LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lost Hills Union School District
CDS Code: 15-63594-0000000
School Year: 2024-25
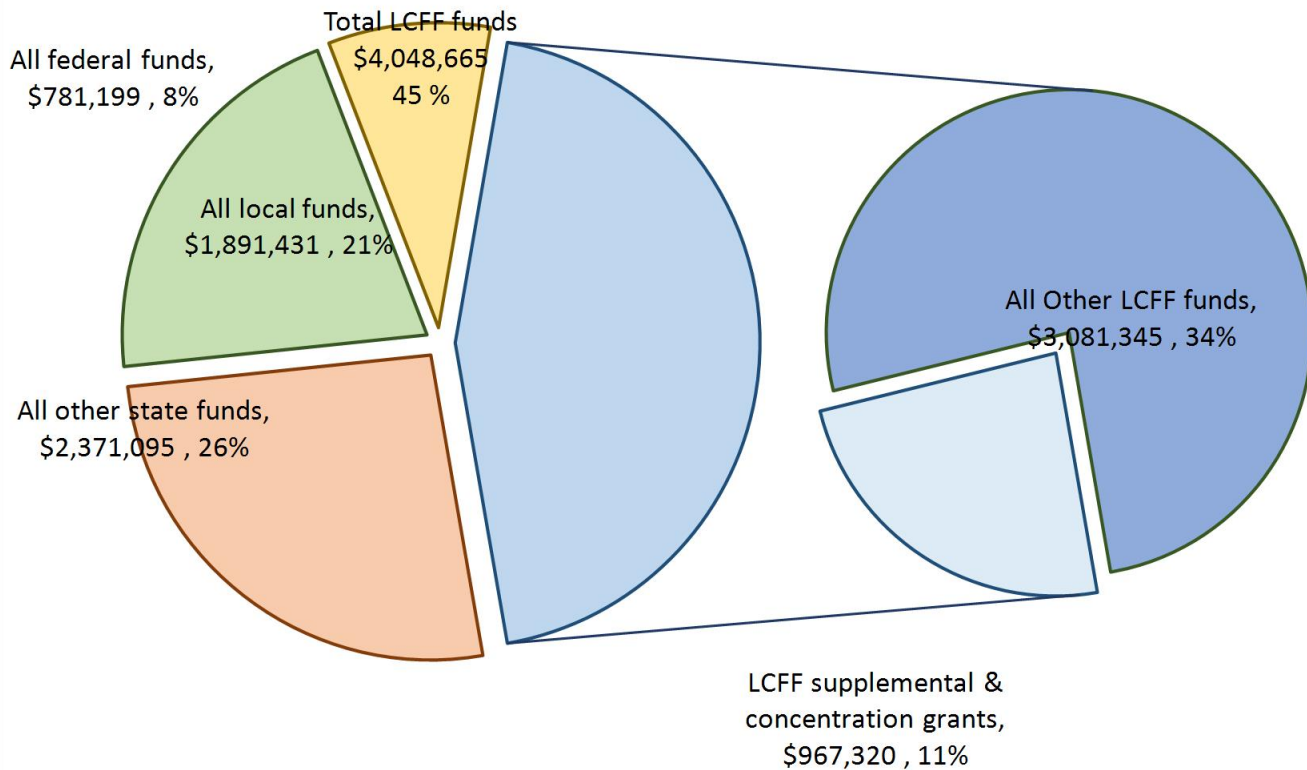LEA contact information:
Harrison Favereaux
Chief Administrative Officer

661-797-2941

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

- Total LCFF funds $4,048,665 45 %
- All federal funds, $781,199 , 8%
- All local funds, $1,891,431 , 21%
- All other state funds, $2,371,095 , 26%
- All Other LCFF funds, $3,081,345 , 34%
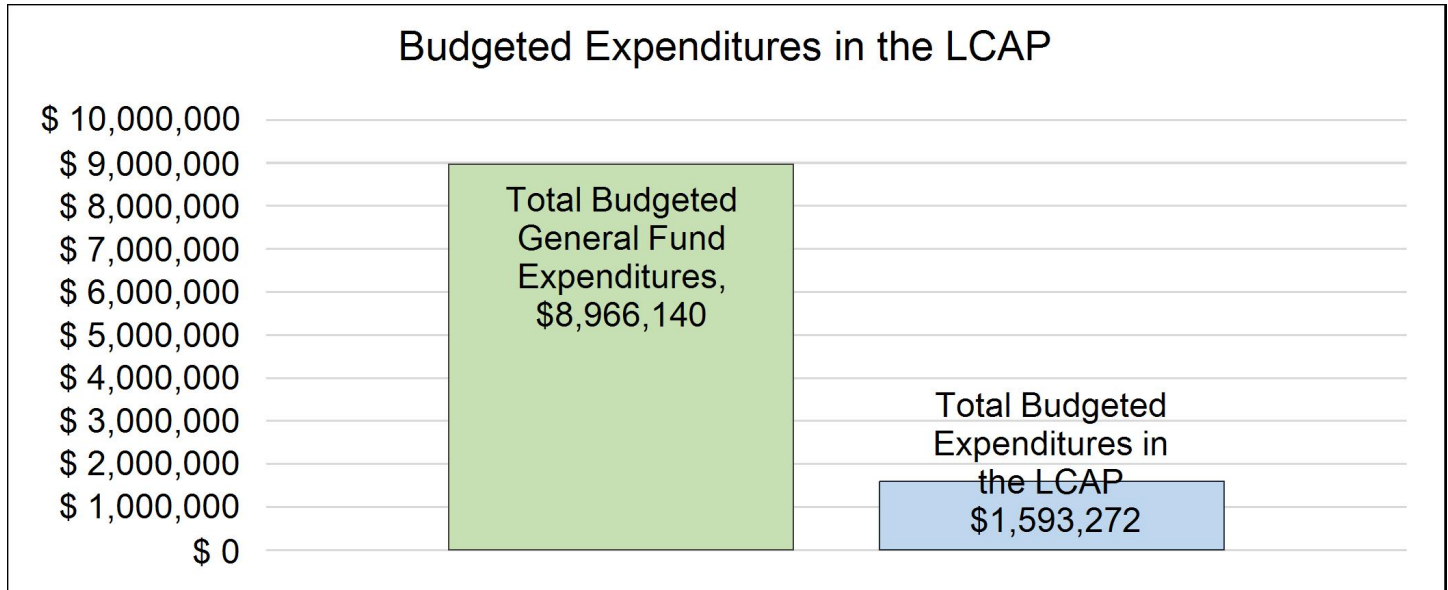- LCFF supplemental & concentration grants, $967,320 , 11%

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

The text description for the above chart is as follows: The total revenue projected for Lost Hills Union School District is $9,092,390, of which $4048665 is Local Control Funding Formula (LCFF), $2371095 is other state funds, $1891431 is local funds, and $781199 is federal funds. Of the $4048665 in LCFF Funds, $967320 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, $8,966,140

Total Budgeted Expenditures in the LCAP $1,593,272

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

The text description of the above chart is as follows: Lost Hills Union School District plans to spend $8966140 for the 2024-25 school year. Of that amount, $1593272 is tied to actions/services in the LCAP and $7,372,868 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
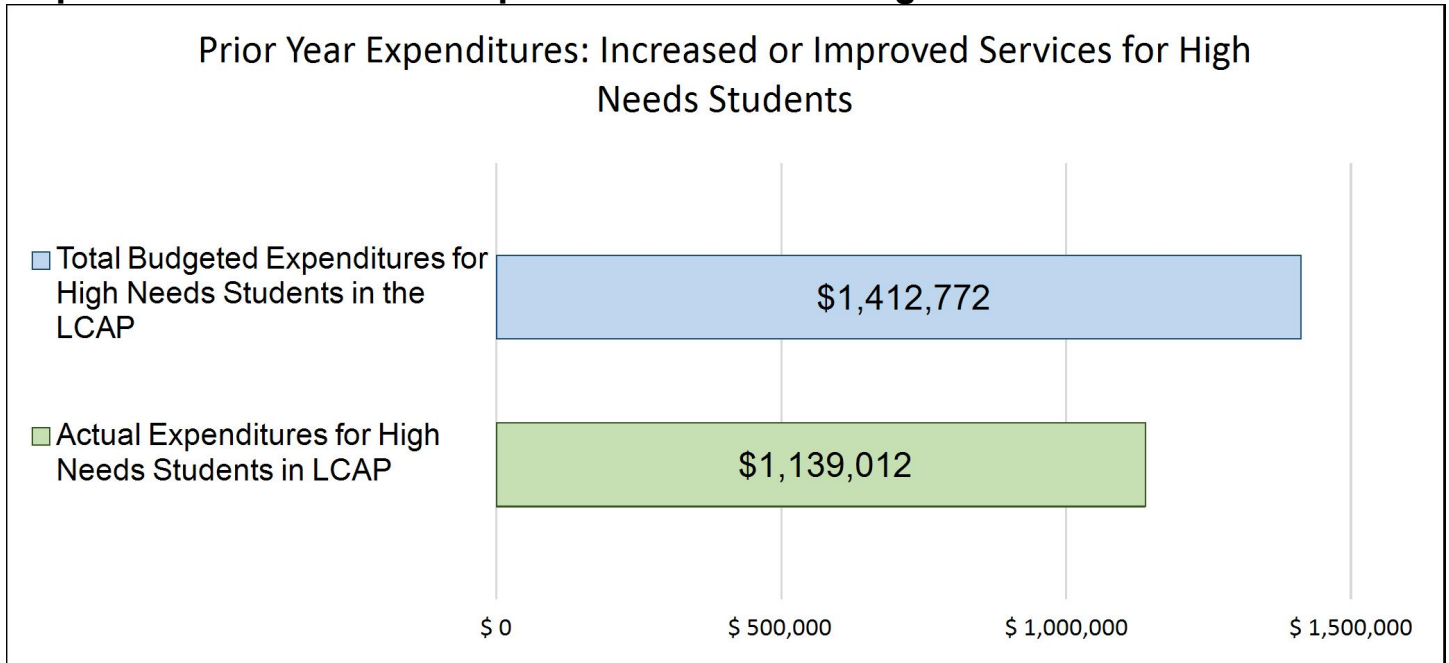
General fund budgeted expenditures that are not in the LCAP will be used cost associated with instruction (staffing of general instruction, preschool, and various restricted programs), operation, transportation, facilities, administration, and other costs affiliated with these departments.

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

In 2024-25, Lost Hills Union School District is projecting it will receive $967320 based on the enrollment of foster youth, English learner, and low-income students. Lost Hills Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lost Hills Union School District plans to spend $1241080 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: $1,412,772

Actual Expenditures for High Needs Students in LCAP: $1,139,012

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000

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

The text description of the above chart is as follows: In 2023-24, Lost Hills Union School District's LCAP budgeted $1412772 for planned actions to increase or improve services for high needs students. Lost Hills Union School District actually spent $1139012 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-273,760 had the following impact on Lost Hills Union School District's ability to increase or improve services for high needs students:

The difference did not impact the students, because actions and services for high needs students was provided using other funding sources (ESSER, ELO, Title I, and Migrant education to name a few).

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
Lost Hills Union School District	Harrison Favereaux Chief Administrative Officer	hafaver@losthills.k12.ca.us 661-797-2941

