



Enter to Learn...
Leave to **Achieve**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Linden Unified School District

CDS Code: 39-68577

School Year: 2024-25

LEA contact information:

Daniel Moore

Superintendent

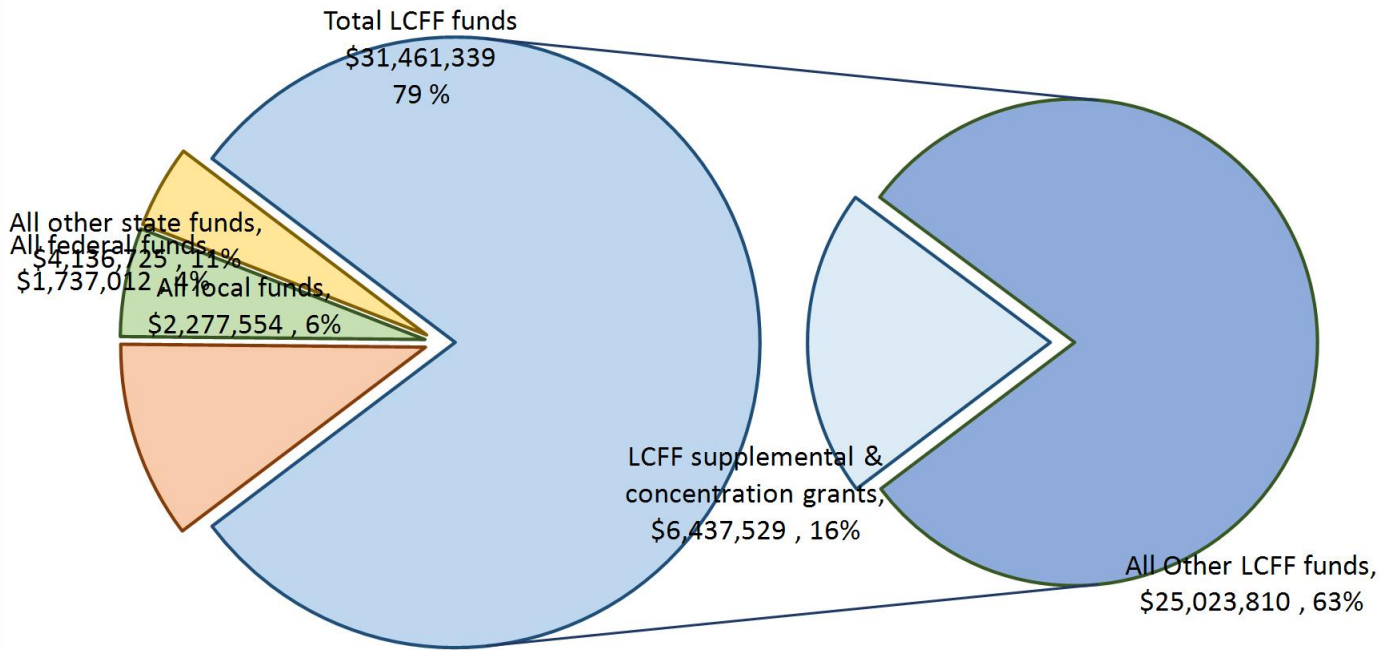
damoore@lindenUSD.com

209-887-3894

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

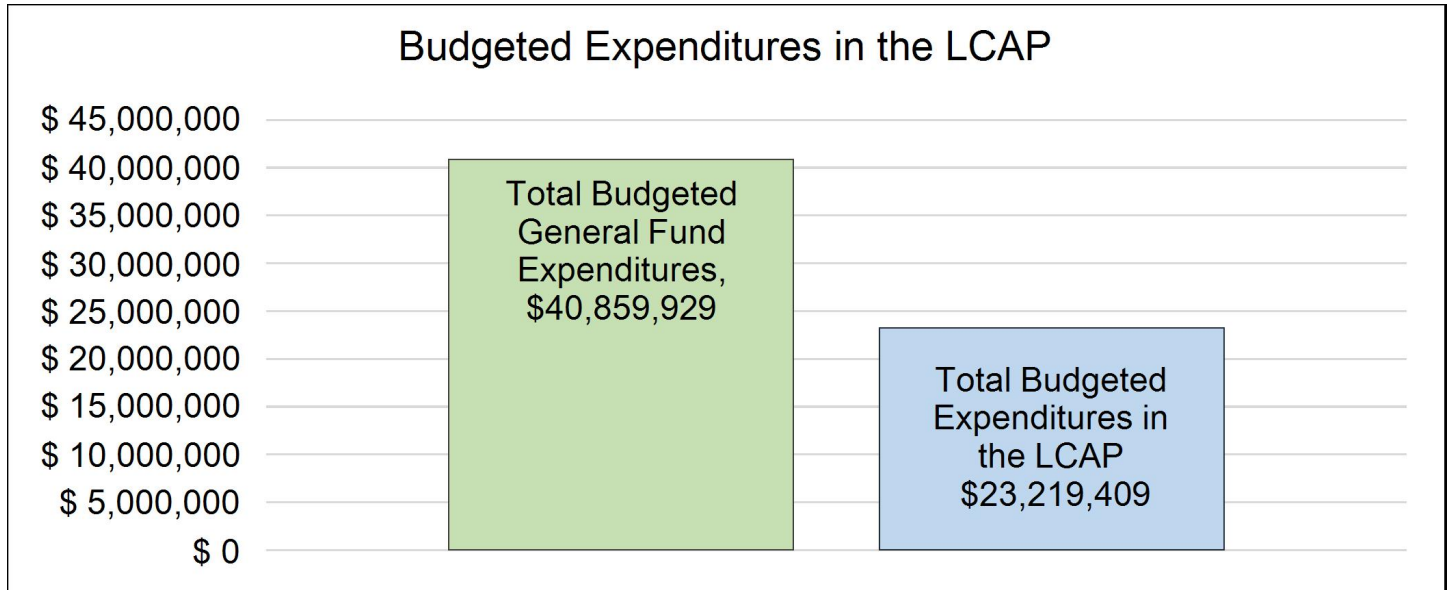


This chart shows the total general purpose revenue Linden Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Linden Unified School District is \$39,612,630, of which \$31,461,339 is Local Control Funding Formula (LCFF), \$4,136,725 is other state funds, \$2,277,554 is local funds, and \$1,737,012 is federal funds. Of the \$31,461,339 in LCFF Funds, \$6,437,529 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 Linden Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Linden Unified School District plans to spend \$40,859,929 for the 2024-25 school year. Of that amount, \$23,219,409 is tied to actions/services in the LCAP and \$17,640,520 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

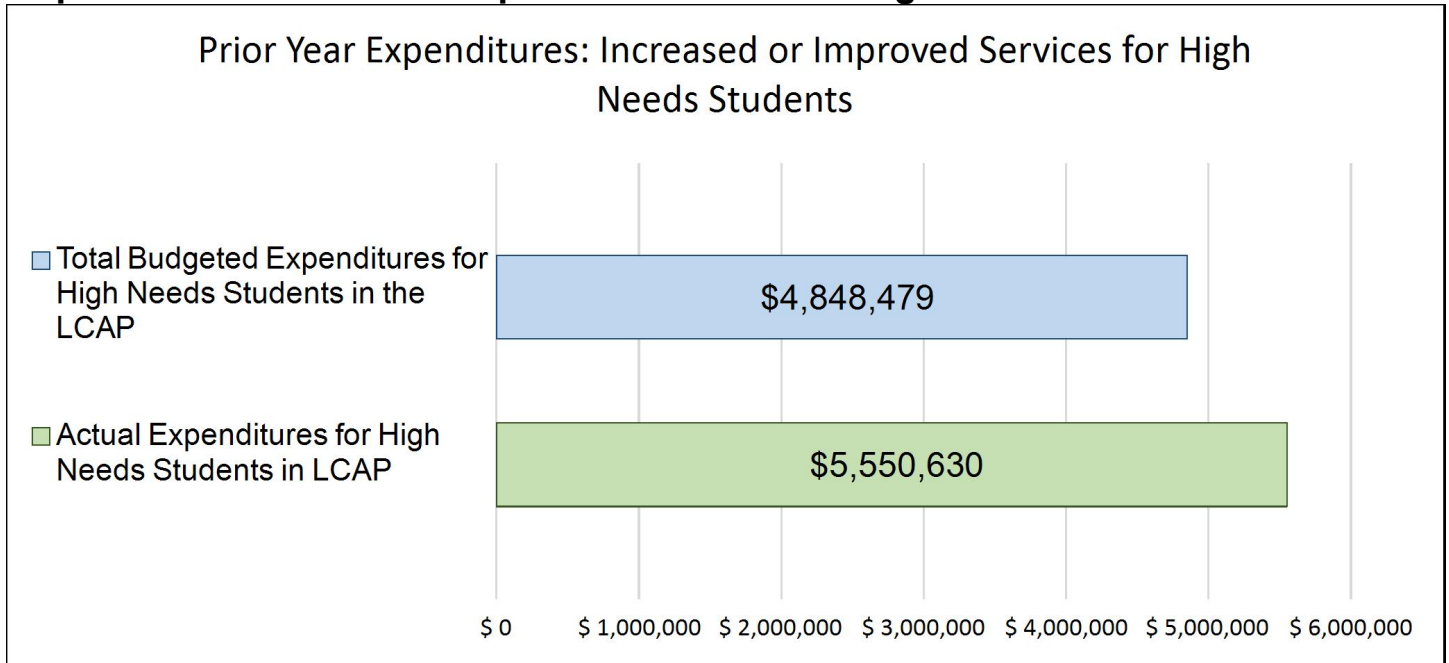
General fund expenses that are not in the LCAP include operations costs, such as janitorial, grounds, and utility costs, school site administration, instructional support, school site supplies, business and personnel support, food service, base costs of home-to-school transportation, textbook and instructional materials paid from restricted resources, sports coach stipends, teacher substitute costs, superintendent and board costs, annual audit and other financial fees, special education student transportation, and general administration.

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

In 2024-25, Linden Unified School District is projecting it will receive \$6,437,529 based on the enrollment of foster youth, English learner, and low-income students. Linden Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Linden Unified School District plans to spend \$6,452,825 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 Linden Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Linden Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Linden Unified School District's LCAP budgeted \$4,848,479 for planned actions to increase or improve services for high needs students. Linden Unified School District actually spent \$5,550,630 for actions to increase or improve services for high needs students in 2023-24.



Enter to Learn...
Leave to **Achieve**

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
Linden Unified School District	Daniel Moore Superintendent	damoore@lindenUSD.com 209-887-3894

