

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lowell Joint School District

CDS Code: 30-64766-0000000

School Year: 2024-25

LEA contact information:

Jim Coombs

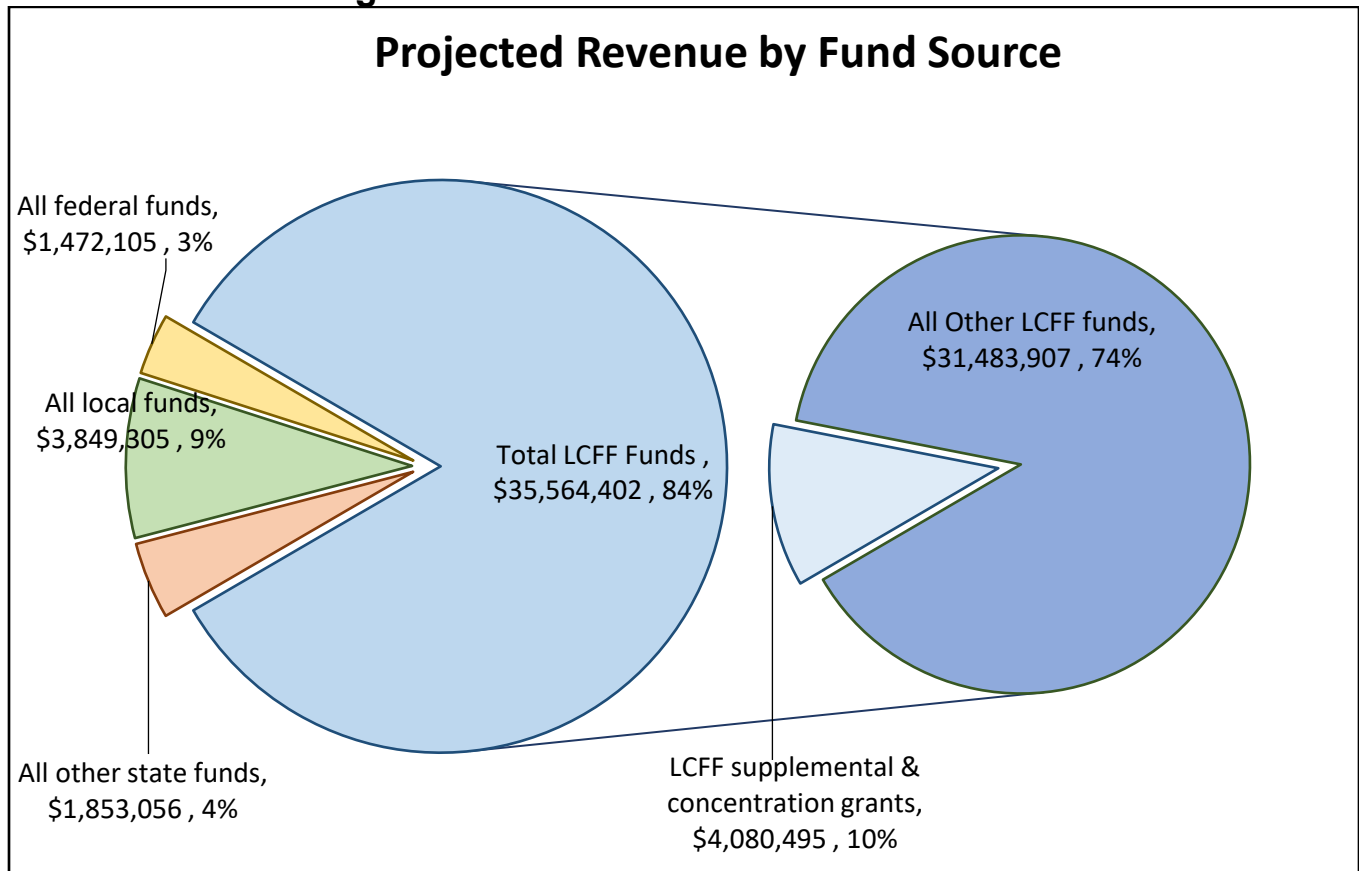
Superintendent

jcoombs@ljsd.org

562.902.4203

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

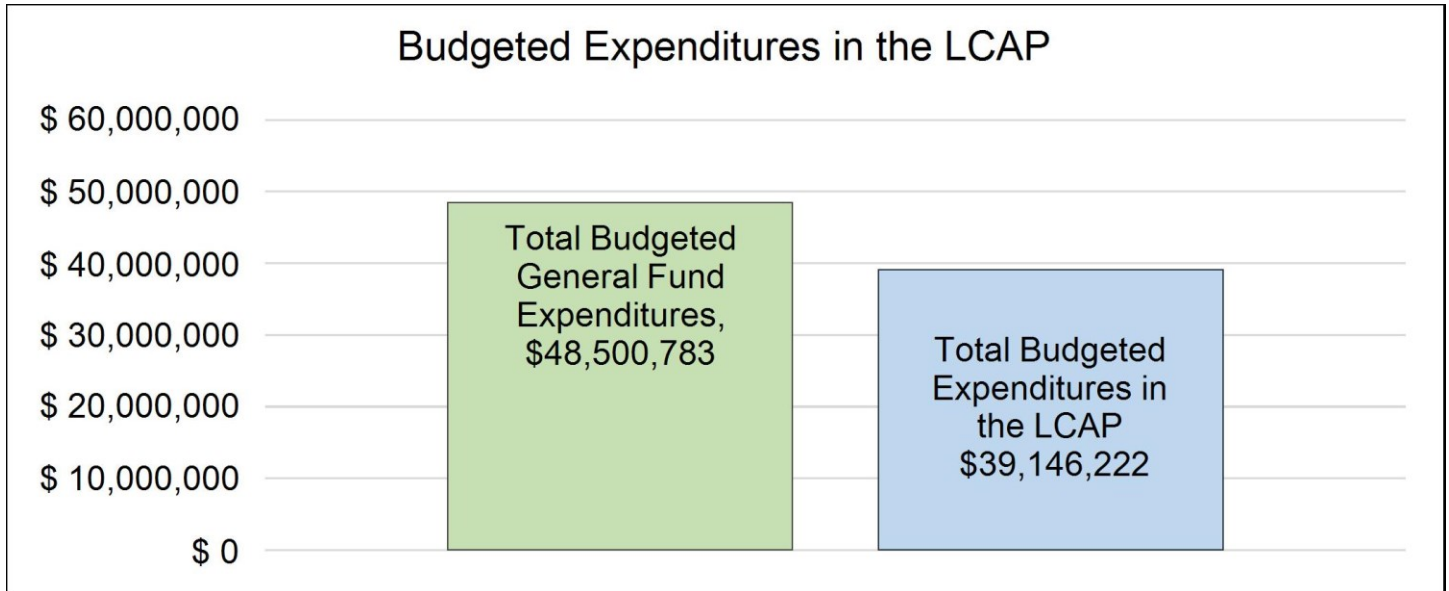


This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lowell Joint School District is \$42,738,868, of which \$35,564,402 is Local Control Funding Formula (LCFF), \$1,853,056 is other state funds, \$3,849,305 is local funds, and \$1,472,105 is federal funds. Of the \$35,564,402 in LCFF Funds, \$4,080,495 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lowell Joint 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: Lowell Joint School District plans to spend \$48,500,783 for the 2024-25 school year. Of that amount, \$39,146,222 is tied to actions/services in the LCAP and \$9,354,561 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

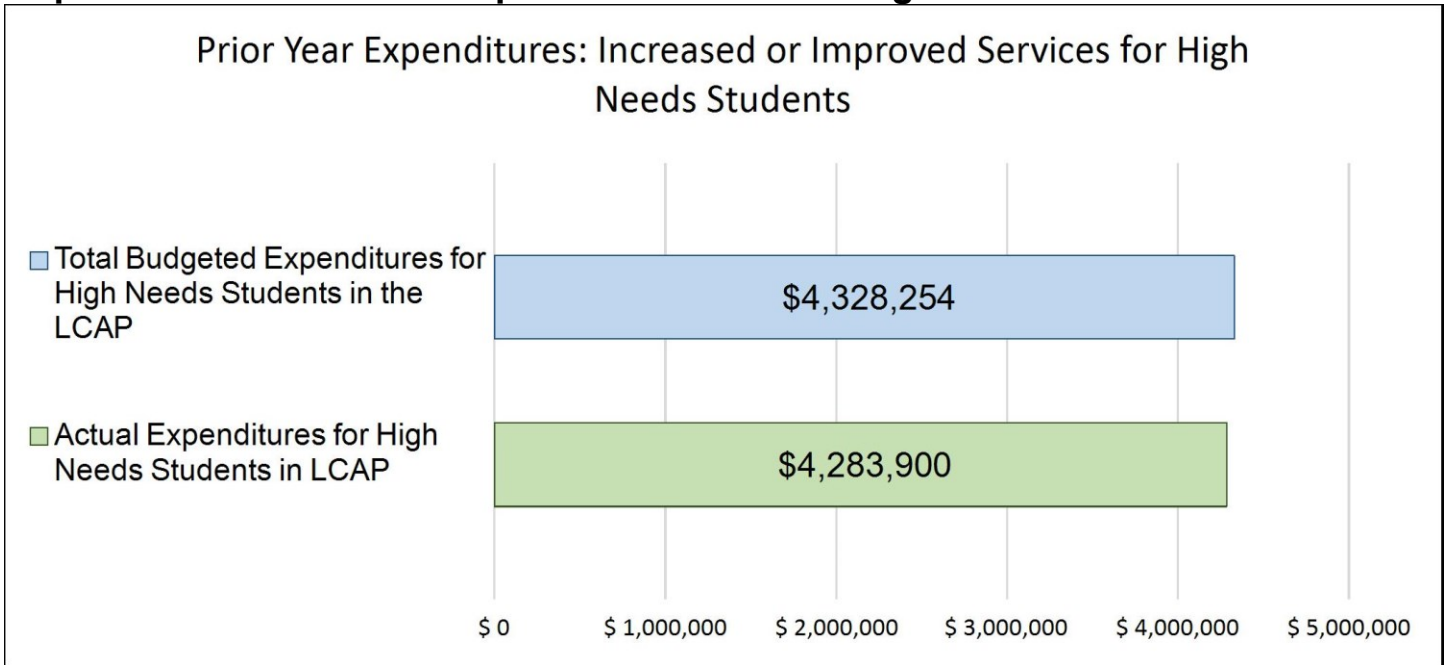
There is just over ten million dollars in general fund monies not included in the LCAP; approximately \$5.3 million in Misc. Salary & Benefit costs and OPEB-Other Post Employment Benefits. There is also approximately \$5.7 million in miscellaneous costs including but not limited to: District Departments & Misc. Site Supplies, Non-Capitalized Equipment, Non-Public Agencies, Travel & Conference, Dues & Memberships, Property & Liability Insurance, Repairs & Maintenance, Licenses & Technology, Professional Services, Consulting Services, Legal & Audit Services, Equipment, Tuition/Excess Costs-County Office of Education and other School Districts, Direct and Indirect Costs.

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

In 2024-25, Lowell Joint School District is projecting it will receive \$4,080,495 based on the enrollment of foster youth, English learner, and low-income students. Lowell Joint School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lowell Joint School District plans to spend \$4,245,147 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Lowell Joint 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 Lowell Joint 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, Lowell Joint School District's LCAP budgeted \$4,328,254 for planned actions to increase or improve services for high needs students. Lowell Joint School District actually spent \$4,283,900 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-44,354 had the following impact on Lowell Joint School District's ability to increase or improve services for high needs students:

There was not a significant impact in terms of services for High Needs Students. The actual allocation for Supplemental funds for these students was just over 4 million. The \$44,354 projected for expenditure and unspent was a cost shifted to another funding source connected to a professional development action item. The supplemental funds are supporting three days with one day funded from general fund that allows for professional development not principally directed toward High Needs Students.



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

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 |
|-------------------------------------|------------------------------|----------------------------------|
| Lowell Joint School District | Jim Coombs Superintendent | jcoombs@ljsd.org 562.902.4203 |

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|--|---|
| Credential Audit and data from CBEDS | One teacher has an Internship Credential working on a full credential with another on a short-term Staffing Permit working toward an Internship Credential and then a full credential. All remaining teachers were fully credentialed and appropriately assigned in the 2020-2021 school year. | All teachers were fully credentialed and appropriately assigned in the 2021-2022 school year. | All continuing teachers were fully credentialed and appropriately assigned in the 2022-2023 school year. There is one new teacher on a permit and one teacher on Local Assignment. | All continuing teachers were fully credentialed and appropriately assigned in the 2023-2024 school year. There is one teacher with an Internship Credential and one teacher on Local Assignment. | All teachers will be fully credentialed and appropriately assigned. |
| Board minutes for William's sufficiency | Every student has standards-aligned materials as measured by Williams compliance documentation. | Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2021 and the minutes are | Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2022 and the minutes are | Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2023 and the minutes are | All students will continue to have standards-aligned materials. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|---|---|
| | | posted on the district website. | posted on the district website. | posted on the district website. | |
| Certificated staff survey on implementation of standards | 94% of certificated staff members who teach core content areas said they Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards" as measured by the annual teacher survey. | The district average dropped to 88% this year which in part may be due to the piloting and focus on new science materials with NGSS. Based on survey results, 100% of teachers at Rancho are comfortable with state standards with the average for the elementary sites being 86%. | The data from this particular question on the staff survey is unfortunately unavailable for this year; however, information used to inform the Local Indicators indicates that teachers are still feeling confident overall. We had Science Coordinators from the Orange County Department of Education provide multiple trainings along with some professional development from the publishers to support implementation with NGSS standards. We completed the final trainings in Write from the Beginning, which has been a district-wide initiative for the last four years. The professional development focus for the 2023-2024 school | 90% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards". Because the survey includes non-classroom certificated staff, 9% were neutral with only 1% who disagreed. | 95% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards". |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|--|--|
| | | | year will continue to focus on mathematics, ELA, and Science to support implementation of California State Standards. | | |
| Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of proficiency in state standards. | All students were provided a device in the 2020-2021 school year due to distance learning. When students are back on campus, a system has been created to assign devices for those in need while continuing to provide devices within each classroom for student use. Qualifying families will also be able to check out a hot spot and/or be connected with low-cost internet providers. | All students were provided a device in the 2021-2022 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. Qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. 99.3% of families stated they had access to technology and received communication from the district. | All students were provided a device in the 2022-2023 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. Qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. Again, over 99% of families stated they had access to technology and received communication from the district. | All students were provided a device in the 2023-2024 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. Qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. Again, 99.7% of families stated they had access to technology and received communication from the district. | All students will have access to devices and internet to support progress on state standards and proficiency in 21st century skills. |
| Documentation of training for SSC and DELAC members | SSC and DELAC training was conducted in the year | At the beginning of the year, Principals reviewed roles and | Principals reviewed roles and procedures with their respective | Principals reviewed roles and procedures with their respective | SSC and DELAC training is conducted every other year to |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|--|--|
| <p>including the minutes, sign ins, and presentation materials</p> <p>Parent involvement in the LCAP process as documented through sign-in sheets to ensure representation of parents of UDPs along with regularly scheduled meetings for parent input in "Coffee with Coombs" at each site.</p> <p>Attendance at PTA meetings by district staff to connect with parents and support efforts to involve the parents of UDPs.</p> | <p>prior to COVID. Training will be scheduled for the fall of 2021 for each site as part of parental input into the decision-making process for the development of SPSAs and the LCAP.</p> <p>Virtual meetings were calendared in the 2020-2021 school year with limited participation. Digital sign in sheets were maintained to document participation.</p> <p>Sign in sheets document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra.</p> | <p>procedures with their respective School Site Councils. The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in April where input for the LCAP was solicited in addition to information on the Consolidated Application and Title III funding specifically.</p> | <p>School Site Councils at the beginning of the year. The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in April where input for the LCAP was solicited in addition to information on the Consolidated Application and Title III funding specifically. The Assistant Superintendent attends PTA meetings at each site to gather input for the LCAP, and the Superintendent regularly meets with PTA representatives to discuss what's happening in the district in addition to the "Coffee with Coombs" at each site.</p> | <p>School Site Councils at the beginning of the year. All meetings with Engaged Partners were scheduled beginning in January.</p> <p>The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in May where input for the LCAP was solicited in addition to information on the Consolidated Application and Title III funding specifically.</p> <p>The Assistant Superintendent attends PTA meetings at each site to gather input for the LCAP, and the Superintendent regularly meets with PTA representatives to discuss what's happening in the district in addition to</p> | <p>ensure parent participation in the decision-making process.</p> <p>Meetings will be calendared each school year including the potential for reaching a wider audience by continuing with virtual options. Sign in sheets will be maintained to document participation.</p> <p>Sign in sheets will document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------|--|--|---|--|---|
| | | | | the "Coffee with Coombs" at each site. | |
| Survey Results | <p>95% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.</p> <p>97% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”.</p> <p>93% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “Our school is safe, orderly, and well disciplined”.</p> | <p>94.6% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.</p> <p>95% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”.</p> <p>93.9% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “Our school is safe, orderly, and well disciplined”.</p> | <p>Again, approximately 94% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.</p> <p>95.78% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”.</p> <p>91.58% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “Our school is safe, orderly, and well disciplined”.</p> | <p>95% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.</p> <p>98% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”.</p> <p>92% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “Our school is safe, orderly, and well disciplined”.</p> | <p>95% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.</p> <p>97% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”.</p> <p>93% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “Our school is safe, orderly, and well disciplined”.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------|---|---|--|---|--|
| | 88% or more of students will “Agree” or “Strongly Agree” with the statement “I feel safe at school” and “I have opportunities to connect with my school”. | 76.9% of students “Agree” or “Strongly Agree” with the statement “I feel safe at school” and “I have opportunities to connect with my school”. | 82% of students “Agree” or “Strongly Agree” with the statement “I feel safe at school” and “I have opportunities to connect with my school”. | 82% or more of students marked “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”. | 92% or more of students will “Agree” or “Strongly Agree” with the statement “I feel safe at school” and “I have opportunities to connect with my school”. |
| Survey Results Sign Ins | <p>94% of parents responded Agree or Strongly Agree to the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child’s education".</p> <p>Monitor sign ins and participation for SELPA involvement, meeting attendance, and the percentage of</p> | 88% of parents responded Agree or Strongly Agree to the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child’s education". | We were able to disaggregate this data by school site this year, and overall, this is much improved. For the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child’s education", the break down for parents responding Agree or Strongly | 96% or more of parent respondents marked Agree or Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child’s education". | <p>95% or more of parent respondents marking Agree or Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child’s education".</p> <p>Once a baseline is established (since the data is not currently</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|---|----------------|---|
| | families of UPPs engaged in activities and decision-making committees. | | Agree is: El Portal 96.9%; Jordan 91.2%, Macy 94.3%, Meadow Green 93.7%, Olita 100%, and Rancho Starbuck 96.3%. | | aggregated across multiple meetings), there will be a 5% increase in the number of families actively involved in activities and committees across the district. |

Goal Analysis

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

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

The bulk of this goal is related to basic operations for the school district, which is predominantly salary and benefits. All personnel were hired for the year. There are a few action items that are related to parental engagement, instructional materials, Chromebooks, communication resources, and so forth. With additional one-time dollars in the 2023-2024 school year, there are some action items that were partially funded from other sources, but all actions were completed. In the area of parent engagement, there has been some added focus in early learning driven by Goal 2. This includes parent training, parent involvement, and input around actions and services predominantly related to services for our 0-5 year olds served through the Learning Link and preschools. One of the elementary sites is piloting a program called Love and Logic, a training course to support parents. Details are provided in the description of services under Goal 2; however, the course was very well received. There were over 20 participants for the six-week course, which was led by two teachers who have been trained as facilitators of the program. Another two teachers supported childcare with some volunteer students from Rancho Starbuck. Parents expressed to the Principal that it was a great experience and that they feel more equipped to raise their kids with boundaries, respect, and grace. This has been an ongoing need in the district since we first offered Love and Logic prior to the pandemic.

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.

Salary costs were significantly higher overall for both certificated and classified staff with an 11% raise overall for the district. Since the bulk of salaries are located in this goal, there was an increase in expenditures of approximately 3.5 million dollars. Both the Expanded Learning

program and Universal Pre-Kindergarten initiatives (preschools and TK aides) continue to increase the overall number of classified employees with additional TK and preschool classrooms this year. There are some certificated staffing costs reflected throughout the LCAP where one-time funding has offset costs. With these dollars having been expended, these costs have been absorbed within then general fund where possible, which has also increased certificated staffing costs. With the delay in the release of the mathematics framework, we are well out of the life of the adoption for mathematics materials. Additional costs in purchasing consumable items that had been free added approximately \$150,000 in textbook expenses. Site allocations were increased to accommodate higher costs by about \$240,000. A Chromebook refresh was not initially planned for the 2023-2024 school year, however, with the added wear and tear from Chromebooks being checked out during the pandemic, it was decided to move forward with a refresh in preparation for the coming year. Those Chromebooks have been received and added an additional \$290,406 to expense.

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

All basic school functions were carried out over the course of the year. There are a few action items not related to salary that we need to continue to work on more effectively. We continued with Title I Crate this year to better organize documentation related to federal programs. Progress has been made in adding to the folders for collection to organize documentation, but there is still work to be done. There is still some difficulty in identifying a representative from each site for the District English Learner Advisory Committee (DELAC). So while we provide training for SSC members, we need to support schools in strategies for increasing parent involvement (Goal 1.12). This feeds into another action item (1.14) around family engagement. We have made great connections with our Learning Link families again this year in creating a community of support for the program. Our PTAs do a phenomenal job of partnering with us in support of our schools also. As mentioned above, the pilot of Love and Logic was extremely successful in supporting families in addition to many of the offerings outlined in Goal 2. We will continue to work on strategies to then get parents involved on site and in providing input for things like the LCAP as part of these parent trainings. In making progress toward this goal, there were some specific areas of effectiveness in ensuring that all students of the Lowell Joint School District have appropriate conditions for successful learning outcomes. All continuing teachers were fully credentialed and appropriately assigned in the 2023-2024 school year, which signifies a solid foundation of qualified educators. Every student has standards-aligned materials as measured by Williams compliance documentation, confirmed at the Board meeting in October 2023. All students were provided with devices for use in the classroom, and additional support was given for home access. A challenge when looking at Goal 1 is looking at our students' safety and connection to school. Although the overall survey results met the targets in most areas, we missed the target by 10% with students who feel safe and connected with school.

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

With the pilot of Love and Logic at one school and its success, we are planning on expanding it to other schools. Our goal is to continue to improve parent and family engagement with more opportunities for ongoing training and connection to community resources. Additional parent trainings are also being identified under Goal 2 in support of our youngest learners and getting families connected to the school environment from the beginning. With salary and benefits for basic operations making up the majority of this goal, the changes will reflect budget adjustments from negotiations as well as fluctuations in the number of staff depending on the overall budget from the state.