Goals and Actions

Goal

Goal #	Description
1	All students will be on track for college and/or career readiness as measured by student academic data, basic services, and implementation of common core state standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. The number/rate of teachers not fully credentialed as measured by HR reporting.	Rate of teachers not fully credentialed- 33%	Rate of teachers not fully credentialed- 13% (2021-2022)	Rate of teachers not fully credentialed- 7% (2022-23)	Rate of teachers not fully credentialed- 7% (2023-24)	Rate of teachers not fully credentialed- less than 15%
The number/rate of teachers teaching outside of the area of competence as measured by HR reporting.	Rate of teachers teaching outside of area of competence- 33%	Rate of teachers teaching outside of area of competence- 13% (2021-2022)	Rate of teachers teaching outside of area of competence- 7% (2022-23)	Rate of teachers teaching outside of area of competence- 7% (2023-24)	Rate of teachers teaching outside of area of competence- 15%
The Number/rate of teachers teaching ELs without authorization as measured by HR reporting.	Rate of teachers teaching ELs without authorization- 33%	Rate of teachers teaching ELs without authorization- 13% (2021-2022)	Rate of teachers teaching ELs without authorization- 7% (2022-23)	Rate of teachers teaching ELs without authorization-7% (2023-24)	Rate of teachers teaching ELs without authorization- 15%
1B. The number/rate of students lacking their own textbook as measured by Williams Curriculum materials reporting.	Rate of students lacking their own textbook- 0%	Rate of students lacking their own textbook- 0% (2021-2022)	Rate of students lacking their own textbooks- 0% (2022-23)	Rate of students lacking their own textbooks-0% (2023-24)	Rate of students lacking their own textbook- 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C. The overall Facility Rating Tool (FIT).	Overall Facility Rating Tool (FIT)- 100%	Overall Facility Rating Tool (FIT)- 100% (2021-2022)	Overall Facility Rating Tool (FIT)- 100% (2022-2023)	Overall Facility Rating Tool (FIT)- 100% (2023-24)	Overall Facility Rating Tool (FIT)- 100%
2A. The implementation of state standards as measured by classroom observations.	Implementation of state standards- 100% based on classroom observation conducted 3 times per year.	Implementation of state standards- 100% based on classroom observation conducted 3 times per year. (2021-2022)	Implementation of state standards- 100% based on classroom observations conducted 4 times per year. (2022-23)	Implementation of state standards- 100% based on classroom observations conducted 4 times per year. (2023-24)	Implementation of state standards- 100% base on classroom observation conducted 3 times per year.
Implementation of state standards as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education	Implementation of state standards as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 59.1/100- (59.1%)	Implementation of state standards as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 57/100 (57%) (2021-2022)	Implementation of state standards as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 66/100 (66%) 2022-2023	Implementation of state standards as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 60/100 (60%) 2023-24	Implementation of state standards as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 100%
2B. English Learners' access to the CCSS and ELD as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education	English Learners' access to the CCSS and ELD as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 15.1/30 - (50.3%)	English Learners' access to the CCSS and ELD as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 18.47/30 (62%) (2021-2022)	English Learner's access to the CCSS and ELD as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 20.44/30 (68%)	English Learner's access to the CCSS and ELD as measured by California State Standards Implementation Metric by RSDSS and Butte County - 20/30 (66%) 2023-24	English Learners' access to the CCSS and ELD as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome (2022-2023)	Year 3 Outcome	Desired Outcome for 2023–24
4A. CAASPP ELA Distance from Standard	2018-19, CAASPP ELA Distance from Standard- 54.7	2020-21, CAASPP ELA Distance from Standard: -45.3 as measured by KiDS	2021-22, CAASPP ELA Distance from Standard: -22 as measured by California School Dashboard.	2022-23, CAASPP ELA Distance from Standard: -9.2 as measured by California School Dashboard.	Increase by 45 points Distance from Standard compared to the 20-21 school year
CAASPP Math Distance from Standard	2018-19, CAASPP Math Distance from Standard- 96.4	2020-21, CAASPP Math Distance from Standard: -98.1 as measured by KiDS	2021-22, CAASPP Math Distance from Standard: -57.5 as measured by California School Dashboard.	2022-23, CAASPP Math Distance from Standard: -51.3 as measured by California School Dashboard.	Increase by 45 points Distance from Standard compared to the 20-21 school year
Science Proficiency as measured by California Science Test (CAST) Results.	2018-19, % Met or Exceeded Standard- 10.57%	Due to the suspension of the 2020-21 CAST, data is not available. Most recent data available is from 2018-2019: 10.57% Met or Exceeded	2021-22, Met or Exceeded Standard: 9%	2022-23, Met or Exceeded Standard: 24.14%	Increase by 10 points from 2021-22.
4B. Percentage of pupils completing a-g courses	N/A	N/A	N/A	N/A	N/A
4C. Percentage of pupils completing a-g or CTE courses	N/A	N/A	N/A	N/A	N/A
4D. Percentage of pupils completing a-g and CTE courses	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E. Percentage of ELs making Annual Progress in Learning English as measured by the CA Dashboard English Learner Proficiency Indicator.	ELs making progress towards English language proficiency- 43.9%	2020-21 English Language proficiency for Summative ELPAC- 13.98%	2021-22 ELs making progress towards English language proficiency: 66.2%	2022-23 ELs making progress towards English language proficiency: 62.7%	ELs making progress towards English language proficiency- 58.0%
4F. EL Reclassification Rate as measured by Dataquest.	EL reclassification rate- 11.9%	EL reclassification rate- 3.2% (2020-2021)	2022-23 EL reclassification rate: 15% as measured by local EL data.	2023-24 EL reclassification rate: 13.64% as measured by local EL data.	EL reclassification rate- 20.9%
4G. Percentage of pupils passing AP exam with 3 or higher	N/A	N/A	N/A	N/A	N/A
4H. Percent of pupils meeting EAP College Preparedness.	N/A	N/A	N/A	N/A	N/A
7A. The percent of pupils who have access to and are enrolled in a broad course of study as measured by daily and master schedules.	Percentage of pupils who have access to and are enrolled in a broad course of study- 100%	Percentage of pupils who have access to and are enrolled in a broad course of study- 100% (2021-2022)	Percentage of pupils who have access to and are enrolled in a broad course of study: 100% (2022-23)	Percentage of pupils who have access to and are enrolled in a broad course of study: 100% (2023-24)	Percentage of pupils who have access to and are enrolled in a broad course of study- 100%
7B. Programs and services developed and provided to lowincome, ELs, and foster youth as measured by a review of local program data.	The percent of lowincome, ELs and foster youth, who have access to and are enrolled in programs/services for	The percent of low-income, ELs and foster youth, who have access to and are enrolled in programs/services for low-income, ELs and	The percentage of low-income, ELs and foster youth who have access to and are enrolled in programs/services for low-income, ELs and	The percentage of low-income, ELs and foster youth who have access to and are enrolled in programs/services for low-income, ELs and	The percent of lowincome, ELs and foster youth, who have access to and are enrolled in programs/service for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	lowincome, ELs and foster youth- 100%	foster youth- 100% (2021-2022)	foster youth: 100% (2022-23)	foster youth: 100% (2023-24)	lowincome, ELs and foster youth- 100%
7C. The percent of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs as measured by a review of services documented in the IEP.	Percent of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs- 100%	Percent of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs- 100% (2021-2022)	Percent of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs: 100% (2022-23)	Percentage of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs: 100% (2023-24)	Percent of pupils who have access to and are enrolled in programs/service for pupils with exceptional needs- 100%
8. The percentage of pupils meeting the Healthy Fitness Zone as measured by Physical Fitness Testing.	2018-19 Percentage of pupils meeting the Healthy Fitness Zone- 66%	2018-19 is the most recent data. 66% meeting the Healthy Fitness Zone	2021-22 Percent of pupils participating in the Physical Fitness Testing: Component 1: Aerobic Capacity- 100% Component 2: Abdominal Strength and Endurance- 98% Component 3: Trunk Extensor and Strength and Flexibility- 100% Component 4: Upper Body Strength and Endurance- 98% Component 5: Flexibility- 95%	2022-23 Percent of pupils who participated in the Physical Fitness Testing: 100%	Percentage of pupils meeting the Healthy Fitness Zone- 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percent of K-6th grade students at or above benchmark as measured by DIBELS Literacy.	2020-21, K-6th DIBELS Literacy Proficiency- 35%	2021-2022, K-6th DIBELS Literacy Proficiency- 44%	2022-23, K-6th DIBELS Literacy Proficiency: 45%	2023-24, K-6th DIBELS Literacy Proficiency: 47%	K-6th DIBELS Literacy Proficiency- 71%
The percent of K-8th grade students at or above benchmark as measured by DIBELS Math.	2020-21, K-8th DIBELS Math Proficiency- 22%	2021-22, K-8th DIBELS Math Proficiency- 51.89%	2022-23, K-8th DIBELS Math Proficiency: 58%	2023-24, K-8th DIBELS Math Proficiency: 49%	K-8th DIBELS Math Proficiency- 52%

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.

While all actions in this goal were fully implemented as planned. Actions 1.1- 1.3, 1.5-1.10, and 1.12-1.21 were implemented as planned with not substantive differences. Actions 1.4 and 1.11 were not fully implemented. Some challenges and successes are described below.

Action 1.1, Hire and Maintained fully credentialed staff. LHUSD maintained fully credentialed and appropriately assigned teachers, administrators and support staff to effectively implement the educational program.

Action 1.2, Teacher Induction Program: Two teachers participated and completed the Teacher Induction Program this year.

Action 1.3, Reduced Class Sizes: 3 additional teachers were hired to maintained reduced class sizes in TK, 2nd, and 3rd grade.

Action 1.5, Classroom Devices: Chromebooks in need of replacement, were replaced. New classroom laptops were purchased.

Action 1.6 and 1.7 were retired in previous LCAP.

Action 1.8, Informational Curriculum: Weekly Readers, Nearpod and Readworks were purchased.

Action 1.9, Web Based Programs: Illuminate Education was purchased.

Action 1.10, RTI: Qualified paraprofessionals provided small group learning for Literacy and math using 95% Group, Read Naturally, and SOAR curriculum. Students in need of additional instruction received instruction 4 days per week, per subject. All students were screened at the beginning of the school year, in the middle of the school year, and at the end of the school year. Students who fell below grade level were placed in small groups and received instruction based on the concept they were having difficulty with. Student progress was analyzed during grade level professional learning communities and student groups were modified according to the data. Percentage of K-8 grade students who met or exceeded standard at the beginning of the year as measured by math Acadience was 38% compared 49% at the end of the year.

Percentage of K-8 grade students who met or exceeded standard, in Literacy, at the beginning of the year as measured by Literacy Acadience was 41% compared to 47% at the end of the year.

(This is an 11% growth in the number of students who met or exceeded standard from the beginning of the year to the end of the year in mathematics and 6% growth in literacy).

Action 1.12, Paraprofessional Support: Additional paraprofessionals were hired to support our youngest learners (TK-K) and our EL students. These paraprofessionals were assigned to specific students in need of support. They worked closely with teachers to ensure students made progress in literacy, mathematics, and English Language Development.

Action 1.13, Extending Instructional Minutes: 15 minutes were added to the schedule for ELD instruction.

Action 1.14, Extended Learning Time: This year the afterschool program provided services to over 50% of our TK-8 student population. Additionally, we were able to place at least one certificated teacher and one paraprofessional in each grade level. Staff provided a safe place where students completed homework, practiced their math and reading skills in small groups. Students also participated in sports, art, STEM activities, and a Mariachi program.

Action 1.15, PLCs: Time was provided for grade level Professional Learning Communities. All grade level teams met once per week.

Action 1.16, Professional Development: We continued to utilize the Data Wise process for Tier I ELA and math. In ELA teachers focused on the Fab Four strategy. In math, we focused on Read, Draw, Write (RDW). These strategies were monitored through learning walks, four times during the school year. Additionally all teachers, paraprofessionals, and principal received at least 10 sessions of Harvard's MQI (Mathematical Quality of Instruction) coaching. Our middle school math teachers worked closely with a math coach.

Action 1.17, Project Based Lessons: All teachers were provided with project funds for project based lessons.

Action 1.18, Additional Professional Development Day: One additional day was added to the teachers schedule for professional development.

Action 1.19, Supplemental Educational Experiences and Student Incentives: Students were provided with incentives and field trips for meeting grade level standards, reclassification requirements, behavior expectations, and attendance goals. Parents and students demonstrated their appreciation for these incentives during the LCAP focus groups.

Action 1.20, Technology Support: Technology support was provided for students and staff.

Action 1.21, ELD Instruction: The leadership team provided professional development for ELD instruction and conducted learning walks four times during the school year.

Challenges related to Goal 1 included:

Action 1.4, SBE Curriculum and Supplies: This year we purchased math and ELA curriculum. We planned on adopting New Science curriculum but we were not able to complete the process before the school year ended.

Action 1.11, Supplemental Personnel was partially implemented. We were not able to find a qualified candidate to fill the position of Academic Coach to support classroom instruction and teachers. Next year, the district will braid LCAP and other funding and will hire an ELD teacher to support ELs.

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

Lost Hills Union School District conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 1 was $1,139,870.00. The estimated actual expenditures for 2023-24 Goal 1 were $768,566.89. This is a difference of $371,303.11. The substantive difference ($1,616.18) was in action 1.2, Teacher Induction Program. One teacher qualified for the early completion option which required extra fees compared to the traditional program. The substantive difference ($8,124.85) was in action 1.3, Reduced Class Sizes. Per the teachers collective bargaining agreement, teachers received a salary increase this year. The substantive difference ($56,976.91) was in action 1.4, SBE Curriculum and Supplies. We did not purchase a new science curriculum as we had originally anticipated. The substantive difference ($27,032.09) was in action 1.5, Classroom Devices. We did not have to replace as many student Chromebooks as we had anticipated. The substantive difference ($3,588.5) was in action 1.8, Informational Curriculum. Teachers did not need the amount of informational text we anticipated. The substantive difference ($31,639.05) was in action 1.9, Web Based Programs. The district decided to terminate its contract with Imagine Learning per the request of our certificated staff. The substantive difference ($4,248.27) was in action 1.10 RTI. We overestimated the amount of intervention curriculum and materials needed. The substantive difference ($83,763.03) was in action 1.11, Supplemental Personnel. We were not able to hire a qualified ELD Coach. The substantive difference ($38,491.36) was in action 1.12, Paraprofessional Support. We expected to hire two paraprofessionals. However, we were able to hire only one paraprofessional. The substantive difference ($2,695.56) was in action 1.13, Extending Instructional Minutes. We overestimated the cost of 15 additional minutes each day. The substantive difference ($45,669.6) was in action 1.14, Extended Learning Time. We used other funding to fund the before school, afterschool, and summer programs. The substantive

difference ($22,678.49) was in action 1.15, PLCs. We anticipated hiring three substitutes to cover for teachers during PLC. However, we only used one substitute each Wednesday. The substantive difference ($33,693.75) was in action 1.16, Professional Development. We were not able to participate in the anticipated number of professional development due to a lack of substitute teachers. The substantive difference ($10,474.2) was in action 1.17, Project Based Lessons. Less funds were needed than the original amount anticipated. The substantive difference ($2,962.59) was in action 1.19, Supplemental Educational Experiences and student incentives. We overestimated the number of field trips and incentives required for the year. The substantive difference ($16,953.75) was in action 1.20, Technology Support.   Less technology support was needed than originally anticipated.

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

LCAP Goal 1 is that all students will be on tract for college and/or career readiness as measured by student academic data, basic services, and implementation of common core state standards.

 Based on an analysis of these results, the district believes the majority of actions in Goal 1 are showing to be effective in making progress towards the goal. Actions 1.1-1.3, 1.5-1.10, and 1.12- 1.21 were deemed to be effective based on an analysis of DIBELS data which show an increase in students scoring at grade level or proficient and decreasing the percent of students scoring Below Grade level.

DIBELS Math: Beginning of the year 38% proficiency- End of the year- 49% proficiency (11% growth in students scoring at grade level). Beginning of the year- 63% Below Level, End of the year-52% (11% decrease in the percent of students scoring at Below grade level).

DIBELS ELA: Beginning of the year- 41% proficiency, End of the year- 47% proficiency (6% growth in students scoring at grade level). Beginning of the year- 60% Below Level, End of the year- 53% Below Level (7% decrease in the percent of students scoring at Below grade level).

 Action 1.4 We purchased ELA and math curriculum, but we were not able to complete adoption process for science. Due to lack of implementation effectiveness could not be measured.
 Action 1.11 was deemed to be partially effective, paraprofessionals in and math and ELA contributed to improvements in ELA and Math but we were not able to hired an ELD Coach.

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 an analysis of Goal 1 and for the purpose of creating more clarity, and making our LCAP more approachable for our educational partners, the following changes will be made for the 2024-2027 LCAP:

Action 1.5 (Classroom Devices) will be consolidated with Action 1.20 (Technology Support) and now will be Action 1.5: Classroom Devises and Technology Support

Actions 1.8 (Informational Curriculum), 1.9 (Web Based Programs), and 1.10 (RTI) will be consolidated into one action, since all three actions pertain to supplemental programs and curriculum. This action will now be Action 1.6: Supplemental Curriculum and Programs.

Actions 1.11 (Supplemental Personnel) and 1.12 (Paraprofessional Support) will be consolidated into one action, since both actions pertain to supplemental personnel. This action will now be Action 1.7: Supplemental Personnel.

Action 1.14 (Extended Learning Time) will be consolidated with Goal 2 Action 2.13 (Late Bus Transportation). Late bus transportation is provided as part of the afterschool program; therefore it should be incorporated as part of the Extended Learning action. This action will now be action 1.11: Extended Learning Time.

Action 1.16 (Professional Development) will be consolidated with Action 1.18 (Additional Professional Development Day). This action will now be action 1.12: Professional Development.

