

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:	Latitude 37.8 High
CDS code:	1771800138289
LEA contact information:	Lillian Hsu, Principal
Coming School Year:	2024-25
Current School Year:	2023-24

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

Projected General Fund Revenue for the 2024-25 School Year		Amount
Total LCFF funds	\$	5,595,554
LCFF supplemental & concentration grants	\$	1,156,685
All other state funds	\$	2,675,322
All local funds	\$	309,479
All federal funds	\$	256,278
Total Projected Revenue	\$	8,836,633
Total Budgeted Expenditures for the 2024-25 School Year		Amount
Total Budgeted General Fund Expenditures	\$	8,836,046
Total Budgeted Expenditures in the LCAP	\$	8,712,173
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,119,491
Expenditures not in the LCAP	\$	123,873
Expenditures for High Needs Students in the 2023-24 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,376,506
Actual Expenditures for High Needs Students in LCAP	\$	3,625,580

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>	
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LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Latitude 37.8 High

CDS Code: 1771800138289

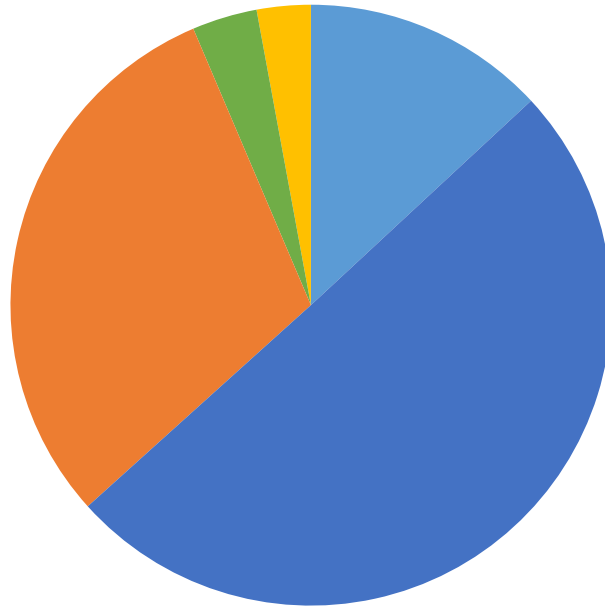
School Year: 2024-25

LEA contact information: Lillian Hsu, 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 2024-25 School Year

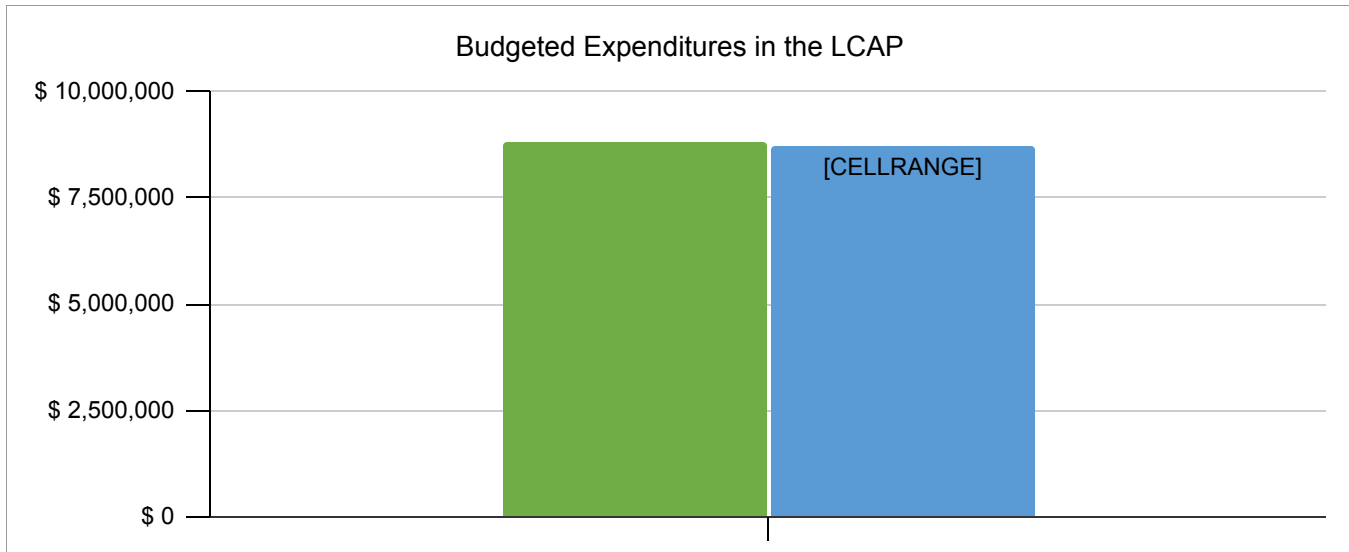
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Latitude 37.8 High 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 Latitude 37.8 High is \$8,836,633.00, of which \$5,595,554.00 is Local Control Funding Formula (LCFF), \$2,675,322.00 is other state funds, \$309,479.00 is local funds, and \$256,278.00 is federal funds. Of the \$5,595,554.00 in LCFF Funds, \$1,156,685.00 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 Latitude 37.8 High plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

