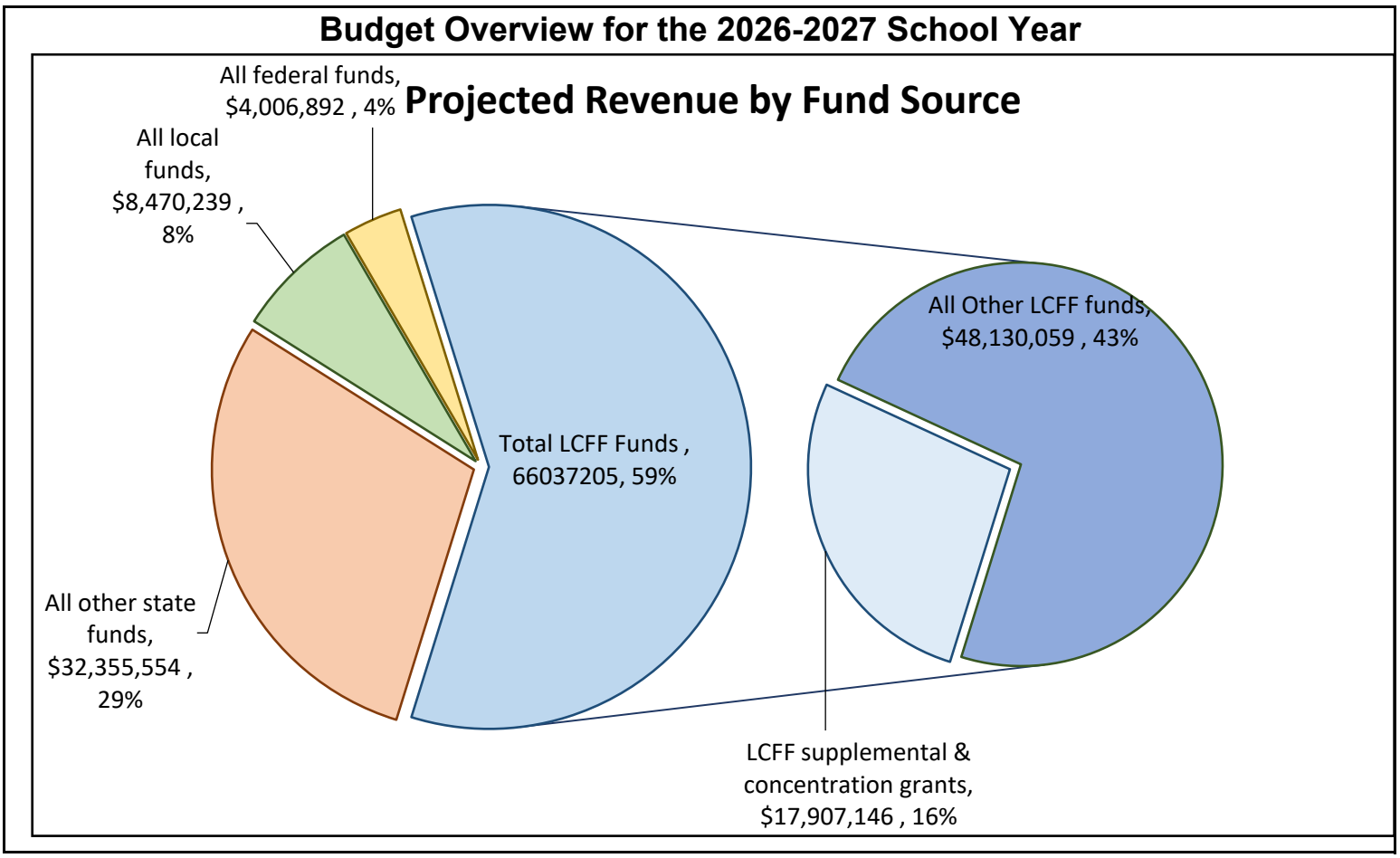
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lawndale Elementary School District
CDS Code: 19-649100000
School Year: 2026-2027
LEA contact information: Luis Diaz 310 973-1300 luis_diaz@lawndalesd.net

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).