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 | Early Literacy |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|---|---|
| Early Childhood Accountability Plan and quarterly updates on progress. | The Early Childhood Leadership Team has met to develop the beginnings of the Early Childhood Accountability Plan. Quarterly updates were provided during the 2020-2021 school year; however, progress on some goals was delayed due to school closures including the opening of a state-funded preschool. The hope is to complete the plan in the coming year with programs and services beginning in the 2021-2022 school year. | The Early Childhood Leadership team has monthly meetings to revisit goals and determine next steps to enhance our work with programs and resources to support families in early childhood. The Learning Link, Fun Physical Friday, Young Essential Scholars (YES) Newsletter, Early Developmental Index (EDI) brochure, Ready4K mobile application, Help Me Grow parent forums (both in English and Spanish) and LJSD Learning Link website are programs and resources that are | The Early Childhood Leadership Team (ECLT) continues to meet as a group and individually with the lead on the First 5 Grant to discuss ways of enhancing our resources and programs to meet the needs of our families with children ages newborn to five years old. We continue to diversify our group with more members with various lenses to support our conversations. We have added a preschool teacher and a grandparent who participated in the Learning Link. As we look at the data on | The Early Childhood Leadership Team (ECLT) continues to meet as a group and monitor steps outlined on the Early Childhood Accountability Plan (ECAP). The Strategic Change Questionnaire is also used to evaluate progress and set goals for next steps in serving families. Quarterly reports are submitted to First Five OC and monthly meetings are attended by the Assistant Superintendent, the Coordinator for Early Learning, and the Early Learning TOSA. | The three-year plan will have been developed and implemented including quarterly updates to the plan. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|--|--|----------------|-----------------------------|
| | | <p>currently in place and examples of ways we serve our families in the 2021-2022 school year. The ECLT also uses the Program Guidance Tool and Early Childhood Accountability Plan to celebrate accomplishments and determine next steps in ongoing efforts to support families that are aligned with the First 5 deliverables.</p> | <p>both the Early Childhood Accountability Plan (ECAP) and Strategic Direction Questionnaire (SDQ), we find that we are well on our way to meeting the First 5 deliverables and continued growth with the First 5 deliverables. This year we focused on health and working with various organizations to provide screenings and education for our young scholars. We had the UCI eye mobile to screen vision and provide glasses for identified scholars, Healthy Smilies for dental screenings, and the Priority Center to provide the Ages and Stages Questionnaire (ASQ) around the developmental domains that align with the Early Developmental Index</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|---|----------------|-----------------------------|
| | | | <p>(EDI) and Foundations (standards for preschool) for our preschool scholars. We continue provide the Learning Link, Young Essential Scholars (YES) Newsletter, Early Developmental Index (EDI) brochure, Ready4K mobile application, Help Me Grow parent forums (both in English and Spanish) and LJSD Learning Link website as programs and resources to serve our families in the 2022-2023 school year. We are excited to see growing numbers participate in all areas, especially our Learning Link. We also held our first parent professional development on Gross and Fine More Skill that was selected based on a vulnerable area for readiness</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|--|--|
| | | | according to our EDI data. | | |
| <p>Agendas and Minutes from the Early Childhood Leadership Team.</p> | <p>The agendas and minutes from the 2020-2021 school year reflect the initial planning of this group for reaching out to engage stakeholders to help develop the vision and plan for early literacy within Lowell Joint. The committee includes primary teachers, a principal, the district nurse, various other district personnel, parents, and community members to support outreach to families with children ages 0-5 that are not enrolled within our school system.</p> | <p>The 2021-2022 agenda and minutes are ongoing reflections of the work completed with the diverse Early Childhood Leadership Team. With the new Universal Pre-Kindergarten plan, the team has added new members to include educators and staff representative of the P-3 alignment. An Early Childhood Program Coordinator has been hired to oversee the planning and implementation of UPK in LJSD for the 2022-2023 school year including the support for opening of two preschools, learning link and other resources to support families and with children ages 0-5. The California State Preschool Program application has been</p> | <p>The 2022-2023 agenda and minutes are ongoing reflections of the work completed by our ECLT. We met both as a group and within smaller groupings to assess data and discuss ways to enhance programs and resources to support our families with children ages newborn to five. Our newly hired Early Childhood Program Coordinator worked with Early Learning Specialist and Preschool Team to support both the fee based and state funded preschools at two our our elementary settings. Based on parent need, we shifted one preschool to be full school day while the other was part day with morning and</p> | <p>In 2023-2024 we continued to meet as a collective team but also found that with the ECAP action steps, there are smaller teams or partnerships that meet based on need. Our collaborative work is shared at ECLT team meetings.</p> | <p>The Early Childhood Leadership Team will continue to assess data around the needs of our early learners and their families to develop programs and connect families with resources to support school readiness.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|---|--|----------------|-----------------------------|
| | | submitted with hopes to offer both fee based and state funded preschools. | afternoon classes. In the 2022-223 school year we had 52 total scholars at our preschool. We had 93 families participate in the Learning Link. We had 23 families participate in our Family Night. Based on data from our Early Developmental Index (EDI), the team members focused on health as well. We used organizations to help with vision checks, dental screening and presentations, as well as developmental screenings. We held a parent night based on data around EDI to support families with a increased knowledge around gross and fine motor skills. We developed a skill builder kit for families that provided activities to support gross motor skills. We will continue to use our data to enhance | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|--|---|
| | | | programs and resources in the 2023-2024 school year. | | |
| Data from Constant Contact for Newsletters and Brochures with Early Literacy Information; Participation with Ready4K | The Early Literacy Teacher on Special Assignment (TOSA) has begun sending out newsletters through Constant Contact and is developing a brochure to support parents with understanding developmental milestones for early learners. There are 58 participants signed up to receive monthly newsletters after initial emails to staff and parents. Ready4K licenses have been purchased with 47 people currently signed up to receive weekly texts with activities and information for parents targeting the specific ages of their children. | The Early Literacy Teacher on Special Assignment (TOSA) uses the Young Essential Newsletter (YES) to share programs and resources to support families. We have increased to 70 participants. We went from a monthly newsletter to a quarterly newsletter and strategically provided activities, community based programs, information linked to the Early Developmental Index (EDI) to inform families on ways to support their child with age appropriate kindergarten readiness resources. Using data from the Early Developmental Index (EDI), a informational brochure on a domain (Gross | We continue to offer both the Young Essential Scholars (YES) Newsletter and Ready4K text messaging application to our families. We have 80 families receiving the newsletter and over 11000 text messages and 600 custom messages delivered to our Ready4K families. The Newsletter continues to provide activities, community opportunities and information about developmentally appropriate resources for our families with children ages newborn to five. We highlight the vulnerable areas outlined our EDI data with helpful information about the domains (Physical Health & Well Being, | The use of the Young Essential Scholar Newsletter (Y.E.S), Ready4K Text Messaging and Skill Builder Kits are resources that our team utilizes to emphasize and have a lens on early childhood. We have 90 families linked to our newsletter. The Ready4K free text messages continues to be sent to our 96 participating families with over 17,000 messages linked to tips on building skills in SEL, math, and literacy aligned to the developmental age of the child. With this application we can send other messages to these families. We have been able to provide over 700 custom messages to date. | Data from Constant Contact and Ready4K will show an increase in the number of families subscribed to these resources. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|---|---|
| | | <p>and Find Motor Skills) was developed to support families in both English and Spanish. This brochure also offers easy activities linked to various ages to guide parents/guardians in ways to support their child in this area. This brochure is shared at our Learning Link, our collaborative and community providers build awareness around the current data. The data for Ready 4K indicates that over 4000 text messages and 500 custom messages have been delivered to our participants related to curriculum developed for their child.</p> | <p>Social Competence, Emotional Maturity, Language & Cognitive Development, and General Knowledge & Communication) along with various ways to support their child with school readiness skills. Similarly, the text messaging application aligns with the developmental domains and provides families with 3 messages a week linked to the age of their child/children, with a fact, tip and activity for a specific domain. Using information from our surveys on the newsletter we also developed a skill builder and parent night focused on interest around gross and fine motor skills.</p> | | |
| Sign-ins to document parent involvement in the Learning Link. | The Learning Link has not opened yet, so we have no data. | A google form for registration of participation in the Learning Link is used to collect information | In the 2022-2023 school year we used google survey for registration of the Learning Link. We | In the 2023-2024 school year we decided to continue using Google Forms for registration as well | Parents will regularly make use of the Learning Link to build school readiness skills in children ages 0-5. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|--|---|--|-----------------------------|
| | | <p>about families and their child. Our Aeries data base tracks attendance of families attending the Learning Link, We currently have 50 families participating in our Learning Link on a regular basis. Due to high levels of participation and limited space we have 12 families a day with outdoor Fun Physical Fridays with a focus on gross and fine motor skills with 30 participating families. We have increased our Instructional aide form 10 hours to 15 hours and now 18 hours to meet the demand and hope to increase next year at various school sites.</p> | <p>decided to have 6 week sessions in order to maximize the number of slots we could offer families in the district and surrounding areas. We then used google documents as a tracking of attendance. The google documents and survey are housed in a shared drive for the team. We had 94 families participate in our Learning Link this year. We offered 6 sessions throughout the year with 2 classes on Monday/Wednesday and 2 classes on Tuesday/Thursday. We also had a Hop Into Spring (38 families in attendance) and End of the Year Celebration (42 families in attendance) at the park and had similar Fun Friday activities that we did in the 2021-2022 school</p> | <p>as a Google spreadsheet for attendance. We have added another form to track phone calls and emails related to enrollment, absences and feedback around parent/guardian participation in the Learning Link. As well, our Learning Link facilitator used Class Dojo to communicate with families. We find these tools useful in tracking data as well as cohesiveness with team members. We can contact parents when absent to check in and see if there is any support needed.</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|---|--|--|
| | | | <p>year. We did an end of the year survey for families to gather more data with 46 participating of the 94 to get feedback. Due to increase in numbers, we are looking at ways to open a second Learning Link in the new school year. We are also considering the use of Aeries again to track families and will work with our analyst to compare data collection and determine the best system to utilize.</p> | | |
| <p>Enrollment in the preschool program.</p> | <p>The preschool program has not opened yet. A for-fee option is being developed for the beginning of the 2022 year with the potential for a state-funded preschool should funding become available.</p> | <p>Two preschool locations have been strategically determined by leadership for the 2022-2023 school year. There will be 48 spaces at both campuses with a goal of 24 fee based and 24 state funded spaces for our LJSD families. (LJSD re-applied for a state</p> | <p>Because the demand from families was more for a full-day program, we enrolled the 4 year olds in CSPP slots at one site in order to extend the time using ELOP funds to provide more of a full day option. This meant limiting the number of CSPP slots we used at the one site. We did not</p> | <p>Preschool opportunities have expanded to three campuses while offering both CSPP and Fee-Based programs for part day and full day experiences. Of the 96 slots available, we eliminated 24 by converting them to the full day option when</p> | <p>All slots within a for-fee and/or state-funded preschool will be filled to provide support for our earliest learners.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|--|--|
| | | <p>funded program) We did open a Learning Link in October of 2022 to serve families with spaces limited to 12 using some of the First 5 funds to hire an instructional aide to facilitate learning with parents/guardians and their children in activities linked to Kindergarten readiness. With growing demand our Learning Link plus Fun Physical Friday is up to 12 families a day and is serving 48 families with children ages 0-5 years old.</p> | <p>receive the contract from the state until November which also made enrollment challenging. Of the 96 slots available, we eliminated 24 with the more full day option. We had approximately 60 students with capacity for 72.</p> | <p>we opened the 3rd preschool at Macy. We currently have 73 students with capacity for 72 CSPP funded and a few additional For-Fee.</p> | |
| <p>Attendance at and implementation of professional development around language acquisition as measured by sign-in sheets, classroom observation and ongoing coaching.</p> | <p>While many of the teachers attended training in OCDE Project GLAD in 2013-14 and 2014-15, there has not been any follow up. Additionally with many new staff in the district over the last 6 years, a number of people need to attend the initial 2-day training and the 4-day</p> | <p>In the 2021-2022 school year there has been a shortage of substitute teachers thus having an impact on the opportunities for professional development. We were able to have another 2 Day Research and Theory training for GLAD with 8 additional</p> | <p>In the 2022-2023 school year we continue to face a shortage of substitute teachers thus having an impact on professional development. We continue to provide resources and support using the TOSA Newsletter and Google Site with</p> | <p>In the 2023-2024 school year, we continue to strategically support teachers with professional learning opportunities around language acquisition. We utilize the TOSA newsletter and Google Site to highlight specific strategies lined to language</p> | <p>All teachers will have attended both the initial 2-day training and the 4-day demonstration for OCDE Project GLAD. In addition, regularly scheduled follow up sessions will be provided along with in-class modeling and coaching by the Early Literacy TOSA who is</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|---|---|--|
| | <p>demo. Eight teachers attended the 2-day in June of 2021.</p> <p>A google site was started to provide resources across grade levels that is specific to the implementation of OCDE Project GLAD within Lowell Joint</p> | <p>participants. In addition, we continue to provide resources and support through the TOSA Newsletter and Google Site specifically focusing on high impact strategies to support listening, speaking, reading and writing across the grade levels. Planning efforts for the 2022-2023 school year are to have opportunities to offer the initial 6 day training and follow up during the summer and school year as well as after school. The TOSA has specific time allocated for teacher support, modeling of strategies and coaching in daily schedule.</p> | <p>specific strategies that are part o the GLAD (Guided Language Acquisition Design) focusing on listening, speaking, reading and writing strategies across the grade levels. We did provide 2 after school professional developments for the middle school educators around language acquisition specifically around designate and integrated English Language Development In additions, we did use the Early Development Index data to determine that both language skills related to social competence and communication were vulnerable areas for our children. We had a professional development for our preschool and TK instructional aides that was provided by</p> | <p>development and linguistic supports (sensory, graphic and interactive) for our multi-language learners. During our district-wide professional development days, we provided sessions in math and language arts with Guided Language Acquisition Design (GLAD) strategies linked to district curriculum. Our TOSA has met with various grade levels to plan standards based units while modeling and co-teaching language acquisition strategies. With a lack of substitutes, it was difficult to provide for 6 days of sub coverage to complete training in Project GLAD for the teachers who need to make up the initial training or who are new to the district.</p> | <p>also a trainer for OCDE Project GLAD. Implementation by teachers is clearly evident through artifacts within the room and shared resources developed by teachers in on the google site.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|--|----------------|-----------------------------|
| | | | professor Jennifer Kinkle to support educators on ways to enhance communication and social skills. | | |

Goal Analysis

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

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

All actions and services were implemented. The Early Learning TOSA continues to support the First Five grant in terms of deliverables including the operation of the Learning Link. We were able to service over 105 families this year through the various sessions of the Learning Link. The parents continue to be a tight-knit community. A Parent Cafe was added this year for additional supports. We created both a survey and vision board to collect data on areas linked to EDI that parents/guardians need support to prepare their child/children for school. We bring in community providers to share information related to key areas that parents/guardians have requested (Example: Help Me Grow - Deanna Parga shared about research linked to the Importance of Play) to our Parent Cafe meetings and record the meeting to post on our webpage and share with families in our district. All programs and resources align with the Early Developmental Index (EDI) with an emphasis on vulnerable areas according to the data. With this data we have developed skill builder kits to provide for families through our programs and at community events. Our preschool teachers are now trained to administer the Ages and Stages Questionnaire (ASQ) that aligns with the developmental domains on the EDI and Foundations, preschool standards. We use the Ready4k text applications and Young Essential Newsletter as vehicles for resources for families linked to early childhood and community partnership events. We continue to update the LJSD webpage dedicated to early childhood with information, resources and programs to support families with children ages newborn to 5. We are also using social media to share the various resources, programs and events and celebrations. We are collaborating with the La Habra Little Learners at community events such as the Proclamation of Young Children Week and the Citrus Fair to focus on ways parents/guardians can support their young learners at home for school readiness. Based on feedback from our families, we were able to shift to full-day, part-year offerings in CSPP once the state approved this option. Also based on parental input, the Learning Link sessions run every 6 weeks to encourage more families to participate. This year we had 60 spaces every 6 weeks that have been full with a waiting list of families.. We were able to serve 105 families this year using the Learning Link as a safe place to engage in school readiness activities. The Early Learning TOSA and Coordinator for Early Learning met with preschool and TK teachers to explore the EDI data and discuss implications for the classroom. Based on feedback, we were able to provide sensory bins for fine and gross motor development that aligned with our EDI data. We were also able to provide doll houses to foster social play opportunities for our young scholars. We continue to use skill builder kits as resources for our Learning Link, Preschool and TK families emphasizing the various ages and focused on vulnerable

areas on the EDI. We also work with First 5 and our community task forces with the skill builder kits to share at community events. The First 5 deliverables are constantly reviewed and new actions steps guide the work of the ECLT and our ongoing agenda items. We also use the vision board that was created by our Parent Cafe participants to look at the glows (areas of strength) and grows (areas of need) to celebrate successes and determine next steps. The Y.E.S Newsletter continues to house resources, activities and events that families can find helpful for building school readiness skills. There is always information about EDI data to help families have a better understanding of the data along with developmentally appropriate activities. Also for parent engagement, we have a video for families that register for the Learning Link with expectations for participation both for the parent and for the facilitator so that families know more about the Learning Link. We also offer family events such as our Fall Fun, Winter Celebration, Hop into Spring, and end of the year celebrations for our Learning Link participants. We are inviting 138 families to the event that will be held at a nearby park and will have activities linked to EDI. We offer these events as opportunities to gather together to celebrate while focusing on music and motor skills aligned with our EDI data. We were unable to fund a second Learning Link, but with our collaborative work with the La Habra Little Learners, we will be offering Fun Physical Fridays again beginning in the summer.

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

As mentioned for Goal 1, salaries have been adjusted to reflect an 11% raise across the board. This resulted in a \$70,000 increase to the costs associated with the Transitional Kindergarten aides in 2.5. In reconciling expenditures, the personnel for the Learning Link seems to be coded elsewhere, so there is a \$20,000 difference in connection to that salary. The coding will be adjusted and reflect on the budget for the end of the year. The same is true for expenses around community engagement. Ready4K was purchased and the newsletter dispersed along with other resources provided for parent support. The expenses will be coded to their appropriate goal and action item, but this is approximately a \$30,000 difference.

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

Using information from surveys, we continue to develop skill builders focused on interest in gross and fine motor skills. We continue to have an overflow of parents interested in attending our Learning Link, so we are continuing to explore the possibility of opening a second one. We plan to pull data on the groups of students in the Learning Link who completed TK to determine some of the effects of participation in the Learning Link. We will be setting up a system for tracking this information to evaluate effectiveness moving forward. We have a small number of students from the 2021-2022 school year when we opened on January for 5 months. Now that we have a larger group to follow for next year, we want to organize the data collection for evaluation. Having a TOSA to manage the deliverables of the First Five grant continues to be invaluable. Again this year, she was able to connect with community partners to provide glasses for students, dental and vision screenings, and other supports and resources for our youngest learners. She continues to facilitate the Early Childhood Leadership Team (ECLT), which drives the priorities for implementation of the grant through analysis of the Early Developmental Index (EDI) data. Additional community partners and parents/grandparents have been added to the group to provide more feedback on how we can best meet the needs of the 0-5 age span. The programs and services continue to grow, which is exciting to see. The Early Learning Coordinator continues to oversee preschool programs and other elements of UPK (Universal Pre-Kindergarten), which allows for a strong foundation in early literacy

that impacts the school readiness levels of our incoming and continuing students. In making progress toward this goal, there were some specific areas of effectiveness in providing early literacy opportunities to our youngest students. Preschool opportunities have expanded to three campuses, offering CSPP and Fee-Based programs. Also, the Ready4K program continues to serve families, with over 17,000 messages sent linked to skill-building tips. Additionally, over 700 custom messages were provided. The district was also effective in the continued support to teachers with professional learning opportunities around language acquisition. A challenge when looking at Goal 2 is monitoring our 3-year plan and expanding the program to ensure we can keep up with the need for early intervention. Although the overall training has been provided, due to a lack of substitutes, completing the 6-day training for Project GLAD for all teachers, including those new to the district, was challenging. This impacted the ability to provide comprehensive training and follow-up support.

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.

In expanding community partners, we will be working with the local library next year among others to provide additional activities for families in building school readiness skills. We are also exploring the best way to track data since we now have a full year of information on students completing Transitional Kindergarten who attended either the Learning Link or preschool (or both) to see how they are doing in comparison to students who did not participate in these programs. The Parent Cafe will be used to work with families directly involved with the Learning Link and Preschools to provide a safe place to dialogue and discuss ways to enhance our work in serving the 0-5 population and families. A recently completed survey identified five interested parents/guardians who will meet monthly next year to explore enhancing supports for families based on EDI (Early Developmental Index) data. Parents have also asked for extended opportunities with the Learning Link, so in collaboration with the La Habra Little Learners, we will also offer Fun Physical Fridays at a local park beginning in the summer months. Parents will also have access to a health mobile at these Friday events for developmental screenings and access to resources from the La Habra Collaborative such as diapers. We are working on a google map that can be posted on the website to indicate community programs and resources for families as a place to find free/low cost support. We currently do not collect data about the skill builder kits that have been distributed to support skill development for our Learning Link, preschool, and TK families. We will be providing a survey at the end of the year to collect data about the skill builder kits and their impact. While they are distributed at the beginning of each six-week Learning Link session, they have not been provided as frequently for preschool and TK which can be expanded for next year in addition to distribution continuing at community events. We are looking at ways to better track participation in the Learning Link, thus conversations about Aeries will start to determine the best system to utilize.

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 | Modernization and Maintenance of Facilities |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|---|---|--|
| Board agendas and minutes Bond Oversight Committee agendas and minutes | The Facilities Master Plan will be Board approved and implementation will begin with regular updates to the Board of Trustees on progress. | The Facilities Master Plan was Board approved and implementation is monitored with regular updates to the Board of Trustees on progress. | Implementation of the Facilities Master Plan is monitored with regular updates to the Board of Trustees on progress. | The Facilities Master Plan continues to be monitored and updated with regular reporting to the Board of Trustees on progress. | Identified timelines for priorities within the Facilities Master Plan will be met including projects completed under the bond. |
| SARCs and FIT Reports | All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in “Good Repair” or higher. | All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in “Good Repair” or higher. | All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in “Good Repair” or higher. Two received “Exemplary” status. | All school sites were inspected in the Fall of 2023 using the Facilities Inspection Tool (FIT) to ensure that facilities are in “Good Repair” or higher. Two received “Exemplary” status. | All school sites will continue to receive a “Good Repair” or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs) |
| Board agendas and minutes Bond Oversight Committee agendas and minutes | Three of the sites have completed the scope of work identified in the bond with some additional district-funded work being completed in | Jordan is now completed (4th of 6 sites) and Meadow Green is moving to the Maybrook site for the 2022-23 school year. | Meadow Green is now completed (5th of 6 sites) and Rancho Starbuck is moving to the Maybrook site for the 2023-24 school year. | Rancho Starbuck has been temporarily relocated to the Maybrook campus and bond-related work has begun with projected completion | All schools will have completed the work identified in Measure LL including new roofing, HVAC systems, and the associated electrical |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|---------------------------------------|--|
| | the summer of 2021 (marquees, painting). | | | prior to the end of this school year. | and plumbing. Some sites also required updated piping for sewer lines. Additional district-funded projects will be completed including marques, painting, and water bottle filling stations. |

Goal Analysis

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

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

There were no substantive differences and the actions outlined in the bond measure and Facilities Master Plan are being completed and monitored regularly. Work is actually ahead of schedule because of the construction that was completed during Covid with no students present on campus. The HVAC systems have been updated at all sites with the Rancho Starbuck being completed in the 2023-2024 school year. The associated electrical and plumbing have also been completed at all elementary sites with Rancho's scheduled for completion in June of 2024. The Facilities Master Plan is revised regularly to leverage additional projects as other work is completed ahead of schedule and under budget.

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.

None of the Action Items in this particular goal are contributing to increased and/or improved services. While there are always fluctuations in budgeted expenses and actual expenditures with large construction projects, these are documented in Board agenda items on a regular basis for things like change orders and/or monitored by the Citizens Oversight Committee for the bond. Because the construction has proceeded at a faster pace than originally planned with the ability to work during Covid on campuses with no students present, the costs related to the bond are actually well under budget, which is saving taxpayers approximately 7 million in costs over the life of the bond.

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

The Bond Oversight Committee monitors the progress and expenditures of bond monies to ensure that the district is on target with meeting goals identified within the bond. The work at all sites has been completed ahead of the original schedule for the bond. All schools were in "Good Repair" or higher on the current School Accountability Report Cards. Regular updates on the Facilities Master Plan are provided to the Board at both Board meetings and through weekly communication. The updated HVAC systems along with electrical and plumbing upgrades have been vital to the overall functioning of the schools on a day to day basis. The addition of new buildings at Jordan was a critical component in creating space for both the Dual Language program and the additional TK and preschool classrooms. Modernization of the facilities was an absolute must for the safety of students and staff, which the bond allowed on an expedited timeline. It also freed up district resources to then supplement projects by adding things like water bottle filling stations, marquees, and other much needed facility upgrades for buildings that are all over 60 years old. In making progress toward this goal, there were some specific areas of effectiveness in modernizing and maintaining our facilities. The Facilities Master Plan continues to be monitored and updated with regular reporting to the Board of Trustees. This ensures transparency and accountability in the execution of the plan. All school sites were inspected in the Fall of 2023 using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher. Notably, two schools received "Exemplary" status, indicating a higher standard of facility maintenance.

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.

