

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Learning Without Limits
CDS code:	1612590115592
LEA contact information:	Nicki Fox, Principal
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in

Projected General Fund Revenue for the 2023-24 School Year		Amount
Total LCFF funds	\$	4,513,918
LCFF supplemental & concentration grants	\$	1,142,161
All other state funds	\$	1,772,333
All local funds	\$	442,919
All federal funds	\$	461,352
Total Projected Revenue	\$	7,190,522
Total Budgeted Expenditures for the 2023-24 School Year		Amount
Total Budgeted General Fund Expenditures	\$	7,173,576
Total Budgeted Expenditures in the LCAP	\$	7,099,894
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,305,349
Expenditures not in the LCAP	\$	73,682
Expenditures for High Needs Students in the 2022-23 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	4,175,192
Actual Expenditures for High Needs Students in LCAP	\$	4,324,399

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Contingency</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	
<p>A prompt may display based on information provided in the Data Input tab.</p>	

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Learning Without Limits

CDS Code: 1612590115592

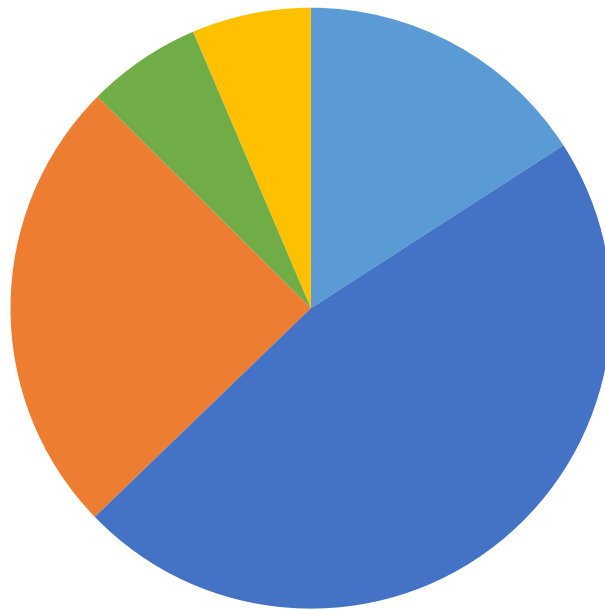
School Year: 2023-24

LEA contact information: Nicki Fox, Principal

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 2023-24 School Year

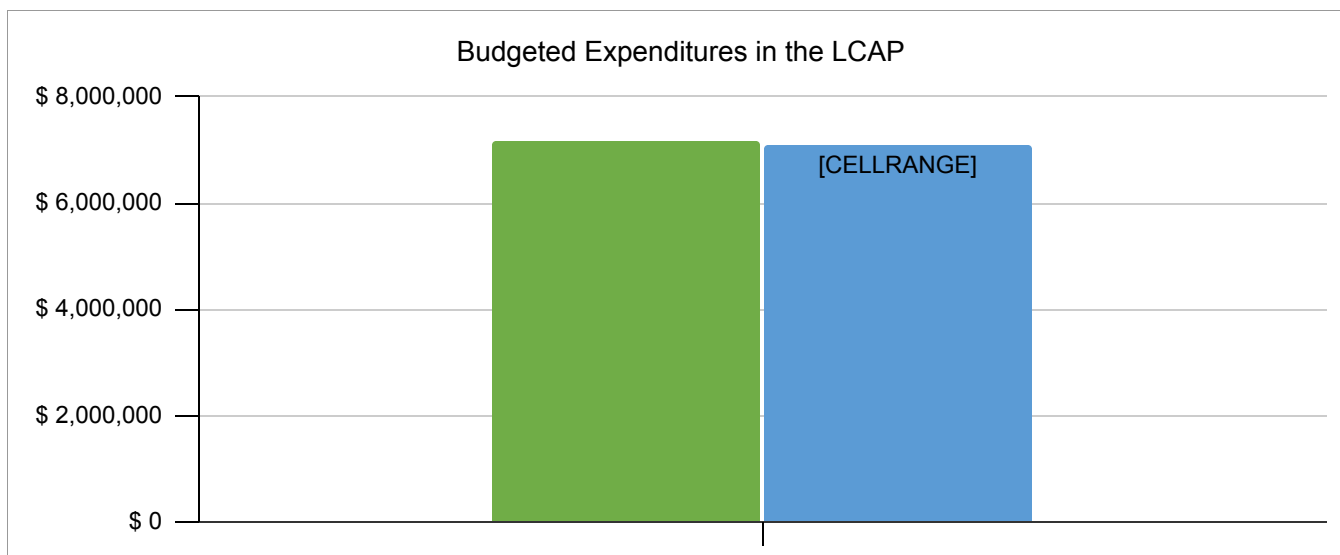
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Learning Without Limits 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 Learning Without Limits is \$7,190,522.00, of which \$4,513,918.00 is Local Control Funding Formula (LCFF), \$1,772,333.00 is other state funds, \$442,919.00 is local funds, and \$461,352.00 is federal funds. Of the \$4,513,918.00 in LCFF Funds, \$1,142,161.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Learning Without Limits plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