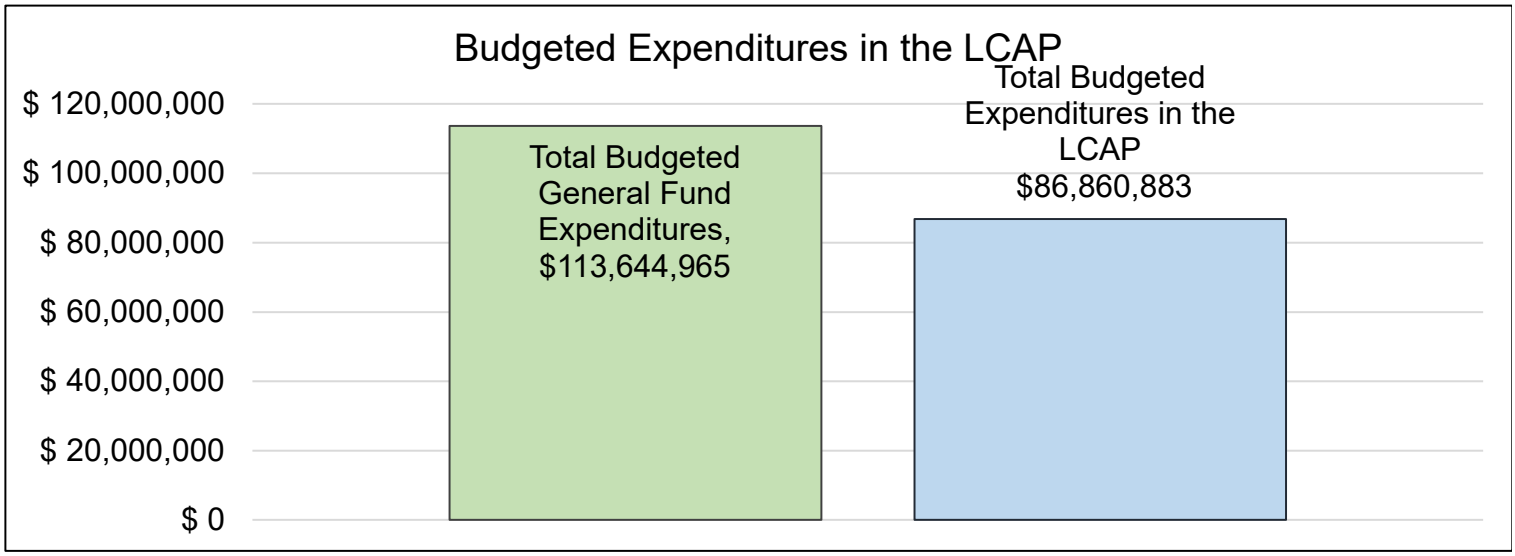


This chart shows the total general purpose revenue Lawndale Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lawndale Elementary School District is $110,869,890.00, of which $66,037,205.00 is Local Control Funding Formula (LCFF), $32,355,554.00 is other state funds, $8,470,239.00 is local funds, and $4,006,892.00 is federal funds. Of the $66,037,205.00 in LCFF Funds, $17,907,146.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lawndale Elementary School District plans to spend for 2026-2027. 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: Lawndale Elementary School District plans to spend $113,644,965.00 for the 2026-2027 school year. Of that amount, $86,860,883.00 is tied to actions/services in the LCAP and $26,784,082.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

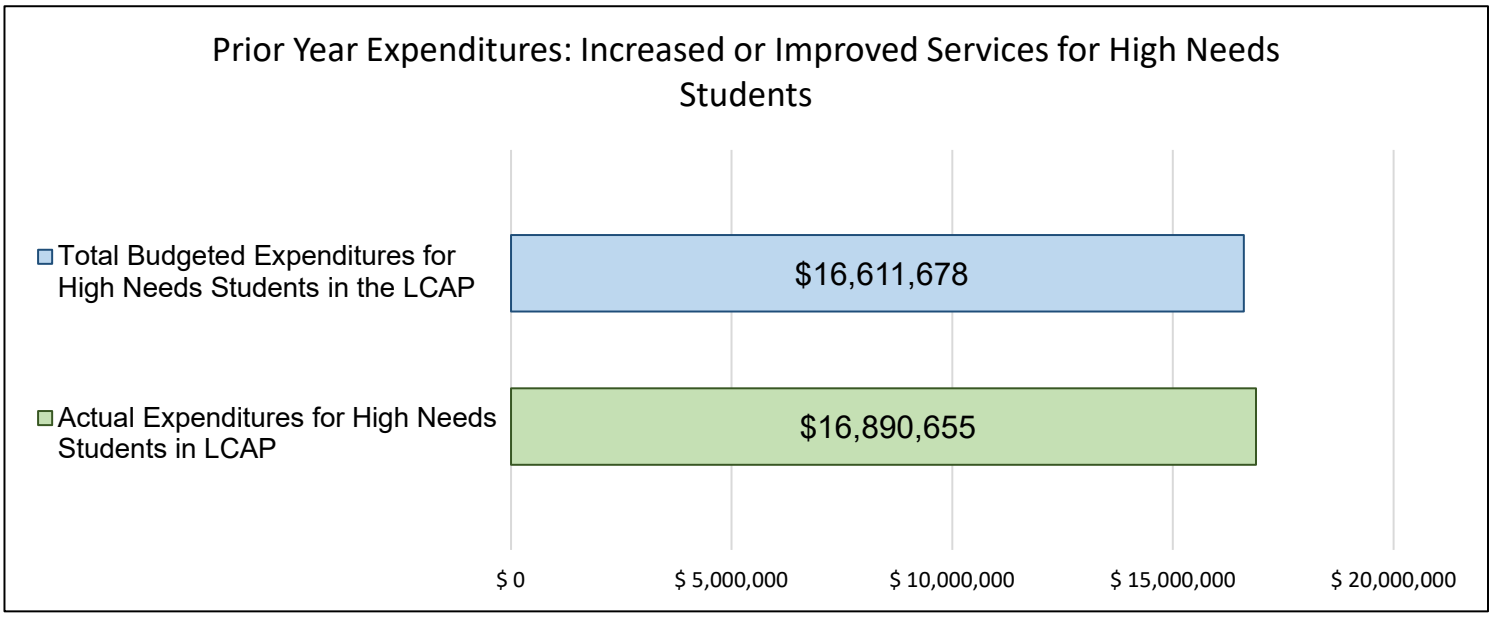
General operational costs that were not included were district level administrator certificated and classified salaries, benefits, and utilities. Federal Title I, Title II and III were also not included. Expenditures from federal funds included additional teacher professional development, additional tutoring, diagnostic tools, conferences, parent workshops, and teacher collaboration.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Lawndale Elementary School District is projecting it will receive $17,907,146.00 based on the enrollment of foster youth, English learner, and low-income students. Lawndale Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lawndale Elementary School District plans to spend $17,907,146.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, Lawndale Elementary School District's LCAP budgeted $16,611,678.00 for planned actions to increase or improve services for high needs students. Lawndale Elementary School District actually spent $16,890,655.00 for actions to increase or improve services for high needs students in 2025-2026.

