications are most effective when they are provided in multiple languages for parents of EL students. Electronic formats including texts, site/district websites, phone blast messages promoting school and district events, specialized school site programs, and pathways are effective as they can be accessed in multiple languages as NLMUSD has languages below the 15% threshold such as Korean. Even though only 1.2% of students speak Korean (source: 23-24 DataQuest Language Group Data: Districtwide) parents indicate a high need for translation. **Scope:** LEA-wide	Enhanced communications provided in multiple language options for parents of EL students to access will increase recruitment and involvement opportunities with the district. This effective communication for parents of EL students will build increased engagement and learning opportunities which will support student achievement. This action is being provided on a district-wide basis to maximize the impact of overall engagement for parents.	Parent connectedness (Metric 1.11) CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

The additional concentration grant add-on funding will be used to improve the quality of the services currently provided to English Learners, Foster Youth, and Low Income students and to increase the number of staff providing direct services and interventions to students at schools that have a high concentration (above 55 percent) of Foster Youth, English learners, and low Income students, as applicable throughout the 2024-25 school year. The additional staffing includes the support of additional class size reduction teachers, intervention Teachers on Special Assignment, and ESSSs, and Counselors as needed at schools with a student concentration of 55% or higher: Goals 1 and 2.

1.1 Elementary Student Support Specialists (ESSSs) will provide small group instruction and small group support for English Learners, Foster Youth, and Low Income students school wide. The schools are Arturo Sanchez Elementary, New River Elementary, Earl E. Edmondson Elementary, John H. Nuffer Elementary, Thomas B. Moffitt Elementary, Nettie L. Waite Middle, John Dolland Elementary, John H. Glenn High, Anna M. Glazier Elementary, Corvallis Middle, El Camino High (Continuation), Foster Road Elementary, D. D. Johnston Elementary, Los Alisos Middle. Loretta Lampton Elementary, Norwalk High, Julia B. Morrison Elementary. These sites were selected due to UDP having higher mental-health support and academic intervention as measured by our Panorama data, iReady, and CAASPP data on 2023 CA Dashboard.

2.2 CSR staff will provide small group instruction and targeted tiered support. The schools are Arturo Sanchez Elementary, New River Elementary, Earl E. Edmondson Elementary, John H. Nuffer Elementary, Thomas B. Moffitt Elementary, Nettie L. Waite Middle, John Dolland Elementary, John H. Glenn High, Anna M. Glazier Elementary, Corvallis Middle, El Camino High (Continuation), Foster Road Elementary, D. D. Johnston Elementary, Los Alisos Middle. Loretta Lampton Elementary, Norwalk High, Julia B. Morrison Elementary. These schools were selected due to having a higher need for student support during instructional time, and individualized small group instruction.

2.7 Elementary Intervention TOSAs (iTOSAs) to support small group or one on one literacy and math academic supports, schoolwide. Schools include The schools are Arturo Sanchez Elementary, New River Elementary, Earl E. Edmondson Elementary, John H. Nuffer Elementary, Thomas B. Moffitt Elementary, Nettie L. Waite Middle, John Dolland Elementary, John H. Glenn High, Anna M. Glazier Elementary, Corvallis Middle, El Camino High (Continuation), Foster Road Elementary, D. D. Johnston Elementary, Los Alisos Middle. Loretta Lampton Elementary, Norwalk High, Julia B. Morrison Elementary.

3.3 Instructional Coaches will provide coaching to teachers and professional development. Schools include Arturo Sanchez Elementary, New River Elementary, Earl E. Edmondson Elementary, John H. Nuffer Elementary, Thomas B. Moffitt Elementary, Nettie L. Waite Middle, John Dolland Elementary, John H. Glenn High, Anna M. Glazier Elementary, Corvallis Middle, Foster Road Elementary, D. D. Johnston Elementary, Los Alisos Middle. Loretta Lampton Elementary, Norwalk High, Julia B. Morrison Elementary. These sites are receiving these supports as a result of academic needs as measured by CAASPP data.