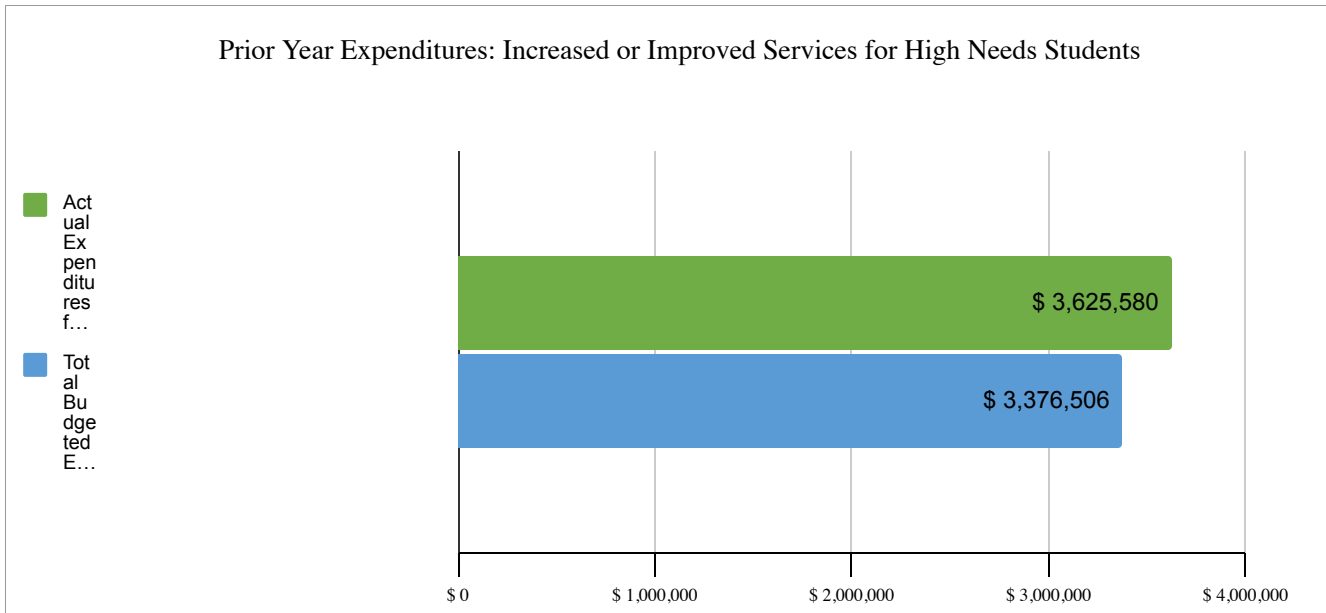
The text description of the above chart is as follows: Latitude 37.8 High plans to spend \$8,836,046.00 for the 2024-25 school year. Of that amount, \$8,712,173.00 is tied to actions/services in the LCAP and \$123,873.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Contingency

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

In 2024-25, Latitude 37.8 High is projecting it will receive \$1,156,685.00 based on the enrollment of foster youth, English learner, and low-income students. Latitude 37.8 High must describe how it intends to increase or improve services for high needs students in the LCAP. Latitude 37.8 High plans to spend \$3,119,491.00 towards meeting this requirement, as described in the LCAP.

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



This chart compares what Latitude 37.8 High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Latitude 37.8 High 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, Latitude 37.8 High's LCAP budgeted \$3,376,506.00 for planned actions to increase or improve services for high needs students. Latitude 37.8 High actually spent \$3,625,580.00 for actions to increase or improve services for high needs students in 2023-24.

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
Latitude 37.8 High School	Lillian Hsu, Principal	lhsu@efcps.net; 510.910.4138

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.