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
Lawndale Elementary	Lety Varela Director of Teaching and Learning	lety_varela@lawndalesd.net 3109731300

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Lawndale Elementary School District (LESD) continuously works to improve practices and processes in order to realize our district vision: “Champions for Equity & Access for All”. Lawndale is a place of learning where ALL actively practice “continuous improvement”. The expectation for parents, students, staff, teachers, and administration is to effectively collaborate in order to get better at what we are doing year after year.
Lawndale is located in the Los Angeles County and serves students from preschool through grade eight. All six elementary schools serve Transitional Kindergarten (TK) through 5th grade: William Anderson (enrolling 580 students), William Green (enrolling 480 students), Billy Mitchell (enrolling 460 students), Franklin D. Roosevelt (enrolling 388 students), Lucille J. Smith (enrolling 350 students), and Mark Twain (enrolling 586 students). We serve our families with full day TK and Kinder programs at all of our elementary schools. Our state preschool program provides sessions at several of our elementary schools serving over 200 students. Jane Addams Middle School (enrolling 637 students) and Will Rogers Middle School (enrolling 781 students) serve students in the 6th, 7th, and 8th grades.
Of our 4,324 pupils, 75% are Latino, 10% African American, and 5% White. Our English Learners make up 27% of the population and 84% of our students receive Free or Reduced lunch meals. The district continues to experience declining enrollment as families continue to leave out of the city and out of state due to the rising cost of living. LESD proudly boasts a diverse student population with approximately 50% of students arriving at school with exposure to another language in the home. The most common home languages include: Spanish, Vietnamese, and Arabic. To capitalize on this asset, Mark Twain and Mitchell Elementary Schools support a Dual Immersion Spanish program. Students in that program matriculate to Will Rogers Middle School to expand their mastery of literacy in both English and Spanish.

Reflections: Annual Performance

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

To continue supporting increased student outcomes in Language Arts and Mathematics, the district was successful in launching improvements with how we work together. District and site administrators continued to learn and work towards becoming Professional Learning Community (PLC) schools. We continued to support more effective use of our built-in structures for collaboration and we’ve begun to intentionally refine how we engage so that the work remains focused on student learning and results oriented. These new ways of working together take time and site leadership teams continue to take the lead on supporting major shifts between their different grade level teams and departments. In addition, teacher teams are identifying essential standards and working together through multiple processes to guarantee student proficiency.

An additional district wide success was the implementation and ongoing support of our new elementary and middle school math curriculum. Throughout the school year, our

teachers and math teacher leaders spent time together internalizing units and teaching together in the classroom to better implement curriculum and Tier 1 instruction.

As a district, we've made progress with supporting administrators and teachers with analyzing and more importantly, responding to student data on a more regular basis. We have more standardized time frames for site leadership teams to facilitate data analysis conversations and are using consistent tools across the sites. The hardest part is responding to student data in a timely and intentional way and as a district we've continued to make progress towards systematizing Tier 2 interventions.

Our Transitional Kindergarten teachers are successfully engaging, learning and transitioning to more developmentally appropriate instruction in our classrooms. Teachers have been learning about Purposeful Play, participating in professional development, planning units together, and have participated in multiple coaching sessions this school year. Just like with students, we meet teachers where they are and support them moving forward as we continue to enroll more 4 year-old students that need purposeful play as a foundation for instruction.

Our English Learners continue to make progress on the English Learner Progress Indicator (ELPI). The Dashboard indicates that 51.9% of our English Learners made progress towards English language proficiency. Of the 906 English Learners, 5.6% increased and 34.5% of our Long Term English Learners progressed at least one ELPI level. That being said, our EL students are still not performing at the same levels as other students. Even though ELPI scores improve, we are still challenged with progress in that area translating to progress in language arts and mathematics.

The California School Dashboard continues to show chronic absenteeism as a challenge. A portion of students continue to miss significant instructional time, particularly among vulnerable student groups such as foster youth and students experiencing economic hardship. While the district has expanded attendance monitoring and outreach, additional strategies are needed to improve engagement and reduce chronic absenteeism. The implementation of Second Step, an evidence-based SEL curricula, continues to be inconsistent as indicated on the Second Step Dashboard.