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	1:41.92	1:24.24
Staff-to-student ratio of certificated staff providing direct services to students	1:17.63	1:16.35

2024-25 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$161,065,572	40,580,471	25.195%	0.000%	25.195%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$143,864,029.00	$42,254,935.00	$0.00	$0.00	$186,118,964.00	$179,698,726.00	$6,420,238.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supporting Student Social-Emotional and Wellness Needs	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools ESSS TK-5th, Mental Health Staff TK-12	Ongoing	$3,960,402.00	$10,000.00	$3,970,402.00				$3,970,402.00	0
1	1.2	Secondary School Engagement Programs	Low Income	Yes	Schoolwide	Low Income	Specific Schools: All secondary sites 6th-12th	Ongoing	$265,251.00	$11,500.00	$276,751.00				$276,751.00	0
1	1.3	Peer Mentorship Programs	Low Income	Yes	Schoolwide	Low Income	Specific Schools: All secondary sites Incoming 6th and 9th Grade Students	Ongoing	$35,415.00	$0.00	$35,415.00				$35,415.00	0
1	1.4	Increased Safety and Social Emotional Support for LI Students	Low Income	Yes	LEA-wide	Low Income	All Schools TK-12th	Ongoing	$553,390.00	$303,164.00	$856,554.00				$856,554.00	0
1	1.5	Classroom Environments and School Facilities that Promote a Safe and Positive Learning Environment	All	No				Ongoing	$14,954,795.00	$3,116,400.00	$18,071,195.00				$18,071,195.00	0
2	2.1	Support for Professional Learning Communities	English Learners	Yes	Schoolwide	English Learners	Specific Schools: All Elementa	Ongoing	$949,715.00	$8,500.00	$958,215.00				$958,215.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry Sites TK-5									
2	2.2	Increased Student-to-Teacher Interaction and Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: All schools with UDP of 55% or greater TK-12	Ongoing	$2,670,044.00	$0.00	$2,670,044.00				$2,670,044.00	0
2	2.3	Additional Supports for Students Through the Independent Studies Program	Foster Youth	Yes	Schoolwide	Foster Youth	Specific Schools: El Camino High School	Ongoing	$1,650,499.00	$15,000.00	$1,665,499.00				$1,665,499.00	0
2	2.4	Support for Early Learning	English Learners	Yes	Schoolwide	English Learners	All Schools Specific Schools: All Elementary Sites TK-K	Ongoing	$425,000.00	$0.00	$425,000.00				$425,000.00	0
2	2.5	Technology Supports for Student Achievement	Low Income	Yes	Schoolwide	Low Income	All Schools TK-12	Ongoing	$885,175.00	$706,930.00	$1,592,105.00				$1,592,105.00	0
2	2.6	Project Lead The Way (PLTW) and STEM Opportunities	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Elementary schools include Dulles, Eastwood, Escalona, Glazier, Gardenhill, La Pluma, Nuffer, all middle and high schools TK-5, 6-8, 9-12	Ongoing	$1,203,615.00	$194,150.00	$1,397,765.00				$1,397,765.00	0
2	2.7	Intervention and Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$6,965,824.00	$497,040.00	$7,462,864.00				$7,462,864.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Supplemental Instructional Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$100,606.00	$75,825.00	$176,431.00				$176,431.00	0
2	2.9	AVID Program	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Elementary schools include Dolland, Dulles, Edmondson, Escalona, Johnston, La Pluma, Moffitt, Sanchez, secondary schools include Corvallis, Hutchinson, Los Alisos, Waite, John Glenn, Norwalk, La Mirada TK-5, 6-8, 9-12	Ongoing	$1,223,398.00	$129,686.00	$1,353,084.00				$1,353,084.00	0