There continue to be additions to the scope of work outlined in various plans as projects come in under budget. This frees up funding to support things like the additional water bottle filling stations mentioned above that might otherwise be delayed based on higher priority items. Two required state initiatives, Universal Pre-Kindergarten and Expanded Learning Opportunities, are still creating space issues throughout the district due to high demand. The addition of preschool classrooms (3 total now) and the need for space to run before and after school programs is requiring the sharing of spaces for multiple uses, which is not always conducive to the various programs using the space. Where this is an issue, we need to look at viable options for how to potentially increase space on campus while working within required guidelines from DSA or reconfigure spaces for better usage. This will continue to be an issue if the state moves forward with plans for a 10-1 ratio for Transitional Kindergarten.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 4 | In order to meet the unique academic, behavioral, and social emotional needs of all students, a Multi-Tiered System of Support (MTSS) will continue to be expanded and refined. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|---|---|
| California School Dashboard English Learner Progress Indicator (ELPI) ELPAC Data Las Links iReady Data | Roughly 48% of English learner students were making progress towards English Language proficiency in 2019 on the English Learner Progress Indicator. In the 2018-2019 year, we had 19% scoring well-developed (4) on the ELPAC and another 44% at moderately developed (3). We have current data for our 3rd-8th grade students with 19% still at the well-developed (4) on the ELPAC and another 36% at moderately developed (3) for 2021. We do not have the TK-2nd grade | Students took 3 Diagnostic Tests this year. In a sampling of our EL students, 91% of our students have increased performance from Diagnostic 1 to Diagnostic 3. 40% of the students exceeded the typical growth, and of those, 32% exceeded the stretch growth, which works to support closing the achievement gap. For students in grades 3-8, 33% scored at the moderately developed level with 21% well-developed. This is an overall of 54%, which is about | In a sampling of our EL students, 91% of our students have increased performance from Diagnostic 1 to Diagnostic 3. 40% of the students exceeded the typical growth, and of those, 32% exceeded the stretch growth, which works to support closing the achievement gap. On the 2021-22 ELPAC for students in grades 3-8, 36% scored at the moderately developed level with 16% well-developed. This is an overall of 52%. On the 2022-23 ELPAC | 50.3% of English learners made progress towards English language proficiency, which is an increase of 5% over the prior year. 50.3% increased one level on the ELPI with 29% maintaining their level from the prior year. 21% decreased at least one level from the prior year. On the 2022-2023 Summative ELPAC, students in grades 3-8 scored with 15.21% at Level 4 (well-developed); 41.94% at Level 3 (moderately developed); 25.81% at Level 2 (somewhat developed); and | 60% of English Learners will be making progress towards English language proficiency with 25% scoring well-developed and 50% at moderately developed. For the summative ELPAC, we would like to increase the number of students scoring at the well-developed range by 5% while also increasing those in the moderate range by 5% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------|--|---|--|---|---|
| | scores for 2021 from the state as of yet. | the same as our baseline year. | for students in grades 3-8, initial results show that 42% scored at the moderately developed level with 16% well-developed. This is an overall of 60%. 29% of our students maintained ELPI Levels and 45% of our students progressed at least one ELPI level. | 17.05% at Level 1 (beginning stage). | |
| SBAC Data | For ELA, 23% of English learners met or exceeded the standard with only 16% in mathematics. This is in comparison to English only students with 64% meeting or exceeding the standard for ELA and 56% for mathematics. | Current data is not available for SBAC. Using our benchmark iReady data, we show that 91% of our EL students increased performance in ELA and 70% increased in their performance in Math. | For 2022, ALL students scored 47% who met or exceeded the standard on the CA Dashboard in ELA and 33% in Math. English Learners performed with 12% met or exceeded in ELA and 10% in Math. When Spring of 2023 data becomes available, new data will be analyzed to determine if additional actions are necessary. | For 2023, 55.71% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 45.43% in mathematics. English Learners performed with 14% met or exceeded in ELA and 13% in Math. ALL students had an overall growth of 9% in ELA and 12% in Math. EL students had an overall growth of 2% in ELA and 3% in Math. | To close the achievement gap while still raising achievement levels for all students, English learners will need to gain 5% each year with English only students gaining at least 2% in both ELA and mathematics. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------|---|--|--|---|--|
| Dataquest- Reclassification Rates | 19% of students were reclassified in the 2020-2021 school year, which is well above LA county at 8.1% and the state at 8.6%. | We don't have new RFEP rates for 2021-22 from Dataquest at this time. We reclassified 59 students with the potential for a few more in the next few weeks as CAASPP scores become available. | DataQuest reports a 2021-22 Reclassification Rate of 15.5%. Based on current ELPAC reports, our RFEP rate for the 2022-23 school year is 16%. | DataQuest reports a 2022-23 Reclassification Rate of 8.0%. The county rate for Orange County is 18% while the state is 16%. We have had significantly fewer English learner students with only 6.8% of our total population currently identified as ELs. We will need to look at the data from CalPads since we reclassified 30 out of 186 students, which is 16.13%. | Reclassification rates will remain above both county and state rates. |
| iReady Data | <p>An initial diagnostic will be administered by September of 2021 since this is a new assessment system. From this, both goals and stretch goals will be determined for each student.</p> <p>iReady data will allow us to track Spanish proficiency for our Dual Language students, which we</p> | <p>Students took 3 Diagnostic tests throughout the year and showed substantial growth. In ELA:</p> <p>August: 17% Above Grade Level Most Recent: 39% Above Grade Level</p> <p>August: 21% On Grade Level Most Recent: 20% On Grade Level</p> | <p>Students took 3 Diagnostic tests throughout the year and showed substantial growth. In ELA</p> <p>August 2022: 19% scored above grade level Most Recent: 42% scored above grade level</p> <p>August 2022: 20% scored on grade level</p> | <p>Diagnostic 1 Assessment Period: 08/17/2023 - 09/15/2023</p> <p>Reading Diagnostic 1: Total Students Assessed: 2,800 Total Students at Mid or Above Grade Level: 589 (21%) Total Students Early On Grade Level: 535 (19%)</p> | <p>80% of students will meet their goals with 30% completing stretch goals. These numbers will be re-evaluated upon training within the system and monitoring growth over the first year of implementation.</p> <p>60% of Spanish learners will be making progress</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|--|---|--|
| | <p>have not done in the first 2 years of the program with a formal assessment tool.</p> | <p>Total moved from 37% on or above grade level to 60% MATH: August: 5% Above Grade Level Most Recent: 27% Above Grade Level August: 14% On Grade Level Most Recent: 21% On Grade Level Total moved from 19% on or above grade level to 48%</p> | <p>Most Recent: 20% scored on grade level Total moved from 39% on or above grade level to 62% MATH: August 2022: 7% scored above grade level Most Recent: 31% scored above grade level August 2022 14% scored on grade level Most Recent: 21% scored on grade level Total moved from 21% on or above grade level to 52%</p> | <p>Total Students One Grade Level Below: 1,043 (37%) Total Students Two Grade Levels Below: 332 (11%) Total Students Three or More Grade Levels Below: 301 (10%) Math Diagnostic 1: Total Students Assessed: 2,784 Total Students at Mid or Above Grade Level: 204 (7%) Total Students Early On Grade Level: 421 (15%) Total Students One Grade Level Below: 1,438 (52%) Total Students Two Grade Levels Below: 410 (15%) Total Students Three or More Grade Levels Below: 311 (11.16%) Reading Diagnostic 2: January 8, 2024 - January 31, 2024 Total Students Assessed: 2,798</p> | <p>towards Spanish Language proficiency in alignment with our goal for developing English proficiency with our English learners. This may be adjusted after baseline data is gathered in the fall of 2021.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|---|-----------------------------|
| | | | | <p>Total Students at Mid or Above Grade Level:983 (35%) Total Students Early On Grade Level: 670 (24%) Total Students One Grade Level Below: 731 (26%) Total Students Two Grade Levels Below: 198 (7%) Total Students Three or More Grad Levels Below: 216 (8%)</p> <p>Math Diagnostic 2 Assessment Period: January 8, 2024 - January 31, 2024 Total Students Assessed: 2,799 Total Students Mid or Above Grade Level: 504 (18%) Total Students Early On Grade Level: 646 (23%) Total Students One Grade Level Below: 1,216 (43%) Total Students Two Grade Levels Below:203 (7%)</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|---|---|
| | | | | <p>Total Students Three or More Grade Levels Below: 230 (8%)</p> <p>How have relative placements changed from fall to winter? Reading: +19% Students into Early On Level or Above Math: +19% Students into Early On Level or Above</p> | |
| <p>Professional Development records Classroom Observations</p> | <p>All teachers hired before the pandemic have been trained in Thinking Maps with 2 additional days in Write from the Beginning.</p> <p>8 teachers hired after 2015 were trained in the 2-day Research portion of Project GLAD with the 4-day Demonstration scheduled for the fall since all elementary teachers were trained in 2013-2015.</p> | <p>Teachers continue to utilize Thinking Maps and Write from the Beginning to support student growth in the the area of writing and organizing thoughts.</p> <p>All trained teachers demonstrate the ability to implement GLAD strategies in their classroom as a way to support language acquisition based on classroom observations by Principals.</p> | <p>Teachers continue to be go through professional development to be GATE certified and integrate depth and complexity strategies.</p> <p>They utilize Thinking Maps and Write from the Beginning to support student growth in the the area of writing and organizing thoughts.</p> <p>All trained teachers demonstrate the ability to implement GLAD strategies in</p> | <p>Most teachers have gone through professional development to be GATE certified and integrate depth and complexity strategies.</p> <p>We had Thinking Maps and Write from the Beginning specific professional develop come in to support teachers so they can support student growth in the the area of writing and organizing thoughts.</p> | <p>All teachers will be trained in both Thinking Maps and Write from the Beginning.</p> <p>All teachers will have been through both the 2-day and 4-day portions of Project GLAD training and a system of ongoing follow-up and coaching will be in place to support implementation.</p> <p>All teachers will be trained in Explicit,</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|---|--|
| | All teachers hired before the school closures were trained in Explicit, Direct Instruction (EDI). | Teachers continue to use EDI strategies in the classroom to best support their instructional practices. This is something that is used in teacher evaluations to show teacher effectiveness and stay in line with the CA standards for teaching. | <p>their classroom as a way to support language acquisition based on classroom observations by Principals.</p> <p>Teachers continue to use EDI strategies in the classroom to best support their instructional practices. This is something that is used in teacher evaluations to show teacher effectiveness and stay in line with the CA standards for teaching.</p> | <p>All trained teachers continue to demonstrate the ability to implement GLAD strategies in their classroom as a way to support language acquisition based on classroom observations by Principals.</p> <p>Teachers continue to use EDI strategies in the classroom to best support their instructional practices. This is something that is used in teacher evaluations to show teacher effectiveness and stay in line with the CA standards for teaching.</p> | Direct Instruction (EDI). |
| Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism Middle school drop out rate | Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism. | Letters were automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism. Some adjustments | Chronically Absent Letters were automatically generated in Aeries on the 3rd, 5th, and 9th absence to notify parents for both truancy and chronic absenteeism. At that | <p>Principals are given Chronic Absentee lists each month to follow up with students.</p> <p>Current attendance data within Aeries as of month 9 shows an average cumulative</p> | <p>Continue to generate letters and monitor student attendance.</p> <p>All students who are severely chronically absent (more than 25% of days enrolled)</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|--|---|---|--|
| | <p>One student was taken through the SARB process prior to school closures.</p> <p>Principals are given monthly Chronic Absentee lists to follow up with students. This is monitored along with the percentage of students chronically absent, the overall attendance rate, and the middle school drop out rate to measure student engagement.</p> <p>With the change in attendance protocols for the 2019-2020 school year, no P2 data was available, However, prior to the school closures in March we were on target in month 7 with about 96% attendance based on a query of attendance within Aeries.</p> | <p>were made with the number of students required to quarantine/isolate multiple times due to Covid regulations, which would otherwise have resulted in identification as chronically absent.</p> <p>Principals were regularly given Chronic Absentee lists to follow up with students.</p> <p>Current attendance data within Aeries as of May 2022 shows an average attendance of 94.2% with a range from 91.84% to 95.76% between the six sites. Given the extreme number of students who experienced one or more quarantine/isolation experiences due to Covid, this is not surprising.</p> | <p>time, the School Attendance Review Team puts the student on an attendance contract. Schools used tiered intervention strategies to support students and families. SARB Meetings are scheduled after the 12th absence.</p> <p>Dataquest reports our Chronic Absentee rate at 16.6% for the 2021-2022 school year, which is a significant increase from 2020-2021; however, the comparable state and county percentages at 30.8% and 21.3% respectively, indicate that our systems and supports are still working in this different climate relatively speaking. The 2022-23 data is not available on Dataquest as of yet: however, we had approximately 550 students (including</p> | <p>attendance of 94.55% districtwide.</p> <p>We have had no drop outs in the 2023-2024 school year to date.</p> <p>The Chronic Absentee rate for 2022-23 settled at 18%, which was a slight increase overall for the district. This continues to be an area of concern that we are working to address.</p> <p>Sites continue to send letters for Chronic absenteeism and truancies including SARB referrals for attendance at SARB meetings with the District Attorney.</p> | <p>will begin the SARB process.</p> <p>Principals will continue to receive monthly lists of chronically absent students as well as those in danger of becoming chronically absent to engage in preventative measures.</p> <p>Attendance rates will continue to be at 96% or higher.</p> <p>The Chronic Absentee rate will be less than 3% overall with significant student groups being no more than 5%.</p> <p>Maintain the drop out rate at less than 1% for middle school students.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
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| | <p>Because of the school closures in March of 2019, there is not a direct comparison point for Chronic Absenteeism on the CA Dashboard. However, SARB documentation for the county shows a rate of 4.34%. This is an average across all grade levels.</p> <p>We had no drop outs in the 2019-2020 school year.</p> | <p>We had no drop outs in the 2021-2022 school year.</p> | <p>those who left the district) who were chronically absent. This is about the same as 2021-2022 so we anticipate the percentage will be similar for 2022-23.</p> <p>Principals were regularly given Chronic Absentee lists to follow up with students.</p> <p>Current attendance data within Aeries as of May 2023 shows an average attendance of 92% districtwide.</p> <p>We had no drop outs in the 2022-2023 school year.</p> | | |
| <p>CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)</p> | <p>To focus on the specific needs of our Foster Youth, low income (specifically Homeless), and our English learners, support personnel check-in regularly with these students and</p> | <p>Support of our Foster Youth, Homeless, and EL students was provided by support personnel through phone calls home, emails, work with students on campus, intervention</p> | <p>Support of our Foster Youth, Homeless, and EL students was provided by support personnel through phone calls home, emails, work with students on campus, intervention</p> | <p>CREW is now called the CARE program. CARE stands for Counseling and Resource Enhancement, and the CARE Team consists of 1 counselor, 4 full-time</p> | <p>Support staff will continue to meet regularly with Foster Youth, low income (specifically Homeless), and English learners to monitor progress academically,</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------|---|---|---|--|---|
| | <p>document contacts and any necessary supports to ensure both student engagement and success. Quarterly reports are generated to summarize the meetings held and review any identified needs.</p> | <p>throughout the school day, counseling, and peer tutoring.</p> | <p>throughout the school day, counseling, and peer tutoring.</p> <p>Students have also been offered a tuition free extension of the school day through the Expanded Learning Opportunities Program in which intervention and enrichment have been provided.</p> | <p>psychologists, 10 paid psych interns, 7 paid counseling interns, a program specialist, the Director of Special Ed, and an Intern Program Director. All unhoused students, foster youth, and English learners are regularly met with by team members. There had been 1,096 contacts as of December 2023. and we should have year-end numbers within the next two weeks as school ends.</p> | <p>behaviorally, and socially to make any necessary adjustments to supports.</p> |
| <p>Suspension and Expulsion Rates</p> | <p>Due to school closures in March of 2019, there is not a direct comparison point on the CA Dashboard for suspensions and expulsion rates. However, we had no expulsions and a 1.6% Suspension Rate reported on Dataquest for the 2019-2020 school year.</p> | <p>There were no expulsions in the 2020-2021 data reported from Dataquest with only 6 suspensions across the district for a .2% suspension rate. This is partly driven by distance learning with no students in person for a significant chunk of the year.</p> | <p>There were no expulsions in the 2021-2022 data reported from Dataquest. There were 90 suspensions across the district for a 2.3% suspension rate. This is lower than the state average and 0.1% above the County average.</p> | <p>The overall suspension rate for the district was 1.8% for the 2022-23 school year and there were no expulsions. There have been no expulsions to date in the current year.</p> | <p>The overall suspension rate for the district will be less than 3% with no significant student group being higher than 6%. The district will continue to maintain less than 1% in expulsions.</p> |

Goal Analysis

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

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

All actions and services were implemented. We continued to add services and supports for MTSS. With ongoing training on CERS and iReady, teachers and administrators are getting better at analyzing CAASPP data and benchmarks to look at student groups. We continued with iReady training as a major focus for this year. Teachers are now able to use this more consistent measure of student growth for every grade level to be able to track progress over the course of the year. Once all CAASPP data is available, we will again analyze iReady progress alongside CAASPP data to give us a good indication of how the benchmarks predict proficiency on state standards measured through state testing. As we identify those predictors, it will allow us to better plan for intervention and support for students throughout the year. We have also added a level of social emotional support for our more at risk student groups. Academic and social-emotional check-ins are implemented, and students are experiencing success with schoolwork and relationships. The added nursing support has again been critical in being able to check in with high risk students (our UPPs). We also worked with community agencies for vision and dental screenings (described in Goal 2), which freed up nursing staff to monitor the needs of our UPPs more closely and provide services or referrals as needed. The district has been able to hire a retired administrator with a counseling background as a consultant to support C.A.R.E (Action 21). This allows for ongoing training and support of those staff providing much needed social emotional and mental health services for students. A second consultant, who is also a retired administrator and former employee of the district, was also hired to oversee induction. This is a critical piece for supporting new teachers in developing their skill sets to support all aspects of that first, best instruction and support for behavioral and social emotional needs. We continue to work with middle school teachers on integrated English language development strategies through ongoing professional development even though they exited ATSI. In addition the TOSAs have provided coaching opportunities and modeling of strategies across the content areas. We engaged in a process from the book "ELL Shadowing" by Ivannia Soto to collect data on levels of speaking and listening in the classroom during one full day of instruction. The data was utilized as a bridge to the desired results for our multi-language learners across the content areas. Middle school teachers have committed to school-wide implementation of specific language acquisition strategies along with data collection to continue conversations on the impact of these strategies on student success. The district has 5 student groups in the Orange band on the California Dashboard. The overall goal for the district has been met with only 1.8% being suspended across the district (which is in Green overall). One student group (African American) is sitting right at 6.8% which is above the targeted goal of no student group over 6%. This is, however, a decrease of 2.4% from the prior year. English learners (2.1% went up by .5%), Homeless (3.2%) went up by 1.1%, Students with Disabilities (4.4%) maintained with 0% change, and Two or More Races (4.1%) increased by 4.1%, which is the total percentage for the year. The difficulty in analyzing suspension data is the very low number of students in each student group, which creates volatility from year to year. For example, there are only 44 students in the African American student group, which means that the 6.8% suspension rate is reflective of 3 students across the district being suspended. For perspective, the English Learner student group has 243 students with a 2.1% suspension rate. This is actually 5 students even though the rate is a third of the African American student group. We will continue to monitor the suspension data carefully to ensure equitable practices. As a whole, there have been a greater number of students experimenting with vape products at the intermediate level, which accounts for some of the increase in student groups even though the district as a whole decreased by .5%.

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

There was an increase in the expenses for the Dual Language program with an additional grade level and additional classes at lower grade levels due to high demand. There were approximately \$320,000 in additional staffing costs due to an 11% raise. Those costs contributed to supporting the expanded music program at the elementary level with movement and music, recorders, and band. Additional aide and staffing costs for special education were up by about \$144,000. Many of these costs include both step and column increases in addition to added staffing. Coordination of MTSS services was up about \$37,000 with an increase of \$100,000 in costs for mental health staff (4.21). Our nursing costs have also increased about \$25,000 with the need for support after school and the additional 30 days of intersession (4.22).

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

Overall, students continue to make progress on academic measures. For English language arts, the district increased by 1.1 points (which is considered maintaining, although we are 10 points above standard), with 56% of students meeting or exceeding standard in comparison to the state at 47%. For mathematics, the district increased by 11 points, with just over 45% meeting or exceeding the standard in comparison to the state at 35%. While there are three student groups in Orange for ELA (English Learners, Students with Disabilities, and Socioeconomically Disadvantaged) and none in Red, only the English Learners actually declined (9.1 points). They are still higher than state averages, with 14% meeting or exceeding the standard for language arts compared to 11% for the state. Socioeconomically Disadvantaged actually maintained with 2.7 points growth while Students with Disabilities moved out of red with 5.6 points growth. Targeted actions for English learners will be included in the actions for the new LCAP cycle under the MTSS goal. For mathematics, Students with Disabilities are in the Red, and English Learners are in Orange. Again, Students with Disabilities technically maintained a .1 decrease while English Learners declined by 14.5 points. Clearly, the interventions and supports for our English Learners need to be adjusted, and changes have been made for the new LCAP cycle. Chronic absenteeism continues to be an area that we need to evaluate. Since returning from pandemic conditions, some families are more inclined to take vacations at off times or avail themselves of travel opportunities while working remotely. This is in addition to an increased desire to keep students home when sick, which all add to higher levels of absenteeism. We will continue to provide Principals with monthly lists of students who are chronically absent for early intervention. This monitoring frequently provides important context for absences due to extended illness or illuminates families that need support from the district's Attendance Monitor to avoid the SARB process. Our Tier 1 supports are meeting the needs of the majority of our students; however almost a fifth of the student population is chronically absent (18%). With this in mind, we are pulling the action items around this into a Focused Goal so that we can expand on current practices and develop metrics to better track the data in terms of what is really contributing to this issue. While we are still below state averages overall, every student group except African American and Asian are in Red or Orange in addition to the district as a whole being Orange. Last summer, the MTSS handbook was revised. The handbook clearly outlines the elements of the districtwide initiatives in support of differentiating instruction to meet the needs of students: Explicit, Direct Instruction; Project GLAD, Thinking Maps; Write from the Beginning; and Depth and Complexity prompts. Additional refinements for Behavioral and Social-Emotional supports were added, and the professional development days included sessions on Behavior, Inclusion, and applying district-wide initiatives to mathematics and language arts instruction. In making progress toward this goal, there were some specific areas of effectiveness in the academic, behavioral, and social-emotional needs of all students through a Multi-Tiered System of Support (MTSS). iReady showed significant growth in ELA and Math scores of students performing at or above standard. In ELA, 65% of the students are at or above grade level, which is an increase of 25% over the year. In Math, 56% of the students are at or above grade level, which is an increase of 34% over the year. 50.3% of English learners

made progress towards English language proficiency, which is a 5% increase from the prior year. We contribute this success to some of the actions, including but not limited to: professional development for teachers (4.1, 4.2), progress monitoring of our EL students (4.3), dual language immersion classes (4.4), intervention support (4.6, 4.7, 4.8), MTSS coordinating and monitoring of students with Illuminate and iReady (4.12, 4.17, 4.18). A challenge when looking at Goal 4 is the discrepancy between local (16%) and state (8%) data on reclassification rates. Additionally, although we are pleased with the growth in EL students (5%), we are still below our target goal (60%) by 9%.

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.

Because attendance continues to be an ongoing issue, we are developing a Focused Goal around Chronic Absenteeism for next year. Everyone anticipated a return to pre-pandemic numbers once schools returned to a more normal routine. This has not been the case. Overall attendance percentages continue to be below 95% with an increase in those Chronically Absent. Almost a fifth of the student population is missing 10% or more of their enrolled days. We included a question on the student climate survey to ask students why they are gone most often. We asked the number one reason and then the number two reason. Interestingly enough, a group of students asked why we had not included "Sports" as an option. There were over 1,200 responses from students in grades 3-8 who were given access to the survey. 70% still list illness as the number one reason for missing school with another 10% for vacation and 8% for other. While these same three were the top reasons as the number two choice (with 26% each for illness and vacation and 18% for other), it is interesting to note that 18% marked "I didn't feel like coming". This is clearly an area we need to focus on and do a deeper data dive to determine the factors that are influencing the number of students who are chronically absent. We will be adjusting some of the strategies for working with English learners in the new LCAP since this particular student group is struggling with academics in both English language arts and mathematics. Historically, we have seen our English learners make significant growth in closing the achievement gap, so the current interventions are not working as well with our current English learner population. This will entail both a shift in some of the intervention strategies as well as professional development with teachers for both Designated and Integrated language development opportunities within the school day.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 5 | Enrichment and 21st Century Skill Development |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------|--|--|--|---|--|
| Completion of GATE Certification | Three staff members have currently completed GATE certification (meeting the requirements outlined by the OCC GATE consortium). There are an additional 30 plus teachers scheduled to be trained in the 2021-2022 school year. | An additional 64 staff members have completed GATE certification this year. There are 30 additional staff scheduled to be certified in the 2022-2023 school year. The 64 teachers who have completed GATE certification have a subscription to Byrdseed.com- a resource to help teachers incorporate GATE standards into their classrooms. | There are a total of 83 GATE certified teachers in our district. An additional 19 teachers completed GATE certification in Fall 2022. The 19 teachers who completed the Fall certification were given a Byrdseed.com subscription as a resource to help incorporate GATE standards into their daily lessons. There are 38 teachers scheduled to be certified in the 2023-2024 school year. | There are a total of 102 GATE certified teachers in our district (76%). An additional 16 teachers are currently in Cohort 8. Cohort 8 will complete their certification on May 23, 2024. | All teachers within the district will be GATE certified. |
| GATE Assessments and Local Norms | We are in the process of purchasing assessments and | The CogAT was chosen to be the assessment to use as the Universal | Spring 2023 the CogAT was given to all second grade students throughout | The CogAT testing dates were January 22 - February 9, 2024. All second and fourth | Appropriate staff will be trained on administering assessments and |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|-------------------------|--|--|--|---|
| | developing local norms. | <p>Screener. This assessment was purchased and second-grade teachers were trained to proctor within the classroom. The CogAT was given to all second-grade students throughout the district in the Spring of 2022 with the exception of students whose families decided to opt out of any GATE identification. A team of teachers and staff is being developed in order to develop more specific local norms as the identification process continues. An additional assessment for creativity is being identified as part of the multiple measures and will be administered in the fall of 2022.</p> | <p>the district. Fourth grade teachers were trained to proctor the CogAT within the classroom. Fourth grade students throughout the district were given the CogAT for the first time in Spring 2023. Two measures were added this year for GATE identification, the test of creativity and teacher recommendation. A team of teachers and staff was created to review multiple measures and assist in the identification process. A final list of approximately 16 - 20 GATE identified students (per grade), based on local norms, the test of creativity, and teacher recommendations will be completed Summer 2023. The 2021-2022 school year had 18 students GATE identified based on local norms. .</p> | <p>grade students will be taking the Cognitive Abilities Test along with the Test of Creativity. A team of teachers and staff will be created to review multiple measures and assist in the identification process. A final list of approximately 16 - 20 GATE identified students for each school (per grade), based on local norms, the test of creativity, and teacher recommendations will be completed by May 23, 2024.</p> | <p>evaluating criteria for GATE identification using local norms.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------|---|--|--|---|--|
| TOSA Calendar | Supports in the 2020-2021 school year focused on the elements necessary for distance learning with a heavy emphasis on technology support, software resources, and blended learning models. With the first GATE training this summer, the TOSA will be able to schedule time to support teachers with implementation of strategies within the classroom in the 2021-2022 school year. | During the 2021-2022 school year, TOSA support transitioned back to in-person support. TOSAs were able to schedule time with teachers, students, and parents with an emphasis on early literacy, STEAM integration, technology support, and software resources following hybrid learning. GATE training has continued with in class support offered and executed. The implementation of ViewSonic Boards within classrooms began with district-wide training followed by individual follow through training. | Our TOSA support was reconfigured during the 2022-2023 school year, allowing for a deeper focus on our GATE identification and implementation. TOSAs were able to assist teachers with the implementation of GATE strategies within their curriculum. The identification process was built upon and now includes screening in second and fourth grade. Building upon enrichment activities for students, the TOSAs have continued to support 21st-century skill development through various STEAM activities both during and after school. | In year 3, our TOSAs have significantly advanced our enrichment and 21st-century skill development goals. They have led meetings specific to NGSS science standards, integrating our adopted materials, and have continued the robust implementation of STEAM activities. GATE enrichment activities have been further embedded into classroom instruction and deeper dives into content have been facilitated through GLAD and Thinking Maps refreshers, scheduled with TOSAs. These efforts have strengthened teacher support and student engagement in advanced and innovative learning experiences. | The TOSA's calendar will reflect in-class support of teachers in implementing strategies, facilitation of the identification process with the GATE Advisory Committee, and equal time developing and supporting the STEAM program. |
| STEAM lab purchases and activity logs | 3 of the 5 elementary sites have access to a | All 5 elementary school STEAM labs | STEAM labs have received matching | We have continued enhancing our | All sites will have a STEAM lab built out |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|--|---|
| Professional Development records | STEAM lab with varying levels of usage that is not really tracked to determine equal access from all students. | are now outfitted with furniture and supplies to provide a positive and enriching environment for students to participate in STEAM activities. A signup sheet is in process of development for sites to use during the 2022-2023 school year. | equipment and furnishing, and setup has been completed at all sites. Principals have been able to schedule time with TOSAs for training with desired pieces of equipment focused on building the capacity of their staff in connection with STEAM and its integration into their core curriculum. | STEAM lab resources and professional development. TOSAs have trained staff on new STEAM equipment, integrating it into the core curriculum. Before- and after-school programs in coding and robotics have expanded, further engaging students and teachers with STEAM lab resources. Individual school sites maintain detailed logs of lab usage and equipment. Collaboration with math and science experts from OCDE is ongoing to ensure continuous progress toward our STEAM goals. | with resources on hand for STEAM activities. Teachers will have toured the labs and received professional development on how to integrate the lab into their core curriculum. |
| STEAM Participation- Students have multiple opportunities to participate in STEAM activities: Within their classrooms, Computer Science club, AP | Activity logs for the elementary STEAM labs reflect some teacher participation in bringing students to the lab for activities (about 20%). | Now that students are back on campus full time, school sites have resumed the in-person coding and robotics clubs after school or on Saturdays. With the | With the addition of our extended school day, our participation in coding and robotics activities has continued to grow. STEAM labs have seen continued use | Student participation in STEAM activities has significantly increased. Approximately 700 students are now involved in after-school programs, with | Activity logs will reflect all students having multiple opportunities to access the lab and participate in enrichment activities during the school day in addition to after |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|---|--|
| Computer Science and/or Robotics during the school day and as part of after school enrichment. | Sign in sheets/Attendance show 300 students participated in the Computer Science club, AP Computer Science, and/or Robotics during the 20/21 year. | furniture and materials added to STEAM labs, participation in bringing students to the STEAM labs for activities has increased to 30%. | throughout the school day, and students have had the opportunity to utilize newer technology introduced at the beginning of the school year, increasing their participation. | opportunities for enrichment in coding, robotics, and other STEAM activities. STEAM labs continue to see extensive use throughout the school day with TOSAs providing additional support to integrate STEAM more frequently across all sites. Community partnerships have bolstered our robotics and coding programs, leading to the development of science and robotics clubs that enhance student engagement and community involvement. | school enrichment opportunities. Participation in Computer Science club, AP Computer Science and/or Robotics will increase by 5%. |

Goal Analysis

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

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

The last group of teachers completed GATE Certification in 2023-2024. With input from parents who wanted more opportunities for GATE identification, a screener continues to be used for all second and fourth grade students. Our Tech TOSA was able to continue training teachers in integrating Viewsonic Boards with their classroom instruction. Additional support was also available for using Virtual and Augmented Reality as an instructional tool while increasing overall opportunities for students to engage with technology in meaningful ways as part of their learning. A new group of students learned coding in order to showcase robotics at the local Citrus Fair in a friendly competition

with La Habra City schools as a real world opportunity to apply what they were learning. The arts are thriving with on going development of the Lowell Joint Youth Theater at each elementary site, band, choir programs, and dance (at Rancho). Students were showcased in grades 3-8 for a districtwide Music Man performance.

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.

With GATE identification and teachers completing the GATE certification, we are down nearly \$108,000 associated with 5.1 and 5.2. The costs associated with training for 5.1 were mostly covered by other professional development funds, including some one-time dollars, Educator Effectiveness, and Title II. Costs for the STEAM enrichment are down about \$43,000 with the modification of the TOSA position to encompass more work around MTSS. Some of the salary expenses were moved to Goal 4 under MTSS. Additionally, we are down with our Technology Integration skills spending by approximately \$100,000. We utilized other funding sources, including one-time dollars, to offset the training and additional software costs.

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

There continues to be tremendous growth in this area with the Expanded Learning Opportunities (PowerSource), which has more than doubled in student involvement. PowerSource includes the before and after-school programming required by the state, but concerted efforts have been made by the Coordinator to provide a wide variety of enrichment opportunities as outlets for gifted and talented students to showcase their abilities. This includes everything from the Lowell Joint Youth Theater, where students participate in singing, drama, band, and dance, to more tech-related interests in coding and robotics with other art, cooking, and sporting activities as well. This is in addition to academic supports. There is a continued focus on Gifted and Talented Education (GATE) certification for teachers as we focus on training new staff and the remaining few existing staff that has not completed certification. The universal screener, along with a test of creativity, was administered in second and fourth grades for GATE identification. For students who were identified for further assessment from the screening, additional sections were administered by the GATE TOSA. The final identifications based on assessments and teacher input will be completed within the next week, and then parents will be notified. That information is also shared with teachers for supporting students in the GATE/Horizons program during the 2024-2025 school year. In making progress toward this goal, there were some specific areas of effectiveness. The district has made significant strides in advancing GATE certification, enhancing STEAM lab resources, and increasing student participation in STEAM activities. While the majority of teachers are now GATE-certified, efforts continue to achieve full certification. TOSAs have played a crucial role in supporting teachers and integrating STEAM activities, though balancing their responsibilities remains a key focus. The expansion of before- and after-school programs and the establishment of community partnerships have further enriched student learning experiences. Continuous monitoring and support are essential to ensure all intended outcomes are fully met. A challenge when looking at Goal 5 is to continue to certify the remaining teachers in GATE while supporting and refreshing the current teachers.

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

We continue to develop the professional development requirements to maintain certification within the district as part of OCC GATE. This will consist of 10 hours of professional development over every two years through things like Byrdseed TV, book studies, and attendance at conferences. Ongoing training is a priority in this area as teachers have really enjoyed the certification process and resources for working with gifted students.