Located in Oakland, Latitude 37.8 High School opened in 2018. One of the core design principles of Latitude is integration. In order to best prepare all students for a meaningful and productive life, we believe it is essential for students to build a strong sense of their personal identity and to be able to successfully engage across different cultures, backgrounds, and perspectives. To build these capacities in students, they must be exposed to a diverse community and be supported in engaging productively with a variety of people. Toward this end, Latitude strives to represent Oakland’s diversity from different socioeconomic, racial, linguistic, cultural, and learning needs perspectives and will build community across these groups. Latitude will be an intentionally diverse school that reflects the demographics of the city of Oakland. Our projected demographics strive to represent a balance of the school age population in the city of Oakland that is both in and out of the school district.

Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

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 Academic data, including local indicators indicate success in creating an engaging, community-centered learning environment that puts students first.

In terms of Dashboard data and the site’s reflection of progress on Academic Progress, both ELA and Math data indicate significant growth; this is particularly exciting now that Latitude is at full size as it reflects positively on the school model.

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' suspensions 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.

Educational Partner(s)	Process for Engagement
<p>January 4, 2024: Coaches' Retreat Stakeholders engaged: Department Leads, including S3 Lead</p> <p>May 1, 2024 Staff Meeting Stakeholders engaged: All teaching staff Goal: To gather feedback on our spring cycle of professional development and collegial coaching</p> <p>Goal: To gauge the biggest growth areas for our teachers and the biggest needs for professional development and coaching</p>	<p>High Level Summary of Feedback: Based on our TNTP rubric, the greatest area of need was focusing on the domain of Academic Ownership and having teachers reexamine their core instructional rhythms to optimize for maximal cognitive lift.</p> <p>How Did Feedback Influence Plans: This feedback informed our Spring & Fall PD Arc, as well as a cycle of collegial coaching for reciprocal observations and feedback. This feedback impacted where we will invest resources for professional development and coaching as part of the LCAP.</p>
<p>Monthly Monday meetings with Family Leadership Council representatives (2/12/24, 3/11/24, 4/15/24, 5/13/24) Goal: To hear what issues are being raised by our families as needs for our school community</p>	<p>High Level Summary of Feedback: Families are wanting more cultural resources and community events that reflect the diversity of our students.</p> <p>How Did Feedback Influence Plans: This feedback informed the work we did this spring around our indigenous community healing events, co-planned and facilitated with staff, students, and families. This feedback impacted where we will invest resources for culturally appropriate programming as part of the LCAP.</p>
<p>March 4, 11, 18, 25 2024 Stakeholders engaged: Grade Level Leads Goal: To gauge the biggest areas of school culture needs</p>	<p>High Level Summary of Feedback: Grade level leads report back from the grade level teaching teams that there is a need for more SEL and emotional regulation work among our students.</p> <p>How Did Feedback Influence Plans: This feedback impacted our spring culture and climate planning and informs where we will invest resources for training staff and students on shared language and strategies for emotional regulation.</p>
<p>March 4, 2024; April 8, 2024; April 25, 2024 Stakeholders engaged: 12th Grade Teachers Goal: To co-vision around the 12th grade program and schedule for next year given the double number of seniors in the incoming class</p>	<p>High Level Summary of Feedback: 12th Grade teachers want to ensure a more equitable senior year experience with all students having access to enrichment opportunities including community college classes and senior internships.</p> <p>How Did Feedback Influence Plans: This feedback informed the creation of a Senior Capstone to provide coherence to the senior year experience and resulted in the creation of a Senior Dual Enrollment role to support equitable access to all of these experiences.</p>
<p>March 22, 2024 SCAI Survey Stakeholders engaged: Students, families, teachers Goal: To gather feedback on student engagement, school safety, school culture, etc.</p>	<p>High Level Summary of Feedback: Student relationships and tolerance of zero put downs are two of the biggest areas of growth.</p> <p>How Did Feedback Influence Plans: This feedback informs our Culture and Climate planning for the next school year, especially our advisory programming and restorative work planning and the resources dedicated to each.</p>

Insert or delete rows, as necessary.