2	2.10	College and Career Preparedness for Students	Low Income	Yes	Schoolwide	Low Income	All Schools Specific Schools: All high schools 9-12	Ongoing	$2,521,230.00	$361,300.00	$2,882,530.00				$2,882,530.00	0
2	2.11	GATE Program Enrichment	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools 3-12	Ongoing	$20,348.00	$10,000.00	$30,348.00				$30,348.00	0
2	2.12	Enhanced VAPA Programs	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: High Schools 9-12	Ongoing	$684,032.00	$0.00	$684,032.00				$684,032.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.13	Additional Learning Opportunities	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools Incoming 9th-12th	Ongoing	$712,973.00	$35,340.00	$748,313.00				$748,313.00	0
2	2.14	Increased Instructional Supports for EL and LTEL Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,857,385.00	$501,145.00	$2,358,530.00				$2,358,530.00	0
2	2.15	Specialized Support Services	Low	Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,407,138.00	$0.00	$2,407,138.00				$2,407,138.00	0
2	2.16	Technology Support for Student Achievement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,183,109.00	$0.00	$2,183,109.00				$2,183,109.00	0
2	2.17	Maintaining and Increasing High Academic Achievement for all Students	All		No				Ongoing	$15,778,699.00	$0.00	$15,778,699.00				$15,778,699.00	0
2	2.18	Purchase Standards-Aligned Textbooks	All		No				Ongoing	$1,779,270.00	$0.00	$700,000.00	$1,079,270.00			$1,779,270.00	0
2	2.19	Additional Dual Language Support	English	Learners	Yes	Schoolwide	English Learners	Specific Schools: Dolland, Edmondson, Escalona Elementaries, Los Alisos Middle School, John Glenn, La Mirada, Norwalk High School		$3,389,551.00	$19,000.00	$3,408,551.00				$3,408,551.00	0
3	3.1	Professional Learning Communities Across Sites	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools	Ongoing	$5,082.00	$5,000.00	$10,082.00				$10,082.00	0
3	3.2	NGSS Training/Teaching and Learning	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$204,627.00	$143,500.00	$348,127.00				$348,127.00	0
3	3.3	Core Content Support	English Foster	Learners Youth	Yes	Schoolwide	English Learners Foster Youth	All Schools	Ongoing	$1,075,809.00	$139,398.00	$1,215,207.00				$1,215,207.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.4	Wrap-Around Support and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$856,228.00	$0.00	$856,228.00				$856,228.00	0
3	3.5	Enrichment Experiences for Students	Low Income	Yes	LEA-wide	Low Income	All Schools TK-12	Ongoing	$239,855.00	$0.00	$239,855.00				$239,855.00	0
3	3.6	Expemplary Staff to Support Students	All	No				Ongoing	$109,481,969.00	$0.00	$68,733,664.00	$40,748,305.00			$109,481,969.00	0
4	4.1	Parent Involvement and Parent Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$134,311.00	$9,000.00	$143,311.00				$143,311.00	0
4	4.2	Educational Partner Communication	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$198,981.00	$26,000.00	$224,981.00				$224,981.00	0
5	5.1		All	No				Ongoing	$300,000.00	$0.00		$300,000.00			$300,000.00	
5	5.2		All	No				Ongoing	$0.00	$52,360.00		$52,360.00			$52,360.00	
5	5.3		All	No				Ongoing	$25,000.00	$50,000.00		$75,000.00			$75,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
$161,065,572	40,580,471	25.195%	0.000%	25.195%	$40,580,471.00	0.000%	25.195 %	**Total:**		$40,580,471.00
								LEA-wide Total:		$21,941,910.00
								Limited Total:		$0.00