Challenge: LESD has important areas to make progress in. LESD was identified for Differentiated Assistance based on 2023 California Dashboard lowest performance ratings for suspension rates for our Foster Youth (Action 3.6). Chronic Absenteeism is a red indicator on the CDE 2022-23 Dashboard for All students (Foster Youth, African American students, Filipino, white, and students with multiple races. Goal 3 Action 7 will focus on addressing the attendance needs demonstrated at all sites by our Foster youth. Goal 3 Action 6 will focus on addressing the behavior needs demonstrated at FDR by our foster youth. Our sites will need to plan, support, and monitor the following red 2023 CA Dashboard indicators:
Twain: English Learner Progress Indicator (ELPI) rate (Action 2.5), Chronic Absenteeism for African American, students with disabilities, and Low Income students (Action 3.7)
Anderson: Chronic Absenteeism for our African American students (Action 3.7), Language Arts achievement for students with disabilities (Action 1.1)
FDR: Suspension rates for students with disabilities and African American students (Action 3.6) as well as Chronic Absenteeism for African American students (Action 3.7)
Mitchell: Chronic Absenteeism for our English Learners (Action 3.7)
Smith: Chronic Absenteeism for our African American students and students with disabilities (Action 3.7)
Green: Chronic Absenteeism for All students (Low Income, Hispanic, students with disabilities) (Action 3.7)
Addams: Chronic Absenteeism for All students (Low Income, Hispanic, English Learners, African American) (Action 3.7)
Rogers: Chronic Absenteeism for All students (Low Income, Hispanic, English Learners, African American, Students with disabilities (Action 3.7)

Overall, the district made progress on the 2025 Dashboard. The district is Green for English Language Arts, English Learner Progress, and Suspension Rate. In ELA, the district increased by 3.5 points moving closer to the Standards Met line. That being said, our low income students are Orange so the district needs to continue making progress in ELA specifically vocabulary and comprehension. Our elementary Language Arts teacher leaders are focusing support for K-2 teachers on essential standards so that students in upper grades have a stronger reading foundation (Goal 1 Action 3 and Action 4). In mathematics, the district increased by 8.3 points. We continue to make progress in math year after year but are still 31.4 points below the Standard Met line. Because of the continued growth, our low income students and EL students are in the Yellow band. Many stakeholders expressed the need for better intervention practices. As a district, interventions will be a focus and sites will need to reflect processes and procedures that support our low income and EL students (Goal 2 Action 3). Our ELPI score increased by 5.63% moving our LTELs up to the Blue band. Regardless, sites continue to struggle with growth in ELPI translating to academic achievement in reading and math. Sites and Ed Services continue to explore ways to raise awareness with teachers as to the language supports and instructional strategies needed to support EL students (Goal 2 Action 3 and 4). Per 2025 Dashboard, our Homeless and students of 2+ races are red in Chronic Absenteeism. Action 3.7 will address the needs of these students. Because of the continued challenges in this area, the district spend time collecting information from each site on the different people involved in supporting attendance. We discovered a variety of people involved with duplicated roles and lack of clarity on who is doing what. The district will work with sites to bring clarity around roles and expectations in supporting attendance.

The district will have unexpended LREBG funds in the 2026-27 school year. As a result of an analysis of state SBAC data, CAST, Dashboard data, and local data, the district decided to conduct a new needs assessment using the CDE recommended template in order to update LRBG actions in the LCAP goals. LREBG Actions, rationale, and

funding will be part of the Action descriptions.

Academic achievement in English Language Arts, Math, and Science: Goal 2 Action 1 were developed to address allowable use (A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs:

Goal 2 Action 1: Results from the needs assessment indicate that our students need more time in instruction to demonstrate proficiency in foundational literacy skills, content knowledge, and language development. LREBG funds will be used to increase the number of instructional minutes in order to reinforce a strong literacy foundation for our TK students.

Goal 1 Action 2 and Goal 3 Action 2 were developed to address allowable use (B) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
(i) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff
(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both
(iii) Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.
(iv) Supporting expanded learning opportunity program services pursuant to Section 46120.
(v) Providing instruction and services consistent with the California Community Schools Partnership Act regardless of grantee status.
(vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.

Goal 1 Action 2: Provide supplemental instructional materials to support students who are not meeting grade-level expectations in English Language Arts and Mathematics. These materials include research-based intervention tools for small group instruction, language development resources, and progress monitoring tools. Based on the district's needs assessment, students require targeted, scaffolded instruction to address skill gaps identified through formative assessments. Equipping teachers with a range of high-quality instructional resources enables them to better differentiate instruction, meet diverse learner needs, and improve outcomes for our low income students.

Goal 3 Action 2: Additional early intervention program for our preschool to grade 3 students. The program will create strong social, emotional and behavioral foundations for parents and students. The district's root cause analysis revealed that dysregulated behavior is a significant barrier to instructional access for some students. This program is designed to proactively address these challenges, fostering readiness to learn and supporting long-term academic and behavioral success.

The LESD needs assessment substantiated findings from the 2025 School Dashboard related to Chronic Absenteeism. Goal 3 Action 1 was developed to address allowable use (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism.

Goal 3 Action 1: expands access to social-emotional, behavioral, and attendance supports by adding staff and monitoring tools focused on student wellness and engagement. This action is aligned with Allowable Use C, which supports the integration of mental health services, counseling, progress monitoring, and social-emotional learning supports specifically at the elementary school where the LRBG needs assessment showed a decrease in Change Level in LA and Math SBAC as well as Very High for Chronic Absenteeism. According to the needs assessment and 2024 Dashboard, chronic absenteeism and behavior challenges disproportionately impact certain student groups, interfering with academic success. By addressing these underlying barriers, this action helps ensure that all students are ready to learn.