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



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 |
|-------------------------------------|------------------------------|----------------------------------|
| Lowell Joint School District | Jim Coombs Superintendent | jcoombs@ljsd.org 562.902.4203 |

Plan Summary [2024-25]

General Information

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

The Lowell Joint School District was established in 1906 and encompasses 8 square miles in the cities of La Habra, La Habra Heights, Whittier, and portions of unincorporated Los Angeles County. The District serves the educational needs of approximately 3,050 students in Transitional Kindergarten through eighth grade at five TK-6 elementary schools and one intermediate school. There is also a special needs preschool at one elementary site with three additional preschools at Jordan, Macy, and Olita. The district is proud of its diverse student population, which includes students from a variety of cultural, ethnic, and socio-economic backgrounds. The LJSD recognizes the importance of providing a safe and supportive learning environment for all students and works to create a culture of respect, inclusivity, and equity. The race/ethnic break down of the student population reported for the 2023-2024 California Dashboard includes significant student groups for Hispanic at 69.5% and White, non-Hispanic at 18%. There are also 4.5% Asian, 1.8% Filipino, and 1.3% African American with a few students in other ethnicities and 2.7% 2 or more races. Within the overall student population, approximately 13.5% qualify for Special Ed services (up 1.5%), 6.8% for English Learners (down .7%), .8% McKinney Vento (down .5%), with 58% low income (up 4.3%). This is still a significant increase in families qualifying for free/reduced lunch from three years ago at 41%. While we do not have a significant number of Foster Youth (less than 1%), we monitor all of these student groups to provide targeted support based on need in our overall Multi-Tiered System of Supports or MTSS. All six schools received a Pivotal Practice Award in the 2021-22 school year as well as recognition as California Distinguished Schools and Gold Ribbon schools in prior years. Rancho Starbuck Intermediate was also designated as a School To Watch in the 2016-17 school year and was redesignated in the 2020 and 2023 school years. The District is committed to providing strong academics, basic skills, and a well-rounded program of traditional subject offerings. Our focus is on our five cornerstones: Reading, Writing,

Math, Character Education, and Patriotic Education. We emphasize the importance of education, the family, and traditional American values: higher education, personal integrity, social responsibility, Character Education, and an appreciation of our national heritage are all stressed at District schools. All students have access to Chromebooks as part of our 1:1 Chromebook Initiative along with professional development for teachers in instructional practices for technology integration. All students have access to technology through STEAM activities either within the classroom or in the STEAM Lab including 3D printers, Virtual Reality, Strawbees, Spheros, Green Screen set-ups, and Ozobots. Both Rancho Starbuck and El Portal have been honored with California School Board Association Golden Bell Awards, and the District as a whole has received six Golden Bell Awards in the last six years. El Portal is also a No Excuses University site. The district has been honored with two very prestigious Magna awards from the National School Boards Association on a national level for it's Blue Ribbon Special Education team and Arts for All: Let the Music Play (2022-Grand Prize winner). Overall, the Lowell Joint School District is committed to providing a high-quality education to all students to prepare them for success in high school and beyond. With the support of our community, Lowell Joint was able to pass a bond measure (Measure LL) in 2019 that is allowing the district to tackle some much needed improvements to the aging facilities since most schools were built in the 1950s and 60s. Work has already been completed at Maybrook (for temporary housing), Olita, El Portal, Macy, Jordan, and Meadow Green with Rancho finishing up in June of 2024. The scope of work includes roofing, HVAC systems, associated electrical, sewer lines, replacement of wood affected by termites and/or wood rot, and various other projects related to bringing our schools into the 21st century. Additional district funds have been able to add to the scope of work including painting, marquees, and water-bottle filling stations as examples. Annually, the Board of Trustees approves the District Core Values and the Guiding Goals and accompanying descriptions which serve as the overarching vision for the Lowell Joint School District.

The Mission, Core Values and Board Goals are listed below:

Mission:

The Lowell Joint School District is committed to providing a strong academic program of 21st Century Skills with a well-rounded program of diverse and innovative subject offerings. All District Schools emphasize the importance of education, the family, and traditional values. We stress the value of personal; integrity, social responsibility, and a respect for our national heritage. The Lowell Joint School District envisions a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom. All stakeholders will utilize technology to become highly competent in a technological world through continuous improvement in academics, career, and life.

Core Values

EXCELLENCE: Exhibits patience and hard work in achieving goals; works, learns, and pursues constructive goals, even in the face of adversity.

PERSONAL INTEGRITY: Exhibits sound moral principles, virtues, and good character demonstrating honesty and trustworthiness in the community.

SOCIAL RESPONSIBILITY & RESPECT: Treats others justly, fairly, and with dignity; shows high regard for others and treating them as they would like to be treated. Affirms the worth of self, others, property, and the environment through attitudes and actions. Accepts the necessity of being accountable and the consequences of individual actions, reactions, and decisions; honors commitments; demonstrates an active commitment to the welfare of self and others.

RESPECT FOR NATIONAL HERITAGE: Exhibits a value of and commitment to our American National Heritage and the public good; works for the community and cooperates with others; respects and participates in the democratic process; observes all laws and rules; and resolves conflicts peacefully.

FAMILY – TEAMWORK: Works well together combining individual talents and strengths, supporting each other, and then working cooperatively to achieve mutual objectives. Demonstrates caring, concern, and sensitivity; exhibits tolerance; treats others politely, mercifully, and with respect and dignity; and renders service when needed.

TRADITIONAL VALUES: Tells truth; does not cheat, intentionally mislead, or steal; possesses the courage to behave and conduct interactions with integrity; exhibits consistency between words and actions; behaves in a fair and straightforward manner; and conscientiously pursues and scrutinizes evidence that supports the truth.

Guiding Goals

DISTRICT GOAL 1: ACADEMIC EXCELLENCE - LEARNING FOR ALL STUDENTS

Vision: Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

DISTRICT GOAL 2: SAFE, ORDERLY, POSITIVE, RESPECTFUL LEARNING ENVIRONMENTS

Vision: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

DISTRICT GOAL 3: HIGH QUALITY STAFF PROVIDING HIGH QUALITY SERVICE

Vision: All staff possesses the appropriate knowledge, skills, and attitudes needed to provide high quality services leading to high quality results. We believe that high quality service is achieved when staff is well trained, proactive, responsive, and collaborative. We attract, train, and retain high performing staff that actively engage, collaborate, and support students in effective instruction and the use of current technologies.

DISTRICT GOAL 4: SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION

Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

DISTRICT GOAL 5: ACQUISITION & ALLOCATION OF RESOURCES TO SUPPORT FISCAL EXCELLENCE

Vision: Resources are focused to achieve district goals. We believe that public schools deserve sufficient resources to achieve high quality student learning. We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources.

Reflections: Annual Performance

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

Our district is committed to continuous improvement and addressing the diverse needs of our students. There are many areas to highlight where students have achieved status in the Green or Blue band. The English Learners group achieved a "Green" status on the ELPI (English

Learner Progress Indicator), indicating successful support systems and instructional strategies are in place for this group in language proficiency. Asian, Filipino, and Hispanic student groups demonstrated low suspension rates, achieving "Green" status. For mathematics, the Asian student group showed excellent performance, achieving "Blue" status, indicating consistent high performance. The subgroup of "All" students improved in mathematics overall on average. The Students with Disabilities student group is struggling, with a "Red" status, highlighting a need for targeted interventions in mathematics. Students with Disabilities show significant challenges in ELA also ("Orange"). English learners are in "Orange" for both mathematics and ELA while overall making growth on English language development. Academically, the only other student group in "Orange" are the Socioeconomically Disadvantaged for English Language Arts. They are only 8 points below standard and actually went up by almost 3 points although that was considered maintaining. This is about an 18 point gap with "All" students who are 10 points above and in the "Yellow" band. 48% of SED students met or exceeded the standard in Language Arts with 37% meeting or exceeding the standard in Mathematics.

It's evident that while there has been some progress for our English Learners, significant challenges remain. According to the 2023 data, 50.3% of current EL students progressed at least one ELPI level, which marks a 5% improvement from the previous year. Despite this positive trend in language acquisition, only 14% of our ELs met or exceeded state standards in both English Language Arts and Mathematics. Specifically, current English Learners were 86.9 points below the standard in English Language Arts, though they did show an increase of 15.1 points. In Mathematics, they were 96.3 points below the standard, with a smaller increase of 9.2 points. Recently Reclassified English Learners, who are still within the transition period, performed slightly better but still faced significant gaps, being 21.2 points below the standard in ELA and 57.7 points below in Mathematics. These figures highlight the need for continued and enhanced support for our English Learner programs, focusing not only on language acquisition but also on improving academic outcomes in core subjects. This, in part, can be attributed to the high Chronic Absentee rate sitting at 23%, which is an increase of almost 3%.

For our Students with Disabilities (SWD), we see mixed results that highlight both progress and ongoing challenges. In English Language Arts (ELA), SWD scored 87.6 points below the standard, showing a modest improvement of 5.6 points from the previous year with 17% of students meeting or exceeding the standard. However, in Mathematics, they scored 115.5 points below the standard, with virtually no change from the previous year, as their score maintained with a slight decrease of 0.1 points and 16% of students meeting or exceeding the standard. SWD are in the "Red" on the California Dashboard since they did not show improvement in this year. At the site level, Macy and Rancho are in the "Red" for this area. They have developed action items within their SPSA to target growth in this area in addition to the district-wide actions within the LCAP. Chronic absenteeism remains a significant concern, with 26.7% of SWD being chronically absent, although this represents a 1% improvement from the previous year. While overall the district has shown improvement in the area of English Language Arts for Students with Disabilities, Jordan and Macy are in the "Red" for this area.

Reflecting on our suspension data for 2023, it is clear that while certain student groups are marked with an "Orange" performance level, our overall suspension rates remain relatively low. For "All Students," the suspension rate is at 1.8%, a decline of 0.5%, earning a "Green" status. However, the African American (6.8%, declined 2.4%), English Learners (2.1%, increased 0.5%), Homeless (3.2%, increased 1.1%), Two or More Races (4.1%, increased 4.1%), and Students with Disabilities (4.4%, no change) groups are marked with "Orange." Despite these "Orange" indicators, the actual suspension numbers are low or improving. This reflects our ongoing efforts to maintain a supportive and inclusive school environment. Nevertheless, it is crucial to continue monitoring for patterns and trends that might signify inequities in suspension rates. We are committed to ensuring fairness and equity in disciplinary actions, addressing any disparities promptly. Our proactive measures will include regular data reviews and targeted interventions to support the needs of these student groups.

Chronic absenteeism remains a significant challenge across multiple student groups, particularly among Homeless (Red), Socioeconomically Disadvantaged (Red), and English Learners (Red) as mentioned above. Reflecting on the chronic absenteeism data for 2023, it is evident that this issue is a significant concern across multiple student groups. The overall rate of chronic absenteeism for "All Students" stands at 18.1%, marked as "Orange," with an increase of 1.5% from the previous year. Several student groups are particularly affected, with English Learners (22.9%), Homeless (33.3%), and Socioeconomically Disadvantaged (21.7%) students all in the "Red" category, indicating the highest levels of concern. These increases suggest systemic challenges that need urgent attention. Other groups in the "Orange" category, such as Filipino (11.1%), Foster Youth (13%), Hispanic (19.6%), Two or More Races (16.8%), Students with Disabilities (26.7%), and White (16.3%), also highlight areas needing targeted interventions. Addressing these patterns requires a multifaceted approach, including enhanced support systems, community engagement, and individualized strategies to reduce absenteeism and support student attendance across all demographics. Monitoring these trends closely and implementing responsive measures is essential to improving attendance and educational outcomes for all students. Because of this, we have developed a Focus Goal around Chronic Absenteeism for this next LCAP cycle. Given that English Learners, Homeless, and SED are in the "Red" at the district level for Chronic Absenteeism, we clearly have sites in the "Red" contributing to the aggregate concern across the district. El Portal, Jordan, and Olita have multiple student groups in the "Red": All, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic. Additionally, El Portal is in the "Red" for Multiple Races, Jordan for English Learners, and Olita for White. Each site has developed action items within their SPSA to address this at the site level in addition to the district-wide goal within the LCAP.

Through targeted interventions and support, we aim to elevate the performance of all student groups and ensure equitable educational opportunities for every student

Reflections: Technical Assistance

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

NA

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.

We do not have any schools identified for CSI at this time.

Support for Identified Schools

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

We do not have any schools identified for CSI at this time; however, all schools complete a School Plan for Student Achievement (SPSA) whether they receive Title I funding or not. As part of the development of that plan, schools conduct a needs assessment and work with the

School Site Council to develop goals based on the analysis of that data. As part of the overall Multi-Tiered System of Support, schools identify specific, evidence-based interventions to support the targeted needs of students. A universal screener is used at each site with additional assessments as needed to determine flexible groupings which shift on a regular basis based on student need. In addition to clear expectations for first, best instruction in Tier I, the district continues to refine supports in Tier 2 and 3 each year based on analysis of the data to determine gaps and the greatest areas of need.

Monitoring and Evaluating Effectiveness

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

Again, while we have no schools in CSI, we do require a plan from each site that is monitored throughout the year by the School Site Council including a mid-year and end-of-year review to determine if student needs are being met and if adjustments need to be made to the plan. Site administrators meet regularly with district personnel to discuss progress and review data sets to determine growth and need. District personnel are also able to monitor progress on goals within the SPSA through monitoring documentation uploaded to Title I Crate.

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 |
|---|---|
| <p>LCAP Advisory Committee and Parent Advisory Committee The LCAP Advisory Committee Includes representation from bargaining units, parents, support staff, district personnel, the SELPA, and parents.</p> | <p>Meeting Dates: January 18th, February 15th and March 13th, 2024 with the Letter from the Superintendent to be mailed after Board approval. The initial meeting included an overview of the LCAP process and required elements of the LCAP along with information from the prior year in terms of how the input from Engaged Partners shaped elements of the LCAP. Data was analyzed in terms of those required areas to be addressed in the LCAP for students who are in the "red" or "orange" band on any of the state indicators. This includes the academic indicators for Language Arts and Mathematics along with Suspension and Chronic Absenteeism. An online Padlet was created that allows for Engaged Partners to provide feedback throughout the process in relation to existing goals and thoughts for future goals and/or Action Items. The information from the Padlet was then shared with the LCAP Advisory and Parent Committees to prioritize items based on patterns from across the different groups. The Padlet includes survey information from LJEAs (the teacher's union), and postings from parents, members of the LCAP Advisory Committee, community partners, and the SELPA. The overall summary of key patterns across all groups is provided below along with the prioritized list based on the LCAP Advisory Committee.</p> |
| <p>PTA Committees</p> | <p>Meeting Dates:</p> |

| Educational Partner(s) | Process for Engagement |
|--|--|
| | <p>El Portal - Feb. 16th, Jordan - Feb. 15th, Macy - Feb. 2nd, M. Green - Feb. 2nd, Olita - Feb. 16th and Rancho Starbuck - Feb. 16th</p> <p>A brief presentation about the LCAP and data for the district was shared with parents with an opportunity to ask questions and provide feedback. The QR Code for the Padlet was shared at the meeting, and the link was distributed to PTA Presidents for disseminating amongst parents unable to attend. This is in addition to parent representation on the LCAP Advisory Committee, Parent Advisory Committee, and DELAC.</p> |
| School Staff (Teachers, Principals, Support Staff) | <p>Meeting Dates: El Portal - April 8th, Jordan & Macy - April 18th, M. Green - April 4th, Olita - May 9th and Rancho Starbuck - Apr. 20th</p> <p>A brief presentation about the LCAP and data for the district was shared with staff with an opportunity to ask questions and provide feedback. The QR Code for the Padlet was shared at the meeting. This is in addition to certificated representation on the LCAP Advisory Committee and the LJEAsurvey information provided to the district. An Annual Survey is also distributed to ALL staff that provides input for the LCAP from respondents.</p> |
| DELAC | <p>via Zoom - May 15th</p> <p>A brief presentation about the LCAP and data for the district was shared with staff with an opportunity to ask questions and provide feedback. The QR Code for the Padlet was shared at the meeting.</p> |
| SELPA Representation | <p>Meeting Dates: January 18th, February 15th and March 13th, 2024 with the Letter from the Superintendent to be mailed after Board approval. (Part of the LCAP Advisory Committee)</p> |
| CSEA (Classified staff) | <p>May 15th</p> <p>A brief presentation about the LCAP and data for the district was shared with staff with an opportunity to ask questions and provide feedback. The QR Code for the Padlet was shared at the meeting. This is in addition to classified representation on the LCAP Advisory</p> |

| Educational Partner(s) | Process for Engagement |
|---------------------------|--|
| | Committee. An Annual Survey is also distributed to ALL staff that provides input for the LCAP from respondents. |
| LJEA (Certificated Staff) | Meeting Dates: January 18th, February 15th and March 13th, 2024 with the Letter from the Superintendent to be mailed after Board approval. (Part of the LCAP Advisory Committee) This would be in addition to individual meetings with teachers at each site. |
| Students | Survey distributed by teachers to 3-8th grade students. 1,212 students responded to the survey to provide input to the LCAP. |

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

The adopted Local Control and Accountability Plan (LCAP) was significantly shaped by the comprehensive feedback received from various educational partner groups, including the LCAP Advisory and Parent Advisory Committees, PTA Committees, School Staff, DELAC, and SELPA. The input from these groups played a crucial role in identifying key areas of need, refining goals, and shaping specific actions and services to better support our students, especially unduplicated pupils. Based on the extensive feedback from the "Engaged Partners Input 2024" document, here's a synthesized analysis focusing on the five district goals. The feedback reveals broad areas of concern, appreciation, and suggestion across different sectors of the school community, indicating areas where each goal may require reinforcement, modification, or new initiatives.

Goal 1: Basic Conditions

There's a strong desire for modernized classroom environments that support digital learning and physical comfort since schools were built in the 1950s and 60s. Additionally, there's an emphasis on providing teachers with sufficient resources to reduce out-of-pocket expenses and enhance lesson delivery: classroom enhancements (furniture, technology upgrades), teacher resources (increased budget for classroom materials, personal supplies), custodial support (night-time custodians, more frequent cleaning), student and teacher health (air purifiers, toilet paper dispensers, PE equipment).

Goal 2: Early Literacy

The community is asking for more focused efforts on literacy, especially for younger and special education students. This includes both material resources and teacher training to address diverse learning needs: diverse and inclusive literature (Spanish books, decodable books), professional development (Science of Reading, Orton-Gillingham training), classroom resources (books for literature units, classroom libraries).

Goal 3: Facilities

There's a clear call for updating and maintaining physical facilities to ensure a safe, comfortable, and conducive learning environment. Community members also highlight the need for inclusive playgrounds to accommodate students with mobility issues.: infrastructure

improvements (AC and heating, bathroom remodels), playground enhancements (equipment, drainage), maintenance responsiveness (fix-it tickets, classroom repairs).

Goal 4: Academic, Behavioral, and Social Emotional Supports (MTSS)

The feedback underscores the need for comprehensive support systems that address both academic challenges and behavioral/emotional health, suggesting a holistic approach to student wellness and learning: behavior and emotional support (dedicated school psychologists, ABA-trained aides), academic support (intervention teachers, EL support), professional development (behavior management, inclusive practices).

Goal 5: 21st Century Learning, Enrichment, STEAM

Engaged Partners expressed a strong interest in enriching the curriculum with STEAM and arts integration, indicating a desire for a balanced educational approach that includes academics, creativity, and physical education: STEAM resources (hands-on projects, industry partnerships), enrichment programs (music, art, PE), technology access (classroom technology, science lab safety equipment).

Additional Insights:

Attendance Concerns: An emerging theme outside the established goals is attendance, signaling a need for strategies to improve student participation post-pandemic.

Cultural Diversity and Inclusivity: Suggestions for promoting diversity and teamwork through cultural activities and sports highlight a community interest in fostering a more inclusive and collaborative school environment.

This summary reflects a community invested in enhancing the educational experience through infrastructure improvements, resource allocation, curriculum development, and support systems. Trends suggest a desire for balanced educational priorities that address academic needs while also fostering emotional, social, and physical well-being.

Below is a summary of how the feedback from each group influenced the final LCAP:

LCAP Advisory and Parent Advisory Committees, which includes SELPA and union representation for both certificated and classified: Strong emphasis on improving student attendance and reducing chronic absenteeism; Need for enhanced academic support for low-income students, English learners, and foster youth; Desire for more robust parent and family engagement programs.

Influence on LCAP:

A sixth Goal was developed for the new LCAP cycle to include: monthly data reviews to identify trends and root causes of absenteeism, facilitated by an Attendance Monitor; Expansion of targeted academic support services, including tutoring and after-school programs, specifically designed for unduplicated pupils; Development and implementation of comprehensive parent and family engagement initiatives to foster stronger school-community relationships and support student success.

PTA Committees

Concerns about student mental health and the need for increased social-emotional support.; Requests for more extracurricular and enrichment opportunities to engage students.

Influence on LCAP:

With additional Concentration funds due to an increase in the overall number of UPPs within the district, three counselors and an additional school psychologist have been hired for the coming year to address the social emotional and behavioral needs of students. This will also support the goal to reduce Chronic Absenteeism. This increased access to school counselors and mental health resources along with a variety of extracurricular and enrichment programs, including arts, music, and sports, provides well-rounded educational experiences and keeps students engaged.

School Staff

More focused efforts on literacy; Need for ongoing professional development to support teachers in addressing diverse student needs, behavior management, inclusive practices; Modernized classroom environments; Comprehensive support systems that address both academic challenges and behavioral/emotional health.

Influence on LCAP:

Allocation of resources for continuous professional development opportunities focused on differentiated instruction, cultural competency, and effective use of technology in teaching. This is in addition to professional development opportunities for working with English learners, understanding attendance issues, and ongoing support for understanding attendance issues. The district is continuing to invest in upgrading classroom furniture, technology, and providing training for teachers to integrate digital tools effectively into their instruction.

DELAC (District English Learner Advisory Committee)

Emphasis on improving English language development (ELD) programs and support for English learners including a better understanding of Integrated and Designated ELD; Suggestions for more bilingual communication and resources to better engage non-English-speaking families.

Influence on LCAP:

DELAC emphasized the need to improve English language development (ELD) programs and support for English learners, along with suggestions for more bilingual communication and resources to better engage non-English-speaking families. To address these needs, the LCAP enhances ELD programs with additional instructional resources, targeted interventions, and professional development for ELD teachers. This will include training and ongoing support for implementation of Project GLAD. An increase in bilingual communication efforts, including translation services and bilingual family outreach programs, to ensure non-English-speaking families are well-informed and involved in their children's education has also been identified to support English learners both academically and with engagement to reduce chronic absenteeism..

Students

The majority of students feel respected by staff (57%); however there is an acknowledgement from students that the behaviors in the classroom can interfere with classroom instruction. A question was added to the survey this year about reasons that students are missing school. While the number one reason is illness, it was a group of students who shared other reasons (such as sports) that we had not considered in creating the list. This provided additional insight in planning for how to address chronic absenteeism across the district.

Influence on LCAP:

The additional counselors and school psychologist will increase access to behavioral supports with an eye toward reducing the classroom disruption. Goal 6 was added as a Focus Goal to address issues related to Chronic Absenteeism. The idea of having a committee (including students) to help identify barriers to attendance along with potential solutions was inspired by the input from students on the survey.

The adopted LCAP reflects a comprehensive and responsive approach to the diverse needs of our students, shaped significantly by the valuable input from our educational partners. By incorporating their feedback, we have developed a plan that prioritizes equity, access, and success for all students, particularly our unduplicated pupils, and fosters a collaborative and supportive educational environment.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 1 | All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

| |
|--|
| <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> |
|--|

An explanation of why the LEA has developed this goal.

This goal addresses the basic conditions necessary to open the doors of our schools and support the successful learning of our students. Staffing and basic operations are accounted for here to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning). In addition, evidence for the sufficiency of materials to address the LCFF State Priority #2 Implementation of State Standards (Conditions for Learning) is also included. Beyond just having materials, staff are surveyed each year to determine their level of comfort with implementing state standards. Additionally, given the need for proficiency in technology, digital resources as part of core programs, and the changes in instructional practice since remote learning, devices and the internet have become a part of ensuring that students have access to the resources they need to be successful with state standards. Partnering with parents is a critical component to ensuring success for our students, which is LCFF Priority #3 Family Engagement. Parents are actively involved in the school community through School Site Council, PTAs, volunteer opportunities, and parent training. This also addresses all five Board Goals: Fiscal Excellence, Academic Excellence, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments, and School/Family/Community Partnerships and Communication.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 1.1 | Credential Audit and data from CBEDS, CalSAAS Detail Report | All continuing teachers were fully credentialed appropriately assigned for the 2023-2024 school year. There is one teacher with an Internship Credential | | | All teachers will be fully credentialed and appropriately assigned. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| | | and one teacher on Local Assignment. | | | | |
| 1.2 | Board minutes for William's sufficiency | Every student has standards-aligned materials as measured by Williams compliance documentation from the October Board meeting in 2023. | | | All students will continue to have standards-aligned materials | |
| 1.3 | Certificated staff survey on implementation of standards | In the Spring of 2024, 90% of certificated staff members who teach core content areas marked Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards". Because the survey includes non-classroom certificated staff, 9% were neutral with only 1% who disagreed. | | | 100% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards". | |
| 1.4 | Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of proficiency in state standards. | 100% of students were provided a device in the 2023-2024 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. | | | 100% of students are provided a device. 100% of qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | Parent Survey question on access to technology in the home. | <p>100% of qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers.</p> <p>Again, 99.7% of families stated they had access to technology and received communication from the district. The plan is to slightly modify this question since access to a device can often mean a smartphone, which isn't the most conducive for a student needing to access the internet for instructional purposes.</p> | | | Maintain 99.7% of families stating they had access to technology and received communication from the district. | |
| 1.5 | Documentation of training for SSC and DELAC members including the minutes, sign ins, and presentation materials | <p>100% of Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year.</p> <p>100% of DELAC members were trained.</p> | | | <p>100% of Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year.</p> <p>100% of DELAC members were trained.</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 1.6 | District/School Climate Survey Results | <p>In the Spring of 2024, 95% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.</p> <p>98% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls” .</p> <p>92% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, "Our school is safe, orderly, and well disciplined".</p> <p>82% or more of students marked “Agree” or “Strongly Agree” with the statement “I feel safe at</p> | | | <p>95% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.</p> <p>97% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”.</p> <p>93% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, "Our school is</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | | school” and said “I have opportunities to connect with my school”. | | | safe, orderly, and well disciplined”. 92% or more of students will “Agree” or “Strongly Agree” with the statement “I feel safe at school” and “I have opportunities to connect with my school”. | |
| 1.7 | Family Survey Results: Awareness of Involvement Opportunities | In the Spring of 2024, 96% or more of parent respondents marked Agree or Strongly Agree with the statement “I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child’s education”. | | | Maintain 96% or more of parent respondents marking Agree or Strongly Agree with the statement “I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child’s education”. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 1.8 | Site actions within the SPSA for UPPs. | TBD new metric: Data from SPSAs including actions for UPPs over all indicators will be collected in 2024-2025. | | | 100% of SPSAs include actions for UPPs over all indicators. | |
| 1.9 | Parent involvement in the LCAP process as documented through sign-in sheets to ensure representation of parents of UPPs along with regularly scheduled meetings for parent input in "Coffee with Coombs" at each site. | The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in May where input for the LCAP was solicited in addition to information on the Consolidated Application and Title III funding specifically. | | | Meetings will be calendared each school year including the potential for reaching a wider audience by continuing with virtual options. Sign in sheets will be maintained to document participation. | |
| 1.10 | Attendance at PTA meetings by district staff to connect with parents and support efforts to involve the parents of UPPs . | The Assistant Superintendent attends PTA meetings at each site to gather input for the LCAP, and the Superintendent regularly meets with PTA representatives to discuss what's happening in the district in addition to the "Coffee with Coombs" at each site. | | | Sign in sheets will document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra. | |