Goals and Actions

Goal

Goal #	Description
1	All students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the pupils they are teaching. (LCFF Priority 1).	2020-21: 97.1% CalSAAS The original baseline below was in error. 2019-20: 96.3% CALPADS	2021-22: 87.2% CalSAAS	2022-23: 77% Local Data - Aeries (Student Information System) and Escape (HR System)	2023-24: 95.8% CalSAAS	100%
Self reflection rating on Questions related to Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards	1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 3 History/Social Science: 2	1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 3 History/Social Science: 2	1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 3 Next Generation Science Standards: 4 History/Social Science: 2	1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 3 Mathematics: 3 Next Generation Science Standards: 3 History/Social Science: 4	1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(Local Indicator, Priority 2 Reflection Tool)</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p>	<p>2. Rating for Instructional Materials Aligned to academic standards and curriculum frameworks</p> <p>ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 3 History/Social Science: 1</p> <p>3. Rating for progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to recently adopted academic standards and/or curriculum frameworks</p> <p>ELA: 4 ELD: 3 Mathematics: 4 NGSS: 3 History-Social Science: 1</p>	<p>2. Rating for Instructional Materials Aligned to academic standards and curriculum frameworks</p> <p>ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 3 History/Social Science: 1</p> <p>3. Rating for progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to recently adopted academic standards and/or curriculum frameworks</p> <p>ELA: 4 ELD: 3 Mathematics: 4 NGSS: 3 History-Social Science: 1</p>	<p>2. Rating for Instructional Materials Aligned to academic standards and curriculum frameworks</p> <p>ELA: 4 ELD: 4 Mathematics: 3 Next Generation Science Standards: 4 History/Social Science: 2</p> <p>3. Rating for progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to recently adopted academic standards and/or curriculum frameworks</p> <p>ELA: 4 ELD: 3 Mathematics: 4 NGSS: 4 History-Social Science: 2</p>	<p>2. Rating for Instructional Materials Aligned to academic standards and curriculum frameworks</p> <p>ELA: 4 ELD: 4 Mathematics: 3 Next Generation Science Standards: 5 History/Social Science: 4</p> <p>3. Rating for progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to recently adopted academic standards and/or curriculum frameworks</p> <p>ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 History-Social Science: 3</p>	<p>2. Rating for Instructional Materials Aligned to academic standards and curriculum frameworks</p> <p>ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 3</p> <p>3. Rating for progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to recently adopted academic standards and/or curriculum frameworks</p> <p>ELA: 5 ELD: 5 Mathematics: 5 NGSS: 5 History-Social Science: 3</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4. Rating for progress implementing academic standards adopted by the state board for all students.</p> <p>CTE: 4 Health Education Content Standards: 2 Physical Education Model Content Standards: 3 Visual and Performing Arts: 2 World Language: 2</p> <p>5. Rating for success at engaging with teachers and school administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered.</p> <p>Identifying professional learning needs of all teachers</p>	<p>4. Rating for progress implementing academic standards adopted by the state board for all students.</p> <p>CTE: 4 Health Education Content Standards: 2 Physical Education Model Content Standards: 3 Visual and Performing Arts: 3 World Language: 4</p> <p>5. Rating for success at engaging with teachers and school administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered.</p> <p>Identifying professional learning needs of all teachers</p>	<p>4. Rating for progress implementing academic standards adopted by the state board for all students.</p> <p>CTE: 4 Health Education Content Standards: 3 Physical Education Model Content Standards: 4 Visual and Performing Arts: 4 World Language: 4</p> <p>5. Rating for success at engaging with teachers and school administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered.</p> <p>Identifying professional learning needs of all teachers</p>	<p>4. Rating for progress implementing academic standards adopted by the state board for all students.</p> <p>CTE: 5 Health Education Content Standards: 4 Physical Education Model Content Standards: 5 Visual and Performing Arts: 4 World Language: 4</p> <p>5. Rating for success at engaging with teachers and school administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered.</p> <p>Identifying professional learning needs of all teachers</p>	<p>4. Rating for progress implementing academic standards adopted by the state board for all students.</p> <p>CTE: 5 Health Education Content Standards: 5 Physical Education Model Content Standards: 5 Visual and Performing Arts: 5 World Language: 5</p> <p>5. Rating for success at engaging with teachers and school administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered.</p> <p>Identifying professional learning needs of all teachers</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and individual teachers: 4 Providing support for teachers on the standards they have not yet mastered: 3 2020-21 Local Indicator Self Reflection Tool	and individual teachers: 4 Providing support for teachers on the standards they have not yet mastered: 3 2021-22 Local Indicator Self Reflection Tool	and individual teachers: 4 Providing support for teachers on the standards they have not yet mastered: 3 2022-23 Local Indicator Self Reflection Tool	and individual teachers: 3 Providing support for teachers on the standards they have not yet mastered: 3 2023-24 Local Indicator Self Reflection Tool	and individual teachers: 5 Providing support for teachers on the standards they have not yet mastered: 5
Local district benchmark assessment results (LCFF Priority 4). Reading DRA - Percentage of students meeting all reading benchmarks on end of 2nd trimester local assessments. Lexile Reading (STAR) - Percentage of students at Level 3 or 4 on the end of 2nd trimester/3rd quarter STAR benchmark to determine if students are on track for state testing (CA CAASPP).	2020-21 Reading DRA (by grade level) K: 45% 1: 35% 2: 24% 3: 42% 4: 38% 5: 39% 2020-21 Lexile Reading (STAR) 6th Grade - 33% 7th Grade - 43% 8th Grade - 50% 2020-21: College & Career Readiness Lexile Measure - (STAR) 9th Grade - 34%	2021-22 Reading DRA (by grade level) K: 50% 1: 26% 2: 51% 3: 51% 4: 53% 5: 85% 2021-22 Lexile Reading (STAR) 6th Grade - 41% 7th Grade - 49% 8th Grade - 50% 2021-22: College & Career Readiness Lexile Measure - (STAR) 9th Grade - 48%	2022-23 Reading DRA (by grade level) K: 57% 1: 54% 2: 68% 3: 58% 4: 76% 5: 92% 2022-23 Lexile Reading (STAR) 6th Grade - 55% 7th Grade - 49% 8th Grade - 50% 2022-23: College & Career Readiness Lexile Measure - (STAR) 9th Grade - 49%	2023-24 Reading DRA (by grade level) K: 53% 1: 64% 2: 72% 3: 76% 4: 74% 5: 89% 2023-24 Lexile Reading (STAR) 6th Grade - 65% 7th Grade - 58% 8th Grade - 57% 2023-24: College & Career Readiness Lexile Measure - (STAR) 9th Grade - 47%	Reading DRA (by grade level) K: 60% 1: 60% 2: 60% 3: 60% 4: 60% 5: 60% Lexile Reading (STAR) 6th Grade - 60% 7th Grade - 60% 8th Grade - 60% College & Career Readiness Lexile Measure - (STAR) 9th Grade - 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College & Career Readiness Lexile (STAR) - Percentage of students scoring a 1300+ on the 3rd quarter STAR assessment.	10th Grade - 60% 11th Grade - 42% 12th Grade - 53%	10th Grade - 45% 11th Grade - 80% 12th Grade - 47%	10th Grade - 55% 11th Grade - 56% 12th Grade - 55%	10th Grade - 49% 11th Grade - 49% 12th Grade - 55%	10th Grade - 60% 11th Grade - 70% 12th Grade - 80%
District Math Assessment - Percentage of students scoring a 70% or higher on the 2nd trimester DMA.	2019-20 K-2 DMA Math: 44.9% 2020-21: Grades 3-8 NWEA Math Growth: No baseline data	2021-22: K-2 DMA Math: 67% 2021-22: Grades 3-8 NWEA Math Growth: 42% 3: 33% 4: 48% 5: 46% 6: 39% 7: 40% 8: 43%	2022-23: K-2 DMA Math: 73% 2022-23: Grades 3-8 NWEA Math Growth: 47% 3: 46% 4: 36% 5: 49% 6: 54% 7: 49% 8: 49%	2023-24: K-2 DMA Math: 78.5% 2023-24: Grades 3-8 NWEA Math Growth: 45% 3: 52% 4: 42% 5: 36% 6: 38% 7: 51% 8: 51%	K-2 DMA Math: 70% Grades 3-8 NWEA Math Growth: 60% 3: 60% 4: 60% 5: 60% 6: 60% 7: 60% 8: 60%
Grades 3-8 NWEA Math - Percentage of students showing growth (meeting growth targets) on the end of 2nd trimester per the MAP Math assessment.	2019-20 K-8 DWA: 45%	2021-22 K-8 DWA: 40%	2022-23 K-8 DWA: 48%	2023-24 K-8 DWA: 54.1%	K-8 DWA: 60%
K-8 District Writing Assessment - Percentage of students scored 3 or higher on the end of 2nd trimester district writing rubric.					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percent of pupils making progress toward English proficiency based on individual ELPAC results. (LCFF Priority 4).</p> <p>EL reclassification rate - Percentage of English Learner pupils who meet requirements to be reclassified as Fluent English Proficient. (LCFF Priority 4).</p>	<p>2019-20: 44.3% of English Learners are making progress (2019 CA Dashboard)</p> <p>2019-20: 7.9% Reclassification rate (DataQuest)</p>	<p>Due to the COVID-19 pandemic, local assessments were administered in place of ELPAC.</p> <p>2020-21: 5.6% Reclassification rate (DataQuest)</p>	<p>2021-22: 47.5% of English Learners are making progress (2022 CA Dashboard)</p> <p>2021-22: 8.47% Reclassification rate (Local Data)</p>	<p>2022-23: 48.4% of English Learners are making progress (2023 CA Dashboard)</p> <p>2022-23: 8.56% Reclassification rate (Local Data)</p>	<p>55% of English Learners making progress</p> <p>15% Reclassification rate</p>
<p>Percentage of students met or exceeded grade level standards in English Language Arts and Mathematics results. (LCFF Priority 4).</p>	<p>CAASPP: ELA: 40.16% Math: 31.89%</p> <p>CAST: Science 23.30%</p> <p>2019 State Results</p>	<p>Due to the COVID-19 pandemic, local assessments were administered in place of CAASPP and CAST.</p> <p>2020-21 State Results</p>	<p>CAASPP: ELA: 37.05% Math: 24.71%</p> <p>CAST: Science 20.9%</p> <p>2022 State Results</p>	<p>CAASPP: ELA: 37.73% Math: 25.15%</p> <p>CAST: Science 21.20%</p> <p>2023 State Results</p>	<p>CAASPP: ELA: 60% Math: 50%</p> <p>CAST: Science 45%</p>
<p>Percentage of pupils who successfully complete a course</p>	<p>27.8%</p>	<p>28.8%</p>	<p>32.5%</p>	<p>43.9%</p>	<p>30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sequence or program of study that aligns with SBE-approved career technical education standards and frameworks. (LCFF Priority 4).	Fall 2019 CA School Dashboard, College/Career Report	Fall 2021 CA School Dashboard, College/Career Report	Fall 2022 CA School Dashboard, College/Career Report	Fall 2023 CA School Dashboard, College/Career Report	
Percentage of students who meet A-G requirement completion. (LCFF Priority 5).	30.17% Fall 2019 CA School Dashboard, College/Career Report	43.6% Fall 2021 CA School Dashboard, College/Career Report	36.6% Fall 2022 CA School Dashboard, College/Career Report	48.7% Fall 2023 CA School Dashboard, College/Career Report	75%
Percentage of students scoring a 3 or higher on one AP test. (LCFF Priority 4).	57.47% 2019-20 DataQuest	47.5% 2020-21 DataQuest	56.0% 2021-22 College Board	60.9% 2022-23 College Board	60%
Percentage of English Learners and students with special needs are enrolled in a CTE course (LCFF Priority 7).	English Learners (69%) Students with special needs (82%) 2019-20 Student Information System (Aeries) Original baseline data below was reported in error: English Learners (97%)	English Learners (70%) Students with special needs (92%) 2021-22 Student Information System (Aeries)	English Learners (81%) Students with special needs (87%) 2022-23 Student Information System (Aeries)	English Learners (70%) Students with special needs (78%) 2023-24 Student Information System (Aeries)	100% for English Learners 100% for students with special needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with special needs (100%) 2019-20 Student Information System (Aeries)				
Percentage of pupils who meet LUSD graduation requirements. (LCFF Priority 5).	92.4% Class of 2020, Fall 2020 CA School Dashboard	91.4% Class of 2021, Fall 2021 CA School Dashboard	97.9% Class of 2022, Fall 2022 CA School Dashboard	98.9% Class of 2023, Fall 2022 CA School Dashboard	98%
Percentage of students who have access to high school broad course of study through meetings with counseling staff to review course completion status and college/career opportunities and update the student academic four-year plan. (LCFF Priority 7).	100% 2019-20 four-year academic plan	100% 2021-22 four-year academic plan	100% 2022-23 four-year academic plan	100% 2023-24 four-year academic plan	100%
Percentage of students who have sufficient access to standards-aligned instructional materials for every student. (LCFF Priority 1).	100% 2020-21 Williams Report to the board and SARC	100% 2021-22 Williams Report to the board and SARC	100% 2022-23 Williams Report to the board and SARC	100% 2023-24 Williams Report to the board and SARC	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils who have successfully completed both A-G requirements AND CTE courses. (LCFF Priority 4).	4.4% 2019-20 Student Information System (Aeries)	15.3% Fall 2021 CA School Dashboard	13.9% Fall 2022 CA School Dashboard	23.8% Fall 2023 CA School Dashboard	30% • ----- Original desired outcome of 10% has been met in year 1.
Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math. (LCFF Priority 4).	ELA: 38.42% Math: 10.98% 2019 CAASPP	ELA: 15.79% Math: 0% 2020-21 CAASPP	ELA: 44.61% Math: 15.19% 2021-22 CAASPP	ELA: 44.03% Math: 12.50% 2022-23 CAASPP	ELA: 50% Math: 30%
Percentage of pupils meeting prepared on the College/Career Indicator All Student - All English Learner - EL Socio-Economically Disadvantaged - SED (LCFF Priority 8)	All: 33.1% EL: 23.1% SED: 30.1% Hispanic: 29.2% White: 38.5% Students with Disabilities: 5.3% Fall 2020 CA Dashboard	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 California School Dashboard.	The College/Career Indicator is not reported on the Fall 2022 CA School Dashboard.	All: 56.6% EL: 25.9% SED: 52.1% Hispanic: 53.0% White: 59.7% Students with Disabilities: 20% Fall 2023 CA Dashboard	All: 45% EL: 30% SED: 45% Hispanic: 45% White: 50% Students with Disabilities: 15%

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.

Linden Unified School District was able to fully implement 19 out of 21 actions as planned. The following actions were fully implemented were implemented successfully: Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.18, 1.19, 1.20, and 1.21.

The following actions were challenges for LUSD:

LUSD did not fully implement Action 1.3 - Data Management Program (Illuminate) to collect and monitor academic, behavior, and social emotional student data to identify supports. A different data program was used instead of the program that was intended (Illuminate).

LUSD partially implemented Action 1.16 - Provide professional development opportunities for teachers not meeting standards per evaluations. After working with our certificated union, teachers not meeting standards will receive an action plan. This action will be implemented for those teachers receiving action plans to improve teaching practices.

LUSD partially implemented Action 1.17 - Assignment Committee. This committee met one time for a professional development on credentials and understanding appropriate credentials and course assignments specifically at the high school. Even though this action was partially implemented, it needs to continue in order to focus on appropriate and correctly assigned courses with corresponding teachers that hold those credentials.

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.

Material differences between the planned to actual expenditures are defined as differences of greater than \$50,000. The following are differences in actions from budget to estimated actuals.

- 1.1 Information/Instructional Technology – The district was able to use other sources for this activity.
 - 1.2 Hotspots/Student Technology – The district increased technology purchases, computers, for student use.
 - 1.11 CTE – CTE costs increased because we had not budgeted all eligible CTE programs in this activity.
 - 1.11 Teacher Support - The district did not report expenses under this action but teachers and administrators did provide the service under their base contract and did not require additional hours to perform the activity.
- 1.16 Teacher Support - Although no funds were spent, we were able to partially implement the action.
- 1.19 All teachers except CTE, AVID, & VAPA – Increased costs due to negotiated salary increases.
 - 1.21 Special Education – Planned program expansion was delayed.

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

Linden Unified School District determined that 20 out of 21 actions were effective in making progress towards the goal.