Reflections: Technical Assistance

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

Although Lawndale ESD is not eligible for Year 1 Differentiated Assistance based on the 2025 CA Dashboard, the district is eligible for Year 2 DA support based on the 2024 CA Dashboard. Based on the 2024 CA Dashboard, the district is eligible for Long-Term ELs on the CAASPP (ELA=Orange, Math=Red) (Priority #4), ELPI (Priority #4), Chronic Absenteeism (Priority #5) and Suspension Rate (Priority #6).

Goal 3 Actions 7 will focus on addressing the attendance needs demonstrated at all sites by our LTEL students, Goal 3 Actions 6 will focus on addressing the behavior needs, Goal 1 Action 3 and 4 will support ELA and Math needs, Goal 2 Action 3 and 4 will support ELPI, ELA, and Math needs.

The district is taking the following steps in order to address Chronic Absenteeism specifically for our LTEL students:
-Site PBIS teams will continue analyzing data from our new management system and creating plans to address specific social emotional needs
-Review and improve timely enrollment supports ex. material and transportation
-Attendance clerks will work closely with Social Workers, Counselors, and Director of Student Support -Services to continue supporting students and parents with attendance issues by addressing medical, social, and or emotional related concerns.
-District and site monthly administration meetings will periodically monitor attendance data
-Sites will continue to strengthen Tier 1, Tier 2, and Tier 3 attendance practices and behavior supports in order to address barriers that impact students' ability to attend school regularly.
-Student Support Services will continue to meet regularly with site attendance clerks and Assistant Principals to support consistent attendance procedures and practices across the district.
-Root cause analysis to identify the reasons why our LTEL students are chronically absent led to the identification of the following causes:
  -Student motivation and mindset about school
  -Student connection to school
  -Feelings about school safety
  -Political/community impact
-To address these causes, the middle schools are implementing a multi-faceted approach to promote relationships and student connectedness:
  -Attendance outreach Flow Chart Process, which includes supports such as ACT and SART meetings, Social Worker outreach, home visits, SARB meetings, attendance monitoring and parent letters.
  -Social emotional supports provided by counseling sessions provided by counselors and/or social workers as needed
  -Innovative additions to the English Language Development curriculum, such as the introduction of the Technology, Robotics, Engineering, and Coding (TREC) program with a focus on communication on a bi-weekly basis, to raise interest and excitement regarding coming to school.
  -Create incentive opportunities (PAW points, iReady Growth Celebrations, Trimester Awards, Student of the Week) to motivate and encourage students to do well on their assessments and highlight their achievements) per trimester.
  -School wide support systems in place on site: Second Step lessons during advisory, Calm Corner

The district is taking the following steps in order to address Suspensions specifically for our LTEL:
-The district is continuing to refine supports provided by our five Registered Behavior Technician (RBTs), Social Workers, Assistant Principals, and district behaviorist in order to continue supporting and preventing the escalation of behavior
-There is a stronger collaboration between Student Support Services and Ed Services which has led to a stronger collaboration between Social Workers and the district Behaviorist. This collaboration has continued to support not only attendance but behavior and social emotional learning.
-On going training in order to support and prevent the escalation of behaviors
-Social Workers will continue to enhance PBIS implementation with a stronger focus on consistency across sites, increased staff training, and more targeted Tier 2 and Tier 3 supports, particularly at the middle school level.
-PBIS practices such as clear expectations, positive reinforcement, and early intervention will continue to be refined to reduce discipline concerns and suspensions, and better support vulnerable student populations.
-The district is working on a new data management system that can facilitate reporting on important student indicators like attendance, behavior as well as academics in order to more easily monitor students that may be struggling and at risk
-Increased inclusion opportunities at our middle schools continue to create strong core instructional programs. These collaborations will continue into the new school year in order to continue increasing attendance while reducing behaviors and social emotional concerns.

The district is taking the following steps in order to address ELPI progress:
-Implementation of the newly adopted ELD curriculum at Middle School will support increased English language proficiency.
-Participation in the TREC program will also support English language proficiency
-Data-based discussions around student growth on the ELPAC by site, grade level, teacher, and period to identify both students and staff in need of support.
-Assignment of ELIRTs to coach teachers identified as needing professional development or those who have the most struggling LTEL students
-Progress monitoring with ELPAC IABs to target areas of need

The district is taking the following steps in order to address ELA and Math SBAC proficiency:
-Content coaches meet with teachers frequently during designated team time to support with reading goal.
Schedule student data chats a minimum of once per trimester to build data awareness and motivation among students.
-Facilitate data analysis with staff regarding EL student reading progress, iReady MyPath practice and Sonday reading intervention support to target below grade level reading scores
-Collaboration with TNTP to develop professional development for math instruction with a focus on providing access for English Learners

Summary of the work with LACOE: Ed Services attended MAS Unit sessions on Dashboard and LTELs for additional guidance and support. Additionally, the district participated in a three-day differentiated assistance convening in February. With support from LACOE, the team analyzed dashboard data, identified target student groups including those in MKV and multiracial subgroups. The team then created a roadmap to address chronic absenteeism. They also developed a family survey, that will be conducted with individual students and caregivers, to better understand attendance barriers among affected students and their parents.