								Schoolwide Total:		$18,638,561.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Supporting Student Social-Emotional and Wellness Needs	Yes	LEA-wide	Foster Youth	All Schools ESSS TK-5th, Mental Health Staff TK-12	$3,970,402.00	0
1	**1.2**	Secondary School Engagement Programs	Yes	Schoolwide	Low Income	Specific Schools: All secondary sites 6th-12th	$276,751.00	0
1	**1.3**	Peer Mentorship Programs	Yes	Schoolwide	Low Income	Specific Schools: All secondary sites Incoming 6th and 9th Grade Students	$35,415.00	0
1	**1.4**	Increased Safety and Social Emotional Support for LI Students	Yes	LEA-wide	Low Income	All Schools TK-12th	$856,554.00	0
2	**2.1**	Support for Professional Learning Communities	Yes	Schoolwide	English Learners	Specific Schools: All Elementary Sites TK-5	$958,215.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Increased Student-to-Teacher Interaction and Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: All schools with UDP of 55% or greater TK-12	$2,670,044.00	0
2	2.3	Additional Supports for Students Through the Independent Studies Program	Yes	Schoolwide	Foster Youth	Specific Schools: El Camino High School	$1,665,499.00	0
2	2.4	Support for Early Learning	Yes	Schoolwide	English Learners	All Schools Specific Schools: All Elementary Sites TK-K	$425,000.00	0
2	2.5	Technology Supports for Student Achievement	Yes	Schoolwide	Low Income	All Schools TK-12	$1,592,105.00	0
2	2.6	Project Lead The Way (PLTW) and STEM Opportunities	Yes	Schoolwide	Low Income	Specific Schools: Elementary schools include Dulles, Eastwood, Escalona, Glazier, Gardenhill, La Pluma, Nuffer, all middle and high schools TK-5, 6-8, 9-12	$1,397,765.00	0
2	2.7	Intervention and Support Staff	Yes	LEA-wide	Low Income	All Schools	$7,462,864.00	0
2	2.8	Supplemental Instructional Materials	Yes	LEA-wide	Low Income	All Schools	$176,431.00	0
2	2.9	AVID Program	Yes	Schoolwide	Low Income	Specific Schools: Elementary schools include Dolland, Dulles, Edmondson, Escalona, Johnston, La Pluma, Moffitt, Sanchez,	$1,353,084.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						secondary schools include Corvallis, Hutchinson, Los Alisos, Waite, John Glenn, Norwalk, La Mirada TK-5, 6-8, 9-12		
2	2.10	College and Career Preparedness for Students	Yes	Schoolwide	Low Income	All Schools Specific Schools: All high schools 9-12	$2,882,530.00	0
2	2.11	GATE Program Enrichment	Yes	LEA-wide	Foster Youth	All Schools 3-12	$30,348.00	0
2	2.12	Enhanced VAPA Programs	Yes	LEA-wide	Low Income	All Schools Specific Schools: High Schools 9-12	$684,032.00	0
2	2.13	Additional Learning Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools Incoming 9th-12th	$748,313.00	0
2	2.14	Increased Instructional Supports for EL and LTEL Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,358,530.00	0
2	2.15	Specialized Support Services	Yes	LEA-wide	Low Income	All Schools	$2,407,138.00	0
2	2.16	Technology Support for Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,183,109.00	0
2	2.19	Additional Dual Language Support	Yes	Schoolwide	English Learners	Specific Schools: Dolland, Edmondson, Escalona Elementaries, Los Alisos Middle School, John Glenn, La Mirada, Norwalk High	$3,408,551.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						School		
3	3.1	Professional Learning Communities Across Sites	Yes	Schoolwide	English Learners Low Income	All Schools	$10,082.00	0
3	3.2	NGSS Training/Teaching and Learning	Yes	LEA-wide	English Learners	All Schools	$348,127.00	0
3	3.3	Core Content Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,215,207.00	0