Actions 1.4 (Extended Learning Opportunities), 1.5 (MTSS Conferences), and 1.6 (PD Days & ongoing professional development): These actions were effective. After analyzing the local data, there continues to be successes in the third year of implementation with the reading

initiative for K-8. Kindergarten through 3rd grade received small group, direct instruction. 4th through 8th grade received immediate targeted interventions. The data is showing significant growth from 2nd trimester 2022-23 to 2nd trimester 2023-24. Per Metric 3 (Local Benchmark Data), highest grade level gains were in 1st grade (+10%), 2nd grade (+4%), 3rd grade (+18%), 6th grade (+10%), 7th grade (+9%), and 8th grade (+7%). Per Metric 5 (State Data) and Metric 14 (State Data for 11th grade), there were gains in ELA CAASPP (0.68%), Math CAASPP (0.44%), and CAST (0.3%).

Action 1.12 (ELD) was effective when analyzing the growth of English Learners making progress towards proficiency of English (+0.9%) for a total of 48.4% of English Learner students making progress. Also, LUSD's reclassification rate gained 0.09% for a total of 8.56% (Metric 4 - English Learner Data).

Actions 1.1 (Information/Instructional Technology), 1.2 (Hotspots), 1.7 (PSAT/SAT), 1.8 (AP), 1.9 (AP Training), 1.10 (AVID), 1.11 (CTE), 1.13 (Counselors), 1.14 (NGSS), 1.15 (College Career Readiness Staff), 1.18 (Additional Programs), 1.19 (All teachers except AVID, CTE and VAPA), and 1.20 (Math Accelerated Pathway): These actions were effective and are designed to provide students access to Career Technical Pathway competitions, A-G requirement completion, AP scores of 3 or higher, meeting LUSD graduation requirements, and monitor student completion of CTE pathway and A-G requirements. Pupils successfully completing a Career Technical Education pathway (Metric 6 - CTE data = +9.6%), percentage of students who meet A-G requirements (Metric 7- A-G data = +45.6%), percentage of students scoring a 3 or higher on one AP test (Metric 8 - AP data= +4.9%), students meeting LUSD graduation requirements (Metric 10 = +1%), and pupils who have successfully completed both A-G requirements and CTE courses (Metric 13 - A-G/CTE data = +9.9%). Per Metric 11 (Broad Course Access data), 100% of students have four year academic plans at the high school. Per Metric 9 (EL/SWD access to CTE data), 70% of English learners and 78% of students with special needs are enrolled in a high school CTE course in addition to the required courses to meet their needs. In addition, 100% of students have access to standards aligned instructional materials (Metric 12 - Standards aligned materials access data).

Actions 1.16 (Teacher Support) and 1.17 (Assignment Committee) were effective and was designed to focus on teachers assigned to the subject area(s) aligned with credentials. 95.8% of teachers were appropriately assigned and fully credentialed in the subject area(s) and for the pupils they are teaching. This is an increase of 18.8% from the prior year (Metric 1).

Action 1.21 (Special Education) was effective per Metric 15 with a gain of 14.7% of Students with Disabilities meeting prepared on the College/Career Indicator.

The action that was not effective is action 1.3 (Data Management System). Training and implementation support did not maximize the use of this program. Staff found other ways to gather, analyze, and support the local data to show growth in the metrics of this goal. There was no separate metric aligned to this action. This action was embedded into the data collection of the other actions listed in this goal.

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

Local district benchmark assessment results (23-24 Metric 3 will be Metric 4A - Local) will have a change in benchmark data. For 9-12 grade, the Lexile measure will be reported by NWEA MAP data (not STAR). Grades 9-12 will use NWEA Math as a local data measure to provide consistent mathematics local data for grades 3-12.

Action 1.1 (Information/Instructional Technology - IT) includes technology devices, infrastructure, and IT staff for students to access standards-aligned instructional materials and Action 1.2 (Hotspots). This will be divided into two different actions (devices and IT staff/infrastructure). The 24-25 LCAP will reflect Action 1.1 as Information/Instructional Technology - IT and Action 1.2 as Technology Devices.

Action 1.3 (Data Management Program) - contracted services for the district data management program (illuminate) to collect and monitor academic, behavior, and social emotional student data to identify supports. The district's current student information system meets this need. The 24-25 LCAP will reflect Action 1.3 as Academic Assessment Systems (ie NWEA MAP, STAR Assessments) to align directly with the metrics in this goal. Illuminate will not be used.

Action 1.13 (Counselors) - the title in the 24-25 LCAP will state: High School Counselors/Academic Intervention Specialist. This title change will be clear to our educational partners for this action.

New action will be added based on the analysis of this goal - 1.22 (Specialized Certificated Staff). This staff includes Student Engagement Specialists (SES/TOSA) to support implementation of district academic initiatives (Foundational Reading, Mathematics, AVID, Professional Learning Communities, Board adopted curriculum implementations and coaching) to improve academic data, curriculum implementation, provide professional learning and support teachers and paraeducators. After data analysis, these positions were key in the success of the district's initiatives and the growth in the metrics and implementation of actions.

New action will be added based on the analysis of this goal and Educational Partner input - 1.23 (Additional High School Math Teacher). This teacher will lower class sizes in the high school mathematics classes focusing on instruction and supports to improve 9-12 local data (NWEA math growth) and 11th grade CAASPP scores in mathematics.

New action will be added based on the analysis of this goal, Educational Partner input, and the district identification of Differentiated Assistance - 1.24 (Math Professional Development). This PD action will focus on improving CAASPP Mathematics scores, local mathematics scores, and English Learner progress.

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	All students, families, and community educational partners will be actively engaged to ensure learning in a physically and emotionally safe and positive environment for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number and percentage of school facilities maintained in good repair or exemplary. (LCFF Priority 1).	6 schools - 100% District Facilities Inspection Tool Reports, 2020-21	6 schools - 100% District Facilities Inspection Tool Reports, 2021-22	6 schools - 100% District Facilities Inspection Tool Reports, 2022-23	6 schools - 100% District Facilities Inspection Tool Reports, 2023-24	6 schools - 100%
Percentage of students K-12 identified as chronically absent pupils who are absent from school 10% or more for the total number of days that are enrolled in school. (LCFF Priority 5).	9% Fall 2019 CA School Dashboard	10% CALPADS	20.4% DataQuest	24.5% DataQuest	5%
Percentage of students attending school daily on average. (LCFF Priority 5).	96.06% 2019-20 P2 Report, Student Information System (Aeries)	96.98% 2020-21 P2 Report, Student Information System (Aeries)	93.92% 2021-22 P2 Report, Student Information System (Aeries)	92.8% 2022-23 P2 Report, Student Information System (Aeries)	97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>The percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school. (LCFF Priority 5).</p> <p>The percentage of pupils in grades 9-12 who stop coming to school and who do not enroll in another school. (LCFF Priority 5).</p>	<p>Grades 7 or 8: 0% 2019-20 Student Information System (Aeries)</p> <p>Grades 9-12: 3.57% Class of 2020, DataQuest</p>	<p>Grades 7 or 8: 0% 2020-21 Student Information System (Aeries)</p> <p>Grades 9-12: 4.12% Class of 2021, DataQuest</p>	<p>Grades 7 or 8: 0.5% 2021-22 Student Information System (Aeries)</p> <p>Grades 9-12: 1.10% Class of 2022, DataQuest</p>	<p>Grades 7 or 8: 0.5% 2022-23 Student Information System (Aeries)</p> <p>Grades 9-12: 1.00% Class of 2023, DataQuest</p>	<p>Grades 7 or 8: 0%</p> <p>Grades 9-12: 0%</p>
Percentage of pupils who are suspended at least once during the academic year. (LCFF Priority 6).	4.3% 2019-20, DataQuest	1.6% 2020-21, DataQuest	4.2% 2021-22, DataQuest	4.7% 2022-23, DataQuest	1.5%
Percentage of students who are expelled from the district during the academic year. (LCFF Priority 6).	0.16% 2019-20, DataQuest	0.1% 2020-21, DataQuest	0.1% 2021-22, DataQuest	0.4% 2022-23, DataQuest	0%
Percentage of students, parents and teachers who feel the school is safe based on survey results.	<p>Feel safe at school:</p> <p>7th grade: 70% 9th grade: 59% 11th grade: 53%</p>	<p>Feel safe at school:</p> <p>7th grade: 62% 9th grade: 67% 11th grade: 48%</p>	<p>Feel safe at school:</p> <p>7th grade: 62% 9th grade: 67% 11th grade: 48%</p>	<p>Feel safe at school:</p> <p>7th grade: 56% 9th grade: 64% 11th grade: 51%</p>	<p>Feel safe at school:</p> <p>7th grade: 85% 9th grade: 85% 11th grade: 85%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students, parents and teachers who feel connected to school based on survey results. (LCFF Priority 6).</p>	<p>2019 CA Healthy Kids Survey</p> <p>Feel School is Safe Students: N/A Families: N/A Teachers: N/A</p> <p>Feel Connected Students: 7th & 8th: 69.4% 9th - 12th: 63.3% Families: 85.35 Teachers: N/A</p> <p>Spring 2021, Local student and family survey</p>	<p>2021 CA Healthy Kids Survey</p> <p>Feel School is Safe Students: 67.4% Families: 82% Teachers: 75.4%</p> <p>Feel Connected Students: 7th & 8th: 64.2% 9th - 12th: 57.3% Families: 78.6% Teachers: 64.1%</p> <p>Spring 2022, Local student and family survey</p>	<p>2021 CA Healthy Kids Survey</p> <p>Feel School is Safe Students: 71.8% Families: 86% Teachers: 90.8%</p> <p>Feel Connected Students: 7th & 8th: 61.6% 9th - 12th: 48.6% Families: 90.2% Teachers: 84.2%</p> <p>Spring 2023, Local student and family survey</p>	<p>2023 CA Healthy Kids Survey</p> <p>Feel School is Safe Students: 73.8% Families: 89.6% Teachers: 84.6%</p> <p>Feel Connected Students: 7th & 8th: 66.6% 9th - 12th: 58.2% Families: 88.5% Teachers: 79.4%</p> <p>Spring 2024, Local student and family survey</p>	<p>Feel School is Safe: Students: 85% Families: 85% Teachers: 85%</p> <p>Feel Connected: Students: 7th & 8th: 85% 9th - 12th: 85% Families: 90% Teachers: 90%</p>
<p>Percentage of families participating in IEP/504 process as indicated from parent participation section on IEP/504 plans.</p> <p>Percentage of families contactable through ParentSquare.</p> <p>Percentage of families attended at least one</p>	<p>98% of families participating in IEP/504 process</p> <p>2020-21 Special Education Information System (SEIS)</p> <p>98% of families are contactable through ParentSquare</p>	<p>99% of families participating in IEP/504 process</p> <p>2021-22 Special Education Information System (SEIS)</p> <p>99% of families are contactable through ParentSquare</p>	<p>100% of families participating in IEP/504 process</p> <p>2022-23 Special Education Information System (SEIS)</p> <p>99.6% of families are contactable through ParentSquare</p>	<p>100% of families participating in IEP/504 process</p> <p>2023-24 Special Education Information System (SEIS)</p> <p>99.9% of families are contactable through ParentSquare</p>	<p>100% of families participating in IEP/504 process</p> <p>100% of families contactable through ParentSquare</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent University offering. (LCFF Priority 3).	2020-21 Contactable Report from ParentSquare No baseline data for Parent University	2021-22 Contactable Report from ParentSquare Parent University Attendance: Linden EI: 28% Waverly: 21% Glenwood: 17% Waterloo: 14.5%	2022-23 Contactable Report from ParentSquare Parent University Attendance: Linden EI: 42% Waverly: 18% Glenwood: 22% Waterloo: 28%	2023-24 Contactable Report from ParentSquare Parent University Attendance: Linden EI: 47% Waverly: 49% Glenwood: 48% Waterloo: 77%	Parent University Attendance: Linden EI: 40% Waverly: 40% Glenwood: 40% Waterloo: 40%
Self reflection on Parent and Family Engagement: Building Relationships (Question #1, 2, 3, 4) Seeking Input for Decision Making (Question #9) Local Indicator, Priority 3 Reflection Tool Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development	Q1 - Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families. 4 - Full Implementation Q2 - Rate the LEA's progress in creating welcoming environments for all families in the community.	Q1 - Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families. 4 - Full Implementation Q2 - Rate the LEA's progress in creating welcoming environments for all families in the community.	Q1 - Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families. 4 - Full Implementation Q2 - Rate the LEA's progress in creating welcoming environments for all families in the community.	Q1 - Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families. 4 - Full Implementation Q2 - Rate the LEA's progress in creating welcoming environments for all families in the community.	Q1 - Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families. 5 - Full Implementation & Sustainability Q2 - Rate the LEA's progress in creating welcoming environments for all families in the community.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	3 - Initial Implementation	4 - Full Implementation	4 - Full Implementation	5 - Full Implementation & Sustainability	5 - Full Implementation & Sustainability
	Q3 - Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	Q3 - Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	Q3 - Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	Q3 - Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	Q3 - Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
	4 - Full Implementation	4 - Full Implementation	4 - Full Implementation	4 - Full Implementation	5 - Full Implementation & Sustainability
	Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school to engage in 2-way communication between families and educators using language that is understandable and accessible to families.
	3 - Initial Implementation	3 - Initial Implementation	4 - Full Implementation	5 - Full Implementation & Sustainability	5 - Full Implementation & Sustainability
		Q9 - Rate the LEA's progress in building	Q9 - Rate the LEA's progress in building		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 Local Indicator, Self Reflection Tool	capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 3 - Initial Implementation 2021-22 Local Indicator, Self Reflection Tool	capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 4 - Full Implementation 2022-23 Local Indicator, Self Reflection Tool	Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 4 - Full Implementation 2023-24 Local Indicator, Self Reflection Tool	Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 5 - Full Implementation & Sustainability

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.

Linden Unified School District was able to fully implement 11 out of the 11 actions planned. There were success with implementation. LUSD was successful with filling staffing positions in these actions with highly qualified people. In addition, the implemented actions allowed for increased services and supports for our Spanish speaking students and families. There were no challenges with implementation of the 11 planned actions.