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 | Certificated Staffing - Teachers | Fully credentialed teachers will be employed and appropriately assigned. This includes some teachers that support unduplicated pupils; however, those services are documented elsewhere within the Local Control Accountability Plan (LCAP). Where the documentation of services is provided, the expense is identified as a repeated expenditure | \$19,084,340.00 | No |
| 1.2 | Certificated Staffing- Administration and other Support Staff | This includes certificated personnel working at the district office, Principals, the Assistant Principal at Rancho Starbuck, School Psychologists, and SLPs (Speech and Language Pathologists). | \$3,419,325.00 | No |
| 1.3 | Classified Staffing- Technology Department | The Technology Department, consisting of three full-time and one part-time employee, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and | \$477,486.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|----------------|--------------|
| | | <p>online testing for the state. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Go Guardian was implemented as well across the district to allow teachers the ability to monitor students on their Chromebooks for added safety. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department as will safety and security measures such as Raptor which was purchased for implementation in the 2018-19 school year. Raptor is an electronic check in system for all people visiting a campus that alerts staff to potential issues with a visitor. Catapult is an emergency management system for communication during emergency situations such as a lock down, which is also managed by the Tech Department. It allows for better coordination with outside emergency personnel such as police and fire as well as internally for teachers to account for students. Tech staff also work with students in specialized opportunities to learn about technology such as drones, programming, and robotics.</p> | | |
| 1.4 | Classified Staffing-Custodial, Maintenance, and Grounds | Provide basic custodial, maintenance, and grounds services. | \$2,506,072.00 | No |
| 1.5 | Basic Utilities | Basic utilities including electrical and water. | \$989,798.00 | No |
| 1.6 | Instructional Materials-Textbooks and Software | <p>In order to ensure that all students have standards-aligned instructional materials, the district has a Textbook Adoption timeline to plan for the expenditure of funds to stay in alignment with the release of new frameworks under the state adoption cycle. This also includes the purchase of any necessary supplemental materials and software programs that are part of the overall instructional program designed to support progress on mastery of state standards. For the 2021-2022 school year, we anticipate the purchase of new science materials since the pilot was interrupted in the 2020 school year. Software items included here are those purchased by the district that directly impact student progress on standards and/or tools teachers use for instructional purposes within the classroom including Lexia, SeeSaw, Kami, and Google Enterprise.</p> | \$336,857.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 1.7 | Site Technology Allocation | Each school is provided with a technology allocation to update and expand equipment inventory with a priority placed on any teacher computer that is five or more years old. After those replacements have been made, the sites work with their site leadership teams to determine how best to use the funds in alignment with their identified needs and goals in their School Plan for Student Achievement (SPSA). | \$45,000.00 | No |
| 1.8 | Instructional Supplies-Per Pupil Site Allocation | Each school was provided with a per pupil allocation for the purchase of instructional supplies. This allocation is based on overall enrollment at the site as calculated from CBEDS data in October. It is adjusted each year in alignment with the Consumer Price Index (CPI). | \$554,889.00 | No |
| 1.9 | Maintenance of Chromebooks | Maintain and refresh devices from the first cycle of purchasing in 2015-16, which expanded to include the TK-2nd grade classrooms. The refresh of devices at Rancho Starbuck in 2021-2022 will allow distribution of those current devices into the lower grades; however, replacements and refreshing of Chromebooks is an ongoing cycle. There is an allocation for this in the reserves based on board priorities so the funds are available as needed. Initially the refresh was scheduled for 2024-2025, but it was imported in the 2023-2024 school year. | \$0.00 | No |
| 1.10 | Classified Staffing-Data Systems Analyst | With the increase in state-required reporting through CalPads in addition to the need for the management of the Student Information System (Aeries), it is necessary to maintain a classified position for the data input and monitoring. As a small district, this position also supports the monitoring of our unduplicated pupils in running queries and reports for English learners, Foster Youth, McKinney-Vento Youth, and low income families. That portion of the salary is accounted for under Goal 4, Action 14. | \$167,395.00 | No |
| 1.11 | Single Plan for Student Achievement (SPSA) | SPSA goals will be shared at a regularly scheduled Board meeting including conclusions drawn from data analysis to highlight the unique needs of each individual school site. Each school will provide opportunities for parents to engage with the school community, attend trainings or parent | \$17,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-----------------------------------|--|-------------|--------------|
| | | nights designed to support the Home School Connection. These are outlined in the site's Single School Plan for Student Achievement (SPSA). As part of managing and tracking the action items and expenditures in the SPSA, we are looking to purchase Title 1 Crate from 806 Technologies to support the monitoring of services for our Unduplicated Pupils who drive the development of goals in the SPSA. | | |
| 1.12 | School Site Council and DELAC | Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council. The ELAC representative from the site along with other parents of English learners attend District English Language Advisory Committee (DELAC) meetings to provide input on services for English learners at the district level. This is a vital part of targeting and involving our SED, EL, and Foster Youth parents in the decision-making process. | \$0.00 | No |
| 1.13 | Parent Teacher Associations (PTA) | Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs. Meetings are scheduled both in the morning and in the evening to allow for greater attendance. PTAs strive to include parents in meaningful ways from event planning to roles within the PTA. At least once a year, district personnel attend meetings to discuss the LCAP in addition to parent meetings held by the Superintendent known as "Coffee with Coombs". Site Principals regularly attend meetings to provide information and receive feedback for planning purposes. The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings. | \$0.00 | No |
| 1.14 | Family Engagement | Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The District will continue to offer trainings and/or institutes designed to partner with parents in supporting student success. An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs. The Director of Special Education will | \$15,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|--|----------------|--------------|
| | | continue to support families in accessing resources and training through the SELPA to ensure our students with special needs are being supported. | | |
| 1.15 | Classified Staff-Administration and other Support | The costs associated with Office Managers, Fiscal Services, Attendance Clerks, and other classified support staff necessary for the basic operations at the district office and sites are included here. | \$3,644,186.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|----------------|--------------|
| 2 | Early Learning | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In recent years, the evolving needs of our community have underscored the importance of enhancing school readiness skills among incoming students. Lowell Joint recognizes this critical requirement, not only through feedback from educational partners but also supported by data from the Early Developmental Index (EDI). Over the past few years, we have initiated Transitional Kindergarten classes at each elementary site and operated a preschool to support students with special needs. Historically, even before the challenges of the pandemic, the closure of two area preschools highlighted a growing community need. Despite the freezing of funding for new programs in March 2020, which temporarily stalled our plans for an additional preschool, our commitment to early literacy has not wavered. Engaging with First Five Orange County and First Five LA has enabled us to gather comprehensive data through the EDI and secure critical funding. This collaboration resulted in receiving an Early Childhood grant aimed at enhancing programs and services that support early literacy. We were able to open a Learning Link and partially fund a Teacher on Special Assignment (TOSA) to focus on early literacy. We have been able to open three state-funded preschools and hire an Early Learning Coordinator to help oversee programs for Early Learning. During school closures, our primary grades experienced significant disruptions in attendance and engagement, with chronic absentee rates surpassing 9% in Kindergarten and over 6% in 1st and 2nd grades, markedly higher than other grades. For 2021-2022, Kindergarten was at 27.5% with grades 1-3 at 18.1%. For 2022-2023, Kindergarten was at 32.6%, which is almost double the district rate as a whole at 18.1%. Grades 1-3 were barely over the district average at 18.3%. This trend highlights an urgent need for targeted interventions-especially for our earliest learners. Any approach for supporting engagement will need to include parents as a vital partner in getting students to school each day. This initiative aligns with LCFF State Priority #2 (Implementation of State Standards – Conditions for Learning), State Priority #3 (Parental Involvement-Engagement) and State Priority #4 (Pupil Achievement – Pupil Outcomes), supporting our Board Goals of Academic Excellence and enhancing School/Family/Community Partnerships and Communication. By investing in early literacy, we not only equip our youngest learners with essential skills but also lay a foundation for long-term academic success, critical thinking, and problem-solving abilities that are pivotal in today’s dynamic educational landscape.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 2.1 | Early Childhood Accountability Plan and quarterly updates on progress. | In 2023-2024, 100% of the Early Childhood Leadership Team (ECLT) met as a group and individually with the lead on the First 5 Grant. This is built into the ECAP (Early Childhood Accountability Plan) and then reported on regularly. | | | 100% of the Early Childhood Leadership Team (ECLT) met as a group and individually with the lead on the First 5 Grant. This is built into the ECAP (Early Childhood Accountability Plan) and then reported on regularly. | |
| 2.2 | Agendas and Minutes from the Early Childhood Leadership Team. This includes EDI Data, benchmark data, and the DRDP beginning in 2025. | 3 meetings In 2023-2024, the Early Childhood Leadership Team met three times to evaluate data around the needs of early learners and their families to develop programs and connect families with resources to support school readiness. | | | 3 meetings The Early Childhood Leadership Team will continue to meet three times a year to evaluate data from benchmarks and other sources to develop programs and connect families with resources to support school readiness. | |
| 2.3 | Transitional Kindergarten enrollment and benchmarks | For 2023-2024, there are 10 TK classrooms serving approximately 200 students. | | | Approximately 300 students will be served in TK. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | | 0 students in TK are currently assessed on the DRDP. in the future. | | | 100% of students in TK are assessed on the DRDP. | |
| 2.4 | Data from Constant Contact for Newsletters and Brochures with Early Literacy information including participation in Ready4K | 2023-2024, Constant Contact subscriptions: 90 Ready4K text messages: 96 participating families with over 17,000 messages including over 700 custom messages to date. | | | Constant Contact subscriptions: 5% increase Ready4K text messages: 5% increase | |
| 2.5 | Sign-ins to document parent involvement in the Learning Link. | In the 2023-2024 school year, 100 families participated in the Learning Link. | | | 10% increase over baseline in family involvement in the Learning Link. | |
| 2.6 | Enrollment in the preschool program. | In 2023-2024, 76% of slots were filled. | | | 100% of slots within a for-fee and/or state-funded preschool will be filled. | |
| 2.7 | Required state reports for CSPP on student progress | 100% of state reports are currently completed. Additional analysis needs to happen to determine the ongoing needs of students and families. | | | 100% of state reports are currently completed. | |
| 2.8 | Implementation of professional development around | TBD new metric: Data will be collected starting | | | 100% of classroom observations indicate | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | language acquisition as measured by observation. | in the 2024-2025 school year. | | | implementation of Project GLAD strategies. | |
| 2.9 | Early Developmental Index (EDI) data | In partnership with First Five OC, EDI data is gathered every few years to determine Kindergarten readiness within our school district and across Orange County. There are four areas of concern from the last administration of the assessment which was in 2022. In terms of readiness for Kindergarten, only 45% of students were ready based on Communication Skills and General Knowledge; 56% for Gross and Fine Motor Skills; 35% for Prosocial and Helping Behaviors; and 51% for Overall Social Competence. | | | EDI data will reflect an overall increase in the number of students who are ready for Kindergarten including specific increased of 5% or more for Overall Social Competence and Gross and Fine Motor Skills with 10% or more for Prosocial and Helping Behaviors and Communication Skills and General Knowledge. | |
| 2.10 | Preschool Satisfaction Survey | In 2022-2023, this was first administered through Learning Genie. Preschool programs were new to Lowell Joint in 2021-2022. For the 2022-2023 school year, all families were satisfied with the program | | | Maintain an overall satisfaction rate between 98%-100% while improving on some of the key areas of support for families including 100% of families receiving information about | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---|----------------------------------|
| | | <p>including 93% extremely satisfied. 100% of families responded extremely satisfied to feeling their child was safe in the program; happy in the program;</p> <p>Communication of Information: 90% responded "yes" to receiving information about age appropriate milestones; 100% for student progress; 80% for a schedule of daily activities; 97% for what they can do to help their child learn and develop; 93% for parenting skills; 90% for how to get involved, and 83% for community resources.</p> | | | <p>developmental milestones for different ages; student progress; daily activities; what they can do to help their child learn and develop; parenting skills; how to get involved; and community resources.</p> | |

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 | Early Learning - Teacher on Special Assignment (TOSA) Early Childhood Accountability Plan (ECAP) | The Early Literacy Teacher on Special Assignment (TOSA) is responsible for coordinating the development of the Early Childhood Accountability Plan and its deliverables while also supporting teachers with strategies for the development of literacy. This includes the actions specifically identified within the LCAP as well as those in the Early Childhood Accountability Plan that is required by the grant funding from First Five Orange County. The Early Literacy TOSA will work with teachers on identifying areas of need through the data gathered in the Early Developmental Index and district-wide benchmarks. This is especially important to ensure that the foundational skills developed in the primary grades are addressed in supporting students with proficiency in reading and writing. | \$144,381.00 | Yes |
| 2.2 | Early Childhood Leadership Team | Convene an Early Childhood Leadership Team that will develop an Early Childhood Accountability Plan (ECAP) with evidence of implementation and support. | \$500.00 | No |
| 2.3 | Early Learning-Community Engagement and Learning Link | The following include strategies identified for engaging with community providers, parent groups and individuals to support early learners with a primary focus on our families needing help with community resources and navigating school readiness: <ul style="list-style-type: none"> Establish relationships with neighboring community providers, parent groups, and individuals in the LJSD district boundaries. | \$85,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|----------------------------------|--|----------------|--------------|
| | | <ul style="list-style-type: none"> • Develop ongoing communication with existing providers, parent groups, and individuals to work collaboratively in supporting early learning. • Utilize the YES (Young Essential Scholars) Newsletter to showcase community providers, parent groups, and individuals who support early learners. • Provide a Learning Link for families to engage in meaningful activities linked to early learning. • Provide access to Ready4K to target resources to existing families and those with children ages 0-5 within our community. • Utilize quarterly informational brochure documenting early childhood milestones for families supporting children ages 0-5. <p>We will continue to run a Learning Link: a space where parents come with their children ages 0-5 to engage in activities designed to develop and support school readiness skills. The goal was to have the space open for 10 hours a week, which we were able to do in the spring of 2021. So we are exploring options to increase hours and potentially offer a second site. With all of the additional offerings under Universal Pre-Kindergarten, we will examine the feasibility once we have enrollments for both TK and preschool completed.</p> | | |
| 2.4 | Early Literacy-Preschool Program | With approximately 55% of our families within Lowell Joint meeting the requirements for free and reduced lunch, there is a tremendous need to support our community with access to quality preschool at no charge. As the discussion began around opening a state-funded preschool, many additional families expressed an interest in having a fee-based program as well since we would be able to offer a program at less expensive rates than some of the local alternatives. We have four preschool licenses with three state-funded preschools, including fee-based options. | \$270,000.00 | Yes |
| 2.5 | Transitional Kindergarten | Transitional Kindergarten is not compulsory; however, those students who would not otherwise be enrolled in preschool or other school readiness programs prior to entry into Kindergarten are at a serious disadvantage without the opportunity to participate in activities designed to nurture and develop foundational skills. This is especially true for frequently | \$1,119,327.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | underserved student groups. Providing opportunities in both TK and preschool programs at no cost for UPPs helps to level the playing field in developing school-readiness skills. This includes the addition of Instructional Aides in order to maintain the required 12-1 ratio under Universal Pre-Kindergarten along with the TK teachers that were already funded. This Action is principally directed at UPPs. | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | Modernization and Maintenance of Facilities | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The schools in Lowell Joint were built in the 1950s and 60s and are in desperate need of major maintenance and modernization. The District continues to prioritize facility needs, and with the passing of a bond in 2018 (Measure LL), there were additional monies available to begin the modernization and upgrading of all sites over the last few years. The primary focus of the bond was related to roofing and HVAC with the associated electrical and plumbing. These additional dollars allowed District funds for maintenance to be used on other needs in the prioritized list. Facilities projects were identified beginning with the Olita Major Maintenance project that began in 2020. There was an unexpected vacancy at the Maybrook site within the district that had been leased to a private school. This allowed for the consideration of using that site as temporary housing for the six schools as the repairs to roofing and HVAC systems were completed. No students present on site allowed for a faster construction timeline, which decreased the overall cost of the project. It also meant students were not disrupted during the day by construction. Olita was technically moved to the Maybrook campus at the beginning of the 2020 school year while we were still in distance learning. Because we were not able to return to in-person instruction until March of 2021, there was little disruption for students who were meeting virtually. Construction was completed on the Olita site and Macy was moved to Maybrook mid-year. With the work at El Portal being done over the summer, three of the six schools were able to complete major construction and modernization within about a year. This allowed the district to complete the issuance of the bonds, which ultimately saved the tax payers approximately seven million dollars in addition to some construction savings. Jordan was moved to the Maybrook site for the 2021-2022 school year. Meadow Green (2022-2023) and Rancho Starbuck (2023-2024) were also moved to Maybrook temporarily as projects were completed. Given that the primary purpose of the bond was to upgrade basic necessities (roofing, HVAC, electrical and plumbing), there is still much work to be done. The district will continue to address major areas for improvement in conjunction with the projects identified in the scope of work for the bond. This goal helps to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning) with an acknowledgement of the additional work that still needs to be completed moving forward.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------------------------|--|----------------|----------------|-------------------------------|----------------------------------|
| 3.1 | Updates on Facilities Master Plan | For 2023-2024, 2 formal updates to the Board | | | 2 formal updates to the Board | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | The Facilities Master Plan was Board approved in June of 2021 | | | | |
| 3.2 | SARCs and FIT Reports | 100% of school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs) | | | 100% school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs) | |
| 3.3 | Bond Oversight Committee agendas and minutes | In 2023-2024, 90% of work identified in Measure LL has been completed. | | | 100% of work for Measure LL will be completed. | |

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 | Facilities Master Plan | Given the scope of work necessary to support the aging facilities within the district, a Facilities Master Plan was approved to prioritize the major maintenance projects in conjunction with the work done through Measure LL, which is nearing its completion. District funds for maintenance are earmarked based on the prioritized list within the Facilities Master Plan. The plan will set the vision for the next 20 plus years as "Caretakers of a Legacy". The plan was developed over the last few years and Board approved. There are regular updates to the Board. There are \$1,960,183.32 currently expended for non-personnel items out of Fund 14, 25, and 40. These are not included in the general fund budget. | \$0.00 | No |
| 3.2 | FIT Reports | Continue to inspect all school sites to ensure that facilities are in "Good Repair." | \$0.00 | No |
| 3.3 | Bond Measure | In November of 2018, the community passed a bond to support the much needed facilities work at each of the six sites. The scope of work is outlined in the Master Plan and the expenditures are documented through the Bond Oversight Committee to support the ongoing work in meeting this goal beyond the use of general fund monies. These costs are not included in the general fund budget since they are a reflection of the bond monies. With the completion of the scope of work from Measure LL, there is the potential for a second bond should the Board chose to move forward with another measure. | \$0.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 4 | In order to meet the unique academic, behavioral, and social emotional needs of all students, a Multi-Tiered System of Support (MTSS) will continue to be expanded and refined. | Broad Goal |

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to meet the unique needs of all students within the Lowell Joint School District, there has been a continued focus on developing clear levels of support for students in academics, behavior, and social-emotional learning over the last few years under the larger umbrella of a Multi-Tiered System of Support (MTSS). The work began with identifying district-wide initiatives to support first, best instruction in the classroom that would meet the needs of the majority of students. This is also known as Tier 1. Then, additional supports (Tier 2 and Tier 3) were developed and layered in to address smaller, more targeted groups of students based on need. With academic supports in place, we continue to tackle the supports for Behavior and Social Emotional/Mental Health needs. The overall system is constantly being refined based on data and the ever-changing needs of our student population. Stakeholders have continued to express concern for student's growth and well-being. Targeted goals have been identified for the Social, Emotional, and Mental Health needs of students and for Early Literacy. While these fall within the Multi-Tiered System of Support, it was important to spotlight these areas given the current context for our students and the increased need in these areas. There is continued attention on any potential changes in that first, best instruction that may need to take place to provide opportunities for learning. Represented in this goal are some of the ongoing practices that have been successfully supporting students, as well as additional actions designed to address both the greater number of students needing intervention and the varied challenges facing students in the coming years.

Refining our overall Multi-Tiered System of Support continues to be an ongoing means of addressing the needs of students at all levels. We will continue to develop additional services and interventions for our English Learners and Students with Disabilities. While we maintained the supports from the prior year, there is a continued need to provide additional intervention for students to close the achievement gap. We are adding some additional counseling and psychological supports for our UPPs, which will allow for more targeted support and monitoring for these student groups that are below the overall average for the district. This is especially true for our English learners and Socio-Economically Disadvantaged students. We want to continue to monitor both the academic and socio-emotional needs of our Foster Youth as well. Our Foster Youth, Homeless (a portion of our low-income families) and English learners are all monitored on a weekly basis by various support personnel, which allows us to increase and improve services based on the individual needs of these students under the umbrella of

our MTSS. These support positions would not be available without the supplemental dollars designated for our unduplicated pupils. With the closeout of the year, we will look at SBAC and ELPAC Summative data as baseline information to plan for any necessary adjustments.

This addresses the LCFF State Priorities 2: State Standards (Conditions of Learning), Priority 5: Student Engagement (Engagement), Priority 6: School Climate (Engagement), Priority 7: Course Access (Conditions of Learning), and Priority 8: Other Pupil Outcomes (Pupil Outcomes). On a local level, this goal is designed to meet Board expectations around Academic Excellence, School/Family/Community Partnerships and Communication, High-quality staff providing high-quality service, and Safe, orderly, positive, and respectful learning environments.