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

Feedback impacted where we will invest resources for professional development and coaching and culturally appropriate programming as part of the LCAP

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	0.35			0.55	0.20
2	FastBridge: Math - All	0.51			0.70	0.19
3	FastBridge: Reading - All	0.60			0.70	0.10
4	SBAC: ELA - All	-11.3			-0.3	11.00
5	SBAC: Math - All	-80.0			-40.0	40.00
6	Annual Eval: Curricular Requirements	100%			100%	0.00
7	Annual Eval: Instructional Requirements	100%			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.	\$1,886,098	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.	\$688,457	No
3	Curricular Materials	To ensure students have access to researched based learning materials	\$29,778	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	0.35			0.55	0.20
2	SBAC: ELA - All	-11.3			-0.3	11.00
3	SBAC: Math - All	-80.0			-40.0	40.00
4	Chronic Absenteeism - All	36.3%			11.3%	-0.25
5	SCAI: Domain 6 Students - All	3.9			3.5	-0.40
6	SCAI: Domain 6 Families - All	4.1			3.5	-0.60
7	Insight - Academic Opportunity Teachers				5.0	

Insert or delete rows, as necessary.

Goal Analysis for 2023-24

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Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Internal Personnel	Psychologists, social workers, clinicians to provide academic, social and behavioral support.	\$233,981	Yes
2	MTSS External Services	Contracted clinicians to provide academic, social and behavioral support.	\$519,426	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	36.3%			11.3%	-25.0%
2	Attendance Rate - All Students	90.2%			94.0%	0.04
3	Annual Return Rate - All Students	86.1%			85.0%	-0.01
4	Expulsion Rate - All Students	0.0%			0.0%	0.00
5	SCAI: Domain 7 Families	3.8			3.5	-0.30
6	SCAI: Domain 7 Students	3.6			3.5	-0.10
7	Insight - Learning Environment					0.00
8	Suspension Rate - All Students	4.2%			0.5%	-3.70%

Insert or delete rows, as necessary.

Goal Analysis for 2023-24

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

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N/A

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Classified Support Staff	To support students with a welcoming environment	\$236,590	No
2	Classified Admin	To support students with their socio-emotional needs.	\$198,802	No
3	Staff Supports	To support adult culture and development	\$1,391,144	No
4	Student, and Family Supports	To support extracurricular activities and family engagement.	\$251,406	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	3.9			3.5	-0.40
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.

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Clerical, Technical, & Office Staff	Staffing to ensure high operational effectiveness, including health and safety protocols.	\$57,187	No
2	Materials, Supplies & Equipment	Purchase of items that support the day to day operations of the school.	\$154,614	No
3	Facilities & Utilities	To provide repairs and upgrades that ensure the building is safe and operating efficiently for students, staff, and families.	\$998,985	No
4	Operations Services	To ensure that the services required for daily operation are in place.	\$1,033,840	No

Goal #	Description	Type of Goal
5	Career and College: All students have access to career- and college- prep opportunities, including job shadowing, internships, and Career and Technical Education.	Broad

State Priorities addressed by this goal.

1,2,4,5,7,8

An explanation of why the LEA has developed this goal.

Ensure all students ignite their career interests and collaborate with professionals on Real World Projects
 Ensure all students Latitude graduate as confident leaders, prepared for college and beyond

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Cohort Graduation Rate	88%			90%	2%
2	4-year university acceptance	92%			90%	-2%

Insert or delete rows, as necessary.

Goal Analysis for 2023-24

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

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education	Staffing to provide opportunities and access to CTE pathways, such as Engineering and Manufacturing	\$1,031,866	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
\$ 1,156,685	\$ 117,996

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
26.07%	0%	\$0	26.07%

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	Chronic Absence: English Learners Low-Income	Our goal is to reduce Chronic Absenteeism by having automated Aeries calls to notify families when students are absent and by having advisors take a more active role in communicating with their advisees' families about their attendance and in supporting students with any interventions needed.	As Measured By: increased communication with families via Aeries automated calls and texts and calls with families by advisors..
2	Student Belonging	Increase positive student belonging data by increasing gratitude practices in advisory	Increase in Student Belonging Data
3	PBIS & Restorative Practices : English Learners Low-Income	Build shared language among staff and students about what is happening to students' brains when they are dysregulated and build shared strategies for helping students to de-escalate and co-regulate.	Decrease in student altercations and suspensions

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	11.7
Staff-to-student ratio of certificated staff providing direct services to students	N/A	70.4

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	\$ 4,436,757	\$ 1,156,685	26.071%	0.000%	26.071%		
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,595,554	\$ 2,675,322	\$ 309,479	\$ 256,278	\$ 8,836,633.00	\$ 5,583,670	\$ 3,252,377