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

Material differences between the planned to actual expenditures are defined as differences of greater than \$50,000. The following are differences in actions from budget to estimated actuals.

- 2.2 Translation/Interpretation Support – The district increased services for English Learner students by increasing services for translation with translators and bilingual paraprofessionals.
- 2.3 Facilities - The district was able to increase facility improvement expenditures through general fund reserves and one-time federal and state funds. The purpose has been to improve safety, security, and operations of our educational facilities.
- 2.7 Health – Increased cost due to overlap of salaries during the transition to new nurse.
- 2.11 Transportation – The District has been aggressive in increasing salaries for transportation staff so salaries are competitive within the county. The district has also increased the number of bus drivers, van drivers, and sub drivers. Increasing salaries and staff has increased the student transportation reliability.

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

There were successes and anticipated challenges when analyzing the effectiveness of the actions in this goal. Number and percentage of school facilities maintained in good repair or exemplary continue to be at 100% (Metric 1 aligned to Action 2.3). Family engagement (Metric 7, 8 & 9) consistently scored high (88.5% of families feel connected to schools, 100% of families participate in IEP/504 process, 99.9% of families are contactable through ParentSquare, Full implementation & Sustainability scores on LEA self-reflection align with Actions 2.1, 2.2, 2.4, 2.6, 2.9, 2.11). In addition, action 2.8 (School Climate) was measured with the Q2 Self-Reflection Tool and scored a 5 - Full Implementation and Sustainability in the areas of creating a welcoming environment for families and utilizing strong two-way communication.

LUSD anticipated areas of needs and implemented new actions this year. It won't be until 2024-25 metrics to see if the added action impacted the 2024 Dashboard metrics. Percentage of students K-12 identified as chronically absent (Metric 2 = +4.1%), percentage of students attending school daily on average (Metric 3 = -1.12%), and percentage of pupils who are suspended (Metric 5 = +0.5%) are the metrics that are areas of need. Also in Metric 7, students reported low scores when asked if they feel safe in school according to 2023 CA Healthy Kids Survey and local survey data. The recently added actions of 2.5 (additional school social workers), 2.7 (Health) and 2.10 (addition of Director of Student Services) are specifically targeted to the metrics. These actions were proactive and local 2024 data shows these actions were effective.

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

Action 2.4 title will be updated from "School Resource Deputy" to "School Safety Personnel". This action will include campus security in addition to the School Resource Deputy to ensure our campuses are safe places for students.

Action 2.7 (Health) - Provide a district nurse and a health clerk to provide direct services to students to increase school attendance rates and decrease chronic absenteeism will be modified to a District Wellness Director and a Licensed Vocational Nurse. More qualified staff will help support these targeted areas with their expertise and family/community engagement.

Action 2.10 (Student Services) has been updated to include the title change of the Director of Student Services to the Director of Child Welfare and Attendance. Also included were positions that were developed using other sources of funding and will be included in the LCAP as these positions will be effective for Chronic Absenteeism and Suspension metrics principally focusing on English Learners, low income students and Foster Youth. The added positions are Teaching Assistant Principal (TAP) positions.

LUSD will continue with Actions 2.5 (Mental Health/Social Emotional Support) and 2.10 (Student Services) and were effective based on local 2024 data.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Enter to Learn...
Leave to **Achieve**

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
Linden Unified School District	Daniel Moore Superintendent	damoore@lindenUSD.com 209-887-3894

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.

Linden is an unincorporated community located on Highway 26 about 10 miles east of Stockton. The Linden Unified School District was established in 1964. Prior to that, the area's children were served by Linden High School and 8 feeder elementary school districts. Today, the district encompasses 160 square miles serving 2,277 students. Most of our students are Hispanic/Latino (64.7%) and White (30.7%). Majority of our students are Socioeconomically Disadvantaged (68.6%), 23.9% are English Learners. Students with Disabilities comprise 12.2% of the student body. The district does not have significant Foster Youth (0.5%) and Homeless (1.2%) populations. (Data Source: Fall 2023 California School Dashboard, accessed on February 8, 2024)

Students are served through a combination of programs and school configurations. LUSD includes a TK-4th grade school (Linden Elementary School), 5th - 8th grade school (Waterloo School), two K-8 schools (Glenwood & Waverly Schools), an alternative high school

(PRIDE High School) and one comprehensive high school (Linden High School). The high school provides college prep and career technical education opportunities, allowing students to be college ready while simultaneously completing a technical program.

PRIDE High School has been identified to receive the Equity Multiplier Funding.

Reflections: Annual Performance

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

Linden Unified School District had many successes to celebrate. Percentage of teachers appropriately assigned and fully credential grew 18.8% for a total of 95.8%. The local benchmark reading data for grades 1-6, mathematics for K-2, writing for K-8 continues to grow. More English learners are making progress and a slight increase with the district's reclassification rate. Almost an increase of 10% of students completed CTE pathway, increase of 18.53% of students met the A-G requirement completion, and an increase of 4.9% of students scored a 3 or higher on one AP test. High school graduation rates continue to be strong. An increase of students also meet the requirements for being prepared according to the College/Career indicator on the CA Dashboard.

With all of the successes, there are challenges that appeared on the CA Dashboard.

Schools that received the lowest performance level on one or more state indicators:

Glenwood (Chronic Absenteeism)
Linden Elementary (Chronic Absenteeism)
Linden High (Mathematics)
PRIDE High (Suspension)
Waterloo (Chronic Absenteeism, Suspension)
Waverly (Chronic Absenteeism)

Student groups within the district that received the lowest performance level on one or more state indicators:

English Learners (Chronic Absenteeism, Mathematics)
Socioeconomically Disadvantaged (Chronic Absenteeism)
Students with Disabilities (Chronic Absenteeism, Suspension)
Hispanic (Chronic Absenteeism)
White (Chronic Absenteeism)

Student groups within schools that received the lowest performance level on one or more state indicators:

Glenwood: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Linden Elementary: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Linden High: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
PRIDE High: Socioeconomically Disadvantaged

Waterloo: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Waverly: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic

To improve Chronic Absenteeism on the CA Dashboard, Goal 2 includes the following actions will be implemented: 2.7 (Health) and 2.12 (Alternative Attendance Programs).

To improve Suspension on the CA Dashboard, in Goal 2 the following actions will be implemented: Action 2.4 (School Safety Personnel) and Action 2.5 (Mental Health/Social Emotional Support).

To improve English Language Arts, in Goal 1 the following actions will be implemented: Action 1.3 (Academic Assessment Systems), 1.4 (Expanded Learning Opportunities providing ASSIST), and 1.6 (PD Days & ongoing professional development).

To improve Mathematics, in Goal 1 the following actions will be implemented: Action 1.4 (Expanded Learning Opportunities providing ASSIST), Action 1.20 (Math Acceleration Path), Action 1.23 (Additional High School Mathematics Teacher), and Action 1.24 (Math Professional Development).

Reflections: Technical Assistance

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

Linden Unified School District is eligible for Technical Assistance (Differentiated Assistance):

English Learners: Chronic Absenteeism, English Language Arts/Math

Students with Disabilities: Chronic Absenteeism and Suspension

Linden Unified School District worked with San Joaquin County Office of Education and reviewed performance data on the state and local indicators on the CA Dashboard to identify strengths and weaknesses. Through this work, it was determined the focus will be English Learner performance in Mathematics. Linden Unified School District will continue to work with the SJCOE to implement a professional development plan focusing on incorporating academic vocabulary (math) in the ELD class time for TK-12. This work will be measured through the administration of Math and ELA Interim Assessment Blocks for grades 3-12, ELPAC Interim Assessment Blocks for all English Learners and NWEA math assessments for grades 3-12 (administered 3 times per year to measure growth and CAASPP predictors) as indicated in Action 1.24.

Chronic Absenteeism for English Learners and Students with Disabilities is addressed in Goal 2 with the following actions: Action 2.2 (Translation/Interpretation Support to connect with Spanish speaking families), 2.7 (Health) and 2.12 (Alternative Attendance Programs). Attendance will be reported on a monthly basis and discussed at monthly principal meetings with the Director of Child Welfare and Attendance.

Suspension for Students with Disabilities is addressed in Goal 2 with the following actions: Action 2.4 (School Safety Personnel) and Action 2.5 (Mental Health/Social Emotional Support). Suspensions will be reported on a monthly basis and discussed at monthly principal meetings from the Director of Child Welfare and Attendance.

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.

Linden Unified School District does not have any schools that are identified for Comprehensive Support and Improvement (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.

Linden Unified School District does not have any schools that are identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Linden Unified School District does not have any schools that are identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Monthly School site staff meetings, District electronic mail (April), School Site Council (Quarterly)
Principals/Managers	Monthly Management meetings, District electronic mail (April), School Site Council (Quarterly)
District Administrators	Weekly Cabinet meetings, Monthly Management meetings, District electronic mail (April)
Other school personnel	Monthly Department meetings, District electronic mail (April)
Local Bargaining Units	ALE: Monthly School site staff meetings, Bargaining Unit meetings, District electronic mail (April) CSEA: Monthly Department meetings, Bargaining Unit meetings, District electronic mail (April)
Parents/Community	Monthly Parent Teacher Club meetings, School Site Council meetings (Quarterly), ParentSquare communications (Feb, Mar, April, May), Electronic surveys (February), Board of Trustee meetings (Monthly).
Students	Student Leadership clubs, Electronic surveys (February)
PRIDE High School (Equity Multiplier Recipient)	Weekly school site staff meetings, Parent conferences, Quarterly School Site Council meetings, WASC Parent Committee Meeting (October), Student meetings (Weekly)
District English Learner Advisory Committee (DELAC)	Quarterly DELAC meetings
District Advisory Committee (DAC) - Includes all the above partners together as a committee	Three meetings per year - Began in February 2024 and May 2024

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

LUSD's Educational Partners reviewed the metrics and actions and provided feedback.

Goal #1 was influenced in the following ways:

1. Sustain Certificated Staff (Student Engagement Specialists/TOSA) that were developed from other source of funds. New Action added - Goal 1: Action 1.22.
2. Teachers, Principals/Managers, District Administrators, Other school personnel did not implement Goal 1, Action 1.3 for Data Management System (Illuminate). Partners suggested to continue the Academic Assessment Systems (NWEA MAP) data to use as a continued metric for grades 3-8 Mathematics and grades 9-12 Mathematics. This Action has been modified to represent this request.
3. In order to focus on improving mathematics data at the high school, the theme of class sizes emerged. Goal 1: Action 1.23 (Additional High School Mathematics Teacher) was added to lower class sizes to improve student learning in mathematics.
4. Additionally, in order to focus on improving mathematics data at the high school, Goal 1: Action 1.24 (Math Professional Development) was added to allow teachers learning opportunities to improve student learning, math data and math academic language.

Goal #2 was influenced in the following ways:

1. More parent education in English and Spanish on specific topics of need (mental health, attendance, bullying, healthy habits) - Goal 2: Action 2.1 (Parent Education). The topic areas were added to the action description.
2. Add Saturday School opportunity to address chronic absenteeism. This request formed a new action in Goal 2: Action 2.12 (Alternative Attendance Programs). This action will include Saturday School, before school attendance opportunities and after school attendance opportunities.
3. Additions to Positive Behavior Intervention Support focusing on Peer Mentorship, Conflict Managers, positive start to school day (soft start) - Goal 2: Action 2.8 (School Climate). The topic areas were added to the action description.
4. There is a need for highly qualified Health staff to support medical needs and attendance. Goal 2 : Action 2.7 (Health) recognizes the new positions of a District Wellness Coordinator and one Licensed Vocational Nurse to meet this request. The action will reflect the request and the new hired staff.