The county reclassification rate for Orange County is 18% while the state is 16%. We have had significantly fewer English learner students with only 6.8% of our total population currently identified as ELs. We will need to look at the data from CalPads since we reclassified 30 out of 186 students, which is 16.13%.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 4.1 | California School Dashboard English Learner Progress Indicator (ELPI) ELPAC Data | <p>In 2023-24, 50.3% of English learners made progress towards English language proficiency, which is an increase of 5% over the prior year. 50.3% increased one level on the ELPI with 29% maintaining their level from the prior year. 21% decreased at least one level from the prior year.</p> <p>2022-2023 Summative ELPAC 15.21% at Level 4 (well-developed) 41.94% at Level 3 (moderately developed)</p> | | | <p>65% of English Learners will be making progress towards English language proficiency with 25% scoring well-developed and 50% at moderately developed.</p> <p>Summative ELPAC 25% at Level 4 (well-developed) 50% at Level 3 (moderately developed) 20% at Level 2 (somewhat developed)</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| | | 25.81% at Level 2 (somewhat developed) 17.05% at Level 1 (beginning stage) | | | 5% at Level 1 (beginning stage) | |
| 4.2 | Smarter Balanced Assessment Consortium (SBAC) Data and California Educator Reporting System (CERS) | For 2023, 55.71% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 45.43% in mathematics. English Learners performed with 14% met or exceeded in ELA and 13% in Math. ALL students had an overall growth of 9% in ELA and 12% in Math. EL students had an overall growth of 2% in ELA and 3% in Math. | | | 70% of ALL students will score met or exceeded the standard on the CA Dashboard in ELA and mathematics. English learners will achieve 50% met or exceeded in ELA and in Math. | |
| 4.3 | Reclassification Rates | DataQuest reports a 2022-23 Reclassification Rate of 8.0%. | | | Reclassification rates will be at 10% or higher. | |
| 4.4 | iReady Data | In 2023-24, baseline data in ELA currently shows 60% meeting typical goals with another 32% meeting stretch goals and baseline data in Math currently shows 56% meeting typical goals with another 29% meeting stretch goal with the current | | | 80% of students will meet their typical goals with 40% completing stretch goals in ELA and Math. Assessment of Spanish Reading 80% of Spanish learners will be making progress | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | | <p>diagnostic still being open.</p> <p>Assessment of Spanish Reading There are 7 DLI teachers this year with 5 who administered the End-of-Year Assessment of Spanish Reading. Moving forward, this will be a requirement for all DLI teachers in grades K-6. The current numbers show 43%, 71%, 77%, 32%, and 48% for each respective class in terms of meeting grade level expectations.</p> | | | toward Spanish Language proficiency in alignment with our goal of developing English proficiency with our English learners. | |
| 4.5 | Professional Development Records Classroom Observations | In 2023-24, 118 (88%) teachers have gone through professional development to be GATE certified and integrate depth and complexity strategies. | | | All teachers will be certified in GATE through OCDE. | |
| 4.6 | Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism | In 2023-24, current attendance data within Aeries as of month 9 shows an average cumulative attendance of 94.55% districtwide. | | | <p>Attendance rates will continue to be at 96% or higher.</p> <p>All students who are severely chronically absent (more than 25% of days enrolled) will</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | <p>3 students began the SARB process in 2023-2024.</p> <p>The Chronic Absentee rate for 2022-23 settled at 18%, which was a slight increase overall for the district. Student groups include: EL at 23% Homeless at 33% SED at 22% Hispanic 20% 2 or More Races at 17% SWD at 27% White at 16% Filipino at 11% Foster Youth 13%</p> | | | <p>begin the SARB process.</p> <p>The Chronic Absentee rate will be less than 10% overall with significant student groups being no more than 10%.</p> | |
| 4.7 | CARE logs Nurse Documentation of supports | <p>CARE stands for Counseling and Resource Enhancement, and the CARE Team in 2023-2024 consisted of 1 counselor, 4 full-time psychologists, 10 paid psych interns, 7 paid counseling interns, a program specialist, the Director of Special Ed, and an Intern Program Director. 100% of unhouseed students, foster youth, and</p> | | | <p>Support staff will continue to meet each trimester/quarter with 100% Foster Youth, low income (specifically Unhouseed), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | | English learners are met with by team members at least once a trimester/quarter. | | | | |
| 4.8 | Suspension and Expulsion Rates | The overall suspension rate for the district was below 3% for the 2022-23 school year and there were no expulsions. There have been no expulsions to date in 2023-2024. | | | The overall suspension rate for the district will be less than 3%. The district will continue to maintain less than 1% in expulsions. | |
| 4.9 | HR and Payroll Records demonstrating appropriate personnel in place | In 2023-24, 100% of personnel connected to action items were hired to carry out responsibilities and coordinate services. | | | 100% of personnel connected to action items were hired to carry out responsibilities and coordinate services. | |
| 4.10 | Middle school drop out rate | We have had no drop outs in the 2023-2024 school year to date. | | | Maintain the drop out rate at less than 1% for middle school students. | |
| 4.11 | EL Goal Sheets | In 2023-24, Intervention Coordinators met with 100% of EL students and created trimester, quarter, and yearly goals. | | | Intervention Coordinators will meet with 100% of English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 4.12 | Professional Development Records and Classroom Observations | <p>In 2023-24, 100% of existing staff have been trained in Explicit Direct Instruction (EDI) and Thinking Maps with approximately 75% in Write from the Beginning.</p> <p>60% of staff have been trained in Project GLAD (Guided Language Acquisition Design)</p> <p>100% of teachers are observed by Principals for implementation of EDI. Project GLAD, Thinking Maps, and Write from the Beginning are observed but not tracked formally.</p> | | | <p>100% of staff are trained in Explicit Direct Instruction (EDI), Thinking Maps, and Write from the Beginning.</p> <p>100% of staff have been trained in Project GLAD (Guided Language Acquisition Design).</p> <p>100% of teachers are observed by Principals for implementation of EDI, Project GLAD, Thinking Maps, and Write from the Beginning.</p> | |
| 4.13 | Monthly Attendance for Before and After school supports | <p>In 2023-2024, 100% of tutoring provided through the Expanded Learning program (ELOP-PowerSource) and supplemental funds is monitored with daily sign-ins.</p> <p>The digital tracking of UPPs availing themselves of the</p> | | | <p>100% of tutoring provided through the Expanded Learning program (ELOP-PowerSource) and supplemental funds is monitored digitally with daily sign-ins so that the data can be better</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------|---|----------------|----------------|--|----------------------------------|
| | | tutoring supports in ELOP are not as readily available for tutoring through supplemental funds since the sign-ins are paper/pencil. | | | disaggregated for other purposes. | |
| 4.14 | Course Access | <p>In 2023-2024, 100% of students are provided a broad course of study including traditional subject matter in English Language Arts, Mathematics, Science, Social Studies, and PE.</p> <p>Additionally 100% of sites provide instruction in the arts and music, with opportunities for enrichment in coding, robotics, dance, theater, eSports, leadership, world languages, and more through the Expanded Learning Opportunities Program and extra curricular activities such as clubs.</p> | | | <p>100% of students are provided a broad course of study including traditional subject matter in English Language Arts, Mathematics, Science, Social Studies, and PE.</p> <p>100% of sites continue to provide instruction in the arts and music, with opportunities for enrichment in coding, robotics, dance, theater, eSports, leadership, world languages, and more through the Expanded Learning Opportunities Program and extra curricular activities such as clubs.</p> | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| 4.1 | | Provide non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for unduplicated pupils. We will continue with refreshers on Thinking Maps as a foundation to the Write from the Beginning program since writing is an identified need for Unduplicated Pupils across the district. Having the ability to use nonlinguistic representations of complex thinking to remove language barriers is a critical component in supporting our English learners. The iReady assessment system will serve to support the identification of student needs for both intervention support and enrichment opportunities. Woven within these days will also be training for the social emotional side of our most vulnerable students. This includes our students from low income households along with our English learners. Early-release Mondays will also be used for training in social emotional learning, iReady, and Thinking Maps, along with collaborative planning time. A consultant | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| | | will provide ongoing professional development for new teachers in induction. | | |
| 4.2 | Professional Development English Learners | Continue to provide ELD training so EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices. This includes support for the district-wide initiative in implementing OCDE Project GLAD (Guided Language Acquisition Design). Training will also include support for teachers in understanding the ELD Standards and strategies for both Designated and Integrated ELD. | \$35,000.00 | Yes |
| 4.3 | Progress Monitoring and Support of English Learners | In addition to teachers who provide Designated English Language Development (ELD) and Integrated ELD on a daily basis as part of Tier 1 instruction, three Bilingual Aides provide additional support to both students and parents. All 3-8 grade English learners track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with Aeries to monitor and track student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) Intervention Coordinators at each site meet one-on-one with English learners to support the development of their goals after discussing progress data on local measures and/or state assessment data. All English learners (including those reclassified that are still being monitored for progress), are given a language assessment to track language proficiency and provide additional supports as needed. Historically, LAS Links had been used for tracking proficiency. However, there were some significant issues with administering the assessment, so we are in the process of identifying a new tool. | \$274,475.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 4.4 | Dual Immersion Program | The district will continue to expand its Dual Immersion Program to support our English learners and provide the opportunity for English only students to develop a second language. There are currently 7 grades available (TK-5th grade), with 6th being added in the 2024-25 school year and AP Spanish Language at the Junior high (2025-26). iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency. All new core materials have been purchased for the program to better address Spanish language standards and support differentiation based on student needs. | \$436,461.00 | Yes |
| 4.5 | ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho | In addition to a double block of English for all students, English learners at Rancho Starbuck are included in an English Language Development elective to increase language proficiency before entering high school. We typically have less than 10 long-term English learners across the entire district, but the added support helps to prepare students for the increased language demands at both the intermediate and high school levels. A Spanish elective will continue to be offered as it allows for a cognitive break in the day for English learners who are also in need of developing Spanish language proficiency. Some English only students are also in the class to develop beginning Spanish, which also allows native Spanish speakers the opportunity to support their English only peers. For the 2025-2026 school year, AP Spanish Language will be added as an elective to support students who have been through the Dual Language Program and others with high levels of Spanish. | \$74,375.00 | Yes |
| 4.6 | Before and After School Intervention | We will continue to hire staff to provide for extended day intervention classes principally directed toward the needs of our UPPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring. | \$60,000.00 | Yes |
| 4.7 | Intervention Coordinators | Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate, CERS, and iReady to run reports to | \$23,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|----------------|--------------|
| | | facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and low income students. | | |
| 4.8 | Intervention Support During the Day | As part of differentiation within the classroom, teachers provide support to students in making progress toward identified goals. For our English learners, Bilingual Aides provide push-in support for language development. Elementary sites with Title I funds have hired personnel for intervention support within the day in addition to the intervention provided in the classroom by the teacher. This is principally directed at supporting UPPs. | \$150,000.00 | No |
| 4.9 | Teacher Planning/Choir Teacher | Teachers will continue collaborating regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an FTE for a music teacher, which allows for additional collaboration time at the elementary level during music instruction and increases student access to the Arts. | \$82,674.00 | No |
| 4.10 | Classified Staff Instructional Assistants & Special Ed Support Aides | These assistants and aides provide direct support to our students with special needs. This can include one-on-one instruction or guided practice, small group support, support for a specific student while mainstreamed, and work within a self-contained classroom. | \$1,634,010.00 | No |
| 4.11 | Math Intervention Rancho Starbuck | Maintain Math intervention sections at the intermediate school for targeted students (one seventh-grade section and one eighth-grade section). Students with disabilities will This Action is principally directed at UPPs | \$53,769.00 | Yes |
| 4.12 | Illuminate | Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UPPs (Illuminate). We are in the process of evaluating the need for this with the addition of iReady. Aeries is our student information system, so | \$25,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| | | Illuminate is an additional resource that allows for better disaggregation of data to monitor and track our UPPs. | | |
| 4.13 | Nurse and LVNs | Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UPPs (partial funding for the District Nurse). Offsetting the cost of support to these students along with other local funds has allowed us to hire 2 nursing assistants who check in with Foster Youth specifically each week. There is a focus on monitoring the specific needs of our low-income families who may need assistance with no or low-cost healthcare, screeners, immunizations, or other healthcare supports. | \$253,146.00 | Yes |
| 4.14 | Coordination of Services | Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UPPs) by certificated personnel at the District Office. With the growing supports and services from the inception of LCFF for our Unduplicated Pupils (from just over \$230,000 to over \$2 million), there is a need to add an additional classified person in fiscal services related to the administration of program actions and expenditures. This also includes half of the classified salary for our Data Systems Analyst position to provide aggregated and disaggregated data for the LCAP, reports to principals each month on attendance, chronic absenteeism, and suspensions, and support for monitoring each of the unduplicated pupil groups so that students are receiving appropriate services. The remainder of that salary is in Goal 1, Action 10. | \$298,213.00 | Yes |
| 4.15 | ABA Class and Program Specialist Position | A Program Specialist and two ABA Teachers are funded to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing interventions for behavior, mental health, and other nonacademic barriers to learning. | \$361,546.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 4.16 | Learning Hubs - Libraries | School libraries will continue to be open for additional hours to provide homework and tutoring help. This is in addition to their regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home. This also allows for before and after-school intervention to be housed in the school library so that students are able to receive the targeted support they need in flexible groupings. This Action is principally directed at UPPs. | \$284,211.00 | Yes |
| 4.17 | MTSS Coordination and Monitoring of UPPs | District personnel updated the LJSD districtwide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Ongoing implementation and monitoring of MTSS are coordinated through district personnel. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless/Foster Youth Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district. A portion of the Teacher on Special Assignment who will coordinate training and provide coaching support to teachers around the implementation of strategies is included here, along with the costs for training and resources. | \$332,189.00 | Yes |
| 4.18 | Assessment System | In order to assess unduplicated pupils and provide appropriate supports, the district will continue to invest in a comprehensive system (iReady) for benchmarks, language proficiency assessments, and intervention content targeted to student needs. This system provides baseline data for benchmarks as well as training for staff. The data provided will allow us to assess and monitor our unduplicated students, although it will benefit all. The Dashboard allows for filtering based on high-need student groups so that English learners, Foster Youth, and low-income students can be readily identified in terms of both need and targeted support. | \$120,000.00 | Yes |
| 4.19 | Classified Staff Custodial Support | Continue to fund additional night custodians beyond base needs to provide daily classroom cleaning. This allows for a safe and positive school | \$284,979.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| | | environment when increasing the demands on existing custodial staff due to before- and after-school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies. This Action is principally directed at UPPs. | | |
| 4.20 | Attendance Monitoring | Student absences will be monitored regularly, and attendance letters will be sent to students with signs of chronic absenteeism. The district will continue with the attendance incentive program to encourage sites to explore unique ways to promote attendance. The Director of Educational Services is also the Attendance Supervisor for the district and will continue to work through the SARB process with principals as needed. Attendance rates are monitored as well as the middle school drop out rate as indicators of overall student engagement. Because Chronic Absenteeism has been such a big issue for the district, a Focus Goal has been developed in this area. (Goal 6) | \$12,000.00 | No |
| 4.21 | Counseling and Resource Enhancement (CARE) | <p>CARE has been an overwhelming success. The counselors and interns will monitor the social emotional needs of our UPPs along with a Program Specialist funded through the SELPA and four school psychologists to ensure that both counseling and psychological needs are being met. These services continue to be critical in meeting the social-emotional needs of those students. Contacts with Foster Youth, ELs, and low-income students (primarily Homeless) are documented weekly to ensure timely support.</p> <p>We have continued to partner with Care Solace, a third-party vendor that operates as a resource for connecting students, families, and staff with mental health resources. This includes finding the right support, navigating insurance, and checking in to determine if the issues are being addressed. Additionally, Hazel Health was added as a partner this year through work with the Orange County Department of Education. They provide direct services to students once they have been referred through the district. We continue to hire counseling and psych interns to expand support services for our students, and for 2024-2025, we are adding three full-time counselors and another school psychologist with Concentration funds to support the needs of our English Learners, Foster Youth, and SED. Having</p> | \$1,169,344.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|--|-------------|--------------|
| | | interns allows every site to provide much-needed services, but the increasing percentage of UPP students has increased the demand for these support services. This continues to be a high priority in feedback on the LCAP. We will continue to keep the consultant we hired to oversee the program and provide ongoing support to the interns. | | |
| 4.22 | Targeted Intervention | While the student groups and focus may change, there will always be targeted areas for support based on the annual review of data. For this year, at both the district and site levels, that includes a number of student groups in the area of Chronic Absenteeism, which are addressed in Goal 6. Academically speaking, there is a need for some targeted support in mathematics for our Students with Disabilities. This is at the district level as well as Macy Elementary and Rancho Starbuck Intermediate. Additionally, Jordan and Macy Elementary are in need of support for Students with Disabilities for English Language Arts. Costs associated with this are already identified under other action items within this Goal (Actions 5, 6, 7, 8, 11, and 16). | \$0.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 5 | Enrichment and 21st Century Skill Development | Broad Goal |

State Priorities addressed by this goal.

| |
|--|
| <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> |
|--|

An explanation of why the LEA has developed this goal.

With more than 58% of our students coming from low-income homes in 2023-2024 (up 3 % from the prior year), it continues to be evident that not all students have equal access to opportunities outside of school to experience and develop 21st-century skills which often require access to pathways that some families are able to provide and some are not. As a district, Lowell Joint will continue to add programs to support enrichment and talent development. Both staff and parents have provided feedback that we need to develop more opportunities and a more cohesive program while not limiting access to just formally identified GATE students. With this in mind, the district is developing a comprehensive identification system that includes multiple measures and local norms for GATE identification, training all teachers in best practices for working with GATE students to impact instruction within the day, and creating enrichment opportunities that do not require GATE identification for participation. We continue to believe that all students should have access to music and the arts, coding and STEAM, leadership opportunities, and outlets to showcase their unique talents and abilities. The district continues to develop a wide variety of offerings to support both enrichment and 21st-century skill development with ongoing funds for Expanded Learning Opportunities. Harnessing student interest to support the development of the whole child through this program will truly allow for much greater access and participation of students.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------|--|----------------|----------------|--|----------------------------------|
| 5.1 | Completion of GATE Certification | As of the 2023-2024 school year, 118 (88%) teachers have gone through professional development to be GATE certified and integrate depth and complexity strategies. | | | All teachers within the district will be GATE certified. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 5.2 | GATE Assessments and Local Norms | <p>For the 2023-2024 school year, the CogAT test is being used. 100% second and fourth grade students take the Cognitive Abilities Test along with the Test of Creativity.</p> <p>A final list of approximately 16 - 20 GATE identified students for each school (per grade), based on local norms, the test of creativity, and teacher recommendations was completed in May of 2024.</p> | | | <p>100% second and fourth grade students take the Cognitive Abilities Test along with the Test of Creativity.</p> <p>Approximately 20 - 25 GATE identified students for each school (per grade), based on local norms, the test of creativity, and teacher recommendations.</p> | |
| 5.3 | STEAM lab activity logs Professional Development records | <p>For 2023-2024, TOSAs have trained 50% of staff on STEAM equipment.</p> <p>80% of before and after-school programs in coding and robotics at each elementary site are tracked through ELOP activity logs (enrollment and attendance).</p> <p>50% of individual school sites maintain detailed</p> | | | <p>100% of staff trained on technology in the STEAM Lab.</p> <p>100% of before and after-school programs in coding and robotics at each site (including Rancho and offerings not connected to ELOP) will be tracked through activity logs.</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | <p>logs of lab and equipment usage.</p> <p>25% of teachers have received professional development on how to integrate the lab into their core curriculum.</p> | | | <p>100% of individual school sites maintain detailed logs of lab and equipment usage.</p> <p>100% of teachers will receive professional development on how to integrate the lab into their core curriculum.</p> | |
| 5.4 | <p>STEAM Participation</p> <p>Students have multiple opportunities to participate in STEAM activities:</p> <p>Within their classrooms, Computer Science club, AP Computer Science and/or Robotics during the school day and as part of after school enrichment</p> | <p>Student participation in STEAM activities has significantly increased in the 2023-24 school year. Approximately 30% of students are now involved in after-school programs, with opportunities for enrichment in coding, robotics, and other STEAM activities.</p> | | | <p>Activity logs will reflect 100% of students having multiple opportunities to access the lab and participate in enrichment activities during the school day in addition to after school enrichment opportunities.</p> | |
| 5.5 | CAST | <p>TBD new metric: CAST status only data will be collected from 2024-2025 Dashboard</p> | | | <p>% of growth will be determined once the 2024 Dashboard is released.</p> | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 5.1 | Professional Development - GATE Certification | The district will continue to train teachers in depth and complexity to support critical thinking and high levels of rigor in the classroom. This benefits all students. Training all teachers ensures that all students have access to highly qualified teachers who understand the unique needs of gifted and talented learners and can differentiate instruction accordingly. | \$10,000.00 | No |
| 5.2 | GATE Identification | The primary goal of developing comprehensive identification criteria is to ensure that typically under-represented student groups (including English learners, low-income, and Foster Youth) are afforded access to GATE services. Measures of leadership and creativity, along with a non-verbal assessment, are included along with more traditional measures. Training all teachers in the characteristics of gifted and talented students ensures teachers are not just identifying students who are doing well in school. The Universal Screener was administered to all 2nd and 4th graders this year, | \$79,343.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|--------------|--------------|
| | | and the data is being evaluated to determine further assessments as part of the multiple measures. A portion of the Teacher on Special Assignment who will coordinate training and provide coaching support to teachers around the implementation of strategies is included here, along with the costs for training and resources. | | |
| 5.3 | STEAM Enrichment | Continue to expand access to STEAM programs at the elementary level above offerings within the classroom as part of traditional science. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs such as the AP Computer Science course or the Conservatory of the Fine Arts (CoFA). This is especially true for our unduplicated pupils who lack access to technology and STEAM experiences outside the school system. In evaluating STEAM labs at each of the sites, there are some costs for resources such as equipment and tables at a few sites with some additional costs for materials at all sites. This also includes an ongoing partnership with Fullerton Joint Union High School District to develop pathways that feed into high school programs. Included here is a portion of the cost for the Teacher on Special Assignment who is developing the STEAM program and overseeing GATE. Many of the offerings through the Expanded Learning Opportunities funding will support STEAM enrichment: coding, robotics, and art. | \$48,124.00 | No |
| 5.4 | Technology Integration - 21st Century Skills | Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UPPs. The TOSA also provides support for Illuminate, CERS, and iReady and trains teachers on reports for data analysis to monitor the progress of English learners, students from low-income families, and Foster Youth. This often means supporting parents of these students as well who need training in navigating digital resources for use in the home. The TOSA will continue developing training for interactive displays that will allow for more student interaction to support the use of visuals as well as anchoring academic vocabulary within the room through the use of sentence stems, concept maps, and Thinking Maps, for | \$200,397.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | example, in support of our English learners. Includes stipend for work outside contracted days. | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---------------------|--------------|
| 6 | Chronic Absenteeism | Focus Goal |

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To address the significant issues of chronic absenteeism reflected in our data, it is essential to implement evidence-based strategies grounded in current research. Research suggests that a comprehensive approach, involving both prevention and intervention, is most effective. Key strategies include fostering a positive school climate, where students feel safe, supported, and engaged, which has been shown to improve attendance rates. Implementing early warning systems to identify and support students at risk of chronic absenteeism is also beneficial. These systems involve regular monitoring of attendance data and prompt, targeted interventions for students who begin to show patterns of absenteeism. Engaging families through regular communication and partnerships can help address barriers to attendance, such as health issues, transportation, or family obligations. Additionally, creating a culture of attendance through school-wide initiatives and attendance incentives can motivate students to attend regularly. Professional development for staff on the importance of attendance and strategies to engage students can further support these efforts. By adopting these research-backed strategies, we can create a more supportive and responsive environment that encourages consistent attendance and improves educational outcomes for all students. This goal was influenced by input from primarily parents and teachers as Engaged Partners who expressed concern at the number of students chronically absent. Even students, however, acknowledged the connection between engagement and attendance with more than just illness being responsible for the increase in students chronically absent.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------------------|---|----------------|----------------|---|----------------------------------|
| 6.1 | School Climate-Survey Questions | Since key strategies include fostering a positive school climate, where students feel | | | 97% of parent respondents “Agree” or “Strongly Agree” | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | | <p>safe, supported, and engaged, this will continue to be a question on surveys of parents and students. Current survey questions (2023-2024) may be slightly modified, but baseline data includes:</p> <p>92% of parent respondents marked “Agree” or “Strongly Agree” with the statement, "Our school is safe, orderly, and well disciplined".</p> <p>82% of students marked “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.</p> | | | <p>with the statement, "Our school is safe, orderly, and well disciplined".</p> <p>92% of students “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.</p> | |
| 6.2 | District Attendance Review Team meetings | <p>2023-2024 0 meetings</p> <p>There is not currently a team in place for Chronic Absenteeism. This is discussed with Principals at Principal meetings; however, developing a team may</p> | | | 10 meetings | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | provide insight into root causes and steps to increase overall attendance rates. | | | | |
| 6.3 | For parent engagement around attendance, number of workshops conducted and number of home visits completed | <p>2023-2024</p> <p>There were 7 home visits.</p> <p>Site based parent workshops on attendance: TBD This data is not currently collected but will be beginning in 2024-2025.</p> | | | <p>The number of home visits completed will be increased by 20%</p> <p>At least 2 workshops will be conducted (one each semester) with more as needed.</p> | |
| 6.4 | Number of students participating in mentoring and counseling programs, and progress reports from counselors. | <p>In 2023-2024, 0 aggregated records including attendance related to programs.</p> <p>Records are kept for students participating in mentoring and counseling programs; however, the data is not tracked in terms of attendance issues unless attendance is the main reason for referral to services.</p> | | | 100% of records kept for students participating in mentoring and counseling programs will include attendance to determine effectiveness of programs and student engagement. | |
| 6.5 | Number of students attending tutoring sessions and academic | TBD new metric. Data will be collected in the 2024-2025 school year | | | TBD once baseline is established. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| | performance improvement metrics. | to determine attendance at tutoring and academic improvement. | | | | |
| 6.6 | Number of partnerships formed and services provided through these partnerships. | We currently (2023-2024) have 5 partnerships with various organizations. | | | A growing network of partners (increased by at least 5) will provide support and resources for working with families around attendance. | |
| 6.7 | Total number of communications sent from District and Site level (newsletters, emails, etc.) and parent feedback responses | TBD new metric: Data will be collected at the district and site levels beginning in the 2024-2025 school year. | | | District communications per year: 5 Site communication per year: 10 | |
| 6.8 | Professional development sessions | We have had 0 professional development sessions specific to absenteeism. | | | 3 professional development sessions specific to absenteeism. | |
| 6.9 | CA Dashboard Data on Chronic Absenteeism | 2023 Dashboard - Chronic Absenteeism "All Students" stands at 18.1% English Learners (22.9%) Homeless (33.3%) Socioeconomically Disadvantaged (21.7%) Filipino (11.1%) Foster Youth (13%) Hispanic (19.6%) | | | Data on the California Dashboard will indicate an overall reduction in the Chronic Absentee rate to 10% or below. No individual student group will be above 15% at | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|------------------------------------|----------------------------------|
| | | <p>Two or More Races (16.8%) Students with Disabilities (26.7%) White (16.3%).</p> <p>Sites: El Portal: Hispanic (21%); Two or More (22%); SED (22%); SwD (25%)</p> <p>Jordan: Hispanic (23%); English Learners (33%); SED (25%); SwD (27%)</p> <p>Olita: Hispanic (22%); White (23%); SED (24%); SwD (32%)</p> | | | either the district or site level. | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------------|---|-------------|--------------|
| 6.1 | Analyze Data and Identify Root Causes | Conduct monthly data reviews to identify trends and root causes of absenteeism. Each month, Principals will be given the list of students to review with absences identifying them as chronically absent (10% or more) and in danger of becoming chronically absent (7-9%). Monthly attendance data reports and analysis summaries will be completed to track root causes of absenteeism. These will be facilitated by the Attendance Monitor for the district whose salary is included elsewhere. As part of this analysis, patterns and trends specific to English Learners, Homeless and SED will be identified to inform actions for intervention at the district level. This may include everything from home visits to connection to community resources once the data has been analyzed. | \$0.00 | No |
| 6.2 | Establish a Chronic Absenteeism Team | Form a dedicated team to address absenteeism and meet monthly to discuss strategies and progress. This will be facilitated by the Attendance Monitor for the district whose salary is included elsewhere. The Principals from El Portal, Jordan, and Rancho Starbuck will also be included as part of the team since these sites have multiple student groups within the "Red" on the California Dashboard. | \$0.00 | No |
| 6.3 | Parent and Family Engagement | Organize quarterly workshops and home visits to engage parents and address attendance barriers. These will be facilitated by the Attendance Monitor for the district whose salary is included elsewhere. Costs are associated with workshops for parents. | \$10,000.00 | No |
| 6.4 | Mentoring and Counseling | Provide mentoring and counseling services for at-risk students. Three additional counselors will be responsible for supporting attendance and achievement goals for students identified as at-risk due to chronic absenteeism, which are primarily our English Learners, Homeless, and | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|-------------------------------|--|-------------|--------------|
| | | SED. Concentration funds to support these needs with additional staffing are reflected in Goal 4, Action 21. Having interns allows every site to provide much-needed services, but the rising number of UPP students has increased the demand for these supports. | | |
| 6.5 | Incentives and Recognition | Establish an incentive program to reward good and improved attendance. There is currently a school level incentive on Goal 4, Action 20 for \$14,000. This is awarded to sites based on an overall increase in their attendance rates twice a year. This is for additional incentives and recognition from the district distributed at the student level for primarily our English Learners, Homeless, and SED who are in the "Red" in this area. | \$10,000.00 | Yes |
| 6.6 | Academic Support and Tutoring | Offer after-school tutoring and academic support sessions to fill in gaps created with attendance issues. Costs for tutoring are accounted for in Goal 4 and through ELOP funding; however, the monitoring of student progress through the lens of attendance issues will be addressed here. Given the connection between attendance and academics, | \$0.00 | No |
| 6.7 | Community Partnerships | Develop partnerships with community organizations to support attendance initiatives. | \$0.00 | No |
| 6.8 | Regular Communication | Implement a regular communication plan to keep parents informed about attendance and school activities. | \$0.00 | No |
| 6.9 | Professional Development | Provide regular training for teachers and staff on attendance interventions. This will include Attendance, Behavior, Academic, and Homework strategies with a specific focus on supporting English Learners, Homeless, and SED for the district level. For El Portal, Jordan, and Rancho, the focus will include general strategies for all students, Students with Disabilities, and Hispanic students. Additionally, El Portal is in the "Red" for Multiple Races, Jordan for English Learners, and Rancho for White, which will frame professional development opportunities. Each site has developed | \$20,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | action items within their SPSA to address this at the site level in addition to the district-wide goal within the LCAP. | | |

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 |
| \$4,080,495 | \$123,538 |

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 |
|---|-----------------------------|-------------------------|---|
| 13.088% | 0.000% | \$0.00 | 13.088% |

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 |
|-------------------|--|--|--|
| 1.11 | <p>Action: Single Plan for Student Achievement (SPSA)</p> <p>Need: Sites need to develop goals and action steps to support their most struggling students, which can include their Free and Reduced Lunch population who generate the funding received for Title I and English Learners who generate the funding for Title III. All schools within the district develop a SPSA even if not</p> | It is both a federal requirement to have a site based plan reflecting the data analysis for these student groups as well as a monitoring tool for sites to be in alignment with the LCAP at the district level and vice versa. The needs assessment done through the SPSA process ensures that data is being analyzed to identify actions to meet the needs of their most struggling students. | 1.8 Site actions within the SPSA for UPPs. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| | <p>receiving Title I funds. All Title I sites are school-wide. English learners are in "Orange" for both mathematics and ELA while overall making growth on English language development. Academically, the only other student group in "Orange" are the Socioeconomically Disadvantaged for English Language Arts. They are only 8 points below standard and actually went up by almost 3 points although that was considered maintaining. This is about an 18 point gap with "All" students who are 10 points above and in the "Yellow" band. 48% of SED students met or exceeded the standard in Language Arts with 37% meeting or exceeding the standard in Mathematics. Given that English Learners, Homeless, and SED are in the "Red" at the district level for Chronic Absenteeism, we clearly have sites in the "Red" contributing to the aggregate concern across the district. El Portal, Jordan, and Rancho have multiple student groups in the "Red": All, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic. Additionally, El Portal is in the "Red" for Multiple Races, Jordan for English Learners, and Rancho for White. Each site has developed action items within their SPSA to address this at the site level in addition to the district-wide goal within the LCAP.</p> <p>Scope: LEA-wide</p> | <p>Hattie's research shows an effect size of .51 for parent involvement in learning. This is echoed in the research from Proven Interventions to Increase Student Achievement of Poor and Minority Students where engaging families, parents, and the community is vital to the success of students. Supporting parents is also identified by the National Education Association (NEA) as researched- based, best practices in Strategies for Closing the Achievement Gap. The training of our parents is critically important to ensuring we have parent voice reflected in our Goals and Actions designed to meet the needs of our UPPs. Low income and English learner families often struggle with connecting to the school and availing themselves of available resources. The SSC is a requirement under Title I (monies provided to meet the needs of low income families); however, we have all schools complete a School Plan for Student Achievement. While not limited to Unduplicated Pupils and this specific action, the Parent Teacher Associations (PTA) also provides an important avenue to address the needs of these students by engaging parents in meaningful ways. It is important in building relationships between the PTA and staff that we support the focus of increasing the number of parents of our UPPs with involvement in the PTA and committees like SSC and ELAC in developing plans for student success. This allows for representation in the decision-making process as well as a stronger community of stakeholders. IT also encourages them to participate in opportunities to provide direct input to the LCAP through meetings in addition to just survey feedback.</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | | <p>The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,706 students counted as low income out of 3014 enrolled and as few as 15 Foster Youth, 27 Homeless and 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.</p> | |
| <p>2.1</p> | <p>Action: Early Learning - Teacher on Special Assignment (TOSA) Early Childhood Accountability Plan (ECAP)</p> <p>Need: The Early Learning TOSA supports both classroom and intervention teachers with the development of curriculum and implementation of best practices in early childhood. This includes working with parents and community partners on school readiness. Our English learner and SED students are most likely to enter school with gaps. This has been especially true post-pandemic, and teachers need support in adjusting practice to address these learning gaps. The majority of our English learners are in TK-2nd grade. This position was created in the 2020-2021 year to begin addressing issues of school readiness as two local preschools closed. As we began working with First Five, Orange County and</p> | <p>The TOSA position is necessary to facilitate the ongoing cycle of data evaluation into instructional practice. Once the needs have been identified, then the TOSA provides both professional development and in-class modeling to support teachers with increasing their capacity in meeting the needs of their students. This is essential in that foundation for long-term academic success, critical thinking, and problem-solving abilities. Struggles in these critical early learning stages can have cascading effects on later academic success. Hattie's research shows an effect size of of .51 for parent involvement in learning. This is echoed in the research from Proven Interventions to Increase Student Achievement of Poor and Minority Students where engaging families, parents, and the community is vital to the success of students. Supporting parents is also identified by the National Education Association (NEA) as researched- based, best practices in Strategies for Closing the Achievement Gap. Providing resources and parent training to support the development of skills necessary for academic</p> | <p>2.1 Early Childhood Accountability Plan and quarterly updates on progress; 2.8 Implementation of professional development around language acquisition as measured by observation..</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>the Early Developmental Index data on school readiness, it became clear that we needed a person to coordinate efforts in building those strong early literacy skills to set the stage for academic success.</p> <p>Scope: LEA-wide</p> | <p>success is an important part of the TOSAs position in supporting UPPs. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guidelines 1 and 5 are related to essential components of literacy and oral language development, which are addressed through both first, best instruction in the classroom and intervention with through small group instruction during intervention as part of the overall MTSS program. Guideline 2, "effective instruction for English learners is similar to effective instruction for native speakers" and Guideline 7, "well prepared teachers" are addressed in the research chart for all students. This is also true for Guidelines 3 (instruction adjusted to meet their needs) and 6 (instruction is differentiated) as part of both the overall MTSS program with the specific focus on Universal Design for Learning to meet the needs of all students-including English learners and first, best instruction practices. The comprehensive and multidimensional approach recommended in Guideline 4 will be enhanced this year through an expansion of MTSS services with a focus on Universal Design for Learning. This focus will allow teachers to improve classroom instruction in literacy for English learners. With the an Early Literacy TOSA, we are also able to provide much needed professional development around language acquisition through Project GLAD training and follow up. The TOSA newsletter and Google Site highlight specific strategies linked to language development and linguistic supports (sensory, graphic, and</p> | |