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	Create a safe and welcoming learning environment where students are connected to their schools as measured by school attendance data, chronic absenteeism, suspensions, expulsions, and school climate surveys.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. The number/rate of teachers not fully credentialed as measured by HR reporting.	Rate of teachers not fully credentialed- 33%	Rate of teachers not fully credentialed- 13% (2021-2022)	Rate of teachers not fully credentialed: 7% (2022-23)	Rate of teachers not fully credentialed: 7% (2023-24)	Rate of teachers not fully credentialed- 15%
The number/rate of teachers teaching outside of the area of competence as measured by HR reporting.	Rate of teachers teaching outside of area of competence- 33%	Rate of teachers teaching outside of area of competence- 13% (2021-2022)	Rate of teachers teaching outside of area of competence: 7% (2022-23)	Rate of teachers teaching outside of area of competence: 7% (2023-24)	Rate of teachers teaching outside of area of competence- 15%
The number/rate of teachers teaching ELs without authorization. as measured by HR reporting.	Rate of teachers teaching ELs without authorization- 33%	Rate of teachers teaching ELs without authorization- 13% (2021-2022)	Rate of teachers teaching ELs without authorization: 7% (2022-23)	Rate of teachers teaching ELs without authorization: 7% (2023-24)	Rate of teachers teaching ELs without authorization- 15%
1B. The number/rate of students lacking their own textbook as measured by Williams Curriculum materials reporting.	Rate of students lacking their own textbook- 0%	Rate of students lacking their own textbook- 0% (2021-2022)	Rate of students lacking their own textbook: 0% (2022-23)	Rate of students lacking their won textbook: 0% (2023-24)	Rate of students lacking their own textbook- 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C. The overall Facility Rating Tool (FIT).	Overall Facility Rating Tool (FIT)- 100% Exemplary.	Overall Facility Rating Tool (FIT)- 100% Exemplary. (2021-2022)	Overall Facility Tool (FIT): 100% Exemplary (2022-23)	Overall Facility Tool (FIT): 100% Exemplary (2023-24)	Overall Facility Rating Tool (FIT- 100% Exemplary
5A. Attendance Rate as measured by local SIS data.	2019-20 Attendance rate- 96.93%	2020-21 Attendance rate- 91.1%	2021-22 Attendance Rate: 93.8%	2022-23 Attendance Rate: 94.7%	Attendance rate- 98%
5B. Chronic Absenteeism Rate as measured by California School Dashboard.	2019-20 Chronic absenteeism rate- 9.93%	2020-21 Chronic absenteeism rate- 29.1%	021-22 Chronic Absenteeism rate: 19.4%	2022-23 Chronic Absenteeism rate - 15.5%	Chronic absenteeism rate- 6.93%
5C. Middle school dropout rate as measured by local SIS data.	Middle school dropout rate- 0%	Middle school dropout rate- 0% (2021-2022)	Middle school dropout rate: 0% (2022-2023)	Middle school dropout rate: 0% (2023-24)	Middle school dropout rate- 0%
5D. High School dropout rate.	N/A	N/A	N/A	N/A	N/A
5E. High School graduation rate.	N/A	N/A	N/A	N/A	N/A
6A. Pupil Suspension rate as measured by CA Dashboard.	2019-20 Suspension rate- 0.29%	2020-21 Suspension rate- 0%	2021-22 Suspension rate: 0%	2022-23 Suspension rate: 0%	Suspension rate- 0%
6B. Pupil Expulsion rate as measured by local SIS data.	2019-20 Expulsion rate- 0%	2019-20 Expulsion rate- 0%	2021-22 Expulsion rate: 0%	2022-23 Expulsion rate: 0%	Expulsion rate- 0%
6C. The percent of students in 3rd-8th grade reporting feeling	The percent of students in 3rd-8th grade reporting feeling	Percentage of students in 5th-8th grade reporting feeling	Percentage of students in 5th-8th grade reporting feeling	Percentage of students in 5th-8th grade reporting feeling	The percent of students in 3rd-8th grade reporting feeling

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
safe, welcomed, and connected to their school as per local survey.	safe, welcomed, and connected to their school- 94.7%	safe, welcomed, and connected to their school- 98% (2021-2022)	safe, welcomed, and connected to their school- 99% (2022-23)	safe, welcomed, and connected to their school- 94% (2023-24)	safe, welcomed, and connected to their school- 98%

Goal Analysis

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

While all actions in this goal were fully implemented as planned, not all students benefited equally from their implementation. Some challenges and successes are described below.
 Actions 2.1- 2.7 and 2.10- 2.13 were fully implemented.

 Actions 2.1- School Counselor, 2.2- PBIS Implementation, 2.3- AmeriCorps Mentor, and 2.4- School Social Worker were a success. The school social workers, counselor, and AmeriCorps Mentor worked closely to coordinate Tier II and Tier III services for students. They identified students and quickly provided the support needed. As a result, we saw improved chronic absenteeism rates (from 15.5% in 2022-23 to 13.91% in 2023-24). Student attendance also increased by 0.41% (from 94.7% in 2022-23 to 95.11% in 2023-24).

 Action 2.5, Anti-Bullying Training. School social workers provided ongoing training for parents, students and staff.

 Action 2.6, Safe and Engaging Facilities, buildings in need of repairs were repaired promptly, at the beginning of the school year.

 Action 2.7, Supplemental School Safety. Safety supplies were purchased for supplemental programs and all staff was provided with school safety training.

 Action 2.10, Additional Student Supervision. Staff has hired to provide additional supervision before and afterschool.

 Action 2.11, Chronic Absenteeism, Additional Transportation was also a success. Community School Coordinators provided additional transportation services for students who were not ill and not in school. They maintained a list of students who were at risk of becoming chronically absent; they monitored those students attendance on a daily basis. Coordinators also conducted telephone calls, home visits, and picked students up from home.

 Action 2.12, Extracurricular Activities and Career learning opportunities was a success. This year, we added mariachi music instruction to

our afterschool program. The program was able to recruit 40 students with many more waiting to participate in the summer and next year.

Action 2.13, Late Bus Transportation. Transportation was provided for all students who participated in the afterschool program and/or other extracurricular activities.

Action 2.14, Career Exploration. This planned action will be fully implemented in summer school with no substantive differences.
Other Challenges related to Goal 2 Include:
Implementation of Actions 2.8 and 2.9 was a challenge this year.
Action 2.8, Additional Janitorial Staff. We were not able to fill the position with a qualified staff. The district posted the position several times, but was un successful in finding a candidate.
Action 2.9, Professional Development for Classified Staff. Due to being understaffed some classified departments were not able to attend conferences and trainings previously scheduled. Paraprofessionals attended training along with teachers; costs were covered by different funding sources.

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.

Lost Hills Union School District conducted an analysis of material differences Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 2 was $669,767.00. The estimated actual expenditure for 2023-24 Goal 2 was $627,606.79. This is a difference of $42,160.21. The substantive difference ($11,487.16) was in action 2.2, PBIS Implementation. Less supplies were needed than what we originally anticipated. The substantive difference ($19,800) was in action 2.3, AmeriCorps Mentor. We were not able to hire an AmeriCorps mentor this year. The substantive difference ($116,080.2) was in action 2.6, Safe and Engaging Facilities. Unexpected emergency repairs were required this year. The substantive difference ($2,890.02) was in action 2.7, Supplemental School Safety. Less supplies were needed than what we originally anticipated. The substantial difference ($66,898) was in action 2.8, Additional Janitorial Staff. We were not able to hire a custodian this year. The substantive difference ($4,970) was in action 2.9, Professional Development for Classified Staff. Out of district professional development was suspended due to lack of substitutes. However, training was conducted in house. The substantial difference ($27,921.76) was in action 2.10, Additional Student Supervision. We were able to modify some staff's schedules. Therefore, additional pay was not necessary. The substantive difference ($6,935.11) was in action 2.11, Chronic Absenteeism, Additional Transportation. Our chronic absenteeism rate has improved. Therefore, not as many students needed the service this year. The substantive difference ($9,837.44) was in action 2.12, Extracurricular Activities and Career Learning opportunities. Some activities were covered using other local funding. The substantive difference ($5,444.75) was in action 2.13, Late Bus Transportation. Additional bus routes were added to the afterschool program due to the high interest in the program. The substantive difference ($13,215.62) was in action 2.14, Career Exploration. This action is fully implemented in summer school. Therefore, expenditures have not been completed for this action.

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

LCAP Goal 2 is to create a safe and welcoming learning environment where students are connected to their schools as measured by school attendance data, chronic absenteeism, suspensions, expulsions, and school climate surveys.

Based on analysis of these results, the district believes actions in Goal 2 are showing to be effective in making progress towards the goal.

Actions 2.1- 2.7 and 2.9- 2.14 (2.1- School Counselor, 2.2- Implementation of PBIS, 2.3- AmeriCorps Mentor, 2.4- School Social Worker, 2.5- Anti-Bullying, 2.6- Safe and Engaging Facilities, 2.7- Supplemental School Safety, 2.9- Professional Development for Classified Staff, 2.10- Additional Student Supervision, 2.11- Chronic Absenteeism, Additional Transportation, 2.12- Extra Activities and Career learning opportunities, 2.13- Late Bus Transportation, and 2.14- Career Exploration) were deemed to be effective based on an analysis of suspension and student survey data which showed improvement in attendance rates, reduction in chronic absenteeism, and over 90% of students reporting feeling safe, welcomed and connected to their school. Because of this work, our attendance rate increased from (94.7%) in 2022-23 to (95.1%) in 2023-24 and our Chronic Absenteeism decreased from 15.5% (2022-23) to 13.9% (2023-24).

Action 2.8, Additional Janitorial Staff was not measured for effectiveness in Goal 2. Despite best efforts, we were not able to find a candidate to fill this position.

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 an analysis of Goal 2 and to create more clarity among our actions, the following changes will be made for the 2024-27 LCAP:

Action 2.1 (School Counselor), Action 2.3 (AmeriCorps Mentor), Action 2.4 (School Social Workers), and Action 2.5 (Anti-Bullying Training) will be consolidated into a single action 1.1 (Student Wellness). We will also add a partnership or program to address physical wellness and health of the students and to ensure we provide services to serve the whole child. This component is currently missing from our whole child supports system.

Action 2.6 (Safe and Engaging Facilities) and Action 2.8 (Additional Janitorial Staff) will be removed from Goal 2. These two actions will continue to be implemented using base funding.

Action 2.13 (Late Bus Transportation) will be moved to Goal 1. This action is a part of the afterschool program; therefore, it will be moved to Goal 1.

Action 2.14 (Career Exploration) will be moved to Action 2.12 (Extracurricular Activities and Career Learning Opportunities). This action will now be action 2.5: Extracurricular Activities and Career Learning Opportunities and Exploration.

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	Increase parent and family engagement as measured by parent participation in various district and school committees, workshops, and other parent meetings.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A. Number of meetings per school year where parents have the opportunity to make decisions for district and school sites.	Number of meetings where parents had the opportunity to make decisions for district and school sites- 23 Meetings	Number of meetings where parents had the opportunity to make decisions for district and school sites- 16 Meetings (2021-2022)	Number of meetings where parents had the opportunity to make decisions for district and school sites- 19 meetings (2022-2023)	Number of meetings where parents had the opportunity to make decisions for district and school sites- 19 meetings (2023-24)	Number of meetings where parents had the opportunity to make decisions for district and school sites- 23 Meetings
Participation rate of parent committee meetings.	Participation rate- Unable to rate this year due to COVID-19.	Participation rate: SSC Committee- 5 meetings (95% attendance rate) MPAC- 6 meetings (85% attendance rate) ELAC- 4 meetings (86% attendance rate) (2021-2022)	Participation rate: SSC Committee- 6 meetings (100% attendance rate) MPAC- 6 meetings (70% attendance rate) ELAC- 4 meetings (63% attendance rate) (2022-23)	Participation rate: SS Committee- 6 meetings (100% attendance rate) MPAC- 6 meetings (80% participation rate) ELAC- 4 meetings (77% attendance rate) (2023-24)	Participation rate- 80%
Rate of parents reporting that they feel like they have a say in the decision making	Rate of parents reporting that they feel like they have a say in the decision making process at their	Rate of parents reporting that they feel like they have a say in the decision making process at their	Rate of parents reporting that they feel like they have a say in the decision making process at their	Rate of parents reporting that they feel like they have a say in the decision making process at their	Rate of parents reporting that they feel like they have a say in the decision making process at their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
process at their children's schools.	children's schools-87.9%	children's schools-80% (2021-2022)	children's schools-80% (2022-23)	children's schools-100% (2023-24)	children's schools-90%
3B. Promotion of participation of parents of unduplicated pupils.	Flyers, letters, automated phone system (text messages, voice mails, emails, and personal telephone calls)- Measured by the number of parent involvement opportunities offered to unduplicated families.	Flyers, letters, automated phone system (text messages, voice mails, emails and personal telephone calls)- measured by the number of parent involvement opportunities offered to unduplicated families. (2021-2022)	Flyers, letters, automated phone system (text messages, voice mails, emails and personal telephone calls)- measured by the number of parent involvement opportunities offered to unduplicated families. (2022-23)	Flyers, letters, automated phone messages, voice mails, emails and personal telephone calls)- measured by the number of parent involvement opportunities offered to unduplicated families. (2023-24)	Flyers, letters, automated phone system (text messages, voice mails, emails, and personal telephone calls)- Increase the number of parent involvement opportunities offered to unduplicated families 5 events as compared to baseline (2021-22).
3C. Promotion of participation of parents of pupils with exceptional needs.	Parents of special needs students will attend IEPs as measured by sign-in sheets and IEP documentation	100% of parents of special needs students will attend IEPs as measured by sign-in sheets and IEP documentation. (2021-2022)	100% of parents of special needs students attended IEPs as measured by sign-in sheets and IEP documentation (2022-23)	100% of parents of special needs students attended IEPs as measured by sign-in sheets and IEP documentation (2023-24)	100% of parents of special needs students will attend IEPs as measured by sign-in sheets and IEP documentation

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.

While all actions in this goal were fully implemented as planned, not all students benefited equally from their implementation. Some challenges and successes are described below.

Actions 3.1-3.9 (3.1- Parent Center, 3.2- School Community Coordinator, 3.3- Parent Resources and Training, 3.4- Interpretation and Translation, 3.5- Childcare and Snacks for Parent Meetings, 3.6 Parent Recognition for Parental Involvement, 3.7- Student Information System, 3.8- District Website, and 3.9- Monthly Parent Engagement Events) were fully implemented.

Action 3.1, Parent Center and Action 3.2, Community School Coordinator. The coordinator continued to play an essential role in engaging the parents and community. The coordinator lead the organization of community and family engagement events in collaboration with administrators, other school personnel and community partners. Coordinator also assisted in administering surveys, monitoring attendance, and conducting home visits.

Action 3.3, Parent Resources and Training. This year we partnered with the Parent Institute for Quality Education (PIQE) to provide their Early Childhood Development program to Pre-K and Kindergarten parents. 17 parents completed the program.

Action 3.4, Interpretation and Translation. The district translator, paraprofessionals and other support staff provided interpretation at all parent-teacher conferences and parent meetings. The district translator translated all documents before they were sent home.

Action 3.5, Childcare and Snacks for Parent Meetings. Childcare and snacks were provided at all parent committee meetings and straining provided to parents.

Action 3.6, Parent Recognitions for Parental Involvement. A parent banquet was organized at the end of the school year to recognize all parents in school and district committees. Parents were given recognitions such as certificates, plaques and shirts to honor their commitment to their children's' education.

Action 3.7, Student Information System. We continued implementing Aeries as our student information system. We ensured parents had access to the Parent Portal to be able to monitor their students' attendance and academic performance throughout the school year.

Action 3.8, District Website. We maintained our district website up to date to provide parents with additional resources and other information related to their children's education.

Action 3.9, Monthly Parent Engagement Events. The district developed a calendar of events and distributed to parents, students, staff and community partners. School Community Coordinators organized monthly family engagement events with the assistance of other school staff, parents and students.

There were no other challenges related to Goal 3.

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.