3	3.4	Wrap-Around Support and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$856,228.00	0
3	3.5	Enrichment Experiences for Students	Yes	LEA-wide	Low Income	All Schools TK-12	$239,855.00	0
4	4.1	Parent Involvement and Parent Learning	Yes	LEA-wide	English Learners Low Income	All Schools	$143,311.00	0
4	4.2	Educational Partner Communication	Yes	LEA-wide	English Learners	All Schools	$224,981.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$273,917,310.00	$265,621,541.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1B WEB and LINK CREW Programs, Secondary	Yes	$35,297.00	$35,317.00
1	1.2	1.1C MS Sports	Yes	$270,395.00	270,301.00
1	1.3	1.3A ELEMENTARY STUDENT SUPPORT SPECIALIST (ESSS)	Yes	$1,619,492.00	1,839,870.00
1	1.4	1.3B High School Intervention (Counselors) El Camino, JGHS, NHS,LMHS	Yes	$1,067,821.00	1,118,370.00
1	1.5	1.3C Student and Family Service Specialists	Yes	$1,308,899.00	1,374,450.00
1	1.6	1.3D MS Expand Counseling	Yes	$809,527.00	854,491.00
1	1.7	1.3E College and Career Counselor	Yes	$526,612.00	397,981.00
1	1.8	1.0 Maintaining and increasing ELA and Math outcomes for all students.	No	$16,409,982.00	16,480,138.00
2	2.1	2.1A Pre AP and AP Support Exam Fee	Yes	$180,000.00	180,000.00
2	2.2	2.1B Future Ready Expo	Yes	$27,106.00	27,106.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	2.1C Expand AVID and AVID Excel	Yes	$49,285.00	49,285.00
2	2.4	2.1E Support for Annual College Expo and Career Fair	Yes	$15,174.00	15,174.00
2	2.5	2.1F Support for College/Dual Enrollment	Yes	$128,466.00	128,472.00
2	2.6	2.2B Implement K-12 Technology Scope and Sequence	Yes	$4,020.00	4,000.00
2	2.7	2.3A Expand Project Lead The Way (PLTW) K-12	Yes	$1,771,284.00	1,620,530.00
2	2.8	2.3B Provide Support for English Learners (Academic Language Development)	Yes	$61,038.00	26,873.00
2	2.9	2.3C Expand Support for Early Learning (TK Aides)	Yes	$398,281.00	574,673.00
2	2.10	2.4A Expand VAPA	Yes	$2,371,255.00	3,012,925.00
2	2.11	2.4B Support and Expand Dual Language	Yes	$3,097,160.00	3,491,361.00
2	2.12	2.4C Support to expand Career Technical Education (CTE) K-12	Yes	$595,527.00	606,451.00
2	2.13	2.4E Career Technical Education (CTE)	Yes	$2,331,153.00	1,737,052.00
3	3.1	3.1A AVID Training	Yes	$1,438,075.00	1,347,867.00
3	3.2	3.1B Instructional Coaches	Yes	$208,751.00	217,497.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	3.1C Provide Professional Development for CCSS, NGSS, and ELD	Yes	$1,080,764.00	1,091,675.00
3	3.4	3.1D Support the implementation of 2020 Ed Tech PD	Yes	$589,832.00	595,271.00
3	3.5	3.1F Provide Pre-AP and AP training at the MS and HS	Yes	$78,434.00	78,612.00
3	3.6	3.1G Expand NGSS training	Yes	$623,719.00	618,241.00
3	3.7	3.1H Expand VAPA targeting needs of Low Income, EL and FY	Yes	$311,823.00	229,339.00
3	3.8	3.2A Provide support for sites to develop effective Professional Learning Communities	Yes	$28,262.00	128,262.00
3	3.9	3.4A P.E. Specialists to support Professional Learning Communities	Yes	$856,283.00	815,712.00
4	4.1	4.4A Parent Involvement and Parent Workshops	Yes	$307,214.00	309,135.00
4	4.2	4.5A Increasing Parent Communication	Yes	$267,845.00	274,019.00
5	5.1	5.1A Provide intervention specialists for MTSS	Yes	$3,037,980.00	3,400,567.00
5	5.2	5.1C Provide iTOSA to Elementary Schools	Yes	$1,814,095.00	2,297,289.00
5	5.3	Action is discontinued	Yes		
5	5.4	5.1E Provide Math and Language Arts intervention supports at the High Schools	Yes	$500.00	500.00