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| | | <p>interactive) for our multi-language learners. During our district-wide professional development days, we provided sessions in math and language arts with Guided Language Acquisition Design (GLAD) strategies linked to the district curriculum. Our TOSA has met with various grade levels to plan standards-based units while modeling and co-teaching language acquisition strategies. This is principally directed at meeting the needs of our English learners, however, all students in need of language development support will benefit. The Early Literacy TOSA is directly responsible for supporting the language development of our English learners through training teachers and modeling in the classroom, connecting with community and parent organizations to facilitate the distribution of resources for our UPPs, and managing the deliverables identified in the First Five grant to support school readiness and foundational skills for those students without access to other preschool programs.</p> <p>The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,706 students counted as low income out of 3014 enrolled and as few as 15 Foster Youth, 27 Homeless and 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.</p> | |

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| <p>2.3</p> | <p>Action: Early Learning-Community Engagement and Learning Link</p> <p>Need: There are four areas of concern from the last administration of the EDI assessment which was in 2022. In terms of readiness for Kindergarten, only 45% of students were ready based on Communication Skills and General Knowledge; 56% for Gross and Fine Motor Skills; 35% for Prosocial and Helping Behaviors; and 51% for Overall Social Competence. Since the assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purposed of planning to increase these missing skillsets in students who are not yet enrolled within our district.</p> <p>Scope: LEA-wide</p> | <p>The Learning Link provides an opportunity for families to come twice a week with their children to experience activities designed to support the development of foundational skills. Ready4K is a resource for parents that provides a text three times per week about activities and resources for building skills within the home. This is specifically targeting our low income families that do not have access to full day preschool options or are too young for preschool. We decided to continue using Google Forms for registration as well as a Google spreadsheet for attendance. We have added another form to track phone calls and emails related to enrollment, absences, and feedback around parent/guardian participation in the Learning Link. The Learning Link facilitator used Class Dojo to communicate with families as well. Activities within the Learning Link, along with resources, are targeted to families based on the EDI data to be sure that parents are able to work on these school readiness skills within the home or the community to lay that vital foundation for school success. It is provided on an LEA-wide basis since the program supports students at all elementary sites. The use of the Young Essential Scholar Newsletter (Y.E.S), Ready4K Text Messaging, and Skill Builder Kits are resources that our team utilizes to emphasize and have a lens on early childhood.</p> | <p>2.4 Data from Constant Contact for Newsletters and Brochures with Early Literacy information including participation in Ready4K; 2.5 Sign-ins to document parent involvement in the Learning Link.; 2.9 Early Developmental Index (EDI) data</p> |
| <p>2.4</p> | <p>Action: Early Literacy-Preschool Program</p> <p>Need: 30% of respondents to the Preschool Satisfaction Survey said they were able to take a job because of the preschool program with</p> | <p>Preschool provides an opportunity to support the development of foundational skills, especially for families who otherwise would not have access to resources or opportunities due to cost. This is reflected in the job security provided for families which impacts the overall population of the district in terms of SED students. Since the EDI</p> | <p>2.6 Enrollment in the preschool program; 2.7 Required state reports for CSPP on student progress; 2.9 Early Developmental Index</p> |

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| | <p>another 50% saying the same for keeping a job. 40% were able to attend training or some kind of education due to the program. Preschool provides much needed opportunities for access to vital early learning resources to develop school readiness skills for the students. With the closure of two local preschools and an increased awareness of the deficits some of our incoming students were facing, the district has opened three preschools in service of our students most impacted by the lack of access to school readiness opportunities, which are predominantly our UPPs. Again, there are four areas of concern from the last administration of the EDI assessment which was in 2022. In terms of readiness for Kindergarten, only 45% of students were ready based on Communication Skills and General Knowledge; 56% for Gross and Fine Motor Skills; 35% for Prosocial and Helping Behaviors; and 51% for Overall Social Competence. Since the assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purpose of planning to increase these missing skillsets in students who are not yet enrolled within our district.</p> <p>Scope: LEA-wide</p> | <p>assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purpose of planning to increase these missing skillsets in students who are not yet enrolled within our district. Now that we have had the Learning Link and preschool program for 2 years, we are beginning to track the impacts on both school readiness measures from the EDI data and benchmark data.</p> | <p>(EDI) data; 2.10 Preschool Satisfaction Survey</p> |
| <p>2.5</p> | <p>Action: Transitional Kindergarten</p> | <p>Providing opportunities in TK for UPPs helps to level the playing field in developing school-readiness skills. The Actions and Services best</p> | <p>2.3 Transitional Kindergarten enrollment and benchmarks; 2.9 Early</p> |

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| | <p>Need: Students entering Kindergarten without much needed skillsets are at a disadvantage for being successful in school. TK provides the space for families who may not otherwise have access to opportunities to develop those skill sets. There was only a single TK classroom prior to LCFF funding and the program has continued to grow as the importance of building foundational skills for Kindergarten preparedness has become a priority. Again, there are four areas of concern from the last administration of the EDI assessment which was in 2022. In terms of readiness for Kindergarten, only 45% of students were ready based on Communication Skills and General Knowledge; 56% for Gross and Fine Motor Skills; 35% for Prosocial and Helping Behaviors; and 51% for Overall Social Competence.</p> <p>Scope: LEA-wide</p> | <p>support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. Since the assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purpose of planning to increase these missing skillsets in students. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.</p> | <p>Developmental Index (EDI) data</p> |
| <p>4.2</p> | <p>Action: Professional Development English Learners</p> <p>Need: While 55% of EL students are making progress on state measures of language proficiency (ELPAC), they are well below other students with only 14% meeting or exceeding standards in both ELA and Math on the SBAC.</p> <p>Scope:</p> | <p>Professional development for teachers will better support the instructional practices while promoting greater success for our English Learner students including Thinking Maps and Write from the Beginning which focus on nonlinguistic representations of thinking with scaffolded supports for writing to support English learners. Training on state standards and ELD standards including specific strategies for working with ELs in both Integrated and Designated ELD (Project GLAD) will also support academic growth for our EL population.</p> | <p>4.5 Professional Development Records and Classroom Observations</p> |

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| | LEA-wide | <p>The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward English learners.</p> | |
| 4.4 | <p>Action: Dual Immersion Program</p> <p>Need: 55% of EL students are making progress on state measures of language proficiency (ELPAC); however, they are well below other students with only 14% meeting or exceeding standards in both ELA and Math on the SBAC. English Learners are one of our most struggling student groups in academic achievement. The Dual Immersion program was designed to ease the transition of our Spanish-speaking students and help them develop fluency in both Spanish and English</p> <p>Scope: Schoolwide</p> | <p>This is in alignment with our goal of developing English proficiency with our English learners. Bilingual proficiency supports ELs in becoming proficient in both English and Spanish, and a second language opportunity provides English-only students with the chance to learn Spanish. The Dual Immersion program which supports the development of truly biliterate students. . iReady Spanish Assessments need to be administered consistently to better track Spanish language proficiency as well.</p> <p>The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups. In this case, housing the Dual Immersion program at Jordan allows for services at the school with the greatest EL population while pulling students from across the district as a viable program.</p> | 4.1 ELPAC; 4.2 SBAC; 4.4 iReady |

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| <p>4.5</p> | <p>Action: ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho</p> <p>Need: 55% of EL students are making progress on state measures of language proficiency (ELPAC); however, they are well below other students with only 14% meeting or exceeding standards in both ELA and Math on the SBAC. This class is in addition to an ELA class with Designated ELD and Integrated ELD within other subject area courses. We have also added a Spanish elective to support primary language fluency. We have less than 10 students who are typically identified as Long Term English Learners; however, these classes provide support to developing a strong foundation before entering high school.</p> <p>Scope: Schoolwide</p> | <p>While the Double Block of English provides extended English instruction for all students, the ELD Elective Increases English proficiency for ELs before high school. The Spanish Elective offers a cognitive break and supports Spanish language development for ELs.</p> <p>AP Spanish Language Elective: Starting in 2025-2026, supports advanced Spanish learners, including those from the Dual Language Program.</p> <p>The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 749 students at Rancho and only 19 English learners, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward English learners.</p> | <p>4.1 ELPI and ELPAC; 4.2 SBAC; 4.4 iReady</p> |
| <p>4.6</p> | <p>Action: Before and After School Intervention</p> <p>Need: For 2023, 55.71% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 45.43% in mathematics. English Learners performed with 14% met or exceeded in ELA and 13% in Math. ALL students had an overall growth of 9% in ELA and 12% in Math. EL students had</p> | <p>Academic Support: Extended day classes offer additional instruction time for students who need extra help.</p> <p>Targeted Tutoring: Partnering with outside agencies and increasing staff ensures personalized support tailored to students' specific needs.</p> | <p>4.1 ELPAC; 4.2 SBAC; 4.4 iReady</p> |

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| | <p>an overall growth of 2% in ELA and 3% in Math. iReady shows a +19% growth in Reading and Math from beginning of the year to the end of the year for all students.</p> <p>Scope: LEA-wide</p> | <p>Improved Outcomes: Focused interventions help UPPs catch up and keep up with grade-level standards.</p> | |
| <p>4.7</p> | <p>Action: Intervention Coordinators</p> <p>Need: For 2023, 55.71% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 45.43% in mathematics. English Learners performed with 14% met or exceeded in ELA and 13% in Math. ALL students had an overall growth of 9% in ELA and 12% in Math.</p> <p>EL students had an overall growth of 2% in ELA and 3% in Math. SED Students demonstrate 8 points below standard in ELA and 34 points below in Math, where All Students demonstrate 10 points Above Standard in ELA and 15 points Below Standard in Math</p> <p>iReady shows a +19% growth in Reading and Math from beginning of the year to the end of the year for all students.</p> <p>Scope:</p> | <p>Unduplicated pupils, including English learners, Foster Youth, Homeless, and low-income students, require targeted support to address their specific needs and close achievement gaps.</p> <p>Stipends for Intervention Coaches: Funding provided for each school to hire intervention coaches.</p> <p>Training and Collaboration: Coaches meet with district personnel regularly to discuss Multi-Tiered System of Supports (MTSS) and make necessary adjustments to support unduplicated pupil needs.</p> <p>Data Analysis and Monitoring: Coaches are trained in Illuminate, CERS, and iReady to analyze data, monitor subgroup populations, determine intervention groupings, and identify gaps in support.</p> | <p>4.1 CA Dashboard, ELPAC; 4.2 SBAC and CERS; 4.4 iReady</p> |

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| | LEA-wide | | |
| 4.11 | <p>Action: Math Intervention Rancho Starbuck</p> <p>Need: On the CA Dashboard, All Students are 12 points Above Standard in Math. EL students are 57 point below standard and SED Students demonstrate 10 points below standard.</p> <p>Scope: Schoolwide</p> | <p>Students need targeted math intervention to meet grade-level standards and close performance gaps, with a focus on unduplicated pupils such as English learners, low-income students, and foster youth.</p> <p>Targeted Instruction: The math intervention classes are designed to provide targeted, small-group instruction tailored to the specific needs and learning gaps of the students.</p> <p>Academic Support and Skill Building: Focuses on reinforcing foundational math skills, understanding new concepts, and providing practice to ensure mastery, which is critical for students who are behind.</p> <p>Progress Monitoring: Regular assessments and adjustments to teaching strategies ensure that the interventions are effective and meet the evolving needs of students.</p> | 4.1 CA Dashboard; 4.2 SBAC; 4.4 iReady |
| 4.12 | <p>Action: Illuminate</p> <p>Need: UPPs need targeted assistance to close achievement gaps through effective monitoring of student progress and data analysis. Aeries is not very teacher friendly in terms of being able to pull up data and reports to drive instructional practice.</p> | <p>Continued Funding for Technology Program/System (Illuminate): Supports teachers in monitoring student progress and analyzing data.</p> <p>Data-Driven Instruction: Illuminate and other systems help teachers monitor progress and analyze educational outcomes, facilitating targeted interventions for students who are behind.</p> <p>Personalized Support: Enables personalized educational strategies that address specific areas where UPPs may struggle, ensuring that</p> | 4.2 CERS Reports, SBAC Data |

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| | <p>Scope: LEA-wide</p> | <p>interventions are effectively tailored to meet their needs.</p> <p>Continuous Improvement: The evaluation of Illuminate alongside iReady ensures that the district uses the best tools available for data analysis, improving overall educational outcomes for UPPs. As teachers are trained on CERS, this additional tool may be less needed moving forward.</p> | |
| <p>4.13</p> | <p>Action: Nurse and LVNs</p> <p>Need: On the 2023 CA Dashboard: All Students are 10 points Above Standard in ELA and 15 points Below Standard in Math. Student Group data shows: SED Students are 8 points Below Standard in ELA and 34 points Below Standard in Math. Homeless Students are 51 points Below Standard in ELA and 74 points Below Standard in Math. While foster youth are not reported on the Dashboard due to low numbers, the Foster Youth liaison monitors this student group.</p> <p>UPP students often require specialized support to address their unique health and wellness needs. Access to healthcare services, including screenings, immunizations, and mental health support, is crucial for their overall well-being and academic success.</p> | <p>Comprehensive Healthcare Support: Collaborating with key agencies and investing in nursing staff ensures that foster youth and other UPPs receive support regarding their individual needs.</p> <p>Regular Check-ins and Support: The presence of nursing assistants allows for regular check-ins and support for foster youth, providing them with a consistent point of contact for addressing health and welfare concerns.</p> <p>Focus on Low-Income Families: Monitoring and addressing health and welfare needs for low-income families ensures that financial barriers do not prevent students from accessing essential services.</p> <p>Only a small percentage of the Nurse's salary is included in supplemental funds to ensure that coordination with community partners to support families with low or no cost healthcare, screeners, and referrals can be done in a timely manner. The Nursing Assistant is not included in supplemental dollars; however, this position is responsible for checking in with Foster Youth each week for</p> | <p>4.7 Nurse documentation of supports and outreach</p> |

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| | <p>Scope: LEA-wide</p> | <p>support with any potential needs for these students. This allows us to improve our services to Foster Youth without additional cost to the supplemental budget.</p> | |
| <p>4.14</p> | <p>Action: Coordination of Services</p> <p>Need: There is an increased need for coordinating and administering programs funded through Supplemental Grant dollars aimed at supporting UPPs, which continue to grow as a greater proportion of our overall student enrollment. This includes English learners, low-income students, foster youth, and homeless students.</p> <p>Scope: LEA-wide</p> | <p>Effective Program Management: Enhancing the administration and coordination capabilities ensures that programs are effectively implemented and outcomes are closely monitored.</p> <p>Data-Driven Decision Making: The provision of detailed and specific data helps in evaluating the impact of various programs on UPPs and facilitates adjustments based on real-time data.</p> <p>Resource Allocation: Accurate fiscal management and data reporting ensure that resources are utilized efficiently and appropriately, maximizing the impact on UPPs.</p> | <p>4.9 HR or Payroll Records</p> |
| <p>4.16</p> | <p>Action: Learning Hubs - Libraries</p> <p>Need: On the 2023 CA Dashboard: All Students are 10 points Above Standard in ELA and 15 points Below Standard in Math. Subgroup data shows gaps for our UPPs: EL students are 47 points Below Standard in ELA and 73 points Below Standard in Math. SED Students are 8 points Below Standard in ELA and 34 points Below Standard in Math.</p> | <p>Extended Library Hours: School libraries will continue to be open extended hours to provide homework help, tutoring, and access to technology.</p> <p>Library Media Techs Support: These professionals not only manage library resources but also assist students during these extended hours.</p> <p>Flexible Grouping for Interventions: The extended library hours facilitate before and after-school interventions, allowing for flexible grouping based on student needs.</p> | <p>4.1 CA Dashboard; 4.13 Monthly Attendance for Before and After school supports</p> |

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| | <p>Homeless Students are 51 points Below Standard in ELA and 74 points Below Standard in Math.</p> <p>Based on input from parents and students in surveys and in-person meetings, students, particularly those from low-income families, English learners, foster youth, and homeless students, often lack access to conducive learning environments and resources. They require additional academic support, access to technology, and structured environments for homework and tutoring, which can take place in the school library.</p> <p>Scope: LEA-wide</p> | <p>This reflects the cost for an additional 10 hours per site of the Library Media Tech to keep the library open and provide a space for our UDPs to receive homework help, tutoring, and access to internet</p> | |
| <p>4.17</p> | <p>Action: MTSS Coordination and Monitoring of UPPs</p> <p>Need: On the 2023 CA Dashboard: All Students are 10 points Above Standard in ELA and 15 points Below Standard in Math. Subgroup data shows: SED Students are 8 points Below Standard in ELA and 34 points Below Standard in Math. Homeless Students are 51 points Below Standard in ELA and 74 points Below Standard in Math.</p> <p>These students often face unique challenges that impact their academic performance, including instability in living situations,</p> | <p>Updated MTSS Framework: District personnel monitor and implement the districtwide Multi-Tiered System of Support to better cater to both struggling and advanced students. This also creates a consistent approach across schools.</p> <p>Role of Homeless/Foster Youth Liaison: The Director of Educational Services doubles as the Homeless and Foster Youth Liaison, coordinating support and monitoring academic achievement among these students.</p> <p>Collaboration with Local Sites: The liaison works closely with individual school sites and specific counselors to ensure tailored support.</p> | <p>4.1 CA Dashboard; 4.4 iReady; 4.13 Monthly Attendance for Before and After school supports</p> |

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| | <p>emotional distress, and lack of consistent support networks. They require targeted intervention and support to address their academic needs.</p> <p>Scope: LEA-wide</p> | | |
| <p>4.18</p> | <p>Action: Assessment System</p> <p>Need: 55% of EL students are making progress on state measures of language proficiency (ELPAC); however, they are well below other students with only 14% meeting or exceeding standards in both ELA and Math on the SBAC. On the 2023 CA Dashboard, All Students are 10 points Above Standard in ELA and 15 points Below Standard in Math while student group data shows: SED Students are 8 points Below Standard in ELA and 34 points Below Standard in Math and Homeless Students are 51 points Below Standard in ELA and 74 points Below Standard in Math. While foster youth are not reported on the Dashboard due to low numbers, the Foster Youth liaison monitors this student group.</p> <p>Scope: LEA-wide</p> | <p>The use of iReady will allow for better measurement of progress for our UPPs across the district while also providing intervention and supports based on individual student need. UPPs require precise, data-driven assessments to identify their specific academic needs and language proficiencies.</p> <p>Tailored Assessments: iReady provides tailored assessments that are crucial for understanding the specific needs of unduplicated pupils, allowing for the development of targeted interventions.</p> <p>Data-Driven Decision Making: The comprehensive data provided by iReady aids in the continual assessment and monitoring of student progress, ensuring that interventions remain relevant and effective.</p> <p>Accessibility and Visibility of Needs: The filtering capabilities of the dashboard enhance the visibility of the needs and progress of high-need groups, facilitating timely and appropriate support.</p> <p>The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,706</p> | <p>4.1 CA Dashboard; 4.2 SBAC Data; 4.4 iReady</p> |

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| | | <p>students counted as low income out of 3014 enrolled and as few as 15 Foster Youth, 27 Homeless and 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.</p> | |
| <p>4.19</p> | <p>Action: Classified Staff Custodial Support</p> <p>Need: The increased frequency of school activities for UPPs such as before- and after-school interventions, parent engagement activities, and extended professional development meetings necessitates additional custodial support beyond the regularly scheduled day. This is a direct result of services provided to UPPs, and therefore is principally directed at UPPs. If those services were not being provided, the additional custodial support would not be necessary.</p> <p>Scope: LEA-wide</p> | <p>This reflects only the portion of salary identified to address the demands on custodial staff related to those items increasing or improving services for our UPPs. For example, keeping the library open an additional 10 hours shifts the cleaning and sanitizing of the space onto the next custodial shift. Parent trainings and other night time events targeting our UPPs also increase the need for additional custodial support.</p> | <p>4.9 HR and Payroll Records; 4.13 Monthly Attendance for Before and After school supports</p> |
| <p>4.21</p> | <p>Action: Counseling and Resource Enhancement (CARE)</p> <p>Need:</p> | <p>The CARE program was designed to meet this need by partnering with local universities to hire interns. Anywhere from 8-12 interns are hired each year to focus on our UPPs through weekly check-ins and small group sessions as needed. The prioritized list of contacts for the interns each week</p> | <p>4.7 CARE Logs and 4.9 HR and Payroll Records</p> |

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| | <p>Students from underserved populations, including foster youth, English learners, low-income and homeless students, often face significant social-emotional challenges. Meeting their counseling and psychological needs is critical for their overall well-being and academic success. Providing support for mental health continues to be a top priority for parents and staff based on input from the LCAP process. With only one counselor and 4 school psychologists to support the six schools within the district, the ongoing need for additional services was a common thread from all stakeholders.</p> <p>Scope: LEA-wide</p> | <p>is Foster Youth and Homeless with additional students seen as space allows. With the addition of concentration monies, we have hired 3 counselors and another school psychologist to address the varied mental and behavioral needs of students post pandemic. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,706 students counted as low income out of 3014 enrolled and as few as 15 Foster Youth, 27 Homeless and 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.</p> <p>Tailored Support Services: The CARE team ensures that the social-emotional needs of UPPs are identified and addressed through counseling and psychological support. Phone calls and connections to families and mental health services are offered.</p> <p>Partnerships for Accessible Resources: Collaborations with external organizations provide additional resources and support for mental health services, ensuring that UPPs have access to the help they need. Care Solace and Hazel Health will continue to serve as partners.</p> <p>Expansion of Counseling Services: Increasing the number of counselors and psychologists allows for more students to receive much-needed counseling</p> | |

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| | | support, benefiting UPPs who may face additional social-emotional challenges. | |
| 5.2 | <p>Action: GATE Identification</p> <p>Need: Some student groups are often under-identified for Gifted and Talented Education (GATE) services. Comprehensive and inclusive identification criteria are needed to ensure equitable access to GATE programs. Our data indicates a disparity in the identification of Unduplicated Pupils (UPPs) in our Gifted and Talented Education (GATE) program, with only 36.6% of GATE students being UPPs compared to 58% of our overall enrollment. This suggests that our current identification processes may not fully capture the potential of UPPs, highlighting the need for more equitable identification practices and support systems to ensure that all students have access to advanced academic opportunities.</p> <p>Scope: LEA-wide</p> | <p>GATE Identification-We have spent over a year developing an identification system that will target traditionally underrepresented student groups, which are our UPPs (Foster Youth, low income, and English Learners). The district has not had a formal identification system in well over 10 years. Identifying an appropriate non-linguistic assessment for English learners, a measure of creativity and leadership along with traditional assessments using local norms has been a key first step. Another is moving toward the training of all teachers within the district so that the qualities of gifted and talented students are readily recognized regardless of formal identification. This has the added benefit of increasing the level of rigor and critical thinking for all students regardless of gate identification.</p> <p>Equitable Access to GATE Services: The comprehensive identification criteria ensure that students from under-represented groups, including English learners, low-income students, and foster youth, have fair access to GATE programs.</p> <p>Broad Identification Measures: Including measures of leadership, creativity, and non-verbal assessments helps capture the potential of students who may not excel in traditional academic settings but show gifted characteristics in other areas.</p> <p>Informed and Inclusive Teacher Training: Training teachers to recognize a wide range of gifted</p> | 5.1 Completion of GATE Certification, 5.2 GATE Assessments and Local Norms |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| | | <p>characteristics ensures that more students, including those from diverse backgrounds, are considered for GATE services.</p> <p>The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,706 students counted as low income out of 3014 enrolled and as few as 15 Foster Youth, 27 Homeless and 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.</p> | |
| <p>5.4</p> | <p>Action: Technology Integration - 21st Century Skills</p> <p>Need: UPP students often require additional support to access and benefit from specialized instructional programs and digital resources that enhance learning. Teachers and parents need training to effectively integrate these resources and support students' academic progress. In feedback on surveys from parents, our English learners and Low Income families are those with the least access to technology in the home.</p> <p>Scope:</p> | <p>Again pulled from Hattie's research, Problem Based Learning (ES=.65), Goals (ES=.56), and High Expectations (ES=.43) are all effective strategies in engaging students at high levels and providing access to career paths that might otherwise be out of reach for our UPPs. This same finding is echoed in Proven Interventions to Increase Student Achievement of Poor and Minority Students, which talks about having high expectations and providing a rigorous curriculum and also in Strategies for Closing the Achievement Gap. Funding a Teacher on Special Assignment (TOSA) will assist staff in integrating technology with content standards, provide access to specialized programs, and support differentiating instruction for UPPs. Similar to the STEAM enrichment, students today would be hard pressed to compete at high levels in the workplace without the ability to integrate the use of technology in</p> | <p>4.2 Smarter Balanced Assessment Consortium (SBAC) Data and California Educator Reporting System (CERS); 5.4 STEAM lab purchases and activity logs, Professional Development records; 5.5 CAST</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|--|------------------------------------|
| | LEA-wide | <p>meaningful ways. This includes exposure to technology tools for productivity (email, presentation programs, documents, spreadsheets, and so forth) as well as tools for learning (3-D printers, green screens, video production, coding, virtual reality, Viewsonic boards, IPevo cameras, etc.) While some families are able to provide access to these types of tools, they are frequently non-existent in our low income households. The tools and activities designed to support all students, but they are principally directed at our low income students who would not otherwise have access to these types of experiences. The TOSA will help teachers integrate technology effectively, ensuring that UPPs receive differentiated instruction tailored to their specific needs. The TOSA will provide support for Illuminate, CERS, and iReady, and train teachers to use these tools for data analysis to monitor the progress of English learners, low-income students, and foster youth. Training on data analysis tools will allow teachers to monitor student progress accurately and make informed decisions to support UPPs. The TOSA will also support parents by training them to navigate digital resources for use at home. By training parents to use digital resources, the TOSA ensures that students receive consistent support at home, reinforcing their learning and progress. The TOSA will develop training for interactive displays to enhance student interaction for English learners. This also increases classroom engagement and supports the academic vocabulary development of English learners through visual aids and structured activities.</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | <p>The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,706 students counted as low income out of 3014 enrolled and as few as 15 Foster Youth, 27 Homeless and 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.</p> | |
| <p>6.5</p> | <p>Action: Incentives and Recognition</p> <p>Need: Reflecting on the chronic absenteeism data for 2023, it is evident that this issue is a significant concern across multiple student groups. The overall rate of chronic absenteeism for "All Students" stands at 18.1%, marked as "Orange," with an increase of 1.5% from the previous year. Several student groups are particularly affected, with English Learners (22.9%), Homeless (33.3%), and Socioeconomically Disadvantaged (21.7%) students all in the "Red" category, indicating the highest levels of concern. These increases suggest systemic challenges that need urgent attention. Other groups in the "Orange" category, such as Filipino (11.1%), Foster Youth (13%), Hispanic (19.6%), Two or More Races (16.8%), Students with Disabilities (26.7%), and White (16.3%), also highlight areas needing targeted interventions.</p> | <p>A study published in the "Journal of Education for Students Placed at Risk" found positive effects of incentives. It is provided LEA-wide since the issue is pervasive across the district. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,706 students counted as low income out of 3014 enrolled and as few as 15 Foster Youth, 27 Homeless and 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.</p> | <p>6.9 CA Dashboard Data on Chronic Absenteeism</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>Because of this, we have developed a Focus Goal around Chronic Absenteeism for this next LCAP cycle. Given that English Learners, Homeless, and SED are in the "Red" at the district level for Chronic Absenteeism, we clearly have sites in the "Red" contributing to the aggregate concern across the district. El Portal, Jordan, and Olita have multiple student groups in the "Red": All, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic. Additionally, El Portal is in the "Red" for Multiple Races, Jordan for English Learners, and Olita for White. Each site has developed action items within their SPSA to address this at the site level in addition to the district-wide goal within the LCAP.</p> <p>Scope: LEA-wide</p> | | |