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	\$ 1,886,098		\$ 1,570,135	\$ 199,081	\$ 116,882	\$ -	\$ 1,886,098	73.5%
1	2	Certificated Administrators	All	No	LEA-wide	All	All Schools	Ongoing	\$ 688,457		\$ 459,291	\$ 150,057	\$ -	\$ 79,109	\$ 688,457	
1	3	Curricular Materials	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing		\$ 29,778	\$ 20,643	\$ 67	\$ -	\$ 9,067	\$ 29,777	1.0%
2	1	MTSS Internal Personnel	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	\$ 233,981		\$ 96,411	\$ 312	\$ 137,258	\$ -	\$ 233,981	4.5%
2	2	MTSS External Services	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing		\$ 519,426	\$ 228,983	\$ 244,957	\$ -	\$ 45,486	\$ 519,426	10.7%
3	1	Classified Support Staff	All	No	LEA-wide	All	All Schools	Ongoing	\$ 236,590		\$ 194,437	\$ 42,153	\$ -	\$ -	\$ 236,590	
3	2	Classified Admin	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	\$ 198,802		\$ 93,257	\$ 105,545	\$ -	\$ -	\$ 198,802	4.4%
3	3	Staff Supports	All	No	LEA-wide	All	All Schools	Ongoing	\$ 1,250,689	\$ 140,455	\$ 1,148,523	\$ 156,910	\$ 55,339	\$ 30,372	\$ 1,391,144	
3	4	Student and Family Supports	All	Yes	LEA-wide	All	All Schools	Ongoing		\$ 251,406	\$ 125,746	\$ 41,179	\$ -	\$ 84,481	\$ 251,406	5.9%
4	1	Clerical, Technical, & Office Staff	All	No	LEA-wide	All	All Schools	Ongoing	\$ 57,187		\$ -	\$ 57,187	\$ -	\$ -	\$ 57,187	
4	2	Materials, Supplies & Equipment	All	No	LEA-wide	All	All Schools	Ongoing		\$ 154,614	\$ 128,702	\$ 25,912	\$ -	\$ -	\$ 154,614	
4	3	Facilities & Utilities	All	No	LEA-wide	All	All Schools	Ongoing		\$ 998,985	\$ 426,793	\$ 572,192	\$ -	\$ -	\$ 998,985	
4	4	Operations Services	All	No	LEA-wide	All	All Schools	Ongoing		\$ 1,033,840	\$ 978,641	\$ 47,436	\$ -	\$ 7,763	\$ 1,033,840	
5	1	Career and Technical Education	All	No	LEA-wide	All	All Schools	Ongoing	\$ 1,031,866		\$ -	\$ 1,031,866	\$ -	\$ -	\$ 1,031,866	
		Non-LCAP	All	No	LEA-wide	All	All Schools	Ongoing		\$ 123,873	\$ 123,992	\$ 468	\$ -	\$ -	\$ 124,460	

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
\$ 4,436,757	\$ 1,156,685	26.071%	0.000%	26.071%	\$ 2,135,175	100.000%	148.125%	Total:	\$ 2,135,175
								LEA-wide Total:	\$ 2,135,175
								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	\$ 1,570,135	73.537%
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	\$ 20,643	0.967%
2	1	MTSS Internal Personnel	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 96,411	4.515%
2	2	MTSS External Services	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 228,983	10.724%
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	\$ 93,257	4.368%
3	3	Staff Supports	No	LEA-wide		All Schools	\$ -	0.000%
3	4	Student and Family Supports	Yes	LEA-wide	All	All Schools	\$ 125,746	5.889%
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%
5	1	Career and Technical Education	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:	\$ 8,032,046.00	\$ 8,001,901.00

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	\$ 1,974,917	\$ 1,942,435
1	2	Certificated Administrators	No	\$ 613,582	\$ 641,211
1	3	Curricular Materials	Yes	\$ 44,846	\$ 20,930
2	1	MTSS Internal Personnel	Yes	\$ 397,515	\$ 374,350
2	2	MTSS External Services	Yes	\$ 148,200	\$ 447,988
3	1	Classified Support Staff	No	\$ 279,420	\$ 209,360
3	2	Classified Admin	Yes	\$ 150,268	\$ 110,801
3	3	Staff Supports	No	\$ 1,475,865	\$ 1,434,554
3	4	Student and Family Supports	Yes	\$ 228,338	\$ 191,887
4	1	Clerical, Technical, & Office Staff	No	\$ 20,877	\$ 74,766
4	2	Materials, Supplies & Equipment	No	\$ 156,450	\$ 125,472
4	3	Facilities & Utilities	No	\$ 1,218,347	\$ 1,030,092
4	4	Operations Services	No	\$ 850,998	\$ 855,137
5	1	Career and Technical Education	No	\$ 432,423	\$ 537,189
		Non-LCAP	No	\$ 40,000	\$ 5,729