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
Classroom Teachers and Other School Personnel	Our certificated and classified staff had the opportunity to give feedback on the LCAP goals and actions through the trimester III district survey. Staff had the opportunity to speak to the actions and report what was working well for students in order to continue providing and enhancing those supports. Both certificated and classified staff had the opportunity to offer additional ways our students can increase academic achievement as well as student engagement in order to meet the expectations for each LCAP goal.
Other School Personnel	In addition to staff sharing individual thinking through the LCAP survey, specific staff across the district continues to engage in monthly meetings to provide meaningful input in supporting chronic absenteeism throughout the district. Absenteeism, specifically by a small group of students, continues to be a great area of need and collaboration.
Teacher Leaders	In addition to all teachers sharing individual thinking through the LCAP survey, teacher leaders throughout the district had opportunities to meet throughout the year to provide meaningful input on teacher professional development opportunities, meaningful input on teacher collaboration structures and content, and on the development of systems that increase access and equity for our low income students and English learners. In the beginning of the school year, teacher leaders provided meaningful input on interventions and Tier 1 instruction through an analysis of reading and math LCAP data. In addition, they provided input on systemic Tier 2 intervention structures that support student proficiency on essential standards.
Classroom teachers	All elementary and middle school teachers had opportunities at specific staff meetings to provide meaningful feedback specifically to Goal 1 increasing achievement and Goal 2 Access and Equity in order to refine actions and provide input on implementation of actions in the new school year.
All parents	Parents participate in several surveys scheduled throughout the school year in order to collect a variety of data regarding parent perceptions and experiences related to academics, engagement, social emotional support, and school climate. Parents had the opportunity to rate LCAP actions through the trimester III survey and share needs as well as identify what was going well that needed to be kept or enhanced.
Parent Advisory Committees	The District Parent Advisory Committee (DPAC) and the District English Learner Parent Advisory Committee (DELAC) participated in the draft LCAP presentation on May 13, 2026. The superintendent responded in writing on May 19 2026 to any comments from the district parent advisory or district English learner advisory committees prior to submitting the LCAP to the local board for adoption.
School Site Council	Our School Site Councils are comprised of classroom teachers, classified staff, and parents. All site administrators provided School Site Council opportunities to reflect on LCAP data and discuss the needs of our unduplicated pupils during trimester I. SSC were provided opportunities to evaluate school site actions that connected to district LCAP actions and provide input during trimester II. In addition, SSCs were provided with time to reflect on the 2026-27 draft LCAP and provide additional input for the new school year in the beginning of trimester III.
Middle School Student Leadership	Our teacher leader met with our middle school Student Leadership Teams and engaged them in a conversation regarding support for students through the LCAP. Our teacher leader prepared Google Slides in order to facilitate sharing of the draft LCAP actions. They explained actions, asked and answered questions, and collected student thinking through a survey.
5th grade and Middle School Students	Our upper grade students had an opportunity to share feedback specifically to Goal 4 and the TREC program. They were able to share feedback not only on content but on positive impacts of these programs.
SELPA	The district met in March and discussed current actions that supported English Learners and SES students that were also receiving Special Education services. The SELPA director was consulted on the LCAP with regards to students with disabilities.
District and site administrators	Administrators met, which includes Directors, Coordinators, principals, and assistant principals, and had the opportunity to give input throughout the year on supports for unduplicated pupils through an analysis of LCAP data. In addition, District and site administration had time to provide input on the draft LCAP for the new school year for each goal and discuss refinements to implementation of LCAP actions.

Bargaining Units	The Assistant Superintendent of Educational Services invited both Classified and Certificated bargaining units for an LCAP presentation and discussion in May before board presentation. Both bargaining teams were provided with opportunities to ask questions and provide feedback.
General public	Members of the public were notified of the opportunity to provide input on the MidYear LCAP report at the Feb 5th board meeting. Regarding the 2026-27 LCAP, the public was notified early June of the opportunity to submit written comments regarding actions and expenditures. This was publicized through the district website with a link to submit comments. At the June 4th, 2026 board meeting, a public hearing was held for public comments regarding the LCAP actions and expenditures. The LCAP and budget were adopted by the board at the June 25th, 2026 board meeting. On June 25, 2026, the Local Indicators were presented at the same meeting in which the LCAP and the budget were adopted.