Limited Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| 4.3 | <p>Action: Progress Monitoring and Support of English Learners</p> <p>Need:</p> | Daily ELD Instruction: Ensures consistent language development within the regular classroom. | 4.1 California School Dashboard, English Learner Progress Indicator, ELPAC Data; |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | <p>55% of EL students are making progress on state measures of language proficiency (ELPAC); however, they are well below other students with only 14% meeting or exceeding standards in both ELA and Math on the SBAC. English Learners need targeted support to develop English proficiency and academic skills, consistent progress monitoring, and additional interventions.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Bilingual Aides: Provide additional support to students and parents, and assist with administrative tasks. They provide Progress Monitoring and support of English learners including communication with and outreach to parents. A unique need for our English learner population includes the communication with and opportunities for parents in their primary language, which we have built into the LCAP. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased communication and opportunities for both parents and students in their primary language support this research.</p> <p>Student Goal Sheets: Help students track their progress, fostering self-awareness and motivation.</p> <p>Intervention Coordinators: Offer personalized support based on progress data.</p> <p>Assessments: Track proficiency and identify areas needing additional support.</p> <p>The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 187 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed</p> | <p>4.4 iReady Data; 4.11 EL Goal sheets</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
| | | toward one or more unduplicated pupil groups; in this case. English learners. | |

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

Additional Concentration Grant Funding

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

Rancho Starbuck and all elementary sites besides Macy are over the 55% mark for high needs students (foster youth, English learners, and low-income students). Three counselors and an additional school psychologist have been hired to help support the needs of these students in terms of attendance, mental health, and academic achievement. This is reflected in Goal 4, Action 21. Calculations were taken from the 4.1 and 1.17 CALPADS reports. El Portal, Macy, and Olita have the district's special education classes on site. Due to the support in these classes, the ratio at those schools for classified staff is significantly lower than the other sites.

| 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 | Macy 26:1 | El Portal 29:1, Jordan, 54:1, Meadow Green 98:1, Olita 20:1, Rancho Starbuck 60:1 |
| Staff-to-student ratio of certificated staff providing direct services to students | Macy 18:1 | El Portal 17:1, Jordan, 17:1, Meadow Green 18:1, Olita 19:1, Rancho Starbuck 19:1 |

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 | 31,177,416 | 4,080,495 | 13.088% | 0.000% | 13.088% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|----------------|----------------|-----------------|-----------------|---------------------|
| Totals | \$31,860,240.00 | \$1,396,900.00 | \$4,551,564.00 | \$1,410,108.00 | \$39,218,812.00 | \$36,939,768.00 | \$2,279,044.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|-----------------------------|---|----------|-------------------------------|-------------|-----------|-----------------|---------------------|-----------------|-------------------|----------------|---------------|-----------------|---|
| 1 | 1.1 | Certificated Staffing - Teachers | All | No | | | All Schools | | \$19,084,340.00 | \$0.00 | \$17,161,887.00 | \$0.00 | \$1,922,453.00 | \$0.00 | \$19,084,340.00 | |
| 1 | 1.2 | Certificated Staffing-Administration and other Support Staff | All | No | | | All Schools | | \$3,419,325.00 | \$0.00 | \$2,049,424.00 | \$0.00 | \$1,369,901.00 | \$0.00 | \$3,419,325.00 | |
| 1 | 1.3 | Classified Staffing-Technology Department | All | No | | | All Schools | | \$477,486.00 | \$0.00 | \$477,486.00 | \$0.00 | \$0.00 | \$0.00 | \$477,486.00 | |
| 1 | 1.4 | Classified Staffing-Custodial, Maintenance, and Grounds | All | No | | | All Schools | | \$2,506,072.00 | \$0.00 | \$2,506,072.00 | \$0.00 | \$0.00 | \$0.00 | \$2,506,072.00 | |
| 1 | 1.5 | Basic Utilities | All | No | | | All Schools | | \$0.00 | \$989,798.00 | \$989,798.00 | \$0.00 | \$0.00 | \$0.00 | \$989,798.00 | |
| 1 | 1.6 | Instructional Materials-Textbooks and Software | All | No | | | All Schools | | \$0.00 | \$336,857.00 | \$6,025.00 | \$330,832.00 | \$0.00 | \$0.00 | \$336,857.00 | |
| 1 | 1.7 | Site Technology Allocation | All | No | | | | | \$0.00 | \$45,000.00 | \$45,000.00 | \$0.00 | \$0.00 | \$0.00 | \$45,000.00 | |
| 1 | 1.8 | Instructional Supplies-Per Pupil Site Allocation | All | No | | | All Schools | | \$0.00 | \$554,889.00 | \$554,889.00 | \$0.00 | \$0.00 | \$0.00 | \$554,889.00 | |
| 1 | 1.9 | Maintenance of Chromebooks | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 1 | 1.10 | Classified Staffing-Data Systems Analyst | All | No | | | All Schools | | \$167,395.00 | \$0.00 | \$167,395.00 | \$0.00 | \$0.00 | \$0.00 | \$167,395.00 | |
| 1 | 1.11 | Single Plan for Student Achievement (SPSA) | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | \$0.00 | \$17,000.00 | \$17,000.00 | \$0.00 | \$0.00 | \$0.00 | \$17,000.00 | |
| 1 | 1.12 | School Site Council and DELAC | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |

| 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 | 1.13 | Parent Teacher Associations (PTA) | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 1 | 1.14 | Family Engagement | All | No | | | All Schools | | \$0.00 | \$15,000.00 | \$15,000.00 | \$0.00 | \$0.00 | \$0.00 | \$15,000.00 | |
| 1 | 1.15 | Classified Staff-Administration and other Support | All | No | | | All Schools | | \$3,644,186.00 | \$0.00 | \$3,330,157.00 | \$150,257.00 | \$163,772.00 | \$0.00 | \$3,644,186.00 | |
| 2 | 2.1 | Early Learning - Teacher on Special Assignment (TOSA) Early Childhood Accountability Plan (ECAP) | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | Specific Schools: Elementary Sites Preschool I-3rd Grade | | \$144,381.00 | \$0.00 | \$36,095.00 | \$0.00 | \$72,191.00 | \$36,095.00 | \$144,381.00 | |
| 2 | 2.2 | Early Childhood Leadership Team | All | No | | | Specific Schools: Elementary Sites Preschool I-3rd Grade | | \$0.00 | \$500.00 | \$500.00 | \$0.00 | \$0.00 | \$0.00 | \$500.00 | |
| 2 | 2.3 | Early Learning-Community Engagement and Learning Link | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | Specific Schools: All elementary sites Ages 0-5 for the Learning Link in addition to Preschool I - Kindergarten. | | \$80,000.00 | \$5,000.00 | \$40,000.00 | \$45,000.00 | \$0.00 | \$0.00 | \$85,000.00 | |
| 2 | 2.4 | Early Literacy-Preschool Program | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Jordan, Olita, Macy, and Meadow Green (special needs) although open to all students within the district. | | \$270,000.00 | \$0.00 | \$270,000.00 | | | | \$270,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|--|--|--|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| | | | | | | | Preschool | | | | | | | | | |
| 2 | 2.5 | Transitional Kindergarten | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$1,119,327.00 | \$0.00 | \$1,119,327.00 | \$0.00 | \$0.00 | \$0.00 | \$1,119,327.00 | |
| 3 | 3.1 | Facilities Master Plan | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 3.2 | FIT Reports | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 3.3 | Bond Measure | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 4 | 4.1 | | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 4 | 4.2 | Professional Development English Learners | English Learners | Yes | LEA-wide | English Learners | All Schools | | \$35,000.00 | \$0.00 | \$35,000.00 | \$0.00 | \$0.00 | \$0.00 | \$35,000.00 | |
| 4 | 4.3 | Progress Monitoring and Support of English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | \$244,475.00 | \$30,000.00 | \$212,769.00 | \$61,706.00 | \$0.00 | \$0.00 | \$274,475.00 | |
| 4 | 4.4 | Dual Immersion Program | English Learners | Yes | School wide | English Learners | Specific Schools: Jordan Elementary, Rancho Starbuck | | \$436,461.00 | \$0.00 | \$436,461.00 | \$0.00 | \$0.00 | \$0.00 | \$436,461.00 | |
| 4 | 4.5 | ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho | English Learners Low Income | Yes | School wide | English Learners Low Income | Specific Schools: Rancho Starbuck | | \$74,375.00 | \$0.00 | \$74,375.00 | \$0.00 | \$0.00 | \$0.00 | \$74,375.00 | |
| 4 | 4.6 | Before and After School Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$60,000.00 | \$0.00 | \$60,000.00 | \$0.00 | \$0.00 | \$0.00 | \$60,000.00 | |
| 4 | 4.7 | Intervention Coordinators | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$23,000.00 | \$0.00 | \$20,000.00 | \$0.00 | \$0.00 | \$3,000.00 | \$23,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|-------------|--|-----------------------------------|-----------|-----------------|---------------------|--------------|-------------------|--------------|---------------|----------------|---|
| 4 | 4.8 | Intervention Support During the Day | All | No | | | | | \$150,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$150,000.00 | \$150,000.00 | |
| 4 | 4.9 | Teacher Planning/Choir Teacher | All | No | | | All Schools TK-6 | | \$82,674.00 | \$0.00 | \$82,674.00 | \$0.00 | \$0.00 | \$0.00 | \$82,674.00 | |
| 4 | 4.10 | Classified Staff Instructional Assistants & Special Ed Support Aides | Students with Disabilities | No | | | All Schools | | \$1,634,010.00 | \$0.00 | \$132,567.00 | \$0.00 | \$604,245.00 | \$897,198.00 | \$1,634,010.00 | |
| 4 | 4.11 | Math Intervention Rancho Starbuck | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Rancho Starbuck | | \$53,769.00 | \$0.00 | \$53,769.00 | \$0.00 | \$0.00 | \$0.00 | \$53,769.00 | |
| 4 | 4.12 | Illuminate | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$25,000.00 | \$25,000.00 | \$0.00 | \$0.00 | \$0.00 | \$25,000.00 | |
| 4 | 4.13 | Nurse and LVNs | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | | \$253,146.00 | \$0.00 | \$26,332.00 | \$0.00 | \$93,558.00 | \$133,256.00 | \$253,146.00 | |
| 4 | 4.14 | Coordination of Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$298,213.00 | \$0.00 | \$202,458.00 | \$0.00 | \$0.00 | \$95,755.00 | \$298,213.00 | |
| 4 | 4.15 | ABA Class and Program Specialist Position | Students with Disabilities | No | | | All Schools | | \$361,546.00 | \$0.00 | \$0.00 | \$0.00 | \$325,444.00 | \$36,102.00 | \$361,546.00 | |
| 4 | 4.16 | Learning Hubs - Libraries | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$284,211.00 | \$0.00 | \$99,489.00 | \$184,722.00 | \$0.00 | \$0.00 | \$284,211.00 | |
| 4 | 4.17 | MTSS Coordination and Monitoring of UPPs | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | | \$332,189.00 | \$0.00 | \$283,487.00 | \$0.00 | \$0.00 | \$48,702.00 | \$332,189.00 | |
| 4 | 4.18 | Assessment System | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$120,000.00 | \$120,000.00 | \$0.00 | \$0.00 | \$0.00 | \$120,000.00 | |
| 4 | 4.19 | Classified Staff Custodial Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$284,979.00 | \$0.00 | \$284,979.00 | \$0.00 | \$0.00 | \$0.00 | \$284,979.00 | |
| 4 | 4.20 | Attendance Monitoring | All | No | | | All Schools | | \$0.00 | \$12,000.00 | \$12,000.00 | \$0.00 | \$0.00 | \$0.00 | \$12,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|----------------------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|----------------|---|
| 4 | 4.21 | Counseling and Resource Enhancement (CARE) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$1,169,344.00 | \$0.00 | \$574,961.00 | \$594,383.00 | \$0.00 | \$0.00 | \$1,169,344.00 | |
| 4 | 4.22 | Targeted Intervention | Students with Disabilities | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 5 | 5.1 | Professional Development - GATE Certification | All | No | | | All Schools | | \$0.00 | \$10,000.00 | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$10,000.00 | |
| 5 | 5.2 | GATE Identification | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools 2nd and 4th | | \$44,343.00 | \$35,000.00 | \$79,343.00 | \$0.00 | \$0.00 | \$0.00 | \$79,343.00 | |
| 5 | 5.3 | STEAM Enrichment | All | No | | | All Schools | | \$15,124.00 | \$33,000.00 | \$48,124.00 | | | | \$48,124.00 | |
| 5 | 5.4 | Technology Integration - 21st Century Skills | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | \$180,397.00 | \$20,000.00 | \$200,397.00 | \$0.00 | \$0.00 | \$0.00 | \$200,397.00 | |
| 6 | 6.1 | Analyze Data and Identify Root Causes | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 6 | 6.2 | Establish a Chronic Absenteeism Team | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 6 | 6.3 | Parent and Family Engagement | All | No | | | All Schools | | \$10,000.00 | \$0.00 | | | | \$10,000.00 | \$10,000.00 | |
| 6 | 6.4 | Mentoring and Counseling | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 6 | 6.5 | Incentives and Recognition | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$10,000.00 | \$10,000.00 | | | | \$10,000.00 | |
| 6 | 6.6 | Academic Support and Tutoring | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 6 | 6.7 | Community Partnerships | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 6 | 6.8 | Regular Communication | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 6 | 6.9 | Professional Development | All | No | | | All Schools | | \$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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 31,177,416 | 4,080,495 | 13.088% | 0.000% | 13.088% | \$4,281,242.00 | 0.000% | 13.732 % | Total: | \$4,281,242.00 |
| | | | | | | | | LEA-wide Total: | \$3,503,868.00 |
| | | | | | | | | Limited Total: | \$212,769.00 |
| | | | | | | | | Schoolwide Total: | \$564,605.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|--|--|---|
| 1 | 1.11 | Single Plan for Student Achievement (SPSA) | Yes | LEA-wide | English Learners Low Income | All Schools | \$17,000.00 | |
| 2 | 2.1 | Early Learning - Teacher on Special Assignment (TOSA) Early Childhood Accountability Plan (ECAP) | Yes | LEA-wide | English Learners Low Income | Specific Schools: Elementary Sites Preschool-3rd Grade | \$36,095.00 | |
| 2 | 2.3 | Early Learning-Community Engagement and Learning Link | Yes | LEA-wide | English Learners Low Income | Specific Schools: All elementary sites Ages 0-5 for the Learning Link in addition to Preschool - Kindergarten. | \$40,000.00 | |
| 2 | 2.4 | Early Literacy-Preschool Program | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Jordan, Olita, Macy, and Meadow Green (special needs) although open to all students within | \$270,000.00 | |

| 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 (%) |
|------|----------|--|---|--|--|---|--|---|
| | | | | | | the district. Preschool | | |
| 2 | 2.5 | Transitional Kindergarten | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,119,327.00 | |
| 4 | 4.2 | Professional Development English Learners | Yes | LEA-wide | English Learners | All Schools | \$35,000.00 | |
| 4 | 4.3 | Progress Monitoring and Support of English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$212,769.00 | |
| 4 | 4.4 | Dual Immersion Program | Yes | Schoolwide | English Learners | Specific Schools: Jordan Elementary, Rancho Starbuck | \$436,461.00 | |
| 4 | 4.5 | ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho | Yes | Schoolwide | English Learners Low Income | Specific Schools: Rancho Starbuck | \$74,375.00 | |
| 4 | 4.6 | Before and After School Intervention | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$60,000.00 | |
| 4 | 4.7 | Intervention Coordinators | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |
| 4 | 4.11 | Math Intervention Rancho Starbuck | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Rancho Starbuck | \$53,769.00 | |
| 4 | 4.12 | Illuminate | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$25,000.00 | |
| 4 | 4.13 | Nurse and LVNs | Yes | LEA-wide | Foster Youth Low Income | All Schools | \$26,332.00 | |
| 4 | 4.14 | Coordination of Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$202,458.00 | |
| 4 | 4.16 | Learning Hubs - Libraries | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$99,489.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|----------|--|----------------------------|--|---|
| 4 | 4.17 | MTSS Coordination and Monitoring of UPPs | Yes | LEA-wide | Foster Youth Low Income | All Schools | \$283,487.00 | |
| 4 | 4.18 | Assessment System | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$120,000.00 | |
| 4 | 4.19 | Classified Staff Custodial Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$284,979.00 | |
| 4 | 4.21 | Counseling and Resource Enhancement (CARE) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$574,961.00 | |
| 5 | 5.2 | GATE Identification | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools 2nd and 4th | \$79,343.00 | |
| 5 | 5.4 | Technology Integration - 21st Century Skills | Yes | LEA-wide | English Learners Low Income | All Schools | \$200,397.00 | |
| 6 | 6.5 | Incentives and Recognition | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,000.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$35,558,702.00 | \$39,118,803.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | Certificated Staffing-Teachers | No | \$16,479,066.00 | \$18,904,264 |
| 1 | 1.2 | Certificated Staffing-Administration and other Support Staff | No | \$2,872,876.00 | \$3,419,325 |
| 1 | 1.3 | Classified Staffing-Technology Department | No | \$442,721.00 | \$477,486 |
| 1 | 1.4 | Classified Staffing-Custodial, Maintenance, and Grounds | No | \$2,144,680.00 | \$2,436,148 |
| 1 | 1.5 | Basic Utilities | No | \$1,050,552.00 | \$989,798 |
| 1 | 1.6 | Instructional Materials-Textbooks and Software | No | \$195,425.00 | \$341,218 |
| 1 | 1.7 | Site Technology Allocation | No | \$45,000.00 | \$39,180 |
| 1 | 1.8 | Instructional Supplies-Per Pupil Site Allocation | No | \$287,375.00 | \$560,805 |
| 1 | 1.9 | Maintenance of Chromebooks | No | \$0.00 | \$290,406 |
| 1 | 1.10 | Classified Staffing-Data Systems Analyst | No | \$58,846.00 | \$167,394 |
| 1 | 1.11 | Single Plan for Student Achievement (SPSA) | No | \$5,000.00 | \$0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 1 | 1.12 | School Site Council and DELAC | No | \$0.00 | \$0 |
| 1 | 1.13 | Parent Teacher Associations (PTA) | No | \$0.00 | \$0 |
| 1 | 1.14 | Family Engagement | No | \$34,647.00 | \$0 |
| 1 | 1.15 | Classified Staff-Administration and other Support | No | \$3,093,966.00 | \$3,549,544 |
| 2 | 2.1 | Early Literacy Teacher on Special Assignment (TOSA) | Yes | \$148,556.00 | \$148,623 |
| 2 | 2.2 | Early Literacy Committee | No | \$1,000.00 | \$0 |
| 2 | 2.3 | Early Literacy-Community Engagement | No | \$30,002.00 | \$0 |
| 2 | 2.4 | Early Literacy-Preschool Program and Learning Link | Yes | \$37,344.00 | \$10,225 |
| 2 | 2.5 | Transitional Kindergarten | Yes | \$1,048,155.00 | \$1,119,327 |
| 3 | 3.1 | Facilities Master Plan | No | \$0.00 | \$0 |
| 3 | 3.2 | FIT Reports | No | \$0.00 | \$0 |
| 3 | 3.3 | Measure LL-Bond | No | \$0.00 | \$0 |
| 4 | 4.1 | Professional Development (District-wide) | Yes | \$420,000.00 | \$0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 4 | 4.2 | Professional Development- English Learners | Yes | \$35,000.00 | \$0 |
| 4 | 4.3 | Progress Monitoring and Support of English Learners | Yes | \$250,376.00 | \$244,475 |
| 4 | 4.4 | Dual Immersion Program | Yes | \$1,003,806.00 | \$1,078,430 |
| 4 | 4.5 | ELD, Reading Intervention, and Spanish Elective at Rancho | Yes | \$68,355.00 | \$74,375 |
| 4 | 4.6 | Before and After School Intervention | Yes | \$80,000.00 | \$0 |
| 4 | 4.7 | Intervention Coordinators | Yes | \$21,273.00 | \$21,273 |
| 4 | 4.8 | Intervention Support During the Day | Yes | \$370,796.00 | \$0 |
| 4 | 4.9 | Teacher Planning/Choir Teacher | No | \$215,953.00 | \$222,006 |
| 4 | 4.10 | Classified Staff-Instructional Assistants & Special Ed Support Aides | No | \$1,526,399.00 | \$1,634,010 |
| 4 | 4.11 | Math Intervention-Rancho Starbuck | Yes | \$49,956.00 | \$53,769 |
| 4 | 4.12 | Illuminate | Yes | \$25,000.00 | \$0 |
| 4 | 4.13 | Reading Intervention-Rancho Starbuck | No | \$0.00 | \$0 |
| 4 | 4.14 | Coordination of Services | Yes | \$260,959.00 | \$298,213 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 4 | 4.15 | ABA Class and Program Specialist Position | No | \$298,903.00 | \$358,693 |
| 4 | 4.16 | Learning Hubs-Libraries | Yes | \$263,256.00 | \$284,211 |
| 4 | 4.17 | MTSS Coordination and Monitoring of UPPs | Yes | \$339,343.00 | \$322,189 |
| 4 | 4.18 | Assessment System | Yes | \$160,000.00 | \$0 |
| 4 | 4.19 | Classified Staff-Custodial Support | Yes | \$274,737.00 | \$284,979 |
| 4 | 4.20 | Attendance Monitoring | No | \$12,000.00 | \$0 |
| 4 | 4.21 | Creative Response to Emotional and Educational Wellness | Yes | \$1,071,703.00 | \$1,169,344 |
| 4 | 4.22 | Nurse and LVNs | Yes | \$344,990.00 | \$369,229 |
| 5 | 5.1 | Professional Development-GATE Certification | No | \$108,000.00 | \$10,000 |
| 5 | 5.2 | GATE Identification | Yes | \$55,718.00 | \$44,343 |
| 5 | 5.3 | STEAM Enrichment | No | \$58,883.00 | \$15,124 |
| 5 | 5.4 | Technology Integration-21st Century Skills | Yes | \$268,085.00 | \$180,397 |

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) |
|--|---|---|--|--|--|--|
| \$3,915,529.00 | \$4,328,254.00 | \$4,283,900.00 | \$44,354.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 2 | 2.1 | Early Literacy Teacher on Special Assignment (TOSA) | Yes | \$10,000.00 | \$0 | 0 | 0 |
| 2 | 2.4 | Early Literacy-Preschool Program and Learning Link | Yes | \$28,053.00 | \$0 | 0 | 0 |
| 2 | 2.5 | Transitional Kindergarten | Yes | \$1,048,155.00 | \$1,119,327 | 0 | 0 |
| 4 | 4.1 | Professional Development (District-wide) | Yes | \$420,000.00 | \$360,000 | 0 | 0 |
| 4 | 4.2 | Professional Development-English Learners | Yes | \$20,000.00 | \$0 | 0 | 0 |
| 4 | 4.3 | Progress Monitoring and Support of English Learners | Yes | \$171,822.00 | \$182,769 | 0 | 0 |
| 4 | 4.4 | Dual Immersion Program | Yes | \$405,988.00 | \$436,461 | 0 | 0 |
| 4 | 4.5 | ELD, Reading Intervention, and Spanish Elective at Rancho | Yes | \$68,355.00 | \$74,375 | 0 | 0 |
| 4 | 4.6 | Before and After School Intervention | Yes | \$80,000.00 | \$0 | 0 | 0 |
| 4 | 4.7 | Intervention Coordinators | Yes | \$21,273.00 | \$21,273.00 | 0 | 0 |
| 4 | 4.8 | Intervention Support During the Day | Yes | \$339,480.00 | \$339,480 | 0 | 0 |
| 4 | 4.11 | Math Intervention-Rancho Starbuck | Yes | \$49,956.00 | \$53,769 | 0 | 0 |
| 4 | 4.12 | Illuminate | Yes | \$25,000.00 | \$0 | 0 | 0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 4 | 4.14 | Coordination of Services | Yes | \$178,617.00 | \$202,458 | 0 | 0 |
| 4 | 4.16 | Learning Hubs-Libraries | Yes | \$91,815.00 | \$99,489 | 0 | 0 |
| 4 | 4.17 | MTSS Coordination and Monitoring of UPPs | Yes | \$281,620.00 | \$283,487 | 0 | 0 |
| 4 | 4.18 | Assessment System | Yes | \$40,000.00 | \$0 | 0 | 0 |
| 4 | 4.19 | Classified Staff-Custodial Support | Yes | \$266,610.00 | \$284,979 | 0 | 0 |
| 4 | 4.21 | Creative Response to Emotional and Educational Wellness | Yes | \$533,214.00 | \$574,961 | 0 | 0 |
| 4 | 4.22 | Nurse and LVNs | Yes | \$24,493.00 | \$26,332 | 0 | 0 |
| 5 | 5.2 | GATE Identification | Yes | \$55,718.00 | \$44,343 | 0 | 0 |
| 5 | 5.4 | Technology Integration-21st Century Skills | Yes | \$168,085.00 | \$180,397 | 0 | 0 |

To Add a Row: Click "Add Row."

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

2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$31,461,279.00 | \$3,915,529.00 | 0 | 12.446% | \$4,283,900.00 | 0.000% | 13.616% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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