The new additional Goal #3 (Equity Multiplier Focus Goal) was influenced in the following ways:

1. Through PRIDE High School staff meetings, parent conferences, and student meetings the three actions were developed to address Suspensions: Support Personnel (Action 3.1), Professional Development (Action 3.2), and School Climate Programs (3.3).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready.	Broad 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 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>The actions within this goal are designed to engage students in rigorous learning opportunities maximizing every student’s potential to be college, career, and life ready. These learning opportunities are provided by highly qualified staff, rigorous curriculum, and a variety of courses and CTE pathways. We will achieve this through data analysis at all grade levels and in all significant student groups using various state and local assessments for every learner to be successful.</p>
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the pupils they are teaching.	95.8% 2023-24 Local			97%	

1B	Percentage of students who have sufficient access to standards-aligned instructional materials for every student.	100% 2023-24 Williams Report to the board and SARC			100%	
2AB	<p>Self reflection rating on Questions related to Implementation of SBE Adopted Academic & Performance Standards including how programs (LCFF Priority 2A) and services will enable ELs to access the CC academic content standards and ELD Standards (LCFF Priority 2B)</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p>	<p>Q1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks</p> <p>ELA: 4 ELD: 3 Mathematics: 3 Next Generation Science Standards: 3 History/Social Science: 4</p> <p>Q2. Rating for Instructional Materials aligned to academic standards and curriculum frameworks</p> <p>ELA: 4 ELD: 4 Mathematics: 3 Science: 5 History/Social Science: 4</p> <p>Q5. Rating for success at engaging with teachers and school</p>			<p>Q1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks</p> <p>ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5</p> <p>Q2. Rating for Instructional Materials aligned to academic standards and curriculum frameworks</p> <p>ELA: 4 ELD: 4 Mathematics: 4 Science: 5</p>	

		<p>administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered.</p> <p>Identifying professional learning needs of all teachers and individual teachers: 3</p> <p>Providing support for teachers on the standards they have not yet mastered: 3</p> <p>2023-24 Local Indicator Self Reflection Tool</p>			<p>History/Social Science: 4</p> <p>Q5. Rating for success at engaging with teachers and school administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered.</p> <p>Identifying professional learning needs of all teachers and individual teachers: 5</p> <p>Providing support for teachers on the standards they have not yet mastered: 5</p>	
4A - Local	Local district benchmark assessment results	2023-24 Reading DRA (by grade level) K: 53%			Reading DRA (by grade level) K: 70%	

<p>Reading DRA - Percentage of students meeting all reading benchmarks on end of 2nd trimester local assessments.</p>	<p>1: 64% 2: 72% 3: 76% 4: 74% 5: 89%</p>		<p>1: 70% 2: 70% 3: 80% 4: 80% 5: 90%</p>	
<p>Lexile Reading (STAR) - Percentage of students at Level 3 or 4 on the end of 2nd trimester STAR benchmark to determine if students are on track for state testing (CA CAASPP).</p>	<p>2023-24 Lexile Reading (STAR) 6th Grade - 65% 7th Grade - 58% 8th Grade - 57%</p>		<p>Lexile Reading (STAR) 6th Grade - 70% 7th Grade - 70% 8th Grade - 70%</p>	
<p>College & Career Readiness Lexile (NWEA) - Percentage of students scoring a 1300+ on the Winter MAP assessment.</p>	<p>2023-24: College & Career Readiness Lexile Measure - (NWEA) 9th Grade - 47% 10th Grade - 49% 11th Grade - 49% 12th Grade - 55%</p>		<p>College & Career Readiness Lexile Measure - (NWEA) 9th Grade - 70% 10th Grade - 70% 11th Grade - 70% 12th Grade - 70%</p>	
<p>District Math Assessment - Percentage of students scoring a 70% or higher on the 2nd trimester DMA.</p>	<p>2023-24: K-2 DMA Math: 78.5% 2023-24: Grades 3-12 NWEA Math Growth: 49%</p>		<p>K-2 DMA Math: 80% Grades 3-12 NWEA Math Growth: 60%</p>	
<p>Grades 3-12 NWEA Math - Percentage of students showing growth (meeting growth targets) on the Winter MAP Math assessment.</p>	<p>3: 52% 4: 42% 5: 36% 6: 38% 7: 51% 8: 51% 9: 52%</p>		<p>3: 60% 4: 60% 5: 60% 6: 60% 7: 60% 8: 60% 9: 60%</p>	
<p>K-8 District Writing Assessment -</p>	<p>10: 58% 11: 57%</p>		<p>10: 60% 11: 60% 12: 70%</p>	

	Percentage of students scored 3 or higher on the end of 2nd trimester district writing rubric.	12: 66% 2023-24 K-8 DWA: 54.1%			K-8 DWA: 70%	
4A - State	Percentage of students met or exceeded grade level standards in English Language Arts, Mathematics and Science results. EL: English Learner SED: Low socio-economically disadvantaged SWD: Students with Disabilities	CAASPP: ELA: 37.73% EL: 8.43% SED: 32.25% SWD: 15.56% Math: 25.15% EL: 6.41% SED: 19.01% SWD: 13.34% CAST: Science 21.20% EL: 2.32% SED: 19.32% 2023 State Results			CAASPP: ELA: 45% EL: 10% SED: 40% SWD: 20% Math: 30% EL: 10% SED: 25% SWD: 18% CAST: Science 25% EL: 10% SED: 25% Foster Youth: N/A	
4B	Percentage of students who meet A-G requirement completion.	Overall: 48.7% EL: 22.2% SED: 44.3% Fall 2023 CA School Dashboard, College/Career Report			Overall: 50% EL: 30% SED: 50%	
4C	Percentage of pupils who successfully complete a course	Overall: 43.9% EL: 33.3% SED: 38.6%			Overall: 50% EL: 40% SED: 40%	

	sequence or program of study that aligns with SBE-approved career technical education (CTE) standards and frameworks.	Fall 2023 CA School Dashboard, College/Career Report				
4D	Percentage of pupils who have successfully completed both A-G requirements AND CTE courses.	Overall: 23.8% Fall 2023 CA School Dashboard			30%	
4E	Percent of pupils making progress toward English proficiency based on individual ELPAC results.	2022-23: 48.4% of English Learners are making progress Fall 2023 CA School Dashboard			60%	
4F	EL reclassification rate - Percentage of English Learner pupils who meet requirements to be reclassified as Fluent English Proficient. Percentage of English Learner pupils who scored Level 3 or Level 4 on the Summative ELPAC.	2022-23: 8.56% Reclassification rate (Local Data) 2022-23: 57.07% Level 3 or Level 4 on Summative ELPAC (ELPAC)			10% Reclassification rate 60% Level 3 or Level 4 on Summative ELPAC	
4G	Percentage of students scoring a 3 or higher on one AP test.	Overall: 60.9% EL: 0% SED: 5.5%			Overall: 70% EL: 10% SED: 10%	

		2022-23 College Board				
4H	Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math.	<p>ELA: 44.03% EL: 0% SED: 40.42%</p> <p>Math: 12.50% EL: 0% SED: 10%</p> <p>2022-23 CAASPP</p>			<p>ELA: 50% EL: 10% SED: 45%</p> <p>Math: 20% EL: 10% SED: 20%</p>	
5E	Percentage of pupils who meet LUSD graduation requirements.	<p>Overall: 98.9% EL: 100% SED: 98.6%</p> <p>Fall 2023 CA School Dashboard</p>			<p>Overall: 99% EL: 100% SED: 99%</p>	
7A	Percentage of students who have access to high school broad course of study through meetings with counseling staff to review course completion status and college/career opportunities and update the student academic four-year plan.	<p>Overall: 100% EL: 100% SED: 100%</p> <p>2023-24 four-year academic plan</p>			<p>Overall: 100% EL: 100% SED: 100%</p>	

7BC	<p>Percentage of English Learners, Socio-Economically Disadvantaged, Foster Youth, and students with special needs are enrolled in a CTE course as measured by student course enrollment.</p> <p>EL: English Learner SED: Low socio-economically disadvantaged FY: Foster Youth SWD: Students with Disabilities</p>	<p>All: EL: 70% SED: 74% FY: 63% SWD: 78%</p> <p>2023-24 Student Information System (Aeries)</p>			<p>All: EL: 80% SED: 80% FY: 70% SWD: 80%</p>	
8	<p>Percentage of pupils meeting prepared on the College/Career Indicator</p> <p>All Students - All English Learner - EL Socio-Economically Disadvantaged - SED HIS - Hispanic WH - White SWD - Students with Disabilities</p>	<p>All: 56.6% EL: 25.9% SED: 52.1% HIS: 53.0% WH: 59.7% SWD: 20%</p> <p>Fall 2023 CA Dashboard</p>			<p>All: 65% EL: 35% SED: 60% HIS: 60% WH: 65% SWD: 30%</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
1.1	Information/Instructional Technology (IT)	Provide technology infrastructure and IT staff for students and staff to access standards-aligned instructional materials.	\$485,405.00	No
1.2	Technology Devices	Provide technology devices for students and staff to access other targeted instructional intervention materials. Provide hotspot devices and internet connection services to families not having internet access at home to access curriculum and other targeted instructional materials.	\$385,000.00	Yes
1.3	Academic Assessment Systems	Technology Assessment Platforms for students to use each trimester/quarter/semester to measure academic growth and achievement (e.g. STAR, NWEA).	\$26,130.00	Yes
1.4	Extended Learning Opportunities	Provide students with extended learning opportunities and interventions before and after school and during summer school (Linden Success Shop/ASSIST, Credit Recovery for high school to improve graduation rate). Provide after school additional English Language Development (ELD) and	\$603,633.00	Yes

		additional Language Acquisition for English Learners including transportation to support language acquisition and English proficiency. Provide busing for all intra- and extra- curricular activities including paying enrollment fees for Science Camp, outdoor educational field-trips.		
1.5	MTSS Conferences	Provide teachers release time to discuss student academic, behavior, and social emotional data every trimester to support student's needs and develop targeted interventions.	\$32,474.00	Yes
1.6	PD Days & on-going professional development	Provide 3 professional development days (non student contact) days for ongoing curricular initiatives, diversity training, technology, equitable grading, and student data driven initiatives. Also provide on-going professional development for teachers and paraeducators through out the year with focus on improved student academic performance.	\$228,544.00	Yes
1.7	PSAT/SAT	Administer PSAT to 9th and 10th grade students and SAT to 11th grade students to provide opportunities for students towards college and career readiness.	\$7,500.00	Yes
1.8	AP	Administer Advanced Placement (AP) testing including fees so unduplicated students have access.	\$21,250.00	Yes
1.9	AP Training	Provide Advanced Placement (AP) training to applicable staff to strengthen the AP program.	\$46,465.00	No
1.10	AVID	Continue support the AVID districtwide program including salary for a full time AVID teacher, AVID District Director, compensation for college tutors, and Summer AVID Institute trainings for the teachers. Maintain access and opportunity for AVID for grades K-12 to improve academic success and graduation rates.	\$347,513.00	Yes

1.11	CTE	Support and fund career readiness programs and maintain 7 existing Career Technical Education (CTE) pathways to improve graduation rates.	\$955,665.00	Yes
1.12	ELD	Provide professional development and materials focusing on Designated and Integrated English Language Development to improve EL and LTEL students make progress toward English proficiency and increase the EL reclassification rate.	\$10,000.00	Yes
1.13	High School Counselors/Academic Intervention Specialist	Maintain two high school counselors, one high school intervention specialist and support staff to support students meeting graduation requirements to support the percentage of pupils who demonstrate college preparedness and improve graduation rates.	\$350,632.00	Yes
1.14	NGSS	Provide professional development for Next Generation Science Standards (NGSS) implementation and lab materials to provide students access to standards-aligned instructional materials.	\$25,410.00	No
1.15	CCR Staff	Maintain College and Career Readiness staff to support advising of K-12 students for college and career readiness and to support the percentage of pupils who demonstrate college preparedness.	\$121,188.00	Yes
1.16	Teacher Support	Provide professional development opportunities for teachers not meeting standards per evaluations.	\$3,670.00	No
1.17	Assignment Committee	Committee of Assignment (Administrators and Teachers) will review credential assignments to ensure LUSD has highly qualified teachers.	\$1,377.00	No
1.18	Additional Programs	Support Visual And Performing Arts and Expanded Learning Programs principally directed for high needs students to support other pupil outcomes.	\$149,450.00	Yes

1.19	All teachers except CTE, AVID & VAPA	Base Program includes all teachers except CTE, AVID & VAPA.	\$10,036,882.00	No
1.20	Math Acceleration Path	Math Acceleration Pathway - Zero Period for 8th grade students to accelerate in Math and support percentage of pupils who demonstrate college preparedness.	\$44,011.00	No
1.21	Special Education	Special education services are provided to students based on their individual identified need. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school beyond what is available in the traditional classroom.	\$4,144,212.00	No
1.22	Specialized Certificated Staff	Student Engagement Specialists (SES/TOSA) to support implementation of district academic initiatives (Foundational Reading, Professional Learning Communities, Board adopted curriculum implementations and coaching) to improve academic data, curriculum implementation, provide professional learning and support teachers and paraeducators.	\$338,518.00	Yes
1.23	Additional Math High School Teacher	Additional Math High School Teacher to lower class sizes to improve CAASPP Math scores and Graduation Rates.	\$22,442.00	Yes
1.24	Math Professional Development	Provide professional development in mathematics for all grade level teachers. The professional development will include math academic vocabulary to support English learners during Designated English Language Development (ELD) required time. This Technical Assistance action aligns with the Differentiated Assistance district work partnering with SJCOE.	\$36,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students, families, and community educational partners will be actively engaged to ensure learning in a physically and emotionally safe and positive environment for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>The actions within this goal are designed to build and support educational partner engagement to promote a physically and emotionally safe and positive learning environment. We will monitor and evaluate student attendance and suspension data to measure the impact of the Positive Behavior Intervention Support and Restorative Practices and the School Resource Deputy. School facilities will be maintained in exemplary condition to contribute to the safe and positive learning environment for students and staff. Survey feedback, participation in Parent University, and ParentSquare will provide evidence of the communication between the district and families and the community.</p>
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1C	Number and percentage of school facilities maintained in good repair or exemplary.	6 schools - 100% District Facilities Inspection Tool Reports, 2023-24			100%	
3A	Self reflection on Parent and Family Engagement: Building Relationships (Question #4)	Q4 - 5 - Full Implementation and Sustainability			Q4 - 5 - Full Implementation and Sustainability	

	<p>Rate the LEA's progress in developing multiple opportunities for the LEA and school to engage in 2-way communication between families and educator using language that is understandable and accessible to families.</p> <p>Seeking Input for Decision Making (Question #9) Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making</p> <p>Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p>	<p>Q9 - 4 - Full Implementation</p> <p>2023-24 Local Indicator, Self Reflection Tool</p>			<p>Q9 - 5 - Full Implementation and Sustainability</p>	
3B	<p>The percentage of parental participation in Parent University/Nights</p>	<p>Parent University/Nights Attendance:</p>			<p>Parent University/Nights Attendance:</p>	

	for low-income, English learner, and foster youth pupils.	<p>Glenwood: 48% EL: 34% SED: 46% Foster Youth: N/A</p> <p>Linden Elementary: 47% EL: 37% SED: 51% Foster Youth: N/A</p> <p>Waterloo: 77% EL: 68% SED: 62% Foster Youth: 25%</p> <p>Waverly: 49% EL: 38% SED: 46% Foster Youth: N/A</p> <p>2023-24 Event Attendance Sheets</p>			<p>Glenwood: 55% EL: 45% SED: 50% Foster Youth: N/A</p> <p>Linden Elementary: 55% EL: 45% SED: 60% Foster Youth: N/A</p> <p>Waterloo: 80% EL: 70% SED: 70% Foster Youth: 75%</p> <p>Waverly: 55% EL: 45% SED: 50% Foster Youth: N/A</p>	
3C	Percentage of families participating in IEP/504 process as indicated from parent participation section on IEP/504 plans.	<p>100% of families participating in IEP/504 process</p> <p>2023-24 Special Education Information System (SEIS)</p>			100%	
5A	Percentage of students attending school daily on average.	<p>93.2%</p> <p>2023-24 P2 Report, Student Information System (Aeries)</p>			95%	