Lost Hills Union School District conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 3 was $118,382.00. The estimated actual expenditures for 2023-24 Goal 3 were $121,535. This is a difference of $3,153.00. The substantive difference ($1,067.81) was in action 3.5, Childcare and Snacks. We increased the amount of parent training opportunities this year. Therefore, more snacks and childcare were needed. The substantive difference ($3,855.84) was in action 3.6, Parent Recognitions. We were able to find discounts and donations for the items presented to parents. The substantive difference ($1,961.24) was in action 3.7, Student Information System. The cost of our SIS increased this year.

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

LACP Goal 3 is to increase parent and family engagement as measured by parent participation in various district and school committees, workshops, and other parent meetings.
Based on an analysis of these results, the district believes actions in Goal 3 are showing to be effective in making progress towards the goal.

Actions 3.1-3.9 (3.1- Parent Center, 3.2- School Community Coordinator, 3.3- Parent Resources and Training, 3.4- Interpretation and Translation, 3.5- Childcare and Snacks for Parent Meetings, 3.6 Parent Recognition for Parental Involvement, 3.7- Student Information System, 3.8- District Website, and 3.9- Monthly Parent Engagement Events) were deemed to be effective based on an analysis of 3A number of meetings per school year where parents have the opportunity to make decisions for district and school sites- Participation Rate of Parent Committee Meetings and parent survey results.
 SSC Committee- 100% attendance rate
 MPAC- 80% attendance rate
ELAC- 77% attendance rate
Parent Survey:
100% reported feeling that their school/district values their participation or input.
 100% feel comfortable participating in school activities for parents.

 No actions were deemed ineffective in Goal 3.

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 an analysis of Goal 3, and input from our educational partners, the following changes will be made for the 2024-27 LCAP:

Action 3.7 (Student Information System) and Action 3.8 (District Website) will be removed from Goal 3. The district will continue to implement both activities and use based funds to covers the cost. However, they will no longer be applied to LCAP 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.

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
Lost Hills Union School District	Harrison Favereaux Chief Administrative Officer	hafaver@losthills.k12.ca.us 661-797-2941

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.

Mission:
 At Lost Hills Union School District, we are fully committed to ensuring students become self-motivated , critical thinkers and productive members of society, through high expectations in collaboration with parents and community.

 Vision:
 The Vision of Lost Hills Union School District is to create highly successful schools where students achieve academic excellence in a safe, supportive environment.

 Core Beliefs:
 We believe that:
 - Lost Hills Union School District is essential to our community's growth;
 - Our principal, teachers, and staff make the critical difference in student achievement;
 - We are responsible for building and maintaining high performing schools that ensure all students will successfully acquire the knowledge, skills and values necessary   for success;
 - Engaging the students' families and the community in the education process enhances learning and academic achievement; and
 - Building positive relationships and cultural understanding will create a welcoming, safe learning environment for all students, parents, and staff.

The Lost Hills Union Elementary School District is located in Northwest Kern County in an extremely isolated, rural area. At present, the district has 287 students in grades TK-8, 48% of whom are identified as Migrant, pursuant to Federal guidelines. 49% of the district's students are identified as "English Learners." 98% are identified as "Socioeconomically Disadvantaged." 7% identified as "Students with Disabilities." 97.9% identify as "Hispanic/Latino," 1.4% identify as "Asian," and 0.7% identify as "White." 100% receive free breakfast and lunch through the Community Eligibility Provision (CEP).

The district consists of two schools: Lost Hills Elementary, serving grades TK-5 in a self-contained setting; and A.M. Thomas Middle School, serving grades 6-8 in a departmentalized setting. Although the district has two schools, they have one principal and serve a single attendance area. Additionally, the district is Migrant Education Program Region 19, operating its on, independent Migrant Program. Currently, the district has 15 classroom and 2 preschool teachers. Support staff and services include speech, school psychologist, counseling, school social workers, and Special Education.

Community School:

Since 2018, the district has adopted the community school approach to provide whole-child supports around: (1) early childhood education; (2) expanded learning; (3) math and literacy instruction; (4) family and community engagement; and (5) social and health services. This model is in collaboration with neighboring rural districts with LHUESD serving as the lead agency.

Reflections: Annual Performance

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

Although the district has made consistent progress as reflected in the Data Dashboard (2017-2019 and 2022-2023), notable gaps exist between our English Learners and our overall student population in mathematics and English Language Arts. Gaps also exist between our Students with Disabilities and our overall student population in Chronic Absenteeism. In the mathematics and English Language Arts academic performance "All Students" performed at the Yellow Performance Level, while our English Learners performed at the Orange Level. In Chronic Absenteeism, our overall student population performed at the Yellow Performance Level, while our Students with Disabilities performed at the Orange Level. No student subgroups scored at the Red Level in any performance indicator in the Data Dashboard in 2022-23.

Smarter Balance Assessments:

Based on the 2022-23 California Assessment of Student Performance and Progress (CAASPP), the latest assessment results available, the following subgroup percentages Met or Exceeded Standard in English Language Arts/Literacy: 48.19% of all students; 49.64% of Economically Disadvantaged Students; 24.39% of ELs; 47.88% Hispanic or Latino Students; and 62.50% of Migrant Students.

Based on the 2022-23 California Assessment of Student Performance and Progress (CAASPP), the latest assessment results available, the following subgroup percentages Met or Exceeded Standard in Mathematics: 31.93% of all students; 31.20% of Economically Disadvantaged Students; 12.20% of ELs; 31.51% of Hispanic Students; and 25% of Migrant Students.

Local Assessments:

In addition to the Smarter Balanced Assessment, the district assesses students using Acadience Reading and Mathematics and common core aligned benchmarks via illuminate. Data below reflects our latest data collected, Spring 2023.

Acadience Results:

ELA End of the year (EOY) Assessment: 49% of all K-6th grade students met or exceeded standard (4% growth from last year's scores of 45%)

Math End of the year (EOY) Assessment: 49% of all K- 8th grade students met or exceeded standard (9% decrease from last year's score of 58%)
Illuminate Results:
ELA 3rd Quarter: 53% of all K-8th grade students met or exceeded standard (0% growth from last year's Scores of 53%)
Math 3rd Quarter: 42% of all K-8th grade students met or exceeded standard (2% decrease from last year's scores of 44%)

Reflections: Technical Assistance

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

In 2023-24, no schools in the district are eligible for Technical Assistance.

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.

In 2023-24, no schools in the district are eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	In the Spring, the district conducts a student survey where 5-8 grade students share their opinions about school climate, engagement, safety, the school environment, and programs.
	Student focus groups are also held in the Spring, with a focus on low-income, English Learners, and Foster Youth. Students participate in data equity walk forums and prove input on a variety of district programs and services to provided to students.
Parents/ ELAC/DELAC	Throughout the school year district and school staff presented LCAP information and data at DELAC, ELAC, and SSC parent committees.
	In the Fall, parents participated in a survey. Parents gave their input on school climate, LCAP items, and other school programs.
	Parents also participated in data equity walk forums at the Annual Parent Meeting. District staff solicited feedback to determine changes or additions to our 2024-27 LCAP.

Educational Partner(s)	Process for Engagement
Teachers	In the Spring, teachers participated in a survey. Teachers shared their opinions about school climate, student engagement, safety, the school environment, and other district programs. Teacher participated in LCAP presentations and data equity walks forums. They provided feedback on our current goals, actions and proposed changes and additions to our 2024-26 LCAP.
Other School Personnel	In the Spring, other school personnel participated in a survey. They shared their opinions about school climate, student engagement, safety, the school environment, and other district programs. All school personnel also participated in LCAP presentations and data equity walks forums. They provided feedback on our current goals, actions and proposed changes and additions to our 2024-26 LCAP.
Principals/Administrators	The principal and other school administrators also participated in a survey. They shared their opinions about school climate, student engagement, safety, the school environment, and other district programs. The principal and all school administrators participated in LCAP presentations and data equity walks forums. They provided feedback on our current goals, actions and proposed changes and additions to our 2024-26 LCAP.
Local Bargaining Units	The district met with local bargaining units on, LHTA and CSEA, to request feedback to inform the LCAP development. (May 2024).

Educational Partner(s)	Process for Engagement
SELPA	In the Spring, the district consulted with SELPA to request feedback to inform the LCAP Development.

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

Through the LCAP development process, the district receives input on a variety of district programs and services provided to students. This process consists of two objectives:

1) to inform educational partners of progress towards meeting the district's LCAP goals, and

2) to determine changes or additions to next year's LCAP

This process provides a broad group of educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback is gathered using surveys, school site meetings, and parent/partnership meetings.

Goals 1-3 were influenced by feedback we received from parents, students, and staff.

Goal 1: Parent, student, and staff feedback tells us to continue the programs and actions currently implemented in Goal 1 because we are seeing improvement in academics.

Goal 2: Parent and staff feedback tell us that improvement has been made in attendance, chronic absenteeism, suspensions and overall school climate. However, teachers suggest placing additional focus around chronic absenteeism of elementary students because the elementary rates are consistently higher than the middle school chronic absenteeism rates.

Goal 3: Parent and staff feedback tell us that substantial improvement has been made around parent and family engagement. Parents expressed that they feel comfortable participating in school activities for parents. Parents also expressed that the school/district values their participation and input, the school encourages involvement from community organizations, and they feel like they have a say in the decision-making process.

Public Hearing:

On June 17, 2024, an LCAP Public Hearing and Budget Hearing were held at a Special Board Meeting.

Final Approval:

On June 20, 2024, at a Regular Board Meeting, the Board adopted the 2024-27 LCAP and Budget.

In addition to educational partners input, the LEA used the following quantitative data for the goal setting process:

School Dashboard

CAASPP ELA Proficiency Rate

CAASPP Math Proficiency Rate

Local Benchmark Assessment Data

EL Proficiency Rate

English Learner Reclassification Rate

Course Enrollment Data

Attendance Rate

Chronic Absenteeism

Suspension Rate

High Quality Teacher Status

teacher Assignment

Fidelity Integrity Assessment

CASEL

Facility Inspection Data

The superintendent will respond, in writing, to any questions from ELAC. In addition to receiving Educational Partner input, the superintendent reviewed school plans for all sites to ensure that the LCAP and Actions address the needs at the site-level.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be on track for college and/ or career readiness as measured by student academic data, basic services, and implementation of common core state standards.	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.

As reported by the latest state assessment results, 2023 California Assessment of Student Performance and Progress (CAASPP), 48.19% of 3rd-8th grade students met or exceeded standard in English Language Arts/ literacy and 31.93% in mathematics (9.17% growth in ELA and 2.05% growth in mathematics from the previous year). Furthermore, there is 20.5% growth in ELA and 18.98% growth in mathematics, when comparing assessments scores from 2028-19 to 2022-23 for "All Students".

However, English Language Data shows a need for improvement. The California School Dashboard, in the English Language Arts academic performance "All Students" performed at the Yellow Performance Level and increased 12.8 Points from the previous year. English Learners Maintained their performance at 0.3 Points. In mathematics, "All Students" also performed at the Yellow Performance Level and increased 6.1 Points. English Learners Declined by 4 Points. In the English Learner Progress Indicator 62.7% of English Learners showed progress towards English language proficiency (3.4% decline from the previous year).

Additionally, only 18.64% of EL students achieved proficiency in on the 2022-23 English Language Proficiency Assessment for California (ELPAC). 13.64% were reclassified, 24.39% achieved proficiency in ELA, and 12.20% in mathematics.

To address these needs, the district will continue to provide professional development opportunities for staff; maintain reduced class sizes in grade TK-3rd; provide supplemental educational experiences and incentives for students; provide paraprofessional support for small group instruction; and provide supplemental program, supplies, curriculum and assessments to address Tier II intervention needs of our