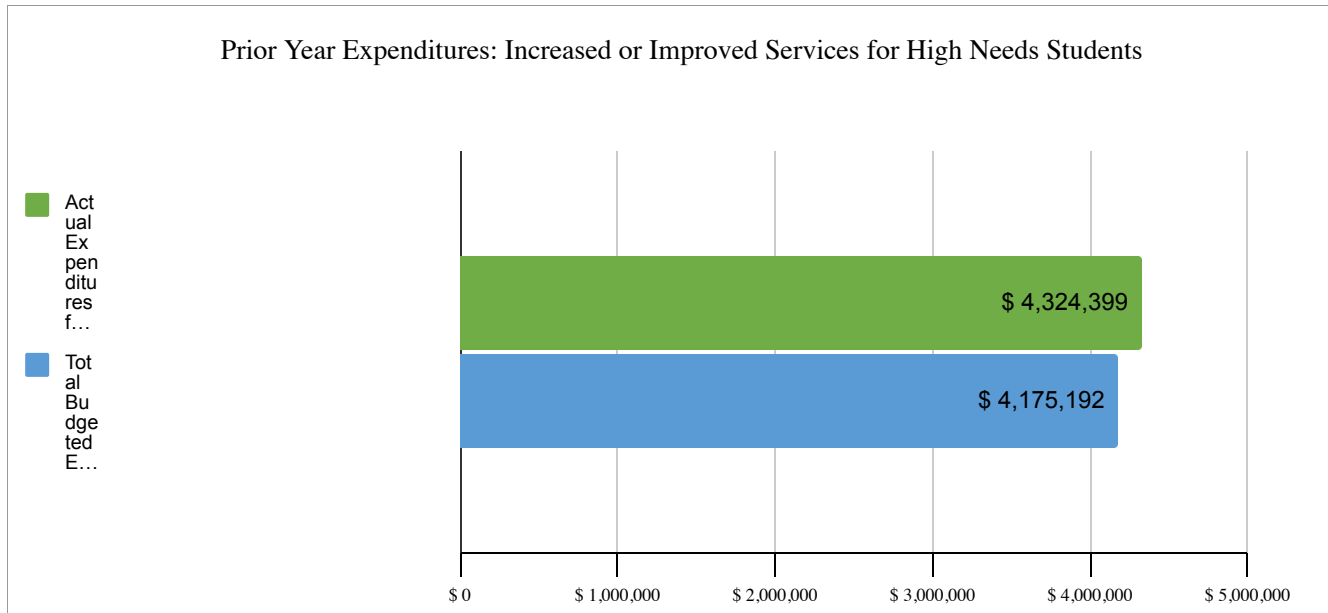
The text description of the above chart is as follows: Learning Without Limits plans to spend \$7,173,576.00 for the 2023-24 school year. Of that amount, \$7,099,894.00 is tied to actions/services in the LCAP and \$73,682.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Contingency

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Learning Without Limits is projecting it will receive \$1,142,161.00 based on the enrollment of foster youth, English learner, and low-income students. Learning Without Limits must describe how it intends to increase or improve services for high needs students in the LCAP. Learning Without Limits plans to spend \$3,305,349.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Learning Without Limits budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Learning Without Limits 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 2022-23, Learning Without Limits's LCAP budgeted \$4,175,192.00 for planned actions to increase or improve services for high needs students. Learning Without Limits actually spent \$4,324,399.00 for actions to increase or improve services for high needs students in 2022-23.

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
Learning Without Limits	Nicki Fox, Principal	nfox@efcps.net; (510) 673-3724

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.

Learning Without Limits (LWL) serves approximately 350 K-5th students in the Fruitvale neighborhood of Oakland, CA. Our community is distinguished by significant racial, cultural and ethnic diversity. The majority of LWL students are:

- Students from low-income families:
- Students whose primary home language is not English
- Students living in communities with low-performing schools and low college-going rates
- Students who would be the first in their families to attend college

LWL challenges each student to dream and envision a future of possibility and success. The teachers and staff at LWL, in collaboration with the parents, support the students so these dreams will come to fruition. The curriculum will present every student with rigorous, coherent content and high expectations for achievement that are the foundation of high levels of learning. LWL uses research-based curriculum aligned to state and national standards that has proven to be effective with the student populations served at the site. Both in Math and Reading/Language Arts, teachers differentiate instruction throughout the main lesson to better meet each individual student's needs.

LWL provides a safe, student-centered environment where families and teachers collaborate to ensure that all students meet high expectations in their social and academic growth. Building on the strengths of students' cultures, backgrounds, abilities, and experiences, LWL cultivates the values of respect, responsibility, and community involvement. LWL strives to develop, promote, and integrate structures and practices that support student achievement in the classroom and will commit resources to establish, enhance, and maintain these goals.

Reflections: Annual Performance

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

A review of Dashboard data aligns with the school's own reflection of progress, which includes data review as well as other measures of progress including observations and stakeholder feedback. In particular, the Conditions & Climate data, including local indicators and the

Suspension rate indicate success in creating a loving, community-centered environment that puts students first, with low overall suspensions and strong conditions for learning.

In terms of Dashboard data and the site's reflection of progress on Academic Progress, both Math and ELA data indicate significant growth; this is particularly exciting because 3-5 ELA and 3-5 Math have been priorities and LWL is beginning to see results from that investment.