5B	<p>Percentage of students K-12 identified as chronically absent pupils who are absent from school 10% or more for the total number of days that are enrolled in school.</p> <p>EL: English Learner SED: Low socio-economically disadvantaged FY: Foster Youth SWD: Students with Disabilities HIS: Hispanic WH: White</p>	<p>All: 24.5% EL: 23.8% SED: 28% FY: 39.1% SWD: 28.9% HIS: 25.4% WH: 22.6%</p> <p>2022-23 DataQuest</p>			<p>Overall: 10% EL: 10% SED: 10% FY: 10% SWD: 10% HIS: 10% WH: 10%</p>	
5C	<p>The percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school.</p>	<p>Grades 7 or 8: 0.5%</p> <p>2022-23 Student Information System (Aeries)</p>			0%	
5D	<p>The percentage of pupils in grades 9-12 who stop coming to school and who do not enroll in another school.</p>	<p>Grades 9-12: 1.00%</p> <p>Class of 2023 DataQuest</p>			0%	
6A	<p>Percentage of pupils who are suspended at least once during the academic year.</p> <p>EL: English Learner</p>	<p>Overall: 4.6% EL: 5.2% SED: 5.2% FY: 27.3% SWD: 7.9% HIS: 5.1% WH: 3.6%</p>			<p>Overall: 2% EL: 2% SED: 2% FY: 10% SWD: 2% HIS: 2% WH: 2%</p>	

	<p>SED: Low socio-economically disadvantaged FY: Foster Youth SWD: Students with Disabilities HIS: Hispanic WH: White</p>	2023 CA School Dashboard				
6B	Percentage of students who are expelled from the district during the academic year.	<p>Overall: 0.4% EL: 0.7% SED: 0.5% Foster Youth: 0%</p> <p>2022-23 DataQuest</p>			<p>Overall: 0% EL: 0% SED: 0% Foster Youth: 0%</p>	
6C	<p>Percentage of students, parents and teachers who feel the school is safe based on survey results.</p> <p>Percentage of students, parents and teachers who feel connected to school based on survey results.</p>	<p>Feel School is Safe:</p> <p>5th grade students: 79% 6th - 8th grade students: 70.5% 9th - 12th grade students: 74.9% Families: 89.6% Teachers: 84.6%</p> <p>Feel Connected to Schools:</p> <p>5th grade students: 73.7% 6th - 8th grade students: 66.6% 9th - 12th grade students: 58.2% Families: 88.5% Teachers: 79.4%</p>			<p>Feel School is Safe:</p> <p>5th grade students: 85% 6th - 8th grade students: 80% 9th - 12th grade students: 80% Families: 92% Teachers: 90%</p> <p>Feel Connected to Schools:</p> <p>5th grade students: 78% 6th - 8th grade students: 75% 9th - 12th grade students: 65% Families: 90% Teachers: 85%</p>	

		* Spring 2024, Local student and family survey				
--	--	--	--	--	--	--

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	Parent University	Provide parent education events addressing topics such as: attendance, health, academic supports/technology, mental health/social emotional support and prevention to improve connecting families to LUSD schools.	\$7,792.00	Yes

2.2	Translation/interpretation support	Provide four full time translators (TK-8). These positions will provide outreach to Spanish speaking families (personal phone calls, personal outreach). Full time bilingual paraeducators are provided for all school sites.	\$373,257.00	Yes
2.3	Facilities	Provide safe and clean facilities to improve school safety	\$1,918,101.00	No
2.4	School Safety Personnel	Improve school site safety and climate by providing a School Resource Deputy to support reduction in chronic absenteeism rates and campus supervisors to increase safety and security at school sites.	\$241,134.00	Yes
2.5	Mental Health/Social Emotional Support	Provide five social workers (four TK-8, one high school) to focus on mental health/social emotional support for students, staff and families, pupil engagement (improve attendance), school climate (safety and school connectedness).	\$937,631.00	Yes
2.6	School/Home Communication	Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication using ParentSquare to improve school connectedness.	\$42,010.00	Yes
2.7	Health	Provide a District Wellness Coordinator and a Licensed Vocational Nurse (LVN) to provide direct services to students to increase school attendance rates and decrease chronic absenteeism.	\$290,301.00	Yes
2.8	School Climate	Support, and provide professional development on Positive Behavior Intervention Support (PBIS) and Restorative Practices to decrease suspension and expulsion rate.	\$120,000.00	Yes
2.9	Health & Safety	Safety materials aligned to District Safety Plan (Board Adopted). Continue to train staff in CPR/First aid and defibrillation.	\$83,208.00	Yes

2.10	Student Services	Director of Child Welfare & Attendance, Teaching Assistant Principals and support staff to monitor attendance, chronic absenteeism, suspensions and expulsions for all schools principally directed with English Learners, low income students, and Foster Youth.	\$405,271.00	Yes
2.11	Transportation	Transportation services to and from school to lower chronic absenteeism for low socioeconomically disadvantaged, English learner, and Foster Youth students.	\$300,872.00	Yes
2.12	Alternative Attendance Programs	Implement Saturday School, before school, and after school attendance programs to reduce chronic absenteeism.	\$15,410.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2026, PRIDE High School will reduce the suspension rate of socioeconomically disadvantaged students by 7% by implementing targeted intervention programs, support personnel, and receive staff professional development.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed because PRIDE High School was identified as a school receiving the Equity Multiplier funding. We prioritized this goal after consultation with Educational Partners and review of data showing the area of need for this goal is to address the high percentage of suspensions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6A	Percentage of PRIDE High School who are suspended at least once during the academic year.	Overall: 12.1% EL: 11.1% SED: 12.7% Foster Youth: N/A Fall 2023 CA School Dashboard			Overall: 5% EL: 5% SED: 5% Foster Youth: N/A	

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	Support Personnel	One Full Time (0.75) bilingual paraeducator to implement Positive Behavior Intervention Support (PBIS) and Restorative Practices to decrease suspension and address the needs of PRIDE High School students.	\$38,358.00	No
3.2	Professional Development	Provide on-going professional development through out the year with focusing on the academic, behavior, and social emotional support for the student population (continuation schools like PRIDE High School).	\$17,693.00	No
3.3	School Climate	Implement and support on Positive Behavior Intervention Support (PBIS) and Restorative Practices programs to decrease suspension rates at PRIDE High School focusing on the unique needs of the students enrolled in PRIDE High School.	\$5,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,437,529	\$658,572

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
26.055%	0.000%	\$0.00	26.055%

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
<p>1.2</p>	<p>Action: Technology Devices</p> <p>Need: 2023 CAASPP ELA: All: 37.73% EL: 8.43% SED: 32.25% Foster Youth: N/A</p> <p>English learner students and socio economically disadvantaged students who are meeting or exceeding standard on the 2023 CAASPP English Language Arts is lower than the percentage of all students.</p> <p>Scope: LEA-wide</p>	<p>Technology devices include chromebooks, laptops and hotspots. These devices are needed to access targeted intervention curriculum at school and at home for unduplicated students who do not have personal devices and internet access at home to access their education. By having this access, more unduplicated students will meet or exceed standard on the CAASPP ELA assessment.</p> <p>This action is being provided on an LEA-wide basis to maximize their impact for ELA Assessments for all students.</p>	<p>LCAP Metric 4A State ELA</p>
<p>1.3</p>	<p>Action: Academic Assessment Systems</p> <p>Need: 2023 CAASPP ELA: All: 37.73%</p>	<p>Academic assessment systems are needed to measure academic growth and achievement as local assessments to support pupil achievement focusing on unduplicated student groups. Through data review and discussion, school sites are able to make targeted decisions to provide intervention</p>	<p>LCAP Metric 4A - State ELA, Math, 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
	<p>EL: 8.43% SED: 32.25% Foster Youth: N/A</p> <p>Mathematics: All: 25.15% EL: 6.41% SED: 19.01% Foster Youth: N/A</p> <p>CAST: All: 21.20% EL: 2.32% SED: 19.32% Foster Youth: N/A</p> <p>English learner students and socio economically disadvantaged students who are meeting or exceeding standard on the 2023 CAASPP English Language Arts, Mathematics, and Science are lower than the percentage of all students.</p> <p>Scope: LEA-wide</p>	<p>supports to meet the needs of unduplicated students. More unduplicated students will meet or exceed standard on the CAASPP ELA, Math and Science assessment.</p> <p>This action is being provided on an LEA-wide basis to increase pupil academic achievement for all students.</p>	
1.4	<p>Action: Extended Learning Opportunities</p> <p>Need: LUSD 2023 Overall Graduation Rate: 98.9% EL: 100% SED: 98.6% Foster Youth: N/A</p>	<p>Unduplicated student groups need extended learning opportunities and interventions before school, after school, and summer school. By providing transportation and these additional opportunities to unduplicated students, assessment data and graduation rates will improve.</p>	<p>LCAP Metric 5E - Graduation Rate LCAP Metric 4A - State</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>Socio economically disadvantaged students are graduating at a lower rate than all students.</p> <p>2023 CAASPP: ELA All: 37.73% EL: 8.43% SED: 32.25% Foster Youth: N/A</p> <p>Math All: 25.15% EL: 6.41% SED: 19.01% Foster Youth: N/A</p> <p>CAST: All: 21.20% EL: 2.32% SED: 19.32% Foster Youth: N/A</p> <p>English learner students and socio economically disadvantaged students are scoring below the overall percentage on the 2023 CAASPP English Language Arts assessment, Math assessment, and Science assessment.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis to maximize the impact in increasing pupil achievement and graduation rate for all students.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p>Action: MTSS Conferences</p> <p>Need: 2023 CAASPP: ELA All: 37.73% EL: 8.43% SED: 32.25% Foster Youth: N/A</p> <p>Math All: 25.15% EL: 6.41% SED: 19.01% Foster Youth: N/A</p> <p>CAST: All: 21.20% EL: 2.32% SED: 19.32% Foster Youth: N/A</p> <p>English learner students and socio economically disadvantaged students are scoring below the overall percentage on the 2023 CAASPP English Language Arts assessment, Math assessment, and Science assessment.</p> <p>Scope: Schoolwide</p>	<p>To support pupil achievement focusing on significant student groups, teachers need release time to discuss these student's academic, behavior and social emotional data every trimester to develop actions to support their individual needs and develop targeted interventions to improve state assessment scores.</p> <p>This action is being provided on an LEA-wide basis to maximize the impact in increasing pupil achievement for all students.</p>	LCAP Metric 4A - State

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p>Action: PD Days & on-going professional development</p> <p>Need: 2023 CAASPP: ELA All: 37.73% EL: 8.43% SED: 32.25% Foster Youth: N/A</p> <p>Math All: 25.15% EL: 6.41% SED: 19.01% Foster Youth: N/A</p> <p>CAST: All: 21.20% EL: 2.32% SED: 19.32% Foster Youth: N/A</p> <p>English learner students and socio economically disadvantaged students are scoring below the overall percentage on the 2023 CAASPP English Language Arts assessment, Math assessment, and Science assessment.</p> <p>Scope: LEA-wide</p>	<p>Teachers and paraeducators need ongoing professional development for curricular initiatives, diversity training, technology, equitable grading, and student data driven initiatives. By providing this training, staff will implement the practices based on the needs of unduplicated students to improve outcomes.</p> <p>This action is being provided on an LEA-wide basis to maximize the impact in increasing pupil achievement for all students.</p>	LCAP Metric 4A - State