unduplicated students. These actions along with regular monitoring of the metrics listed below will help us achieve the goal of ensuring students are on track for college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The rate of appropriately assigned and fully credential teachers in the subject area and for the students they are teaching. Source: Local Indicator-HR data Priority: 1A	Rate of teachers not fully credentialed: 7% (2023-24) Rate of teachers appropriately assigned: 93% (2023-24)			Number/rate of teachers not fully credentialed: 0 Rate of teachers appropriately assigned: 100%	
1.2	The number/rate of pupils lacking their own textbook. Source: Local Indicator-Williams Visit Reporting Priority: 1B	Number/rate of pupils lacking their own textbook: **All Students:** 0 **SED:** 0 **EL:** 0 **FY:** N/A As measured by Williams Visit Reporting (2023-24)			Number/rate of pupils lacking their own textbook: **All Students:** 0 **SED:** 0 **EL:** 0 **FY:** N/A As measured by Williams Visit Reporting	
1.4	School facilities are maintained in good repair as measured by	Overall Facility Rating Tool (FIT): Exemplary (2023-24)			Overall Facility Rating Tool (FIT):Exemplary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the Facility Inspection Tool (FIT) Source: Local Indicator-FIT report Priority: 1C					
1.5	Rate of Implementation of CA state standards by classroom observations. Source: Local Indicator-California Department of Education Priority 2 Self-Reflection Tools. Priority: 2A	The implementation of state standards as measured by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations- 3 (Initial Implementation): 75% (2023-24)			Rate of implementation of state standards as measured by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations-5 (Full Implementation and Sustainability): 100%	
1.6	Rate of English Learner's access to the CCSS and ELD as measured by the California State Standards and by classroom observations. Source: Local Indicator-California Department of	Rate of implementation of English Learner's access to the CCSS and ELD as measured by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations- 3 (Initial			Rate of implementation of state standards as measured by the California Department of Education Priority 2 Self-	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Education Priority 2 Self-Reflection Tools. Priority: 2B	Implementation): 100% (2023-24)			Reflection Tools and classroom observations-5 (Full Implementation and Sustainability): 100%	
1.7	Distance from Standard in ELA. Source: CA Dashboard Priority: 4A	ELA Distance from Standard: **All Students:** 9.2 points below standard **SED:** 11.2 points below standard **EL:** 34.8 points below standard **FY:** N/A As measured by the CA Dashboard. (2022-23)			ELA Distance from standard will be: **All Students:** +20.8 points above standard **SED:** 18.8 points above standard **EL:** 4.8 points below standard **FY:**18.8 points above standard As measured by the CA Dashboard.	
1.8	Percent of students in grades 3-8 who meet or exceed standard in ELA. Source: ELA CAASPP and ELA CAA Priority: 8	Percent of students in grades 3-8 met or exceeded standard in ELA as measured by CAASPP. (2022-23) **All Students:** 48.19% **SED:** 49.64% **EL:** 24.39% **FY:** N/A Percent of students in grades 3-8 met or			Percent of students in grades 3-8 will meet or exceed standard in ELA as measured by CAASPP. **All Students:** 65% **SED:** 66.45% **EL:** 41.2% **FY:** 65% Percent of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exceeded standard in ELA as measured by CAA (2022-23) **All Students:** N/A **SED:** N/A **EL:** N/A **FY:** N/A			students in grades 3-8 meet or exceed standard in ELA as measured by CAA **All Students:** 32% **SED:** 32% **EL:** 32% **FY:** 32%	
1.9	Distance from Standard in math as measured by CA Dashboard. Source: CA Dashboard Priority: 4A	Math Distance from Standard: **All Students:** 51.3 points below standard **SED:** 51.1 points below standard **EL:** 76.5 points below standard **FY:** N/A As measured by CA Dashboard. (2022-23)			Math Distance from standard will be: **All Students:** 21.3 points below standard **SED:** 21.1 points below standard **EL:** 46.5 points below standard **FY:** N/A As measured by CA Dashboard.	
1.10	Percent of students in grades 3-8 who meet or exceed standard in math. Source: Math CAASPP and Math CAA Priority: 8	Percent of students in grades 3-8 met or exceeded standard in math as measured by CAASPP. (2022-23) **All Students:** 31.93% **SED:** 31.20% **EL:** 12.20% **FY:** N/A			Percent of students in grades 3-8 will meet or exceed standard in math as measured by CAASPP. **All Students:** 46.93% **SED:** 46.2% **EL:** 27.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent of students in grades 3-8 met or exceeded standard in math as measured by CAA. (2022-23) **All Students:** N/A **SED:** N/A **EL:** N/A **FY:** N/A			**FY:** 46.2% Percent of students in grades 3-8 will meet or exceed standard in math as measured by CAA. **All Students:** 23% **SED:** 23% **EL:** 23% **FY:** 23%	
1.11	Percent of pupils in K-6th performing at or above standard. Source: Local Indicator-Literacy Acadience Assessment Priority: 8	47% of pupils in K-6th grade performing at or above standard on Literacy Acadience Assessment. (2023-24)			62% of pupils in K-6th grade will perform at or above standard on the Literacy Acadience Assessment.	
1.12	Percent of pupils in K-8th performing at or above standard on math. Source: Local Indicator-math Acadience Assessment. Priority: 8	49% Percent of pupils in K-8th grade performing at or above standard on math local Acadience Assessment. (2023-24)			64% of pupils in K-8th grade will perform at or above standard on the math Acadience Assessment.	
1.13	Percent of pupils in 2nd -8th who score proficient in writing.	32% of pupils in 2nd-8th grade scored proficient on the 3rd quarter local			41% of pupils in 2nd-8th grade will score proficiency on the 3rd quarter	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator-Local writing assessment Priority: 8	writing assessment. (2023-24)			local writing assessment.	
1.14	Percent of pupils who score proficient on the California Science Test (CAST). Source: CA Science Test Priority: 4A	Percent of students met or exceeded standard on the California Science Test (CAST). (2022-23) **All Students:** 24.24% **SED:** 22% **EL:** 0% **FY:** N/A			Percent of students will meet or exceed standard on the California Science Test (CAST). **All Students:** 33.24% **SED: 31%** **EL:** 9% **FY:** N/A	
1.18	Percent of English Learners (EL) making Annual Progress in Learning English. Source: CA Dashboard English Learner Proficiency Indicator. Priority: 4E	Percent of English Learners making Annual Progress in Leaning English as measured by CA Dashboard: 62.7% (2022-23)			70% of English Learners will make Annual Progress in Learning English as measured by CA Dashboard.	
1.19	EL Reclassification Rate. Source: Dataquest Priority: 4F	EL Reclassification Rate: 13.64% (2023-24)			15% of ELs will be reclassified as measured by Dataquest.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Percentage of pupils who have access to and are enrolled in a broad course of study. Source: Local Indicator-Daily and Master Schedules. Priority: 7A	100% of pupils have access to and are enrolled in a broad course of study as measured by daily and master schedules. (2023-24)			100% of pupils have access to and are enrolled in a broad course of study as measured by daily and master schedules.	
1.22	Rate of students who are enrolled in programs and services developed and provided to low-income, ELs, and foster youth. Source: Local Indicator-Review of local program data Priority: 7B	100% of low-income, ELs, and foster youth have access to and are enrolled in programs/services for low-income, ELs, and foster youth as measured by a review of local program data. (2023-24)			100% of low-income, ELs, and foster youth have access to and are enrolled in programs/services for low-income, ELs, and foster youth as measured by a review of local program data.	
1.23	The percent of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs. Source: Local Indicator-Review of services documented in the IEPs. Priority: 7C	100% of pupils have access to and are enrolled in programs/services for pupils with exceptional needs as measured by a review of services documented in IEPs. (2023-24)			100% of pupils have access to and are enrolled in programs/services for pupils with exceptional needs as measured by a review of services documented in IEPs.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	Percent of pupils participating in the Healthy Fitness Testing. Source: Dataquest Priority: 8	Percent of pupils participating in the Healthy Fitness Testing: (2023-24) 5th - 100% 7th- 96%			Percent of pupils participating in the Healthy Fitness Testing: 5th - 100% 7th- 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Hire and maintain fully credentialed staff	Hire and maintain fully credentialed and appropriately assigned teachers, administrators, and support staff to implement the educational program	$17,600.00	No

Action #	Title	Description	Total Funds	Contributing
		effectively to increase student achievement. These funds will be used to cover the cost of tenure staff retention per local agreements.		
1.2	Teacher Induction Program	Continue to partner with Kern County Office of Education to provide the Teacher Induction Program for teachers who need to clear their Preliminary Credentials to ensure that our teachers are adequately prepared to support our unduplicated students.	$8,225.00	Yes
1.3	Reduced Class Sizes	Maintain three (3) additional teachers to reduce class sizes in grades TK-3rd to in crease student and teacher interaction and ultimately increase English Learner and low-income students' reading mastery by 3rd grade. By addressing unduplicated students' literacy in earlier grade levels, we anticipate a reduction in the learning gap that continues to exists between our English Learners (24.39%) and "All Students" (48.19%). (Latest ELA CAASPP scores).	$368,639.00	Yes
1.4	SBE Curriculum and Supplies	Purchase SBE curriculum and supplies as needed to effectively implement the educational program and improve student achievement.	$60,000.00	No
1.5	Classroom Devices and Technology Support	In our effort to continue to implement one-to-one and provide unduplicated students with supplemental technology, we will purchase classroom computers, laptops, chrome books, mobile labs, and other necessary technology devices to implement Common Core and 21st Century Learning. We will also provide technology support and training for all educators as needed.	$40,469.45	Yes
1.6	Supplemental Curriculum and Programs	Purchase supplemental Informational Text (i.e., Weekly Readers, Nearpod, Readworks, etc.) to ensure all students including unduplicated students have access to high interest material.	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will also maintain Web Based Programs, such as Illuminate Education and other ELA and ELD programs to ensure all students including unduplicated students have access to fun educational intervention programs to improve achievement in ELA, ELD, and math.		
		We will continue to implement a Tier Academic Program for students needing strategic intervention with an emphasis on supporting ELA and mathematics achievement of all students including unduplicated pupils. Funds will be used to purchase supplemental intervention curriculum (DIBELS- Acadience, 95% Group, Read Naturally, SOAR curriculum, and other supplies).		
		Teachers and paraprofessionals will administer DIBELS Assessment to measure the acquisition of literacy skills in K-6th, and students who are below grade level in 7th-8th grade to develop effective interventions in order to continue to increase all students' ELA achievement, including unduplicated students. Latest ELA CAASPP Scores- English Learners (24.39%), "All Students" (48.19%).		
		Teacher and paraprofessionals will implement K-8th grade literacy programs to increase students' reading fluency and comprehension (Read Naturally and 95% Group) for English Learners and low-income students not reading at grade level.		
		Teachers and paraprofessionals will implement a K-8th grade math intervention program to increase students math fluency (SOAR) for English Learners and low-income students who are not achieving at grade level. Latest Math CAASPP score- English Learners (12.20%), "All Students" (31.93%).		

Action #	Title	Description	Total Funds	Contributing
1.7	Supplemental Personnel	Hire an English Language Development (ELD) teacher and two (2) paraprofessionals to support English Learners with a focus on Newcomers. Paraprofessionals and ELD teacher will assist in reading/language arts and mathematics intervention classrooms to accelerate EL's language development and achievement. ELD teacher will provide additional ELD instruction to newcomers. Paraprofessionals will also tutor newcomer students and other English Learners to their accelerate language development and achievement.	$182,259.00	Yes
1.8	Extending Instructional Minutes	Provide additional 15 minutes for more instructional time for ELD to accelerate language development of ELs. Funds will be use to cover salaries for additional 15 minutes each day.	$51,837.00	No
1.9	ELD Instruction	The ELD Leadership Team will focus on ELD instruction, learning and improvement. A special focus will continue to be placed on designated and integrated time, and best practices to support language acquisition, native language development and support, specific needs of EL and ELPAC, and supplemental supports. Additionally, the team will conduct learning walks, analyze student work, provide feedback to all instructional staff, and utilize the Data Wise Process to organize the work. (2022-23 Data: ELs CAASPP ELA Proficiency- 24.39%, CAASPP math proficiency- 12.20%, CA Dashboard- 62.7% making progress (3.4% decline from the previous year). Funds will be used to pay teachers to attend ELD professional development.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Project Based Lessons	Teachers will be provided with project funds for project based lessons to increase student engagement in academic subjects to further improve academic achievement. With emphasis on ensuring English Learners and low-income students have the necessary materials for academic projects.	$45,000.00	Yes
1.11	Extended Learning Time	Teachers and paraprofessionals will offer before and afterschool tutoring/ intervention to support achievement of grade level standards and address learning loss of all students including unduplicated students. Funds will cover staff salaries, program supplies and materials. Funds will also cover the cost of late bus transportation to facilitate the participation of low-income and EL students.	$5,000.00	Yes
1.12	Professional Development	Provide High Quality Professional Development and capacity for teachers, support staff, and administrators for effective instruction and to ensure all students including unduplicated students' academic achievement. Funds will cover trainer fees, materials, substitute teachers, and traveling costs. Funds will also cover the cost of one (1) additional professional development day. This will add one additional day to the teachers' work schedules.	$76,350.00	Yes
1.13	Professional Learning Communities	Provide time for grade level Professional Learning Communities for the purpose of planning and sharing best practices, reviewing student work, and planning to increase student achievement in ELA, ELD, and math.	$20,000.00	Yes
1.14	Supplemental Educational Experiences and Student Incentives	Because low-income and English Learners have less outside access to educational experiences, we will continue to provide the incentives for: students meeting grade level standards, reclassification requirements, behavior expectations, attendance goals and educational field trips.	$57,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a safe and welcoming learning environment where students are connected to their schools as measured by school attendance data, chronic absenteeism, suspensions, expulsions, and school climate surveys.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Although, the California School Dashboard shows 4.8% decline in chronic absenteeism (from 20.3% to 15.5%) in the previous 2 years (2022 to 2023), we are still 5.57% away from pre-pandemic levels (9.93%). Additionally, our attendance rate is not increasing at the rate we had anticipated. We did not meet our goal of 98% attendance for the school year. In 2022-23 our attendance rate was 94.7%, and 93.8% in 2021-22 (0.9% increase). Our current local data shows a 0.5% attendance improvement from the previous year. Furthermore, current data also shows a 1.32% increase in suspensions (from 0% in 2022-23 to 1.32% in 2023-24).