Analyzing sub-group data, specifically for Students w/ Disabilities, and African American students, there is a need, in partnership with stakeholders, to design and implement a proactive and reactive plan to increase student sense of belonging in service of reducing students' chronic absenteeism and ultimately support their academic performance.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

	Process for Engagement	
FY24 Budget & Staffing	Tuesday, March 5, 2024 All-Staff PD All staff members	<ul style="list-style-type: none"> All staff members engaged in a PD session to understand the fiscal state of LWL prior to launching site planning.
	Tuesday, March 19, 2024 All-Staff Faculty Meeting All staff members	<ul style="list-style-type: none"> All staff members discussed and engaged in an all-staff dialogue about class size vote for 3rd grade. Leadership shared need to reduce budget by about \$540K and projected class enrollments by grade level. Leadership shared propose to increase class sizes in 3rd grade to 28 students per classroom.
	Friday, April 12, 2024 All-Staff Faculty Meeting All staff members	<ul style="list-style-type: none"> Leadership provided a high-level overview of school budget, projected SY24/25 site budget, and projected SY24/25 student enrollment numbers. Leadershare shared the following: <ul style="list-style-type: none"> 80% of expenses comes from personnel (salaries & benefits); school revenues comes from student enrollment and ADA (average daily attendance); the bad: LWL needs to reduce our operating budget next year by almost \$600K; the good: we have 90%+ staff retention rate for next year; and although student enrollment is significantly lower for next year, we are finalizing a staffing plan that minimizes staff reductions as much as possible AND keeps the staff reductions away from the classroom as much as possible.

	<p>Wednesday, May 22, 2024 Win PD / standing All-Staff Faculty Meeting All staff members</p>	<ul style="list-style-type: none"> ● Leadership provided the outcome of the vote: keep two minimum days and three regular days. ● Leadership shared that due to the May revise and projected SY24/25 student enrollment numbers, School will be closing a Grade 2 classroom and a Grade 2 teacher position for SY24/25; and that School will consolidate and have one Grade ½ combo classroom next year.
SY24/25 Class Sizes	<p>Tuesday, March 19, 2024 All-Staff Faculty Meeting All staff members</p>	<ul style="list-style-type: none"> ● All staff members discussed and engaged in an all-staff dialogue about class size vote for 3rd grade. ● Leadership shared need to reduce budget by about \$540K and projected class enrollments by grade level. ● Leadership shared propose to increase class sizes in 3rd grade to 28 students per classroom.
	<p>Wednesday, March 20, 2024 All-Staff email communication All staff members</p>	<p>Leadership communicated:</p> <ul style="list-style-type: none"> ● We are not voting on whether we are closing ONE 3rd grade classroom. We will only have TWO 3rd grade classrooms next year based on SY24/25 student enrollment for 3rd grade. ● We are voting on whether we are increasing class sizes in 3rd grade, so that: (1) there is a stronger possibility of maintaining our current 3 cohort model in 4th grade for SY25/26 (and 5th grade for SY26/27); and (2) we can accept more students in 3rd grade in SY24/25, which will increase enrollment. ● An increase in student enrollment results in more funding for operating expenses necessary to maintain and support our program (i.e., personnel, student activities, curricula, acceleration/intervention supports, etc.).
SY24/25 Bell Schedule	<p>Monday, April 8, 2024 All-Staff PD All staff members</p>	<ul style="list-style-type: none"> ● All staff members launched site planning and reviewed a high-level overview of process, approach, and timeline. ● All staff members reflected and provided input on site planning and priorities for next year in teams. ● All staff members reviewed the proposed bell schedule and provided input and feedback in teams. Teams identified costs, benefits, and questions regarding the proposed bell schedule for SY24/25.
	<p>Thursday, April 11, 2024 Lead Team Time Lead Team members</p>	<ul style="list-style-type: none"> ● Lead Team members reviewed all sections on all-staff continue/start/stop reflections and began synthesizing all-staff input to identify focus areas for next year.

<p>Wednesday, April 17, 2024 All-Staff PD All staff members</p>		<ul style="list-style-type: none"> • All staff members reviewed a high-level overview of the charter renewal process, approach, and timeline. • All staff members engaged in schoolwide dialogue about the proposed bell schedule for SY24/25 and went over the voting process. • All staff members continued to provide input on site planning, focused on instructional minutes, academic calendar, schoolwide events, and staffing model. • Leadership went over the factors involved in staff reduction decision-making: impact on Student Achievement (Literacy, SPED, MTSS); impact on Attendance, Chronic Absences, & Suspensions; and impact on the Greater School Community. • Leadership shared the following staffing model for next school year:
<p>Wednesday, May 1, 2024 All-Staff PD All staff members</p>		<ul style="list-style-type: none"> • All staff members continued to provide input on site planning, focused on instructional minutes, academic calendar, schoolwide events, and staffing model. • Leadership shared ABCD framework for decision-making model:
<p>Wednesday, May 8, 2024 All-Staff PD All staff members</p>		<ul style="list-style-type: none"> • All staff members provided input on site planning, focused on the academic calendar. • All staff members engaged in grade-band and whole-staff processing space and open dialogue about bell schedule proposal.
<p>Friday, May 17, 2024 All-Staff PD All staff members</p>		<ul style="list-style-type: none"> • CLT provided all staff an update on Culture & Climate priority for SY24/25: socioemotional learning and asked all staff for feedback. • All staff members reviewed questions on the bell schedule proposal and opened up the vote.
<p>Wednesday, May 22, 2024 Win PD / standing All-Staff Faculty Meeting All staff members</p>		<ul style="list-style-type: none"> • Leadership provided the outcome of the vote: keep two minimum days and three regular days. • Leadership shared that due to the May revise and projected SY24/25 student enrollment numbers, School will be closing a Grade 2 classroom and a Grade 2 teacher position for SY24/25; and that School will consolidate and have one Grade ½ combo classroom next year.