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)
\$ 1,872,762	\$ 656,870	\$ 2,059,537	\$ (1,402,667)	100.000%	313.538%	213.54%

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		\$877,450	\$ 475,381	72.371%	270.467%
1	2	Certificated Administrators	No	\$ -	\$ -		0.000%
1	3	Curricular Materials	Yes	\$ 35,039	\$ 12,558	5.334%	1.912%
2	1	MTSS Internal Personnel	Yes	\$ 64,107	\$ 44,922	9.759%	6.839%
2	2	MTSS External Services	Yes	\$ -	\$ -		0.000%
3	1	Classified Support Staff	No	\$ -	\$ -		0.000%
3	2	Classified Admin	Yes	\$ 82,343	\$ 221,602	12.536%	33.736%
3	3	Staff Supports	No	\$ -	\$ -		0.000%
3	4	Student and Family Supports	Yes	\$ -	\$ 3,838		0.584%
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%
5	1	Career and Technical Education	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)
\$ -	\$ 1,872,762	0.000%	0.000%	\$ 2,059,537	313.538%	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
Latitude 37.8 High School	Lillian Hsu, Principal	lhsu@efcps.net; 510.910.4138

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	0.46	0.35	TBD	0.55
FastBridge: Math - All	0.57	0.48	0.51	TBD	0.70
FastBridge: Reading - All	0.55	0.51	0.60	TBD	0.70
SBAC: ELA - All	-85.5	-45.0	-11.3	TBD	-30.5
SBAC: Math - All	-133.4	-132.9	-80.0	TBD	-55.0
Annual Eval: Curricular Requirements	100%	100%	100%	100%	100%
Annual Eval: Instructional Requirements	100%	100%	100%	100%	100%
SARC: Qualified Teachers	70%	53%	N/A	TBD	95%
FastBridge: Math - English Learners	0.46	0.37	0.34	TBD	0.61
FastBridge: Math - Students with Disabilities	0.41	0.46	0.33	TBD	0.56
FastBridge: Math - African Americans	0.46	0.38	0.50	TBD	0.61
FastBridge: Math - Latinx	0.58	0.48	0.45	TBD	0.70

FastBridge: Reading - English Learners	0.45	0.42	0.48	TBD	0.60
FastBridge: Reading - Students with Disabilities	0.37	0.39	0.48	TBD	0.52
FastBridge: Reading - African Americans	0.33	0.35	0.55	TBD	0.48
FastBridge: Reading - Latinx	0.57	0.50	0.58	TBD	0.70
SBAC: ELA - English Learners	-150.8	-127.5	-154.0	TBD	-30.0
SBAC: ELA - Students with Disabilities	-124.3	-116.6	-53.8	TBD	-30.0
SBAC: ELA - African Americans	-116.1	-53.8	4.5	TBD	-30.0
SBAC: ELA - Latinx	-78.3	-66.0	-33.8	TBD	-23.3
SBAC: Math - English Learners	-214.1	-225.1	-176.5	TBD	-55.0
SBAC: Math - Students with Disabilities	-171.0	-194.3	-148.7	TBD	-55.0
SBAC: Math - African Americans	-156.8	-138.0	-117.2	TBD	-55.0
SBAC: Math - Latinx	-134.2	-150.8	-79.0	TBD	-55.0

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.

Based on NWEA ELA MOY MAP, 9th and 11th beat target, 9th outperformed other grades, and African American students outperformed target and overall proficiency.
Based on NWEA Math MOY MAP, all but 12th met target, nearly half of 10th and 11th achieved proficiency, and African American students approaching target, but no significant subgroups reached target or overall proficiency.

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:
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 writing task at the end of lessons.