To increase student attendance, reduce chronic absenteeism and suspensions, the district will continue to provide a school counselor, AmeriCorps Mentor, School Social Workers to provide student wellness and support services; continue to implement PBIS to improve school climate and reduce behavior incidents; provide supplemental transportation to reduce chronic absenteeism; provide additional student supervision before and afterschool; offer extracurricular learning opportunities and career exploration; and ensure all supplemental programs have the necessary safety supplies and trained staff. These actions along with regular monitoring of the metrics listed below will help us achieve the goal of ensuring a safe and welcoming learning environment where students are connected to their schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate as measured by local data.	Attendance Rate as measured by KiDS data: **All Students:** 95.45%			Attendance Rate as measured by KiDs data: **All**	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator-KiDS Priority: 5A	**SED:** 95.36% **EL:** 95.27% **FY:** N/A (2023-24)			**Students:** 97% **SED:** 97% **EL:** 97% **FY:** 97%	
2.2	Chronic Absenteeism Rate. Source: CA School Dashboard Priority: 5B	Chronic Absenteeism Rate as measured by California School Dashboard: **All Students:** 15.5% **SED:** 15.5% **EL:** 12.8% **FY:** N/A (2022-23)			Chronic Absenteeism Rate as measured by California School Dashboard: 8% **All Students:** 8% **SED:** 8% **EL:** 5.3% **FY:** 8%	
2.3	Middle school dropout rate as measured by local SIS data. Source: Local Indicator-local SIS data. Priority: 5C	Middle school dropout rate as measured by local SIS data: **All Students:** 0% **SED:** 0% **EL:** 0% **FY:** N/A (2023-24)			Middle school dropout rate as measured by local SIS data: **All Students:** 0% **SED:** 0% **EL:** 0% **FY:** N/A	
2.4	Pupil suspension rate as measured by CA Dashboard. Source: CA Dashboard Priority: 6A	Pupil suspension rate as measured by CA Dashboard: **All Students:** 0% **SED:** 0% **EL:** 0% **FY:** N/A (2022-23)			Pupil suspension rate as measured by CA Dashboard: **All Students:** 0% **SED:** 0% **EL:** 0% **FY:** N/A	
2.5	Pupil expulsion rate. Source: Local Indicator-local SIS data. Priority: 6B	Pupil expulsion rate as measured by local SIS data: **All Students:** 0%			Pupil expulsion rate as measured by local SIS data: **All Students:** 0% **SED:** 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 0% **EL:** 0% **FY:** N/A (2022-23)			**EL:** 0% **FY:** N/A	
2.6	Percentage of pupils reporting feeling safe, welcomed, and connected to their school. Source: Local Indicator-local school climate survey Priority: 6C	Percentage of pupils reporting feeling safe, welcomed, and connected to their school as per local school climate survey: 94%			Percentage of pupils reporting feeling safe, welcomed, and connected to their school as per local school climate survey: 98%	
2.7	Percentage of staff reporting feeling that the school inspires them to do the very best at their jobs. Percentage of staff feeling satisfied with the recognition they get for doing a good job. Percentage of staff reporting feeling like they belong.	Percentage of staff reporting feeling that the school inspires them to do the very best at their jobs. (96%) Percentage of staff feeling satisfied with the recognition they get for doing a good job. (100%) Percentage of staff reporting feeling like they belong. (86%)			Percentage of staff reporting feeling that the school inspires them to do the very best at their jobs. (98%) Percentage of staff feeling satisfied with the recognition they get for doing a good job. (100%) Percentage of staff reporting feeling	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator- local school climate survey. Priority:6C	(2023-24)			like they belong. (98%)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Wellnesss and Support	Maintain the following personnel: full-time school counselor, two (2) school social workers, and AmeriCorps mentor to provide student wellness and support services to improve school climate, attendance, and behavior. Counselor, social workers, and AmeriCorps mentor will provide: counseling services, social emotional support, and case management; assist with the	$324,393.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementation of PBIS to reduce behavior incidents; mentor students identified as chronically absent and students with discipline incidents; provide SEL and anti-bullying training for students, parents, and educators. The district will also explore the possibility of implementing a physical wellness program or partner with a clinic, physician to provide medical consultations, visits when students are ill at school. This will assist the district in providing whole child services and supports. A focus will be placed on enrolling English Learners, low-income, and foster youth. Funds will be used for salaries, training, and other materials necessary for effective implementation of student wellness services and supports.		
2.2	PBIS Implementation	Continue to implement PBIS to reduce behavior incidents and to improve school climate for all students including our unduplicated students and staff. Funds will be used to cover the cost of PBIS rewards, software, and other materials necessary for effective implementation.	$30,000.00	Yes
2.3	Chronic Absenteeism, Additional Transportation	Provide additional transportation services to pick-up students when they are not ill and not in school. Place a focus on decreasing chronic absenteeism of low-income, foster youth, and English Learners. Two school vans were purchase in previous LCAP years. This action is for the purpose of maintaining the program.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Additional Student Supervision	Provide additional student supervision before schools and after school. Our schools host a before and after school program which targets low-income and English Learners. Students begin to arrive at 6:00 AM in order to participate in the program. The Afterschool program ends at 5:00 PM. Therefore, additional supervision is required before and after school hours. Funds will be use for extra pay. The number of staff will be determined by the number of students participating in the program.	$38,979.00	Yes
2.5	Extracurricular Activities and Career Learning Opportunities and Exploration	Because low-income students have less opportunities to participate in extracurricular activities outside of the school and are less likely to have opportunities to visit different colleges before enrolling in high school, the district will provide career learning opportunities and exploration (including art, other vocational courses, and visiting higher education campuses), giving priority registration to low-income, foster youth, and English Learners.	$75,000.00	Yes
2.6	Supplemental School Safety	Provide additional safety supplies and staff safety training. The district hosts before school, afterschool, Saturday, and Summer programs which target low-income and EL students. Oftentimes staff not currently employed in the regular program, are hired for these positions. In order to ensure the safety of students who participate in these programs, funds will be used to cover the cost of additional staff training and supplies.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent and family engagement as measured by parent participation in various district and school committees, workshops, and other parent meetings.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parents and staff feedback tell us that substantial improvement has been made around parent and family engagement. Based on the 2024 parent surveys 100% of parents who completed the survey reported that they feel comfortable participating in school activities for parent; 100% reported that the school/district values their participation or input; 100% reported that their children's school encourages involvement from community organizations; and 100% reported that they feel like they have a say in the decision- making process at their children's school. To continue to engage parents and per the recommendation of students, parents and staff, the district will continue to provide a parent center, community coordinators, child care and snacks at all meetings and provide incentives for parent participation and measure progress utilizing the identified metrics below to ensure the actions implemented are helping to achieve this 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	Number of meetings per school year where parents have the opportunity to make decisions for district and/or school sites. Source: Local Indicator- SSC, ELAC, and MPAC agendas and minutes. Priority: 3A	Number of meetings where parents had the opportunity to make decisions for district and school sites- 19 meetings (2023-24)			Number of meetings where parents had the opportunity to make decisions for district and school sites- 19 meetings	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Participation rate of parent committee meetings. Source: Local Indicator- SSC, ELAC, and MPAC minutes Priority: 3A	Participation rate: SS Committee- 6 meetings (100% attendance rate) MPAC- 6 meetings (80% participation rate) ELAC- 4 meetings (77% attendance rate) (2023-24)			Participation rate: SS Committee- 6 meetings (80% attendance rate) MPAC- 6 meetings (80% attendance rate) ELAC- 4 meetings (80% attendance rate)	
3.3	Rate of parents reporting that they feel like they have a say in the decision making process at their children's school. Source: Local Indicator Priority: 3A	Rate of parents reporting that they feel like they have a say in the decision making process at their children's schools- 100% (2023-24)			Rate of parents reporting that they feel like they have a say in the decision making process at their children's schools- 100%	
3.4	3B. Rate of parent opportunities to participate offered to unduplicated families. Promotion of participation of parents unduplicated pupils. Source: Local Indicator- the number of parent opportunities offered to unduplicated families.	100% events were promoted for participation of parents of unduplicated pupils through flyers, letters, automated phone messages, voice mails, emails and personal telephone calls)- measured by the number of parent involvement opportunities offered to			100 % events are promoted for participation of parents of unduplicated pupils. through flyers, letters, automated phone messages, voice mails, emails and personal telephone calls)- measured by the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority: 3B	unduplicated families. (2023-24)			number of parent involvement opportunities offered to unduplicated families.	
3.5	Promotion of participation of parents of pupils with exceptional needs. Source: Local Indicator-sign-in sheets and IEP documentation. Priority: 3C	100% of parents of pupils with exceptional needs attended IEPs as measured by sign-in sheets and IEP documentation (2023-24)			pupils with exceptional needs 100% of parents of special needs students attended IEPs as measured by sign-in sheets and IEP documentation.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Center	Maintain the LHUESD Parent Center to facilitate home to school communication to increase parent and family engagement, with emphasis on increasing parent engagement of low income, foster youth, and English Learner parents. Funds will cover the cost of supplies.	$5,000.00	Yes
3.2	Community School Coordinator	Maintain a full-time community school coordinator to promote improved school family partnerships in support of student learning specifically with low-income, foster youth, and EL families (A second coordinator will be hired and funded through State Grant funding). The coordinator will: • Work collaboratively with families and educators to develop family engagement activities. • Provide support and serve as a liaison between families and educators that helps both groups work collaboratively to build trusting relationships and partnerships focused on supporting improved student outcomes. • Conduct home visits to foster regular communication with families, build relationships, and identify ways to support student learning.	$60,521.00	Yes
3.3	Parent and Family Resources and Training	Provide parents and families with the resources and training to strengthen learning at home. Focus on addressing the needs of low-income, foster youth, and English Learner parents and families. Funds will be used for parent courses and supplies.	$15,000.00	Yes
3.4	Interpretation/Translation	Provide interpretation at all parent conferences for parents who do not speak English to ensure their appropriate participation in their children's education.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Childcare and Snacks for Parent Meetings	Provide childcare and snacks during parent meetings and workshops to promote full engagement of parents of low-income, foster youth, and EL students.	$7,000.00	Yes
3.6	Parent Recognitions for Parental Engagement	Provide recognitions for parents who are consistently involved in their children's education to encourage them and other parents to continue to participate.	$4,000.00	Yes
3.7	Family Engagement Events	Hold family engagement events with an emphasis on increasing educational engagement of low-income, foster youth, and EL families.	$20,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$967320	$114,708

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
33.534%	0.320%	$8,873.27	33.854%

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
1.2	**Action:** Teacher Induction Program **Need:** 2023 CA School Dashboard Data shows EL and SED students achievement gap in both ELA and math demonstrating the continued need to provide training to teachers as they earn their credential.	By investing in teacher education the LHSD will provide the most qualified teachers. These efforts will ensure that students are receiving instruction from well trained and supported teachers. The district will provide an induction program which will assist beginning teachers in clearing their credential.	1.1: The rate of appropriately assigned and fully credential teachers in the subject area and for the students they are teaching.

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
	ELA CAASPP EL -34.8 DFS SED -11.2 DFS FY-No performance band Math CAASPP EL-76.5 SED -51.1 FY-No performance band Educational partners shared the need to continually recruit and support new teachers to provide highly qualified teachers for every student. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because all students can benefit from being taught by the most qualified teachers.	1.11 Percent of pupils in K-6th performing at or above standard.
1.3	**Action:** Reduced Class Sizes **Need:** 2023 CA School Dashboard Data shows EL and SED students achievement gap in both ELA and math	Through this action, the district will maintain TK-3rd grade classrooms below 24 students. This will allow teachers to focus on literacy skills and ensuring that students can read by 3rd grade.	1.11: Percent of pupils in K-6th performing at or above standard, Acadience Literacy

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
	demonstrating the continued need to provide these students with increased interactions and access to their teachers during instructional time. These interactions provide the additional support needed for EL students to acquire the English Language. ELA CAASPP EL -34.8 DFS SED -11.2 DFS FY-No performance band Math CAASPP EL-76.5 SED -51.1 FY-No performance band Educational partners share that they appreciate the smaller class sizes and find that their students receive the support they need during the school day. **Scope:** Schoolwide	This action is provided on a school-wide basis because all TK- 3rd students can benefit from smaller class sizes with a focus on literacy.	
1.5	**Action:** Classroom Devices and Technology Support **Need:** 2023 CA School Dashboard Data shows EL and SED students achievement gap in both ELA and math demonstrating the continued need to provide students with access to technology and educational software that they otherwise would not have access to.	By providing EL and SED students with their own device, the district will ensure that each student has access to technology and educational software used to help close the achievement gap. Teachers will also be provided with support to be able to prepare students in the use of technology. This action is provided on an LEA-wide basis because all students can benefit from access one-to-one technology.	1.11 Percent of pupils in K-6th performing at or above standard. Acadience Literacy 1.12 Percent of pupils in K-6th performing at or above standard. Acadience Math

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
	ELA CAASPP

EL -34.8 DFS

SED -11.2 DFS

FY-No performance band

Math CAASPP

EL-76.5

SED -51.1

FY-No performance band

During the educational partners consultation process, students, other school staff, parents, SSC, and ELAC, suggested that the district continues to implement this strategy as it is very important that students have their own devices. Parents also reported that it is important that students and teachers keep up with new technology because all assessments are conducted through Chromebook and tablets.

Scope:
  LEA-wide | | |

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
1.6	**Action:** Supplemental Curriculum and Programs **Need:** Although, we have seen improvement in the percentage of students who are scoring proficient in ELA and mathematics in the CAASPP (ELA: 39.02% in 2021-22 and 48.19% in 2022-23. 9.17% growth) (Math: 29.88% in 2021-22 and 31.93% in 2022-23. 2.05% growth); and we have also seen improvement in ELA (-22 in 2021-22 and -9.2 in 2022-23. 12.8 improvement) and math (-57.3 in 2021-22 and -51.3 in 2022-23. 6 growth) distance from standard, our ELs are scoring at the "Orange Level" in the CA School Dashboard in ELA and Math compared to "Yellow" for "All Students". Additionally our ELs proficiency rate in ELA is 24.39% compared to 48.19% for All Students, and 12.20% in Math compared to 31.93% for all students. **Scope:** LEA-wide	Through this action, students who need additional support in ELA and mathematics, will receive strategic instruction four times per week per subject. Teachers and paraprofessionals will use supplemental curriculum (95% Group, Read Naturally, Acadience, SOAR, and supplemental informational materials). This action is provided on an LEA-wide basis because all students can benefit from receiving additional instructional support as needed.	1.7: Distance from Standard in ELA. 1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.9: Distance from Standard in math as measured by CA Dashboard. 1.10: Percent of students in grades 3-8 who meet or exceed standard in math. 1.11: Percent of pupils in K-6th performing at or above standard in literacy 1.12: Percent of pupils in K-8th performing at or above standard on math.
1.10	**Action:** Project Based Lessons **Need:** Although, we have seen improvement in the percentage of students who are scoring proficient in ELA and mathematics in the CAASPP and Data Dashboard our ELs are	Through this action, teachers will be able to purchase additional materials for more hands-on activities during core subjects such as mathematics, literacy, science, and history.	1.5: Implementation of CA state standards by classroom observations. 1.14: Percent of pupils who score proficient on the California Science Test (CAST).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	scoring at the "Orange Level" in the CA School Dashboard in ELA and Math compared to "Yellow" for "All Students". Additionally our ELs proficiency rate in ELA is 24.39% compared to 48.19% for All Students, and 12.20% in Math compared to 31.93% for all students. During the educational partners consultation process, students, teachers, and paraprofessionals express the need for more hands-on activities to engage students in core subjects. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because all students can benefit from being engage with more hands-on activities.	
1.11	**Action:** Extended Learning Time **Need:** Although, we have seen improvement in the percentage of students who are scoring proficient in ELA and mathematics in the CAASPP (ELA: 39.02% in 2021-22 and 48.19% in 2022-23. 9.17% growth) (Math: 29.88% in 2021-22 and 31.93% in 2022-23. 2.05% growth); and we have also seen improvement in ELA (-22 in 2021-22 and -9.2 in 2022-23. 12.8 improvement) and math (-57.3 in 2021-22 and -51.3 in 2022-23. 6 growth) distance from standard, our ELs are scoring at the "Orange Level" in the CA School	Through this action, teachers and paraprofessionals will provide students with before school and afterschool tutoring, homework assistance and extracurricular activities to improve students' academic achievement. This action is provided on an LEA-wide basis because all students can benefit from having access to before and afterschool programming.	1.7: Distance from Standard in ELA. 1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.9: Distance from Standard in math as measured by CA Dashboard.

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
	Dashboard in ELA and Math compared to "Yellow" for "All Students". Additionally our ELs proficiency rate in ELA is 24.39% compared to 48.19% for All Students, and 12.20% in Math compared to 31.93% for all students. **Scope:** LEA-wide		1.10: Percent of students in grades 3-8 who meet or exceed standard in math. 1.11: Percent of pupils in K-6th performing at or above standard in literacy 1.12: Percent of pupils in K-8th performing at or above standard on math. 1.13: Percent of pupils in 2nd -8th who score proficient in writing. 1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.12	**Action:** Professional Development **Need:** Although, we have seen improvement in the percentage of students who are scoring proficient in ELA and mathematics in the CAASPP (ELA: 39.02% in 2021-22 and 48.19% in 2022-23. 9.17% growth) (Math: 29.88% in 2021-22 and 31.93% in 2022-23. 2.05% growth); and we have also seen improvement in ELA (-22 in 2021-22 and -9.2 in 2022-23. 12.8 improvement) and math (-57.3 in 2021-22 and -51.3 in 2022-23. 6 growth) distance from standard, our ELs are scoring at the "Orange Level" in the CA School Dashboard in ELA and Math compared to "Yellow" for "All Students". Additionally our ELs proficiency rate in ELA is 24.39% compared to 48.19% for All Students, and 12.20% in Math compared to 31.93% for all students. **Scope:** LEA-wide	Through this action, one (1) additional day will be added to the teachers regular work schedule for professional development. Additionally, this action will provide teachers and paraprofessionals with ongoing high quality professional development to increase students academic achievement in literacy, math, ELD, history and science. This action is provided on an LEA-wide basis because all students can benefit from being taught highly effective teachers.	1.7: Distance from Standard in ELA. 1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.9: Distance from Standard in math as measured by CA Dashboard. 1.10: Percent of students in grades 3-8 who meet or exceed standard in math. 1.11: Percent of pupils in K-6th performing at or above standard.

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
			1.12: Percent of pupils in K-8th performing at or above standard on math.
			1.13: Percent of pupils in 2nd -8th who score proficient in writing.
			1.18: Percent of English Learners (EL) making Annual Progress in Learning English.
			1.19: EL Reclassification Rate.
			1.22: Programs and services developed and provided to low-income, ELs, and foster youth.
1.13	**Action:** Professional Learning Communities **Need:** Although, we have seen improvement in the percentage of students who are scoring proficient in ELA and mathematics in the	Through this action, teachers will be provided with one (1) hour per week to meet with their grade level colleagues and the principal. During this time teachers will analyze student data, plan for instruction and will share best practices.	1.7: Distance from Standard in ELA.