SY24/25 Curriculum & Academic Program	Tuesday, April 9, 2024 ILT Team Time ILT members	<ul style="list-style-type: none"> ● ILT members reviewed Transformational School Report (TSR), synthesized high-level TSR patterns, and identified 2 areas to focus on for next year: coherence and alignment of instructional systems & structures (i.e., Win PD, Department Team Time, coaching, and evaluation, etc.) and alignment (i.e., developing the LWL instructional way) across the school for an instructional priority (i.e., academic discourse and All-Staff PD). ● ILT members reviewed Instruction sections on all-staff continue/start/stop reflections and began synthesizing all-staff input to determine instructional adjustments for next year.
	Tuesday, April 23, 2024 ILT Team Time ILT members	<ul style="list-style-type: none"> ● ILT started to develop professional learning scope & sequence and refinements on instructional systems & structures.
	Tuesday, May 7, 2024 ILT Team Time ILT members	<ul style="list-style-type: none"> ● ILT continued to develop professional learning scope & sequence and refinements on instructional systems & structures.
SY24/25 Academic Calendar	Thursday, April 18, 2024 CLT Team Time CLT members	<ul style="list-style-type: none"> ● CLT members reviewed Culture sections on all-staff continue/start/stop reflections and began developing Culture & Climate Plan. ● CLT members received an update from the Sense of Belonging Working Group and discussed the possibility of LWL as one of the pilot schools for SY24/25. ● CLT members developed the SY24/25 Academic Calendar based on all-staff input from continue/start/stop reflections.
SY24/25 Culture & Climate	Thursday, May 2, 2024 CLT Team Time CLT members	<ul style="list-style-type: none"> ● CLT members continued to discuss the possibility of LWL as one of the pilot schools for SY24/25. ● CLT members determined schoolwide priority for Culture & Climate based on all-staff continue/start/stop reflections and other data points. Culture & Climate priority for next year is to focus on supporting our students and all staff members to teach socioemotional skills and tools through the curriculum <i>Toolbox Project</i>.
	Thursday, May 16, 2024 CLT Team Time CLT members	<ul style="list-style-type: none"> ● CLT members began to develop professional learning scope & sequence and whole-staff implementation of the curriculum <i>Toolbox Project</i>.

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

Finalizing a staffing plan that increases class sizes, minimizes staff reductions as much as possible AND keeps the staff reductions away from the classroom as much as possible.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted English language development and language arts, and provide appropriately assigned and fully credentialed teachers to support a high-quality, broad course of study; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.	Broad

State Priorities addressed by this goal.

1,2,4,5,7,8

An explanation of why the LEA has developed this goal.

- Accelerate learning to offset learning gaps
- Increase the number of students making targeted growth in Common Core Standards
- Ensure all EL students make adequate gains in English language development.
- Ensure all teachers requiring certification are highly qualified
- Ensure students are provided and engaged w/ a broad course of study
- Ensure all teachers receive regular, high-quality instructional coaching, site-based professional development, and structured collaboration time

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELPAC: ELPI - English Learners	0.52			0.55	0.03
2	FastBridge: Math - All	0.58			0.70	0.12
3	FastBridge: Reading - All	0.67			0.70	0.03
4	SBAC: ELA - All	-52.4			-17.4	35.00
5	SBAC: Math - All	-69.4			-29.4	40.00
6	Annual Eval: Curricular Requirements	100%				0.00
7	Annual Eval: Instructional Requirements	100%				0.00
8	SARC: Qualified Teachers	N/A				

Goal Analysis for 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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Instructional Staff	To provide staff that would support student learning and social emotional development.	\$1,653,745	Yes
2	Certificated Administrators	To provide administrative staff that would be able to lead student support efforts through coaching and professional development towards implementation of a strong core academic program.	\$462,602	No
3	Curricular Materials	To ensure students have access to researched based learning materials	\$103,797	Yes

Goal #	Description	Type of Goal
2	Multi-Tiered System of Supports: Implement a rigorous whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic and behavioral needs.	Broad

State Priorities addressed by this goal.

1,2,4,5,7,8

An explanation of why the LEA has developed this goal.

Improve the effectiveness of interventions students receive to ensure that academic, social and behavioral needs are adequately served.
Decrease the achievement gap between subgroups of students, especially those who need intervention

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELPAC: ELPI - English Learners	0.52			0.55	0.03
2	SBAC: ELA - All	-52.4			-17.4	35.00
3	SBAC: Math - All	-69.4			-29.4	40.00
4	Chronic Absenteeism - All	37.7%			18.7%	-0.19
5	SCAI: Domain 6 Students - All	3.8			3.5	-0.30
6	SCAI: Domain 6 Families - All	4.2			3.5	-0.70
7	Insight - Academic Opportunity Teachers				5.0	

Insert or delete rows, as necessary.