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)
5	5.5	5.1F Provide Specialized Support Services	No	$49,191,711.00	52,332,954.00
5	5.6	5.2A Expanded Learning, Summer School	Yes	$696,627.00	652,957.00
5	5.7	5.2B Jump Start Program	Yes	$53,603.00	34,515.00
5	5.8	5.2C Credit Recovery	Yes	$354,631.00	354,996.00
5	5.9	5.3C Technology Support Staff	Yes	$5,283,753.00	5,557,031.00
5	5.10	5.3D Schoology Online Learning Subscription	Yes	$183,150.00	183,150.00
5	5.11	5.3 E Keyboarding Software and Instruction to the district	Yes	$9,850.00	9,850.00
5	5.12	5.3F Instructional Tech Coaches	Yes	$532,237.00	562,829.00
5	5.13	5.3H GATE	Yes	$29,729.00	30,348.00
5	5.14	5.3I Instructional Support	Yes	$2,318,326.00	2,540,391.00
5	5.15	5.4A Wrap-Around Support and Services	Yes	$962,279.00	953,021.00
6	6.1	6.1B Classroom physical environment improvements	No	$8,571,721.00	8,235,856.00
6	6.2	6.2B Supplemental Instructional Materials	Yes	$367,589.00	371,119.00

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)
6	6.3	6.3A Increasing Student-to-Teacher Interaction and Support	Yes	$4,910,721.00	5,421,280.00
6	6.4	6.3AB Study Trips for English Learners, Foster Youth, and Low Income Students	Yes	$279,654.00	344,287.00
6	6.5	6.3AC Alternative Educational Supports for EL, FY, and Low Income Students	Yes	$1,414,778.00	1,915,622.00
6	6.6	6.3BB Increased Social Emotional Support	Yes	$303,164.00	314,045.00
6	6.7	6.0A Quality school facilities to provide a positive learning environment	No	$9,041,492.00	9,321,762.00
6	6.8	6.2A Purchase standards-aligned textbooks	No	$942,884.00	1,691,077.00
6	6.9	6.3B Classified staff to meet the needs of the students	No	$32,209,464.00	32,438,978.00
6	6.10	6.3C Comprehensive health and welfare benefits for all employees	No	$15,551,582.00	14,848,036.00
6	6.11	6.4A Attract and retain quality teachers, principals, and staff.	No	$96,862,014.00	82,084,215.00
7	7.1	SPED Teacher on Special Assignment	No	$125,000.00	174,416