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
	CAASPP (ELA: 39.02% in 2021-22 and 48.19% in 2022-23. 9.17% growth) (Math: 29.88% in 2021-22 and 31.93% in 2022-23. 2.05% growth); and we have also seen improvement in ELA (-22 in 2021-22 and -9.2 in 2022-23. 12.8 improvement) and math (-57.3 in 2021-22 and -51.3 in 2022-23. 6 growth) distance from standard, our ELs are scoring at the "Orange Level" in the CA School Dashboard in ELA and Math compared to "Yellow" for "All Students". Additionally our ELs proficiency rate in ELA is 24.39% compared to 48.19% for All Students, and 12.20% in Math compared to 31.93% for all students. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because all students can benefit from being taught by highly effective teachers.	1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.9: Distance from Standard in math as measured by CA Dashboard. 1.10: Percent of students in grades 3-8 who meet or exceed standard in math. 1.11: Percent of pupils in K-6th performing at or above standard, Acadience Literacy 1.12: Percent of pupils in K-8th performing at or above standard on math. 1.13: Percent of pupils in 2nd -8th who score proficient in writing.

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
			1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate. 1.22: Programs and services developed and provided to low-income, ELs, and foster youth.
1.14	**Action:** Supplemental Educational Experiences and Student Incentives **Need:** Although, we have seen improvement in the percentage of students who are scoring proficient in ELA and mathematics in the CAASPP (ELA: 39.02% in 2021-22 and 48.19% in 2022-23. 9.17% growth) (Math: 29.88% in 2021-22 and 31.93% in 2022-23. 2.05% growth); and we have also seen improvement in ELA (-22 in 2021-22 and -9.2 in 2022-23. 12.8 improvement) and math (-57.3 in 2021-22 and -51.3 in 2022-23. 6 growth) distance from standard, our ELs are scoring at the "Orange Level" in the CA School	Through the implementation of this action, we will encourage, inspire, and motivate students to meet their academic, attendance, and behavior goals. Students who meet their goals, will be participate in field trips and/or will receive incentives. This action is provided on an LEA-wide basis because all students can benefit from being recognize for achieving their goals.	1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.10: Percent of students in grades 3-8 who meet or exceed standard in math.

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
	Dashboard in ELA and Math compared to "Yellow" for "All Students". Additionally our ELs proficiency rate in ELA is 24.39% compared to 48.19% for All Students, and 12.20% in Math compared to 31.93% for all students. During the educational consultation process, students asked for, "more field trips at the beginning and end of school breaks." **Scope:** LEA-wide		1.11: Percent of pupils in K-6th performing at or above standard. Acadience Literacy 1.12: Percent of pupils in K-8th performing at or above standard on math. 1.13: Percent of pupils in 2nd -8th who score proficient in writing. 1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate.
2.1	**Action:** Student Wellnesss and Support	Social workers, school counselor, and AmeriCorps mentor provide mental health services to at risk students. They work closely with other school	2.1: Attendance Rate as measured by local data.

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: In our 2024 school climate survey 90% of 5-8 grade students reported that the social worker program is helpful to our school. 45 students reported, "social workers provide students with help, emotional support, and advice." 12 students reported, "social workers help students academically." 6 students reported, "social workers help resolve peer relationships and drama." In the same survey, 100% of 5-8 grade students reported, The AmeriCorps mentor has been helpful to me this past year." 100% reported, "My AmeriCorps mentor provides me with support." Additionally, 11 students reported, "AmeriCorps mentors help students academically." 5 students reported, "AmeriCorps mentors provide students wit emotional support." However, although our chronic absenteeism has consistently decreased in the last few years, we are still 5.57% away from pre-pandemic levels (9.93%). Our attendance rate is not increasing at the rate we had anticipated. We did not meet our goal of 98% attendance for the school year. In 2022-23 our attendance rate was 94.7%, and 93.8% in 2021-22 (0.9% increase). Our current local data shows a 0.5% attendance improvement from the previous year. Furthermore, current	personnel to coordinate Tier II and Tier III services. They also, provide support and training for staff and parents. This action is provided on an LEA-wide basis because all our students can benefit from receiving Tier II and Tier III mental health supports.	2.2: Chronic Absenteeism Rate. 2.3: Middle school dropout rate as measured by local SIS data. 2.4: Pupil suspension rate as measured by CA Dashboard. 2.5: Pupil expulsion rate. 2.6: Percentage of pupils reporting feeling safe, welcomed, and connected to their school.

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
	data also shows a 1.32% increase in suspensions (from 0% the previous year). Because of the success noted above and to continue to make progress in the reduction of chronic absenteeism and suspensions, the district would like to continue to provide these services to students with a focus on serving ELs and low-income students. **Scope:** LEA-wide		
2.2	**Action:** PBIS Implementation **Need:** The district started implementation of PBIS in 2019-20, and has been able to improve school climate for students and staff. Suspension rates have improved from 0.4% in 2019 to 0% in 2023 for all students. EL declined by .06%, SED declined by 0.4% Chronic absenteeism has improved by 6.39% from 20.3% in 2022 to 15.5% in 2023 for all students with EL 12.8% CA, SED 15.5% CA. This data supports the district's belief that continued implementation of PBIS will lead to additional improvement in maintaining an impressively low suspension rate, continue to	Through this action, the district will continue to implement school wide behavioral expectations, train staff to implement PBIS, provide rewards for students who demonstrate the desired behaviors, track and use data to make modifications to the system as needed. This action is provided on an LEA-wide basis because all our students can benefit from Tier I, Tier II, and Tier III behavioral services.	2.4: Pupil suspension rate as measured by CA Dashboard. 2.5: Pupil expulsion rate. 2.6: Percentage of pupils reporting feeling safe, welcomed, and connected to their school.

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
	lower Chronic Absentee percentages for all students groups as well as continue to improve the overall school climate. **Scope:** 　LEA-wide		2.7: Percentage of staff reporting feeling that the school inspires them to do the very best at their jobs. Percentage of staff feeling satisfied with the recognition they get for doing a good job. Percentage of staff reporting feeling like they belong.
2.3	**Action:** Chronic Absenteeism, Additional Transportation **Need:** While we are seeing improvement in chronic absenteeism for "All Students", we are still 4.41% away from our rate prior to COVID-19. Additionally, our ELs and low-income subgroups are in "Yellow" in the CA Dashboard. **Scope:** 　LEA-wide	Community school coordinators will monitor student attendance for students who are at risk of becoming chronically absent. When students are not in school and are not ill, they will be picked up and brought to school. Coordinators will communicate with parents on a regular basis and will identify barriers keeping students from attending school on a daily basis. This action is provided on an LEA-wide basis because all students can benefit from being picked up when they miss the bus or need transportation support.	2.1: Attendance Rate as measured by local data. 2.2: Chronic Absenteeism Rate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Additional Student Supervision **Need:** In an effort to capture every moment with our students our schools offer before school tutoring and homework assistance for EL, and SED students. In order for students to participate in this program, they must be dropped off by parents on their way to work. Students begin to arrive at 6:00 a.m.. Regular school staff arrives on campus at 7:15 a.m. Although, we have seen improvement in the percentage of students who are scoring proficient in ELA and mathematics in the CAASPP (ELA: 39.02% in 2021-22 and 48.19% in 2022-23. 9.17% growth) (Math: 29.88% in 2021-22 and 31.93% in 2022-23. 2.05% growth); and we have also seen improvement in ELA (-22 in 2021-22 and -9.2 in 2022-23. 12.8 improvement) and math (-57.3 in 2021-22 and -51.3 in 2022-23. 6 growth) distance from standard, our ELs are scoring at the "Orange Level" in the CA School Dashboard in ELA and Math compared to "Yellow" for "All Students". Additionally our ELs proficiency rate in ELA is 24.39% compared to 48.19% for All Students, and 12.20% in Math compared to 31.93% for all students **Scope:**	Through this action, students can arrive as early as 6:00 a.m. to participate in the before school tutoring program. This action is provided on an LEA-wide basis because all our students can benefit from having access to morning tutoring services.	2.6: Percentage of pupils reporting feeling safe, welcomed, and connected to their school. 1.11 Percent of pupils in K-6th performing at or above standard.

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		
2.5	**Action:** Extracurricular Activities and Career Learning Opportunities and Exploration **Need:** While we are seeing improvement in chronic absenteeism for "All Students", we are still 4.41% away from our rate prior to COVID-19. Additionally, our ELs and low-income subgroups are in "Yellow" in the CA Dashboard. By continuing to expand our instructional offerings we hope to deeply engage our students which will improve the overall Chronic Absenteeism for or EL and SED population During the educational partners consultation process teachers, other school staff, students, and parents informed district staff that this action was important for the success of the students. Paraprofessionals recommended, "more elective classes for students during school/ after school music, art, life skills and computer skills." Students recommended, "more field trips at the beginning and end of school breaks...more events to bring students together." SSC members suggested, "career day". **Scope:** LEA-wide	Hosting career learning opportunities and exploration, will allow students to be exposed to experiences that they would normally not have access to before entering high school. Through this action, students will be receive art instruction; they will have the opportunity to visit colleges or universities while in middle school; and they will participate in a district wide career day. This action is provided on an LEA-wide basis because all students can benefit from having exposure to multiple skills and career prior to attending high school.	2.6: Percentage of pupils reporting feeling safe, welcomed, and connected to their school.
2.6	**Action:** Supplemental School Safety **Need:**	Through this action, the district will ensure that all supplemental programs have adequate safety supplies and that staff is property trained to respond to emergencies.	2.6: Percentage of pupils reporting feeling safe, welcomed, and connected to their school.

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
	Approximately, 60% of students participate in extracurricular activities (before school, afterschool, summer and Saturday). Oftentimes outside staff is hired to fill these positions. Additional funding is needed to ensure these staff are property trained. There is also a need for additional safety supplies for these programs. In a 2023 survey 94% of students reported feeling safe, welcomed, and connected to their school. This percentage reflects the need to continue to provide this supportive measure to ensure the district can continue to offer before, after, Saturday and Summer School programs in a safe and supportive environment. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because students and staff can benefit from supplemental safety training and supplies as it applies to the after school programs and activities.	
3.1	**Action:** Parent Center **Need:** In our 2024 Parent Survey, parents reported parental involvement as being the second highest priority for the district. In this same survey, 100% of parents reported, "I feel comfortable participating in school activities for parents." 100% reported, "I feel that the school/district values my participation or input." 100% reported, 'My children's school	The Parent Center will serve as place were parents can come to the school and receive assistance with school related documentation, apps, software, receive training, participate in workshops and more. This action is provided on an LEA-wide basis because all parents can benefit from receiving services from the Parent Center to be more involved in their children's education and in the decision making process.	3.3: Rate of parents reporting that they feel like they have a say in the decision making process at their children's school.

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
	encourages involvement from community organizations," and 100% reported, "I feel like I have a say in the decision-making process at my child's school." In order to maintain these positive outcomes, the district will continue to provide a parent center to facilitate communication between the school and parents. **Scope:** LEA-wide		
3.2	**Action:** Community School Coordinator **Need:** This year's parent survey reported a positive improvement on the way parents feel about their participation in the decision making process and in how comfortable they feel in their participation in school activities. 100% of parents reported, "I feel comfortable participating in school activities for parents." 100% reported, "I feel that the school/district values my participation or input." 100% reported, 'My children's school encourages involvement from community organizations," and 100% reported, "I feel like I have a say in	The community school coordinator is housed in the Parent Center and is an important source of information for the parents. Coordinators work daily on building trust between parents and the school. They also provide home visits, workshops for parents, and assist in identifying barriers that keep parents from participating in school activities. This action is provided on an LEA-wide basis because all parents can benefit from receiving services from the Parent Center to be more involved in their children's education and in the decision making process.	3.3: Rate of parents reporting that they feel like they have a say in the decision making process at their children's school.

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
	the decision-making process at my child's school."		
	In order to maintain these positive outcomes, the district will continue to provide a community school coordinator to facilitate communication between the school and parents.		
	Scope: LEA-wide		
3.3	**Action:** Parent and Family Resources and Training **Need:** During the educational partners process, parents express that they would like to see the continued implementation of this action. Additionally, the 2024 Parent Survey reported that 19% of parents want more information on how to support students at home. The programs/workshops provided to parents focus on resources and support to help their children at home. In the last 2 years, 97 parents participated in the Parent Institute for Quality Education workshops. Parent have provided positive feedback: 42% of parents who participated in the Family Literacy course reported an increase in behaviors that promote	In order to maintain a positive level of participation, the district will continue to explore resources and training options for parent to help their children at home. This action is provided on an LEA-wide basis because all parents can benefit from resources and training to support their children's learning at home.	3.3: Rate of parents reporting that they feel like they have a say in the decision making process at their children's school.

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
	Family Engagement at school; 52% reported that they gained knowledge in the key concepts about Family Engagement; and 46% reported increased knowledge in their familiarity with educational resources on digital platforms, and communication with teachers, doctors, family and friends on a digital platform. **Scope:** LEA-wide		
3.4	**Action:** Interpretation/Translation **Need:** Rate of parents reporting that they feel like they have a say in the decision making process at their children's schools-100%. In order to continue this high percentage of parent satisfaction and as a way to encourage parental involvement, the district will provide interpretation and translation services for all parent-teacher conferences and meetings. **Scope:** LEA-wide	This action serves as a way to provide increased access to EL parents and families to the school community. Paraprofessionals and other school personnel provide translation during parent-teacher conferences which normally takes place outside work ours. This action is provided on an LEA-wide basis because all parents can benefit from having a translator/interpreter available when meeting with teachers and other school personnel who do not speak their primary language.	3.3: Rate of parents reporting that they feel like they have a say in the decision making process at their children's school.
3.5	**Action:** Childcare and Snacks for Parent Meetings **Need:**	To encourage and improve our parental engagement of our unduplicated students' families, we will provide snacks and childcare for all parent workshops. All parent workshops and trainings are held in the evenings, when parents are just getting	3.3: Rate of parents reporting that they feel like they have a say in the decision making process at their children's school.

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
	Rate of parents reporting that they feel like they have a say in the decision making process at their children's schools- 100%. In order to continue this high percentage of parent satisfaction and as a way to encourage parental involvement, the district will provide childcare and snacks. The district believes providing snacks and childcare facilitates parent participation in meetings, trainings and workshops. Since the implementation of this strategy, we have experienced increased participation in workshops and the LCAP process. For example: 97 parents completed the Parent Institute for Quality Education- parents expressed their appreciation for childcare and snacks. Additionally, 39 parents participated in the LCAP focus group in 2022-23 and 24 parents in 2023-24. During our Educational Partners consultation process classified staff, teachers, administrators, students, and parents express the importance of providing snacks and childcare for parent engagement meetings. These groups would like the district to continue to provide this action in the 2024-27 LCAP. **Scope:** LEA-wide	off work. Educational partners feel that if parents don't have to worry about finding childcare and dinner, they would be more likely to participate in their children's education. This action is provided on an LEA-wide basis because all parents can benefit from child care and snacks to actively participate in parent workshops and training.	
3.6	**Action:** Parent Recognitions for Parental Engagement **Need:** In the 2024 Parent Survey, 100% of parents reported that they feel like they have a say in the decision making process at their children's schools. Additionally, participation rate in school level parent committees were the following: SS Committee- 6 meetings (100% attendance rate)	Parents who are selected by their peers to be members in School Site Council, ELAC and MPAC will be recognized at the end of each school year. Parent will be invited to a Parent Banquet where they will receive certificates, school shirts, a plaque, etc. This action is provided on an LEA-wide basis because we want to encourage all parents to feel motivated to participate in school and district level committees.	3.1: Number of meetings per school year where parents have the opportunity to make decisions for district and/or school sites.