Goal Analysis for 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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Internal Personnel	Psychologists, social workers, clinicians to provide academic, social and behavioral support.	\$326,628	Yes
2	MTSS External Services	Contracted clinicians to provide academic, social and behavioral support.	\$159,453	Yes

Goal #	Description	Type of Goal
3	Community & Culture: All students, families, and staff feel welcome at school. Students attend school in a safe, engaging and nurturing environment. All staff and families are empowered and feel included to participate in decisions regarding implementation of curriculum, school culture, and community engagement.	Broad

State Priorities addressed by this goal.

3,5,6

An explanation of why the LEA has developed this goal.

All students feel safe at school
All staff feel welcomed and respected at school
Increase the level and quality of student engagement in learning
Increase efficacy of family outreach and engagement structures.
Provide after-school and support services

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Chronic Absenteeism - All	37.7%			18.7%	-19.0%
2	Attendance Rate - All Students	90.0%			94.0%	0.04
3	Annual Return Rate - All Students	85.9%			85.0%	-0.01
4	Expulsion Rate - All Students	0.0%			0.0%	0.00
5	SCAI: Domain 7 Families	4.1			3.5	-0.60
6	SCAI: Domain 7 Students	3.6			3.5	-0.10
7	Insight - Learning Environment					0.00
8	Suspension Rate - All Students	0.0%			0.5%	0.50%

Insert or delete rows, as necessary.

Goal Analysis for 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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classified Support Staff	To support students with a welcoming environment	\$490,431	No
2	Classified Admin	To support students with their socio-emotional needs.	\$184,656	No
3	Staff Supports	To support adult culture and development	\$1,328,200	No
4	Student, and Family Supports	To support extracurricular activities and family engagement.	\$877,069	No

Goal #	Description	Type of Goal
4	Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.	Broad

State Priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

Ensure all basic services are adequately addressed
 Improve the quality of the learning environment
 Provide and maintain operational services for schools and students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Annual Eval: Facilities Requirements	Good			100%	0.00
2	SCAI: Domain 1 Families	4.1			3.5	-0.60
3	SCAI: Domain 1 Students	3.7			3.5	-0.20
4	Insight - School Operations					

Insert or delete rows, as necessary.

Goal Analysis for 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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Clerical, Technical, & Office Staff	Staffing to ensure high operational effectiveness, including health and safety protocols.	\$61,295	No
2	Materials, Supplies & Equipment	Purchase of items that support the day to day operations of the school.	\$150,038	No
3	Facilities & Utilities	To provide repairs and upgrades that ensure the building is safe and operating efficiently for students, staff, and families.	\$344,388	No
4	Operations Services	To ensure that the services required for daily operation are in place.	\$957,591	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,142,161	\$ 124,855

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.92%	0%	\$0	33.92%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1	Positive and Restorative School Climate: English Learners Low-Income	The commitment is to enhance the school climate by fostering a more inclusive and supportive environment. Our goal is to significantly reduce disparities in feelings of belonging and inclusion among student subgroups, as indicated by our surveys, and to decrease the number of behavior referrals across the school	<p>Success will be measured by a 20% improvement in "getting along with peers" and "respect from peers" on student belonging surveys.</p> <p>Additionally, we aim to see a reduction in behavioral referrals by 15% by the end of the school year.</p> <p>Effective implementation will also be evidenced by increased efficacy among staff in supporting students to solve problems productively, which will be assessed through staff feedback and the frequency of their intervention in student conflicts.</p>

2	Authentic Family and Community Engagement, Collaborative Leadership: English Learners Low-Income	The commitment is to foster deeper family involvement and build stronger school-family partnerships. Our goal is to improve academic outcomes for students in grades 1-5 by enhancing parental understanding and involvement in their children’s education, particularly in literacy.	A 20% increase in positive feedback from families on understanding their child’s academic progress. Observable improvements in student academic performance in targeted grades, with a specific metric of a 15% improvement in literacy proficiency scores by the end of the school year.
3	Extended learning time and opportunities: English Learners Low-Income	The commitment is to enhance student engagement and address educational inequities through expanded learning opportunities. Our goal is to provide equitable access to enrichment activities, thereby fostering a more inclusive and engaging learning environment.	Success will be measured by a 25% increase in participation in enrichment activities among low-income students.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will support additional MTSS staff, SEL/culture staff, and appropriate resources that will provide targeted and research based interventions to students. It will also support having effective and appropriately trained staff to deliver core curriculum, culture programming, and operations in support of foster youth, English learners and low-income students.