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>1.7</p>	<p>Action: PSAT/SAT</p> <p>Need: 2023 A-G Completion Rate All: 48.7% EL: 22.2% SED: 44.3% Foster Youth: N/A</p> <p>English learners scored below the overall A-G completion rate for 2023.</p> <p>Scope: Schoolwide</p>	<p>In order for unduplicated students to have the opportunity to take the PSAT/SAT assessments, the fees associated with these assessments are paid by the district. This ensures that all unduplicated 9th, 10th, and 11th grade students have access to the assessments leading to college and career readiness. As part of the college going culture, more unduplicated students will meet the A-G requirements.</p> <p>This action is being provided on a schoolwide basis to maximize the impact for Overall A-G Completion Rate for all high school students.</p>	<p>LCAP Metric 4B</p>
<p>1.8</p>	<p>Action: AP</p> <p>Need: Percentage of students scoring a 3 or higher on one AP test All: 60.9% EL: 0% SED: 5.5% Foster Youth: N/A</p> <p>English learner students and socio economically disadvantaged students are scoring below the overall percentage of students scoring a 3 or higher on one AP test.</p>	<p>In order for unduplicated students to have the opportunity to take the AP assessments, the fees associated with these assessments are paid by the district. This ensures that all unduplicated 9th, 10th, and 11th grade students have access to the assessments leading to college and career readiness. As part of the college going culture, more unduplicated students will score a 3 or higher on one AP test.</p> <p>This action is being provided on a schoolwide basis to maximize the impact for the percentage of students scoring a 3 or higher on one AP test for all high school students.</p>	<p>LCAP Metric 4G</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>Scope: Schoolwide</p>		
<p>1.10</p>	<p>Action: AVID</p> <p>Need: Percentage of pupils meeting prepared on the College/Career Indicator: All: 56.6% EL: 25.9% SED: 52.1%</p> <p>According to the 2023 California Dashboard, lower percentage of English learner students and socio economically disadvantaged students are classified as prepared for College/Career compared to all LUSD high school students.</p> <p>Scope: LEA-wide</p>	<p>In order for unduplicated students to improve academic success to be college and career ready, the AVID program provides support, strategies, and resources to improve student achievement which leads more students to be prepared for college and career.</p> <p>This action is being provided on a LEA-wide basis to maximize the impact for percentage of pupils meeting "prepared" on the College/Career CA Dashboard indicator for students.</p>	<p>LCAP Metric 8</p>
<p>1.11</p>	<p>Action: CTE</p> <p>Need: Overall percentage of students completing one CTE pathway All: 43.9% EL: 33.3% SED: 38.6%</p>	<p>By providing a variety of CTE pathways, unduplicated students are more likely to complete at least one pathway because the pathways are designed based on student interest.</p> <p>This action is being provided on a schoolwide basis to maximize the impact access and completion of one CTE pathway for all high school students.</p>	<p>LCAP Metric 4C</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>Foster Youth: N/A</p> <p>According to the 2023 California Dashboard, lower percentage of socio economically disadvantaged students are completing one CTE pathway than the overall high school student percentage.</p> <p>Scope: Schoolwide</p>		
<p>1.13</p>	<p>Action: High School Counselors/Academic Intervention Specialist</p> <p>Need: Percentage of pupils meeting prepared on the College/Career Indicator: All: 56.6% EL: 25.9% SED: 52.1%</p> <p>According to the 2023 California Dashboard, lower percentage of English learner students and socio economically disadvantaged students are classified as prepared for College/Career compared to all LUSD high school students.</p> <p>Scope: Schoolwide</p>	<p>In order for unduplicated students to improve academic success to be college and career ready, the counselors provide support, strategies, monitoring course completion, grades and provide resources to increase the percentage of students to be prepared for college and career.</p> <p>This action is being provided on a LEA-wide basis to maximize the impact for percentage of pupils meeting "prepared" on the College/Career CA Dashboard indicator for students.</p>	<p>LCAP Metric 8</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
1.15	<p>Action: CCR Staff</p> <p>Need: Percentage of pupils meeting prepared on the College/Career Indicator: All: 56.6% EL: 25.9% SED: 52.1%</p> <p>According to the 2023 California Dashboard, lower percentage of English learner students and socio economically disadvantaged students are classified as prepared for College/Career compared to all LUSD high school students.</p> <p>Scope: LEA-wide</p>	<p>In order for unduplicated students to be college and career ready, the CCR staff provide support and college/career resources and activities. This exposure to post high school opportunities will increase the percentage of students to be prepared for college and career.</p> <p>This action is being provided on a schoolwide basis to maximize the impact of pupils meeting prepared on the College/Career Indicator for all high school students.</p>	LCAP Metric 8
1.18	<p>Action: Additional Programs</p> <p>Need: Percentage of pupils meeting prepared on the College/Career Indicator: All: 56.6% EL: 25.9% SED: 52.1%</p> <p>According to the 2023 California Dashboard, lower percentage of English learner students and socio economically disadvantaged students are classified as prepared for</p>	<p>In order for unduplicated students to be college and career ready, VAPA programs provide opportunities for students to participate in visual and performing arts at no cost. This involvement in the program provides unduplicated students access to the resources and supplies necessary to fully participate.</p> <p>This action is being provided on a schoolwide basis to maximize the impact of pupils meeting prepared on the College/Career Indicator for all high school students.</p>	LCAP Metric 8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>College/Career compared to all LUSD high school students.</p> <p>Scope: LEA-wide</p>		
<p>1.22</p>	<p>Action: Specialized Certificated Staff</p> <p>Need: 2023 CAASPP:</p> <p>ELA All: 37.73% EL: 8.43% SED: 32.25% Foster Youth: N/A</p> <p>Math All: 25.15% EL: 6.41% SED: 19.01% Foster Youth: N/A</p> <p>English learner students and socio economically disadvantaged students are scoring below the overall percentage on the 2023 CAASPP English Language Arts assessment and Math assessment.</p> <p>Scope:</p>	<p>Student Engagement Specialist (SES) positions to support targeted intervention curriculum implementation, provide professional learning and support teachers and paraeducators with English learner strategies, and develop targeted intervention groups for unduplicated students. These positions collect and analyze educational data for unduplicated students then coordinate and develop targeted intervention supports for unduplicated students.</p> <p>This action is being provided on an LEA-wide basis to increase pupil achievement for all students.</p>	<p>LCAP Metric 4A - State</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
	Schoolwide		
1.23	<p>Action: Additional Math High School Teacher</p> <p>Need: 11th Grade CAASPP Math All: 12.50% EL: 0% SED: 10% Foster Youth: N/A</p> <p>English learner students and socio economically disadvantaged students are scoring below the overall percentage on the 2023 CAASPP Math assessment for 11th grade students.</p> <p>Scope: Schoolwide</p>	<p>Additional high school math teacher in the math department lowers class sizes (less students per class). By having less students in class, the math teachers are able to provide targeted intervention math instruction to unduplicated students.</p> <p>This action is being provided on a schoolwide basis at Linden High School to increase pupil achievement in Mathematics for all 11th grade students.</p>	LCAP Metric 4H
2.1	<p>Action: Parent University</p> <p>Need: Educational partner feedback indicated we needed to include more topics regarding attendance, healthy habits, stress, and ParentSquare. Also, providing child care for these events would support attendance.</p> <p>Parent University/Nights Attendance: Glenwood: 48%</p>	<p>Parent education events addressing topics such as: attendance, health, academic supports/technology, mental health/social emotional support and prevention to connect families to LUSD schools. The event topics were specific educational partner feedback from unduplicated student families. These events develop partnerships and support areas of need for unduplicated students to support strong engagement partnerships with school sites.</p>	LCAP Metric 3B

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>EL: 34% SED: 46% Foster Youth: N/A Linden Elementary: 47% EL: 37% SED: 51% Foster Youth: N/A Waterloo: 77% EL: 68% SED: 62% Foster Youth: 25% Waverly: 49% EL: 38% SED: 46% Foster Youth: N/A</p> <p>English learner families and socioeconomically disadvantaged families are attending these events at a lower percentage than overall family attendance.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis to improve Educational partner engagement for all students.</p>	
<p>2.4</p>	<p>Action: School Safety Personnel</p> <p>Need: Suspension rate All: 4.6% EL: 5.6% SED: 5.3% Foster Youth: 29%</p>	<p>Linden Unified School District is a rural school district that does not have access to a local police department. School Resource Deputy and campus supervisors provide community outreach and community resources that unduplicated students would not be able to access. Research states that unduplicated students can benefit from student engagement relationships, positive interactions, and counseling from law enforcement and security officials as youth to support their</p>	<p>LCAP Metric 6A and 6B</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>Expulsion rate All: 0.4% EL: 0.7% SED: 0.5% Foster Youth: 0%</p> <p>English learners, socioeconomically disadvantaged, and foster youth students have higher suspension rates than the overall district suspension rate. English learner and socioeconomically disadvantaged have higher expulsion rates than overall district expulsion rates.</p> <p>Scope: LEA-wide</p>	<p>unique needs and perceptions of law enforcement officials.</p> <p>This action is being provided on an LEA-wide basis to improve suspension and expulsion rates for all students.</p>	
<p>2.5</p>	<p>Action: Mental Health/Social Emotional Support</p> <p>Need: Chronic Absenteeism All: 24.5% EL: 23.8% SED: 28% Foster Youth: 39.1%</p> <p>English learner students and foster youth students are chronically absent at a higher rate than the overall district.</p> <p>Scope:</p>	<p>These positions provide specialized mental/social emotional supports, resources and outreach to improve chronic absenteeism rates. This is an area of need for unduplicated students to attend school.</p> <p>This action is being provided on an LEA-wide basis to improve chronic absenteeism rates for all students.</p>	<p>LCAP Metric 5B</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		
2.6	<p>Action: School/Home Communication</p> <p>Need: The LEA and school engage in 2-way communication between families and educators rating as a 5 (Full Implementation and Sustainability).</p> <p>Contactable with ParentSquare: All 99.9% EL 98.3% SED 96.2% Foster Youth: 98.2%</p> <p>English learner, socio economically disadvantaged, and foster youth families are connecting to ParentSquare lower than the overall percentage of family connections.</p> <p>Scope: LEA-wide</p>	<p>ParentSquare is the technology platform for school/home communication. This platform allows for language of preference to be implemented to ensure communication so unduplicated families can connect and have access to grades, direct communication from the teacher, and communication from the school. This enhances the parent-school partnership for unduplicated students.</p> <p>This action is being provided on an LEA-wide basis to increase the 2-way communication between all families and educators.</p>	LCAP Metric 3A
2.7	<p>Action: Health</p> <p>Need: Chronic Absenteeism rate All: 24.5% EL: 23.8% SED: 28%</p>	<p>These positions provide specialized health services, supports, resources and outreach to improve chronic absenteeism rates. This is an area of need for unduplicated students to attend school and stay healthy.</p>	LCAP Metric 5B

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>Foster Youth: 39.1%</p> <p>English learner students and foster youth students are chronically absent at a higher rate than the overall district.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis to improve chronic absenteeism rates for all students.</p>	
<p>2.8</p>	<p>Action: School Climate</p> <p>Need: Suspension rate All: 4.6% EL: 5.6% SED: 5.3% Foster Youth: 29%</p> <p>Expulsion rate All: 0.4% EL: 0.7% SED: 0.5% Foster Youth: 0%</p> <p>English learners, socioeconomically disadvantaged, and foster youth students have higher suspension rates than the overall district suspension rate. English learner and socioeconomically disadvantaged have higher expulsion rates than overall district expulsion rates.</p>	<p>Research shows that Positive Behavior Intervention Support (PBIS), specialized strategies targeted to student needs and Restorative Practices to decrease suspension and expulsion rates. Unduplicated students have unique needs that need specialized PBIS strategies, supports and access to Restorative Practices to target behaviors.</p> <p>This action is being provided on an LEA-wide basis to improve suspension rates for all students.</p>	<p>LCAP Metric 6A and 6B</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>Scope: LEA-wide</p>		
<p>2.9</p>	<p>Action: Health & Safety</p> <p>Need: Overall Chronic Absenteeism rate: 24.5% EL: 23.8% SED: 28% Foster Youth: 39.1%</p> <p>English learner students and foster youth students are chronically absent at a higher rate than the overall district.</p> <p>Scope: LEA-wide</p>	<p>This action is targeted for specialized health and safety resources and community health resources. These specialized health and safety resources focus on the unique needs of unduplicated students to improve chronic absenteeism rates.</p> <p>This action is being provided on an LEA-wide basis to improve chronic absenteeism rates for all students.</p>	<p>LCAP Metric 5B</p>
<p>2.10</p>	<p>Action: Student Services</p> <p>Need: Suspension rate All: 4.6% EL: 5.6% SED: 5.3% Foster Youth: 29%</p> <p>Expulsion rate All: 0.4% EL: 0.7%</p>	<p>Student Services staff are needed to monitor chronic absenteeism, suspensions and expulsions. These positions develop specialized intervention plans and provide community outreach and resources connections for unduplicated students and their unique needs.</p> <p>This action is being provided on an LEA-wide basis to improve chronic absenteeism rates, attendance rates, decrease suspension and expulsion rates for all students.</p>	<p>LCAP Metric 6A and 6B LCAP Metric 5B</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>SED: 0.5% Foster Youth: 0%</p> <p>English learners, socioeconomically disadvantaged, and foster youth students have higher suspension rates than the overall district suspension rate. English learner and socioeconomically disadvantaged have higher expulsion rates than overall district expulsion rates.</p> <p>Chronic Absenteeism rate All: 24.5% EL: 23.8% SED: 28% Foster Youth: 39.1%</p> <p>English learner students and foster youth students are chronically absent at a higher rate than the overall district.</p> <p>Scope: LEA-wide</p>		
2.11	<p>Action: Transportation</p> <p>Need: Educational Partner Feedback from the prior year included transportation be provided for unduplicated students to allow equal access to improve attendance and expanded learning opportunities.</p>	<p>Linden Unified School District is a rural school district. Unduplicated families work long hours and don't have transportation for their children to attend school. This action will provide unduplicated students transportation to and from school to attend before and after school targeted interventions and improve attendance rates.</p>	LCAP Metric 5B

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>Overall Chronic Absenteeism rate: 24.5% EL: 23.8% SED: 28% Foster Youth: 39.1%</p> <p>English learner students and foster youth students are chronically absent at a higher rate than the overall district.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis to improve chronic absenteeism rates for all students.</p>	
<p>2.12</p>	<p>Action: Alternative Attendance Programs</p> <p>Need: Educational Partner Feedback included Saturday school as an opportunity to improve chronic absenteeism rates.</p> <p>Chronic Absenteeism rate All: 24.5% EL: 23.8% SED: 28% Foster Youth: 39.1%</p> <p>English learner students and foster youth students are chronically absent at a higher rate than the overall district.</p> <p>Scope:</p>	<p>Research shows that absenteeism leads to learning gaps in a student's education. Unduplicated students need unique supports to improve attendance. This action provides unduplicated students with specialized intervention support plans that are needed in order to provide additional attendance opportunities and engagement with their education.</p> <p>This action is being provided on an LEA-wide basis to improve chronic absenteeism rates and attendance rates for all students.</p>	<p>LCAP Metric 5B</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		

This table is automatically filtering actions that where the Scope marked as “Limited to Unduplicated Student Group(s).” To add more, make the selection in the Goals/Actions sections.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.12	<p>Action: ELD</p> <p>Need: 48.4% of English Learners are making progress (2023 CA Dashboard) 29.47% of English Learners scored Proficient on the Summative ELPAC 8.56% Reclassification rate (Local Data)</p> <p>Educational Partner input from teachers and administrators included more Professional Development for teachers with the ELD standards and ELD instructional strategies.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Provide professional development and materials focusing on Designated and Integrated English Language Development to improve English Learner (EL) and Long Term English Learner (LTEL) students to make progress towards English proficiency and increase the EL reclassification rate.</p> <p>This action is directed for TK-12 English Learners only.</p>	LCAP Metric 4E and 4F
1.24	<p>Action: Math Professional Development</p>	<p>This action will provide professional development in mathematics for all grade level teachers that</p>	LCAP Metric 4E and 4F

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: CAASPP Mathematics All: 25.15% EL: 6.41% SED: 19.01% Foster Youth: N/A</p> <p>English Learners have a lower percentage than all students with scoring a 3 or above on the CAASPP Mathematics assessment.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>have English Learner students on their rosters. The professional development will include math academic vocabulary to support English learners during Designated English Language Development (ELD) required time.</p> <p>This action is directed for TK-12 English Learners only.</p>	
2.2	<p>Action: Translation/interpretation support</p> <p>Need: Educational partner input from District English Learner Advisory Committee (DELAC) and prior year school site ELAC appreciate the translators/interpreters at every site so they can communicate with their child's school.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Provide four full time translators (TK-8). These positions will provide outreach to Spanish speaking families (personal phone calls, personal outreach). Full time bilingual paraeducators are provided at all school sites.</p> <p>This action is directed for TK-12 English Learners only.</p>	LCAP Metric 3A and 3B

This table is automatically filtering actions that where the Scope marked as “Limited to Unduplicated Student Group(s).” To add more, make the selection in the Goals/Actions sections.