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	0.46	0.35	TBD	0.55
SBAC: ELA - All	-85.5	-45.0	-11.3	TBD	-30.5
SBAC: Math - All	-133.4	-132.9	-80.0	TBD	-55.0
Chronic Absenteeism - All	5.6%	30.4%	36.3%	27.0%	6.2%
SCAI: Domain 6 Students - All	4.2	3.9	3.9	3.9	3.5
SCAI: Domain 6 Families - All	4.3	4.3	4.1	4.1	3.5
SBAC: ELA - English Learners	-150.8	-127.5	-154.0	TBD	-30.0
SBAC: ELA - Students with Disabilities	-124.3	-116.6	-53.8	TBD	-30.0
SBAC: ELA - African Americans	-116.1	-53.8	4.5	TBD	-30.0
SBAC: ELA - Latinx	-78.3	-66.0	-33.8	TBD	-23.3
SBAC: Math - English Learners	-214.1	-225.1	-176.5	TBD	-55.0
SBAC: Math - Students with Disabilities	-171.0	-194.3	-148.7	TBD	-55.0
SBAC: Math - African Americans	-156.8	-138.0	-117.2	TBD	-55.0
SBAC: Math - Latinx	-134.2	-150.8	-79.0	TBD	-55.0

Chronic Absenteeism - English Learners	7.5%	43.1%	39.6%	32.3%	4.6%
Chronic Absenteeism - Students with Disabilities	6.7%	27.9%	37.9%	26.5%	8.4%
Chronic Absenteeism - African Americans	3.4%	20.8%	35.6%	24.0%	4.6%
Chronic Absenteeism - Latinx	6.8%	38.5%	37.2%	28.3%	6.4%
SCAI: Domain 6 Teachers - All	4.4	4.2	4.1	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.

Implementation was in-line with planned actions, but additional need required additional resources..

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.

Students with high needs, including students w/ NPS placements, required additional resources. .

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

Based on NWEA ELA MOY MAP, 9th and 11th beat target, 9th outperformed other grades, and African American students outperformed target and overall proficiency. Based on NWEA Math MOY MAP, all but 12th met target, nearly half of 10th and 11th achieved proficiency, and African American students approaching target, but no significant subgroups reached target or overall proficiency. Latitude is showing a decrease in chronic absenteeism compared to this time last year and is nearing the target.

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	5.6%	30.4%	36.3%	27.0%	6.2%
Attendance Rate - All Students	96.5%	91.7%	90.2%	92.0%	94.0%
Annual Return Rate - All Students	85.4%	84.6%	86.1%	84.0%	85.0%
Expulsion Rate - All Students	0.0%	0.0%	0.0%	0.0%	0.0%
SCAI: Domain 7 Families	4.3	4.1	3.8	3.9	3.5
SCAI: Domain 7 Students	4.1	3.7	3.6	3.7	3.5
Suspension Rate - All Students	0.0%	2.8%	4.2%	6.5%	5.7%
Chronic Absenteeism - English Learners	7.5%	43.1%	39.6%	32.3%	4.6%
SCAI: Domain 7 Teachers	4.1	3.8	3.6	3.5	3.5
Chronic Absenteeism - Students with Disabilities	6.7%	27.9%	37.9%	26.5%	8.4%
Chronic Absenteeism - African Americans	3.4%	20.8%	35.6%	24.0%	4.6%
Chronic Absenteeism - Latinx	6.8%	38.5%	37.2%	28.3%	6.4%
Suspension Rate - English Learners	0.0%	1.3%	5.1%	10.0%	4.4%
Suspension Rate - Students with Disabilities	0.0%	9.3%	11.8%	11.9%	1.5%
Suspension Rate - African Americans	0.0%	0.0%	8.5%	10.0%	6.0%
Suspension Rate - Latinx	0.0%	3.3%	2.8%	6.3%	5.7%

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.

With additional MTSS needs, resources were shifted from culture to behavior and academic supports.

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 Latitude is below their end-of-year target.
EL suspensions exceed the end of year target and are higher than last year.
Latitude 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	4.4	4.1	3.9	4.2	3.5
SCAI: Domain 1 Students	4.2	3.7	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.

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

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.

Goal

Goal #	Description
5	Career and College: All students have access to career- and college- prep opportunities, including job shadowing, internships, and Career and Technical Education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate	88%		88%	TBD	90%
4-year university acceptance	92%		92%	TBD	90%

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.

Actions were effective in establishing a CTE program that Latitude will continue to build in the upcoming years.

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.

Given early indicators or program implementation, Latitude will be using the Golden State Pathways grant to greatly increase CTE programing in upcoming years.

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.