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
39,573,574	$42,328,382.00	$45,517,168.00	($3,188,786.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1B WEB and LINK CREW Programs, Secondary	Yes	$35,297.00	35,317	0	0
1	1.2	1.1C MS Sports	Yes	$270,395.00	270,301	0	0
1	1.3	1.3A ELEMENTARY STUDENT SUPPORT SPECIALIST (ESSS)	Yes	$1,619,492.00	1,839,870	0	0
1	1.4	1.3B High School Intervention (Counselors) El Camino, JGHS, NHS,LMHS	Yes	$1,067,821.00	1,118,370	0	0
1	1.5	1.3C Student and Family Service Specialists	Yes	$1,308,899.00	1,374,450	0	0
1	1.6	1.3D MS Expand Counseling	Yes	$809,527.00	854,491	0	0
1	1.7	1.3E College and Career Counselor	Yes	$526,612.00	397,981	0	0
2	2.1	2.1A Pre AP and AP Support Exam Fee	Yes	$180,000.00	180,000	0	0
2	2.2	2.1B Future Ready Expo	Yes	$27,106.00	27,106	0	0
2	2.3	2.1C Expand AVID and AVID Excel	Yes	$49,285.00	136,954	0	0
2	2.4	2.1E Support for Annual College Expo and Career Fair	Yes	$15,174.00	15,174	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	2.1F Support for College/Dual Enrollment	Yes	$128,466.00	128,472	0	0
2	2.6	2.2B Implement K-12 Technology Scope and Sequence	Yes	$4,020.00	4,000	0	0
2	2.7	2.3A Expand Project Lead The Way (PLTW) K-12	Yes	$1,771,284.00	1,620,530	0	0
2	2.8	2.3B Provide Support for English Learners (Academic Language Development)	Yes	$61,038.00	26,873	0	0
2	2.9	2.3C Expand Support for Early Learning (TK Aides)	Yes	$398,281.00	574,673	0	0
2	2.10	2.4A Expand VAPA	Yes	0	515,865	0	0
2	2.11	2.4B Support and Expand Dual Language	Yes	$3,097,160.00	3,491,361	0	0
2	2.12	2.4C Support to expand Career Technical Education (CTE) K-12	Yes	$595,527.00	606,451	0	0
2	2.13	2.4E Career Technical Education (CTE)	Yes	$2,331,153.00	1,737,052	0	0
3	3.1	3.1A AVID Training	Yes	$1,438,075.00	1,260,198	0	0
3	3.2	3.1B Instructional Coaches	Yes	$208,751.00	217,497	0	0
3	3.3	3.1C Provide Professional Development for CCSS, NGSS, and ELD	Yes	$1,080,764.00	1,091,675	0	0
3	3.4	3.1D Support the implementation of 2020 Ed Tech PD	Yes	$589,832.00	595,271	0	0
3	3.5	3.1F Provide Pre-AP and AP training at the MS and HS	Yes	$78,434.00	78,612	0	0
3	3.6	3.1G Expand NGSS training	Yes	$623,719.00	618,241	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	3.1H Expand VAPA targeting needs of Low Income, EL and FY	Yes		229,339	0	0
3	3.8	3.2A Provide support for sites to develop effective Professional Learning Communities	Yes	$28,262.00	128,262	0	0
3	3.9	3.4A P.E. Specialists to support Professional Learning Communities	Yes	$856,283.00	815,712	0	0
4	4.1	4.4A Parent Involvement and Parent Workshops	Yes	$307,214.00	309,135	0	0
4	4.2	4.5A Increasing Parent Communication	Yes	$267,845.00	274,019	0	0
5	5.1	5.1A Provide intervention specialists for MTSS	Yes	$3,037,980.00	3,400,567	0	0
5	5.2	5.1C Provide iTOSA to Elementary Schools	Yes	$1,814,095.00	2,297,289	0	0
5	5.3	Action is discontinued	Yes			0	0
5	5.4	5.1E Provide Math and Language Arts intervention supports at the High Schools	Yes	$500.00	500	0	0
5	5.6	5.2A Expanded Learning, Summer School	Yes	$696,627.00	652,957	0	0
5	5.7	5.2B Jump Start Program	Yes	$53,603.00	34,515	0	0
5	5.8	5.2C Credit Recovery	Yes	$354,631.00	354,996	0	0
5	5.9	5.3C Technology Support Staff	Yes	$5,283,753.00	5,557,031.00	0	0
5	5.10	5.3D Schoology Online Learning Subscription	Yes	$183,150.00	183,150	0	0
5	5.11	5.3 E Keyboarding Software and Instruction to the district	Yes	$9,850.00	9,850	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.12	5.3F Instructional Tech Coaches	Yes	$532,237.00	562,829	0	0
5	5.13	5.3H GATE	Yes	$29,729.00	30,348	0	0
5	5.14	5.3I Instructional Support	Yes	$2,318,326.00	2,540,391	0	0
5	5.15	5.4A Wrap-Around Support and Services	Yes	$962,279.00	953,021	0	0
6	6.2	6.2B Supplemental Instructional Materials	Yes	$367,589.00	371,119	0	0
6	6.3	6.3A Increasing Student-to-Teacher Interaction and Support	Yes	$4,910,721.00	5,421,280	0	0
6	6.4	6.3AB Study Trips for English Learners, Foster Youth, and Low Income Students	Yes	$279,654.00	344,287	0	0
6	6.5	6.3AC Alternative Educational Supports for EL, FY, and Low Income Students	Yes	$1,414,778.00	1,915,622	0	0
6	6.6	6.3BB Increased Social Emotional Support	Yes	$303,164.00	314,164	0	0

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
168,129,893	39,573,574	0	23.538%	$45,517,168.00	0.000%	27.073%	$0.00	0.000%

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:

  o 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]).

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

  - **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.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

o   As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

o   These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

    o   Professional development for teachers.

    o   If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - 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.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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 %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023