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.

in the prior year, the district had hired translators at the school sites to engage English Learner families under Action 2.2 in Goal 2. This year we are expanding services by adding bilingual paraprofessionals to provided additional student support for our English Learner students under Action 2.2 in Goal 2.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	39.11
Staff-to-student ratio of certificated staff providing direct services to students	N/A	16.72

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	24,707,305	6,437,529	26.055%	0.000%	26.055%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$17,096,045.00	\$2,936,110.00	\$2,084,048.00	\$1,103,206.00	\$23,219,409.00	\$20,713,706.00	\$2,505,703.00

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
This table was automatically populated from this LCAP.															
1	1.1	Information/Instructional Technology (IT)	All	No				On-going	\$331,670.00	\$153,735.00	\$485,405.00				\$485,405.00
1	1.2	Technology Devices	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$385,000.00	\$385,000.00				\$385,000.00
1	1.3	Academic Assessment Systems	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$26,130.00	\$26,130.00				\$26,130.00
1	1.4	Extended Learning Opportunities	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$260,506.00	\$343,127.00	\$603,633.00				\$603,633.00
1	1.5	MTSS Conferences	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glenwood, Waterloo, Waverly, Linden Elementary TK-8	On-going	\$20,474.00	\$12,000.00	\$32,474.00				\$32,474.00
1	1.6	PD Days & on-going professional development	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$163,044.00	\$65,500.00	\$228,544.00				\$228,544.00

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
1	1.7	PSAT/SAT	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School and PRIDE High School 9, 10, 11	On-going	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00
1	1.8	AP	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School and PRIDE High School	On-going	\$0.00	\$21,250.00	\$21,250.00				\$21,250.00
1	1.9	AP Training	All	No				On-going	\$12,630.00	\$33,835.00	\$46,465.00				\$46,465.00
1	1.10	AVID	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$313,617.00	\$33,896.00	\$347,513.00				\$347,513.00
1	1.11	CTE	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School	On-going	\$913,875.00	\$41,790.00	\$955,665.00				\$955,665.00
1	1.12	ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
1	1.13	High School Counselors/Academic Intervention Specialist	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School	On-going	\$350,632.00	\$0.00	\$350,632.00				\$350,632.00
1	1.14	NGSS	All	No				On-going	\$15,410.00	\$10,000.00	\$25,410.00				\$25,410.00
1	1.15	CCR Staff	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	\$111,188.00	\$10,000.00	\$121,188.00				\$121,188.00

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
							Low Income									
1	1.16	Teacher Support	All		No				On-going	\$3,670.00	\$0.00	\$3,670.00				\$3,670.00
1	1.17	Assignment Committee	All		No				On-going	\$1,377.00	\$0.00	\$1,377.00				\$1,377.00
1	1.18	Additional Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$149,450.00	\$149,450.00				\$149,450.00
1	1.19	All teachers except CTE, AVID & VAPA	All		No				On-going	\$10,036,882.00	\$0.00	\$10,036,882.00				\$10,036,882.00
1	1.20	Math Acceleration Path	All		No				On-going	\$43,011.00	\$1,000.00	\$44,011.00				\$44,011.00
1	1.21	Special Education	Students with Disabilities		No				On-going	\$3,636,063.00	\$508,149.00		\$2,875,059.00	\$165,947.00	\$1,103,206.00	\$4,144,212.00
1	1.22	Specialized Certificated Staff	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waverly, Linden Elementary	On-going	\$338,518.00	\$0.00	\$338,518.00				\$338,518.00
1	1.23	Additional Math High School Teacher	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School 9-12	On-going	\$22,442.00	\$0.00	\$22,442.00				\$22,442.00
1	1.24	Math Professional Development	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$21,000.00	\$15,000.00	\$36,000.00				\$36,000.00
2	2.1	Parent University	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$4,092.00	\$3,700.00	\$7,792.00				\$7,792.00
2	2.2	Translation/interpretation support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$353,257.00	\$20,000.00	\$373,257.00				\$373,257.00

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
						s)										
2	2.3	Facilities	All		No				On-going	\$1,682,512.00	\$235,589.00			\$1,918,101.00		\$1,918,101.00
2	2.4	School Safety Personnel	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$93,634.00	\$147,500.00	\$241,134.00				\$241,134.00
2	2.5	Mental Health/Social Emotional Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$932,631.00	\$5,000.00	\$937,631.00				\$937,631.00
2	2.6	School/Home Communication	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$42,010.00	\$42,010.00				\$42,010.00
2	2.7	Health	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$271,271.00	\$19,030.00	\$290,301.00				\$290,301.00
2	2.8	School Climate	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$120,000.00	\$120,000.00				\$120,000.00
2	2.9	Health & Safety	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$35,389.00	\$47,819.00	\$83,208.00				\$83,208.00
2	2.10	Student Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$390,271.00	\$15,000.00	\$405,271.00				\$405,271.00
2	2.11	Transportation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$300,872.00	\$0.00	\$300,872.00				\$300,872.00
2	2.12	Alternative Attendance Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$15,410.00	\$0.00	\$15,410.00				\$15,410.00
3	3.1	Support Personnel	All		No					\$38,358.00	\$0.00		\$38,358.00			\$38,358.00
3	3.2	Professional Development	All		No					\$0.00	\$17,693.00		\$17,693.00			\$17,693.00

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
3	3.3	School Climate	All	No					\$0.00	\$5,000.00		\$5,000.00			\$5,000.00

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
24,707,305	6,437,529	26.055%	0.000%	26.055%	\$6,452,825.00	0.000%	26.117 %	Total:	\$6,452,825.00
								LEA-wide Total:	\$4,305,087.00
								Limited Total:	\$419,257.00
								Schoolwide Total:	\$1,728,481.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.2	Technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$385,000.00	
1	1.3	Academic Assessment Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,130.00	
1	1.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$603,633.00	
1	1.5	MTSS Conferences	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glenwood, Waterloo, Waverly, Linden Elementary TK-8	\$32,474.00	
1	1.6	PD Days & on-going professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$228,544.00	

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	1.7	PSAT/SAT	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School and PRIDE High School 9, 10, 11	\$7,500.00	
1	1.8	AP	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School and PRIDE High School	\$21,250.00	
1	1.10	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$347,513.00	
1	1.11	CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School	\$955,665.00	
1	1.12	ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,000.00	
1	1.13	High School Counselors/Academic Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School	\$350,632.00	
1	1.15	CCR Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,188.00	
1	1.18	Additional Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,450.00	
1	1.22	Specialized Certificated Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waverly, Linden Elementary	\$338,518.00	
1	1.23	Additional Math High School Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School 9-12	\$22,442.00	
1	1.24	Math Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$36,000.00	
2	2.1	Parent University	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$7,792.00	

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 (%)
					Low Income			
2	2.2	Translation/interpretation support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$373,257.00	
2	2.4	School Safety Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$241,134.00	
2	2.5	Mental Health/Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$937,631.00	
2	2.6	School/Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,010.00	
2	2.7	Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$290,301.00	
2	2.8	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	
2	2.9	Health & Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,208.00	
2	2.10	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$405,271.00	
2	2.11	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,872.00	
2	2.12	Alternative Attendance Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,410.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$21,185,299.00	\$23,017,587.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Information/Instructional Technology (IT)	No	\$562,765.00	\$509,717
1	1.2	Hotspots	Yes	\$40,000.00	\$105,000
1	1.3	Data Management Program	Yes	\$16,000.00	\$26,129
1	1.4	Extended Learning Opportunities	Yes	\$517,560.00	\$492,365
1	1.5	MTSS Conferences	Yes	\$20,783.00	\$20,783
1	1.6	PD Days & on-going professional development	Yes	\$172,834.00	\$173,434
1	1.7	PSAT/SAT	Yes	\$6,500.00	\$7,500
1	1.8	AP	Yes	\$21,150.00	\$21,150
1	1.9	AP Training	No	\$19,012.00	\$42,154

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	1.10	AVID	Yes	\$177,936.00	\$183,431
1	1.11	CTE	Yes	\$884,903.00	\$987,854
1	1.12	ELD	Yes	\$10,000.00	\$13,800
1	1.13	Counselors	Yes	\$318,671.00	\$347,601
1	1.14	NGSS	No	\$24,684.00	\$24,684
1	1.15	CCR Staff	Yes	\$104,874.00	\$111,050
1	1.16	Teacher Support	No	\$5,625.00	0
1	1.17	Assignment Committee	No	\$1,377.00	\$1,377
1	1.18	Additional Programs	Yes	\$197,026.00	\$179,297
1	1.19	All teachers except CTE, AVID & VAPA	No	\$10,036,882.00	\$10,288,128
1	1.20	Math Acceleration Path	No	\$24,684.00	\$24,684
1	1.21	Special Education	No	\$3,743,690.00	\$3,576,584
2	2.1	Parent University	Yes	\$23,620.00	\$23,620
2	2.2	Translation/interpretation support	Yes	\$194,366.00	\$343,679

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Facilities	No	\$1,918,101.00	\$2,999,729
2	2.4	School Resource Deputy (SRD)	Yes	\$250,635.00	\$235,216
2	2.5	Mental Health/Social Emotional Support	Yes	\$1,065,956.00	\$1,095,626
2	2.6	School/Home Communication	Yes	\$9,356.00	\$18,010
2	2.7	Health	Yes	\$241,313.00	\$342,313
2	2.8	School Climate	Yes	\$39,533.00	\$39,533
2	2.9	Health & Safety	Yes	\$84,441.00	\$88,760
2	2.10	Student Services	Yes	\$242,102.00	\$239,271
2	2.11	Transportation	Yes	\$208,920.00	\$455,108
4	4.6		No		

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)
\$5,443,516	\$4,848,479.00	\$5,550,630.00	(\$702,151.00)	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)
--------------------	----------------------	----------------------------	---	--	---	---	---

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.2	Hotspots	Yes	\$40,000.00	\$105,000		
1	1.3	Data Management Program	Yes	\$16,000.00	\$26,129		
1	1.4	Extended Learning Opportunities	Yes	\$517,560.00	\$492,365		
1	1.5	MTSS Conferences	Yes	\$20,783.00	\$20,783		
1	1.6	PD Days & on-going professional development	Yes	\$172,834.00	\$173,434		
1	1.7	PSAT/SAT	Yes	\$6,500.00	\$7,500		
1	1.8	AP	Yes	\$21,150.00	\$21,250		
1	1.10	AVID	Yes	\$177,936.00	\$183,431		
1	1.11	CTE	Yes	\$884,903.00	\$987,854		
1	1.12	ELD	Yes	\$10,000.00	\$13,800		
1	1.13	Counselors	Yes	\$318,671.00	\$347,601		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	CCR Staff	Yes	\$104,874.00	\$111,050		
1	1.18	Additional Programs	Yes	\$197,026.00	\$179,297		
2	2.1	Parent University	Yes	\$23,620.00	\$23,620		
2	2.2	Translation/interpretation support	Yes	\$194,366.00	\$343,679		
2	2.4	School Resource Deputy (SRD)	Yes	\$250,635.00	\$235,216		
2	2.5	Mental Health/Social Emotional Support	Yes	\$1,065,956.00	\$1,095,626		
2	2.6	School/Home Communication	Yes	\$9,356.00	\$18,010		
2	2.7	Health	Yes	\$241,313.00	\$342,313		
2	2.8	School Climate	Yes	\$39,533.00	\$39,533		
2	2.9	Health & Safety	Yes	\$84,441.00	\$88,760		
2	2.10	Student Services	Yes	\$242,102.00	\$239,271		
2	2.11	Transportation	Yes	\$208,920.00	\$455,108		

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)
24,809,719	\$5,443,516	0	21.941%	\$5,550,630.00	0.000%	22.373%	\$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 #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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).

California Department of Education
November 2023