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	16.4
Staff-to-student ratio of certificated staff providing direct services to students	N/A	38.1

California Department of Education
November 2023

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)		
2024-25	\$ 3,367,395	\$ 1,142,161	33.918%	0.000%	33.918%		
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,513,918	\$ 1,772,333	\$ 442,919	\$ 461,352	\$ 7,190,522.00	\$ 4,358,252	\$ 2,831,684

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Certificated Instructional Staff	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	\$ 1,666,025		\$ 1,490,354	\$ 72,123	\$ 103,547	\$ -	\$ 1,666,024	82.6%
1	2	Certificated Administrators	All	No	LEA-wide	All	All Schools	Ongoing	\$ 464,918		\$ 281,140	\$ 415	\$ 1,392	\$ 181,971	\$ 464,918	
1	3	Curricular Materials	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing		\$ 104,617	\$ 99,469	\$ 147	\$ 493	\$ 4,508	\$ 104,617	5.5%
2	1	MTSS Internal Personnel	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	\$ 326,764		\$ 16,548	\$ 143,757	\$ 166,459	\$ -	\$ 326,764	0.9%
2	2	MTSS External Services	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing		\$ 159,453		\$ 29,171	\$ 82,618	\$ 47,664	\$ 159,453	0.0%
3	1	Classified Support Staff	All	No	LEA-wide	All	All Schools	Ongoing	\$ 492,848		\$ 293,288	\$ 187,267	\$ 12,292		\$ 492,847	
3	2	Classified Admin	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	\$ 185,511		\$ 103,745	\$ 81,252	\$ 514		\$ 185,511	5.8%
3	3	Staff Supports	All	No	LEA-wide	All	All Schools	Ongoing	\$ 1,160,891	\$ 175,848	\$ 1,036,358	\$ 176,819	\$ 69,594	\$ 53,968	\$ 1,336,739	
3	4	Student and Family Supports	All	Yes	LEA-wide	All	All Schools	Ongoing		\$ 877,843	\$ 93,895	\$ 620,905	\$ 465	\$ 162,579	\$ 877,844	5.2%
4	1	Clerical, Technical, & Office Staff	All	No	LEA-wide	All	All Schools	Ongoing	\$ 61,295			\$ 61,295			\$ 61,295	
4	2	Materials, Supplies & Equipment	All	No	LEA-wide	All	All Schools	Ongoing		\$ 151,003	\$ 117,074	\$ 33,349	\$ 580	\$ -	\$ 151,003	
4	3	Facilities & Utilities	All	No	LEA-wide	All	All Schools	Ongoing		\$ 346,307	\$ 232,873	\$ 112,280	\$ 1,153	\$ -	\$ 346,306	
4	4	Operations Services	All	No	LEA-wide	All	All Schools	Ongoing		\$ 963,323	\$ 695,771	\$ 253,444	\$ 3,446	\$ 10,662	\$ 963,323	
		Non-LCAP	All	No	LEA-wide	All	All Schools	Ongoing		\$ 53,290	\$ 53,403	\$ 109	\$ 366	\$ -	\$ 53,878	

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
\$ 3,367,395	\$ 1,142,161	33.918%	0.000%	33.918%	\$ 1,804,011	100.000%	153.573%	Total:	\$ 1,804,011
								LEA-wide Total:	\$ 1,804,011
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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	Certificated Instructional Staff	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 1,490,354	82.613%
1	2	Certificated Administrators	No	LEA-wide		All Schools	\$ -	0.000%
1	3	Curricular Materials	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 99,469	5.514%
2	1	MTSS Internal Personnel	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 16,548	0.917%
2	2	MTSS External Services	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ -	0.000%
3	1	Classified Support Staff	No	LEA-wide		All Schools	\$ -	0.000%
3	2	Classified Admin	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 103,745	5.751%
3	3	Staff Supports	No	LEA-wide		All Schools	\$ -	0.000%
3	4	Student and Family Supports	Yes	LEA-wide	All	All Schools	\$ 93,895	5.205%
4	1	Clerical, Technical, & Office Staff	No	LEA-wide		All Schools	\$ -	0.000%
4	2	Materials, Supplies & Equipment	No	LEA-wide		All Schools	\$ -	0.000%
4	3	Facilities & Utilities	No	LEA-wide		All Schools	\$ -	0.000%
4	4	Operations Services	No	LEA-wide		All Schools	\$ -	0.000%
		Non-LCAP	No	LEA-wide		All Schools	\$ -	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,908,762.00	\$ 7,509,446.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Certificated Instructional Staff	Yes	\$ 1,813,643	\$ 1,772,941
1	2	Certificated Administrators	No	\$ 550,216	\$ 643,147
1	3	Curricular Materials	Yes	\$ 64,405	\$ 81,537
2	1	MTSS Internal Personnel	Yes	\$ 494,820	\$ 589,867
2	2	MTSS External Services	Yes	\$ 568,095	\$ 427,096
3	1	Classified Support Staff	No	\$ 341,344	\$ 487,708
3	2	Classified Admin	Yes	\$ 159,194	\$ 159,056
3	3	Staff Supports	No	\$ 1,401,472	\$ 1,297,189
3	4	Student and Family Supports	Yes	\$ 1,075,035	\$ 1,293,901
4	1	Clerical, Technical, & Office Staff	No	\$ 69,646	\$ 75,731
4	2	Materials, Supplies & Equipment	No	\$ 128,882	\$ 162,477
4	3	Facilities & Utilities	No	\$ 230,140	\$ 304,753
4	4	Operations Services	No	\$ 798,861	\$ 212,842
		Non-LCAP	No	\$ 99,000	\$ 1,201