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
	MPAC- 6 meetings (80% participation rate) ELAC- 4 meetings (77% attendance rate). In order to maintain this positive level of parent participation in school and district level committees, we will provide recognition and incentives for parents. To continue to encourage positive participation of parents in school and district committees, the district will recognize and incentivize parent participation. **Scope:** LEA-wide		3.2: Participation rate of parent committee meetings.
3.7	**Action:** Family Engagement Events **Need:** The district believes that when families are connected and feel comfortable attending and participating in school events, they are more likely to actively engage in their children's education. In the 2024 Parent Survey, 89% of parents rated the participation of parents overall level of involvement in their children's school as either very involved or moderately involved.	The community school coordinator will work with administrators and other school staff to organize opportunities where parents and school staff have opportunities for positive interactions and communication. This action is provided on an LEA-wide basis because all families and staff can benefit from having positive interactions outside of the school day.	3.4: Promotion of participation of parents of unduplicated pupils. Flyers, letters, automated phone system (text messages, voice mails, emails, and personal telephone calls)

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
	100% of parents reported that they are able to speak with teachers and staff when they need to. Also, 79% of parents reported that they prefer to attend school events in person. Additionally, during the educational partners process parents and staff expressed that all actions in Goal 3 were important and they would like to see them continue. Students expressed the the district should continue to host events that involve everyone and bring the community together. To continue to encourage positive communication and interactions between school staff and families, the district will host monthly families events such as a Fall Harvest Festival, Thanksgiving Dinner, Winter Program, Paint Nights and others. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Supplemental Personnel **Need:** ELs are scoring at the "Orange Level" in the CA School Dashboard in ELA and Math compared to "Yellow" for "All Students". Additionally, our ELs proficiency rate in ELA CAASPP is 24.39% compared to 48.19% for All Students, and 12.20% in Math compared to 31.93% for all students. Furthermore, the percentage of ELs making progress towards English language proficiency declined by 3.4% (from 66.2% in 2022 to 62.7% in 2023). During the LCAP Consultation process, our teachers and paraprofessionals expressed and urgency for more programs and support for our ELs. **Scope:** Limited to Unduplicated Student Group(s)	Through this action, ELs will receive strategic support from two (2) paraprofessionals and one (1) ELD teacher. The ELD teacher will provide direct services to EL students and will also provide classroom support. EL will also have access to dedicated computer programs and curriculum.	1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate
1.9	**Action:** ELD Instruction **Need:**	Through this action, we will utilize the Data Wise process to organize and improve our work with ELs. Teachers will receive ELD training, conduct learning walks, and analyze student data to	1.18: Percent of English Learners (EL) making Annual Progress in Learning English.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2022-23 Data: ELs CAASPP ELA Proficiency- 24.39%, CAASPP math proficiency- 12.20%, CA Dashboard- 62.7% making progress (3.4% decline from the previous year). **Scope:** Limited to Unduplicated Student Group(s)	improve their practices. Funding will be used to cover training costs.	1.19: EL Reclassification Rate.

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

N/A

Additional Concentration Grant Funding

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

Staff included in the 2024-25 plan include, 1.7, 2 additional paraprofessionals and ELD teachers to provide support to English Learners, and 1.3, 3 additional teachers. Because low-income students have less opportunities to participate in extracurricular activities outside of the school, the district will provide 2.5, career learning opportunities (art and college visits) giving priority registration to low income, foster youth, and English Learners, and provide 3.2, an additional school community coordinator for parent engagement, with emphasis on increasing engagement of low income, foster youth, and English Learner parents.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:22

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 certificated staff providing direct services to students	N/A	1:14

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2884636	967320	33.534%	0.320%	33.854%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,241,080.45	$238,541.00	$0.00	$113,651.00	$1,593,272.45	$1,043,428.00	$549,844.45

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	Hire and maintain fully credentialed staff	All	No			All Schools Specific Schools:	Ongoing all year.	$17,600.00	$0.00		$17,600.00			$17,600.00	
1	1.2	Teacher Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$3,200.00	$5,025.00	$8,225.00				$8,225.00	
1	1.3	Reduced Class Sizes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lost Hills Elementary TK-3rd	Ongoing all year.	$368,639.00	$0.00	$368,639.00				$368,639.00	
1	1.4	SBE Curriculum and Supplies	All	No			All Schools	Ongoing all year.	$0.00	$60,000.00		$60,000.00			$60,000.00	
1	1.5	Classroom Devices and Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$40,469.45	$40,469.45				$40,469.45	
1	1.6	Supplemental Curriculum and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.7	Supplemental Personnel	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing all year.	$182,259.00	$0.00	$109,958.00			$72,301.00	$182,259.00	

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	1.8	Extending Instructional Minutes	All	No			All Schools	All year	$51,837.00	$0.00	$51,837.00				$51,837.00	
1	1.9	ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	All year	$4,000.00	$0.00	$4,000.00				$4,000.00	
1	1.10	Project Based Lessons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.11	Extended Learning Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year and Summer	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.12	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing, all year and Summer	$21,000.00	$55,350.00	$35,000.00			$41,350.00	$76,350.00	
1	1.13	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year.	$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.14	Supplemental Educational Experiences and Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$57,000.00	$57,000.00				$57,000.00	
2	2.1	Student Wellnesss and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year and during Summer school	$273,393.00	$51,000.00	$163,452.00	$160,941.00			$324,393.00	
2	2.2	PBIS Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year and Summer school.	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.3	Chronic Absenteeism, Additional Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year (180 days).	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.4	Additional Student Supervision	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	All year (180 days).	$38,979.00	$0.00	$38,979.00				$38,979.00	

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
			Low Income			Low Income										
2	2.5	Extracurricular Activities and Career Learning Opportunities and Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year and Summer school.	$0.00	$75,000.00	$75,000.00				$75,000.00	
2	2.6	Supplemental School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Saturday, before school, afterschool, and Summer.	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.1	Parent Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year.	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.2	Community School Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year and Summer school.	$60,521.00	$0.00	$60,521.00				$60,521.00	
3	3.3	Parent and Family Resources and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.4	Interpretation/Translation	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing all year.	$2,000.00	$0.00	$2,000.00				$2,000.00	
3	3.5	Childcare and Snacks for Parent Meetings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year and Summer School.	$0.00	$7,000.00	$7,000.00				$7,000.00	
3	3.6	Parent Recognitions for Parental Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.7	Family Engagement Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing during the year.	$0.00	$20,000.00	$20,000.00				$20,000.00	

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
2884636	967320	33.534%	0.320%	33.854%	$1,189,243.45	0.000%	41.227 %	**Total:**	$1,189,243.45
								LEA-wide Total:	$706,646.45
								Limited Total:	$113,958.00
								Schoolwide Total:	$368,639.00

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	1.2	Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,225.00	
1	1.3	Reduced Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lost Hills Elementary TK-3rd	$368,639.00	
1	1.5	Classroom Devices and Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,469.45	
1	1.6	Supplemental Curriculum and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
1	1.7	Supplemental Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$109,958.00	
1	1.8	Extending Instructional Minutes				All Schools	$51,837.00	
1	1.9	ELD Instruction	Yes	Limited to Unduplicated	English Learners	All Schools	$4,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Student Group(s)			
1	1.10	Project Based Lessons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
1	1.11	Extended Learning Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.12	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
1	1.13	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.14	Supplemental Educational Experiences and Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,000.00	
2	2.1	Student Wellnesss and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,452.00	
2	2.2	PBIS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.3	Chronic Absenteeism, Additional Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.4	Additional Student Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,979.00	
2	2.5	Extracurricular Activities and Career Learning Opportunities and Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
2	2.6	Supplemental School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	3.1	Parent Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Community School Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,521.00	
3	3.3	Parent and Family Resources and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	3.4	Interpretation/Translation	Yes	LEA-wide	English Learners	All Schools	$2,000.00	
3	3.5	Childcare and Snacks for Parent Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
3	3.6	Parent Recognitions for Parental Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
3	3.7	Family Engagement Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,928,019.00	$1,517,709.25

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	Hire and maintain fully credentialed staff	No	$19,337.00	19,337.00
1	1.2	Teacher Induction Program	Yes	$6,700.00	8,316.18
1	1.3	Reduced Class Sizes	Yes	$359,200.00	367,324.85
1	1.4	SBE Curriculum and Supplies	No	$60,000.00	3,023.09
1	1.5	Classroom Devices	Yes	$60,000.00	32,967.91
1	1.8	Informational Curriculum	Yes	$7,000.00	3,411.50
1	1.9	Web Based Programs	Yes	$43,000.00	11,360.95
1	1.10	RTI • DIBELS (Acadience) • 95% Group • Read Naturally • SOAR Curriculum	Yes	$40,000.00	35,751.73
1	1.11	Supplemental Personnel	Yes	$122,330.00	38,566.97
1	1.12	Paraprofessional Support	Yes	$78,554.00	40,062.64

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	1.13	Extending Instructional Minutes	Yes	$48,257.00	45,561.44
1	1.14	Extended Learning Time	Yes	$51,057.00	5,387.40
1	1.15	PLCs	Yes	$32,965.00	10,286.51
1	1.16	Professional Development	Yes	$76,350.00	42,656.25
1	1.17	Project Based Lessons	Yes	$45,000.00	34,525.80
1	1.18	Additional Professional Development Day	Yes	$7,120.00	6,772.18
1	1.19	Supplemental Educational Experiences and student incentives	Yes	$60,000.00	57,037.41
1	1.20	Technology Support	Yes	$21,000.00	4,046.25
1	1.21	ELD Instruction	Yes	$2,000.00	2,170.83
2	2.1	School Counselor	Yes	$113,284.00	112,809.79
2	2.2	PBIS Implementation	Yes	$25,000.00	13,512.84
2	2.3	AmeriCorps Mentor	Yes	$19,800.00	0.00
2	2.4	School Social Worker	No	$140,775.00	140,775.00

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	2.5	Anti-Bullying Training	Yes	$1,000.00	1,744.16
2	2.6	Safe and Engaging Facilities	No	$80,000.00	196,080.20
2	2.7	Supplemental School Safety	Yes	$30,000.00	27,109.98
2	2.8	Additional Janitorial Staff	No	$66,898.00	0.00
2	2.9	Professional Development for Classified Staff	Yes	$5,000.00	30.00
2	2.10	Additional Student Supervision	Yes	$28,120.00	198.41
2	2.11	Chronic Absenteeism, Additional Transportation	Yes	$18,000.00	11,064.89
2	2.12	Extracurricular Activities and Career learning opportunities	Yes	$105,000.00	95,162.56
2	2.13	Late Bus Transportation	Yes	$21,890.00	27,334.75
2	2.14	Career Exploration	Yes	$15,000.00	1,784.38
3	3.1	Parent Center	Yes	$4,000.00	4,018.3
3	3.2	School Community Coordinator	Yes	$58,154.00	58,353.90
3	3.3	Parent Resources and Training	Yes	$15,000.00	15,084.00
3	3.4	Interpretation/Translation	Yes	$2,000.00	1,044.66

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	3.5	Childcare and Snacks for Parent Meetings	Yes	$5,457.00	6,524.81
3	3.6	Parent Recognitions for Parental Involvement	Yes	$5,000.00	1,144.16
3	3.7	Student Information System	No	$6,771.00	8,732.24
3	3.8	District Website	No	$7,000.00	10,750.00
3	3.9	Monthly Parent Engagement Events	Yes	$15,000.00	15,883.33

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1057353	$1,412,772.00	$1,139,011.55	$273,760.45	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	1.2	Teacher Induction Program	Yes	$6,700.00	8,316.18		
1	1.3	Reduced Class Sizes	Yes	$359,200.00	367,324.85		
1	1.5	Classroom Devices	Yes	$60,000.00	32,967.91		
1	1.8	Informational Curriculum	Yes	$7,000.00	3,411.50		
1	1.9	Web Based Programs	Yes	$43,000.00	11,360.95		
1	1.10	RTI - DIBELS (Acadience) 95% Group - Read Naturally - SOAR Curriculum	Yes	$40,000.00	35,751.73		
1	1.11	Supplemental Personnel	Yes	$29,214.00	38,566.97		
1	1.12	Paraprofessional Support	Yes	$78,554.00	40,062.64		
1	1.13	Extending Instructional Minutes	Yes	$48,257.00	45,561.44		
1	1.14	Extended Learning Time	Yes	$51,057.00	5,387.40		
1	1.15	PLCs	Yes	$32,965.00	10,286.51		
1	1.16	Professional Development	Yes	$35,000.00	42,656.25		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.17	Project Based Lessons	Yes	$45,000.00	34,525.80		
1	1.18	Additional Professional Development Day	Yes	$7,120.00	6,772.18		
1	1.19	Supplemental Educational Experiences and student incentives	Yes	$60,000.00	57,037.41		
1	1.20	Technology Support	Yes	$21,000.00	4,046.25		
1	1.21	ELD Instruction	Yes	$2,000.00	2,170.83		
2	2.1	School Counselor	Yes	$113,284.00	112,809.79		
2	2.2	PBIS Implementation	Yes	$25,000.00	13,512.84		
2	2.3	AmeriCorps Mentor	Yes	$19,800.00	0.00		
2	2.5	Anti-Bullying Training	Yes	$1,000.00	1,744.16		
2	2.7	Supplemental School Safety	Yes	$30,000.00	27,109.98		
2	2.9	Professional Development for Classified Staff	Yes	$5,000.00	30.00		
2	2.10	Additional Student Supervision	Yes	$28,120.00	198.24		
2	2.11	Chronic Absenteeism, Additional Transportation	Yes	$18,000.00	11,064.89		
2	2.12	Extracurricular Activities and Career learning opportunities	Yes	$105,000.00	95,162.56		
2	2.13	Late Bus Transportation	Yes	$21,890.00	27,334.75		
2	2.14	Career Exploration	Yes	$15,000.00	1,784.38		
3	3.1	Parent Center	Yes	$4,000.00	4,018.3		
3	3.2	School Community Coordinator	Yes	$58,154.00	58,353.90		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Parent Resources and Training	Yes	$15,000.00	15,084.00		
3	3.4	Interpretation/Translation	Yes	$2,000.00	1,044.66		
3	3.5	Childcare and Snacks for Parent Meetings	Yes	$5,457.00	6,524.81		
3	3.6	Parent Recognitions for Parental Involvement	Yes	$5,000.00	1,144.16		
3	3.9	Monthly Parent Engagement Events	Yes	$15,000.00	15,883.33		

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)
2775347	1057353	3.262	41.360%	$1,139,011.55	0.000%	41.040%	$8,873.27	0.320%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

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.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

    - Professional development for teachers.

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

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

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

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

  - 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:

  o **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)**

o 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**

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

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

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

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

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

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

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

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

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

  - 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).

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