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

Parent LCAP survey responses reflected overall positive perceptions of district programs, school climate, communication systems, and instructional supports. Families consistently valued strong classroom instruction, intervention programs, dual immersion opportunities, arts and PE programs, technology integration, and efforts to maintain clean, welcoming campuses. Parents frequently highlighted the importance of teachers, after-school programs, libraries, Makerspaces, robotics, and enrichment opportunities that support both academic achievement and student engagement. Responses also reflected appreciation for ParentSquare communication, community liaisons, PBIS systems, wellness initiatives, and social-emotional supports that help families feel connected to schools. Parent recommendations focused heavily on increasing academic intervention and student support services while expanding opportunities for enrichment and family engagement. In the new school year, the district will take a more systemic approach to interventions that will support our low income and EL students. Families frequently requested more tutoring, smaller class sizes, additional counseling and mental health supports, and expanded after-school and summer learning programs. The district will continue to reach out to families regarding opportunities for tutoring inside and outside of the afterschool ELOP program. Parents also recommended increasing access to technology, STEM, coding, robotics, and hands-on learning opportunities. Our LCAP will continue to support STEAM programming for our low income students and will roll out 2nd grade programming across the school district in the new school year. Many comments emphasized the need for stronger communication with families, more parent workshops, and greater consistency in supports across schools.
Staff survey feedback frequently identified intervention programs, instructional coaches and TOSAs, literacy initiatives, structured collaboration, Makerspace opportunities, and targeted small-group instruction as important actions to continue (Goal 1). Respondents consistently valued MTSS supports, intervention groups, PE support that creates intervention time, and programs such as Lexia, iReady, UFLI, and robotics/TREC opportunities. Many responses emphasized the importance of strong Tier 1 instruction, collaborative planning, and programs that support diverse learners and student engagement. Recommendations focused heavily on increasing intervention opportunities and expanding academic supports for students performing below grade level. All sites will be implementing systemic Tier 2 interventions developed by teacher teams. Responses regarding student access initiatives reflected strong support for full-day TK/K programs, class size reduction, dual immersion opportunities, and the role of assistant principals in supporting academic, behavioral, and social-emotional needs (Goal 2). Staff recognized the importance of early literacy and language development, as well as programs that provide inclusive opportunities for multilingual learners and students needing behavioral or emotional support. Suggestions for improving student access centered on increasing intervention staffing, expanding support for students with academic or behavioral needs, and reducing barriers caused by large class sizes or combination classes. The district will focus on strategic class sizes in identified upper grades to support intervention and small group instruction.
Feedback through ongoing collaboration with teacher leaders across the district points to stronger relationships and collaboration. There was consistent feedback with continuing to partner teach and focus on essential standards (G1 A1, A3, A4). Additional recommendations include examination of our comprehensive assessment system and Tier 3 intervention practices.
Our parent advisory committees voiced support for the implementation of our LCAP actions. Many questions and comments centered around Chronic Absenteeism data and how to support students and sites. There were questions and comments regarding the different types of local and state assessments administered and if there were correlations between academic and chronic absenteeism data. The district continues to need to work with sites on supporting parents with general data conversations as well as ongoing data conversations through SSC.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase academic achievement: Ensure all students learn through access to high qualify actions and services that increase academic achievement and civic, career, and college readiness.	Broad Goal

State priorities addressed by this goal.

4, 2, 1, 8, 6

An explanation of why the LEA has developed this goal.

All stakeholders agree that our schools' primary purpose is to ensure that ALL of our students increase academic achievement as they move from one grade to the next. These actions focus on supporting teachers with strong standards based instruction, supplemental material, collaboration and supports by our teacher leaders resulting in increased student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Distance from standard on ELA SBAC (Priority 4)	2022-23 All: 9.6 below standard LI: 14.4 below standard EL: 35.9 below standard 2022-23: All: 9.6 below standard LI: 14.4 below standard EL: 35.9 below standard SWD: 92.3 below standard	2023-24 All: 7.7 below standard LI: 13.2 below standard EL: 37 below standard SWD: 84 below standard	2024-25 All: 4.2 below standard LI: 11 below standard EL 31.8 below standard SWD: 76.1 below standard	2025-26 All: 6.6 below standard LI: 11.4 below standard EL: 29.9 below standard SWD: 89.3 below standard	All: +5.4 LI: +3.4 EL: +4.1 SWD: +16.2
2	Distance from standard on Math SBAC (Priority 4)	2022-23 All: 42.7 below standard LI: 47 below standard EL: 64.4 below standard	2023-24 All: 39.7 below standard LI: 44.1 below standard EL: 65.4 below standard	2024-25 All: 31.4 below standard LI: 38.3 below standard EL: 54 below standard	2025-26 All: 36.7 below standard LI: 41 below standard EL: 58.4 below standard	All: +11.3 LI: +8.7 EL: +10.4