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,129,705	\$ 1,392,618	\$ 1,634,346	\$ (241,728)	100.000%	117.358%	17.36%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Certificated Instructional Staff	Yes	\$ 1,285,516	\$ 1,329,706	92.309%	95.482%
1	2	Certificated Administrators	No	\$ -	\$ -	0.000%	0.000%
1	3	Curricular Materials	Yes	\$ 24,759	\$ 48,922	1.778%	3.513%
2	1	MTSS Internal Personnel	Yes	\$ -	\$ 70,784		5.083%
2	2	MTSS External Services	Yes	\$ -	\$ -		0.000%
3	1	Classified Support Staff	No	\$ -	\$ -		0.000%
3	2	Classified Admin	Yes	\$ 82,343	\$ 159,056	5.913%	11.421%
3	3	Staff Supports	No	\$ -	\$ -		0.000%
3	4	Student and Family Supports	Yes	\$ -	\$ 25,878		1.858%
4	1	Clerical, Technical, & Office Staff	No	\$ -	\$ -		0.000%
4	2	Materials, Supplies & Equipment	No	\$ -	\$ -		0.000%
4	3	Facilities & Utilities	No	\$ -	\$ -		0.000%
4	4	Operations Services	No	\$ -	\$ -		0.000%
				\$ -	\$ -		
				\$ -	\$ -		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ -	\$ 1,129,705	0.000%	0.000%	\$ 1,634,346	117.358%	0.000%	\$ -	0.000%

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	Contact Name and Title	Email and Phone
Learning Without Limits	Nicki Fox, Principal	nfox@efcps.net; (510) 673-3724

Goals and Actions

Goal

Goal #	Description
1	Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted English language development and language arts, and provide appropriately assigned and fully credentialed teachers to support a high-quality, broad course of study; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC: ELPI - English Learners	N/A	0.42	0.52	TBD	0.52
FastBridge: Math - All	0.25	0.65	0.58	TBD	0.40
FastBridge: Reading - All	0.49	0.55	0.67	TBD	0.70
SBAC: ELA - All	N/A	-63.3	-52.4	TBD	-5.0
SBAC: Math - All	N/A	-78.5	-69.4	TBD	-22.0
Annual Eval: Curricular Requirements	100%	100%	100%	100%	100%
Annual Eval: Instructional Requirements	100%	100%	100%	100%	100%
SARC: Qualified Teachers	83%	59%	N/A	TBD	95%
FastBridge: Math - English Learners	0.22	0.70	0.51	TBD	0.37
FastBridge: Math - Students with Disabilities	0.04	0.53	0.53	TBD	0.19
FastBridge: Math - African Americans	0.19	0.55	0.57	TBD	0.34
FastBridge: Math - Latinx	0.26	0.68	0.56	TBD	0.41

FastBridge: Reading - English Learners	0.43	0.53	0.64	TBD	0.69
FastBridge: Reading - Students with Disabilities	0.39	0.33	0.54	TBD	0.54
FastBridge: Reading - African Americans	0.50	0.53	0.72	TBD	0.70
FastBridge: Reading - Latinx	0.49	0.54	0.67	TBD	0.70
SBAC: ELA - English Learners	N/A	-88.9	-77.3	TBD	-30.0
SBAC: ELA - Students with Disabilities	N/A	-140.3	-101.2	TBD	-30.0
SBAC: ELA - African Americans	N/A	-88.1	-44.6	TBD	-28.6
SBAC: ELA - Latinx	N/A	-59.6	-51.7	TBD	-5.0
SBAC: Math - English Learners	N/A	-91.1	-86.0	TBD	-25.0
SBAC: Math - Students with Disabilities	N/A	-133.7	-139.6	TBD	-55.0
SBAC: Math - African Americans	N/A	-100.9	-91.1	TBD	-43.7
SBAC: Math - Latinx	N/A	-78.3	-69.0	TBD	-20.1

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.

No substantive differences

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.

N/A

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

The KPI target for students meeting K-2 ELA growth goals by EOY is 70%. Based on mid-year Fastbridge Progress Monitoring, LWL still has a significant way to go toward the 70% goal.
In 3rd-5th ELA Proficiency, LWL grew in proficiency from T1 to MOY. We continue to see the trend of 5th grade having higher performance. We believe this indicates that the longer students stay with us, the greater proficiency they achieve.
In Math, the test is different than last year so we cannot compare to prior years. There are disparities between all of our subgroups and the general population, with All ELs achieving proficiency closest to the overall population and ELPAC-1 ELs furthest from this level. In 3-5 Math, fifth graders are improving in proficiency on procedural standards but struggling when the standard asks students to problem solve and apply their learning.

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.

Next steps based on reflections:
Early Lit: Shift the proficient students out of intervention into grade level work; Provide more intervention for students that are behind; Coaches providing in the moment coaching; Phonics audit- make sure people are on pace to cover all the sound spelling patterns of the grade level
ELA: Identify key standards to ensure they are covered before SBAC; SBAC prep- How do we help kids annotate/ take notes on passages to support answering multiple questions
Math: Embedding performance tasks into the units - coaches/ director; Ensuring that teachers get to the writing task at the end of each Eureka lesson

Goal

Goal #	Description
2	Multi-Tiered System of Supports: Implement a rigorous whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic and behavioral needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC: ELPI - English Learners	N/A	0.42	0.52	TBD	0.52
SBAC: ELA - All	N/A	-63.3	-52.4	TBD	-5.0
SBAC: Math - All	N/A	-78.5	-69.4	TBD	-22.0
Chronic Absenteeism - All	11.1%	47.7%	37.7%	35.2%	5.9%
SCAI: Domain 6 Students - All	3.9	3.8	3.8	3.9	3.5
SCAI: Domain 6 Families - All	4.5	4.2	4.2	4.3	3.5
SBAC: ELA - English Learners	N/A	-88.9	-77.3	TBD	-30.0
SBAC: ELA - Students with Disabilities	N/A	-140.3	-101.2	TBD	-30.0
SBAC: ELA - African Americans	N/A	-88.1	-44.6	TBD	-28.6
SBAC: ELA - Latinx	N/A	-59.6	-51.7	TBD	-5.0
SBAC: Math - English Learners	N/A	-91.1	-86.0	TBD	-25.0
SBAC: Math - Students with Disabilities	N/A	-133.7	-139.6	TBD	-55.0
SBAC: Math - African Americans	N/A	-100.9	-91.1	TBD	-43.7
SBAC: Math - Latinx	N/A	-78.3	-69.0	TBD	-20.1
Chronic Absenteeism - English Learners	6.9%	40.2%	30.2%	27.8%	1.7%

Chronic Absenteeism - Students with Disabilities	6.8%	62.5%	46.3%	41.7%	7.7%
Chronic Absenteeism - African Americans	23.3%	62.8%	61.4%	58.5%	11.0%
Chronic Absenteeism - Latinx	9.4%	48.4%	36.5%	32.4%	4.0%
SCAI: Domain 6 Teachers - All	3.4	3.8	3.7	4.0	3.5

Goal Analysis

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

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

No substantive differences.

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.

N/A

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

In 3rd-5th ELA Proficiency, LWL grew in proficiency from T1 to MOY. We continue to see the trend of 5th grade having higher performance. We believe this indicates that the longer students stay with us, the greater proficiency they achieve.

In Math, the test is different than last year so we cannot compare to prior years. There are disparities between all of our subgroups and the general population, with All ELs achieving proficiency closest to the overall population and ELPAC-1 ELs furthest from this level. In 3-5 Math, fifth graders are improving in proficiency on procedural standards but struggling when the standard asks students to problem solve and apply their learning.

LWL is showing a decrease in chronic absenteeism compared to this time last year.

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.

Continue to implement a proactive and reactive plan to increase student sense of belonging in service of reducing students' chronic absenteeism, with a focus on specific subgroups of students.

Goal

Goal #	Description
3	Community & Culture: All students, families, and staff feel welcome at school. Students attend school in a safe, engaging and nurturing environment. All staff and families are empowered and feel included to participate in decisions regarding implementation of curriculum, school culture, and community engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - All	11.1%	47.7%	37.7%	35.2%	5.9%
Attendance Rate - All Students	96.1%	87.7%	90.0%	90.2%	94.0%
Annual Return Rate - All Students	92.3%	87.2%	85.9%	85.1%	85.0%
Expulsion Rate - All Students	0.0%	0.0%	0.0%	0.0%	0.0%
SCAI: Domain 7 Families	4.3	4.1	4.1	4.2	3.5
SCAI: Domain 7 Students	3.8	3.6	3.6	3.6	3.5
Suspension Rate - All Students	0.0%	5.0%	0.0%	0.0%	0.5%
Chronic Absenteeism - English Learners	6.9%	40.2%	30.2%	27.8%	1.7%
SCAI: Domain 7 Teachers	3.4	3.7	3.4	3.9	3.5
Chronic Absenteeism - Students with Disabilities	6.8%	62.5%	46.3%	41.7%	7.7%
Chronic Absenteeism - African Americans	23.3%	62.8%	61.4%	58.5%	11.0%
Chronic Absenteeism - Latinx	9.4%	48.4%	36.5%	32.4%	4.0%
Suspension Rate - English Learners	0.0%	1.5%	0.0%	0.0%	0.5%
Suspension Rate - Students with Disabilities	0.0%	15.6%	0.0%	0.0%	0.5%
Suspension Rate - African Americans	0.0%	21.7%	0.0%	0.0%	0.5%
Suspension Rate - Latinx	0.0%	2.5%	0.0%	0.0%	0.5%

Goal Analysis

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

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

The ELOP program is in the start-up phase and continuing to develop, based on early learnings and stakeholder feedback on programming and resource allocation.

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.

ELOP funding was a placeholder in the Family & Student supports line; resource allocation was updated during the school-year to reflect stakeholder decision-making. Core investments in culture work implemented as planned.

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

Suspension rates are down from last year and LWL is below their end-of-year target
EL suspensions exceed the end of year target and are higher that last year
LWL is showing a decrease in chronic absenteeism compared to this time last year.

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.

Continue to implement a proactive and reactive plan to increase student sense of belonging in service of reducing students' chronic absenteeism, with a focus on specific subgroups of students.

Goal

Goal #	Description
4	Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Eval: Facilities Requirements	Good	Good	Good	Good	Good
SCAI: Domain 1 Families	4.5	4.1	4.1	4.2	3.5
SCAI: Domain 1 Students	4.0	3.9	3.7	3.9	3.5
Insight - School Operations					

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.

LWL paused on operational upgrades while working to increase enrollment.

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.

Estimated actual expenditures were less, per above.

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

Operational needs continue to be met

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.

Support for staff to manage deferred maintenance.

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.