3	Percent of 8th Gr students Met or Exceeded on CAST (Priority 4)	2022-23 All: 31.3% LI: 31.2% EL: 0%	2023-24 All: 27.5% LI: 28.4% EL: 0%	2024-25 All: 35.41% LI: 33.1% EL: 4.3%	2025-26 All: 37.3% LI: 37.2% EL: 6%	All: +4.11 LI: +1.9 EL: +4.3
4	Percent of sites meeting Basic services (Priority 1) Source: CTC, SARC	2023-24 Textbooks: 100% Facilities: Good Condition 100% Not fully Credentialed: 3 Not Appropriately Assigned: 0	2024-25 Textbooks: 100% Facilities in Good Condition: 100% Not fully Credentialed: 4 Not Appropriately Assigned: 0	Textbooks: 100% Facilities in Good Condition: 100% Not fully Credentialed: 4 Not Appropriately Assigned: 0	2026-27 Textbooks: 100% Facilities: Good Condition 100% Not fully Credentialed: 0 Not Appropriately Assigned: 0	Textbooks: no change Facilities: no change Not fully Credentialed: +1 Not Appropriately Assigned: no change
5	Reduce Suspension Rates (Priority 6) Source: CA Dashboard	2022-23 All: 2.1% LI: 2.2% EL: 2.1% AA: 3.9% SWD: 2.7% Foster: 7.3%	2023-24 All: 1.3% LI: 1.4% EL: 1.5% AA: 2.7% SWD: 1.6% Foster: 6.9%	2024-25 All: 1% LI: 1.1% EL: .8% AA: 2.9% SWD: 1.5% Foster: 5% LTEL: 2.9%	2025-26 All: .6% LI: .7% EL: .6% AA: 2.4% SWD: 1.2% Foster: 5.8%	Every group was improved by the following percentages: All: 1.1% LI: 1.1% EL: 1.3% AA: 1% SWD: 1.2% Foster: 2.3%
6	Participation in Content Specific Professional Development (Priority 2) Source: District/site PD Calendars	2023-24 All Elementary teachers: Math PD: 4 Language Arts PD: 4 MS Department: Math PD: 3 Science PD: 7	All Elementary teachers: Math PD: 8 Integrated ELD PD: 2 MS Department: Math PD: 8 Science PD: 5	All Elementary teachers: Math PD: 5 Language Arts PD: 5 Science: 4 MS Department: Math PD: 9 Science PD: 9 Language Arts: 9	2023-24 All Elementary teachers: Math PD: 4 Language Arts PD: 2 Science PD: 2 MS Department: Math PD: 7 Science PD: 4 Language Arts PD: 4	All Elementary teachers: Math PD: +1 Language Arts PD: +1 Science: +4 MS Department: Math PD: +6 Science PD: +2 Language Arts: +9
7	Percent proficient on K-8 Reading i-Ready assessment (Priority 4)	2023-24 Kinder: All:61% LI:60% First: All:42% LI:38% Second: All:45% LI:41% Third: All:56% LI:55% Fourth: All:37% LI:33% Fifth: All:36% LI:33% Sixth: All:32% LI:32% Seventh: All:36% LI:33% Eighth: All:32% LI:31%	2024-25 Kinder: All:60% LI:58% First: All:44% LI:41% Second: All:52% LI:50% Third: All:55% LI:50% Fourth: All:39% LI:37% Fifth: All:39% LI:35% Sixth: All:39% LI:34% Seventh: All:37% LI:36% Eighth: All:37% LI:35%	2025-26 Kinder: All:68% LI:68% First: All:35% LI:34% Second: All:56% LI:55% Third: All:56% LI:52% Fourth: All:39% LI:36% Fifth: All:38% LI:35% Sixth: All:35% LI:33% Seventh: All:41% LI:39% Eighth: All:38% LI:37%	2026-27 Kinder: All:67% LI:66% First: All:48% LI:43% Second: All:51% LI:47% Third: All:62% LI:61% Fourth: All:43% LI:39% Fifth: All:42% LI:39% Sixth: All:38% LI:38% Seventh: All:42% LI:39% Eighth: All:38% LI:37%	Kinder: All:+7% LI:+8% First: All:-7% LI:-4% Second: All: +11% LI:+14% Third: All: +0% LI:-3% Fourth: All: +2% LI:+3% Fifth: All: +2% LI:+2% Sixth: All: +3% LI:+1% Seventh: All: +5% LI:+6% Eighth: All: +6% LI:+6%

8	Percent proficient on K-8 Math i-Ready assessment (Priority 4)	2023-24 Kinder: All:44% LI:42% First: All:27% LI:24% Second: All:24% LI:22% Third: All:30% LI:26% Fourth: All:39% LI:34% Fifth: All:36% LI:33% Sixth: All:35% LI:35% Seventh: All:24% LI:22% Eighth: All:20% LI:19%	2024-25 Kinder: All:43% LI:39% First: All:33% LI:29% Second: All:32% LI:28% Third: All:40% LI:35% Fourth: All:40% LI:38% Fifth: All:42% LI:38% Sixth: All:41% LI:38% Seventh: All:26% LI:26% Eighth: All:27% LI:25%	2025-26 Kinder: All:50% LI:49% First: All:32% LI:29% Second: All:38% LI:36% Third: All:37% LI:34% Fourth: All:42% LI:41% Fifth: All:38% LI:35% Sixth: All:34% LI:32% Seventh: All:31% LI:29% Eighth: All:29% LI:29%	2026-27 Kinder: All:47% LI:45% First: All:30% LI:27% Second: All:27% LI:22% Third: All:33% LI:29% Fourth: All:42% LI:37% Fifth: All:39% LI:36% Sixth: All:38% LI:38% Seventh: All:27% LI:25% Eighth: All:23% LI:22%	Kinder: All:+6% LI:+7% First: All:+5% LI:+5% Second: All: +14% LI:+14% Third: All: +7% LI:+8% Fourth: All: +3% LI:+7% Fifth: All: +2% LI:+2% Sixth: All: -1% LI:-2% Seventh: All: +7% LI:+7% Eighth: All: +9% LI:+10%
9	Percent of ELs that Reclassify (Priority 4) Source: Local calculation Percent as of June 30	2022-23 16%	2023-24 19%	2024-25 19%	2025-26 19%	+3%
10	Percent of EL students demonstrating growth of a minimum of 50 scale scores on ELPAC (Priority 4)	2023-24 24%	2024-25 24%	2025-26 33%	2026-27 30%	+9
11	Percent proficient on Reading i-Ready K-8 Reading assessment (Priority 4, 8)	2023-24 EL: 22% LTEL: 5% SWD: 16%	2024-25 EL: 26% LTEL: 5% SWD: 20%	2025-26 EL: 27% LTEL: 7% SWD: 21%	2026-27 EL: 28% LTEL: 11% SWD: 22%	EL: +5% LTEL: +2% SWD: +5%
12	Percent proficient on i-Ready K-8 Math assessment (Priority 4,8)	2023-24 ALL: 31% LI: 29% EL: 18%	2024-25 ALL: 36% LI: 31% EL: 22%	2025-26 ALL: 36% LI: 35% EL: 25%	2026-27 ALL: 34% LI: 32% EL: 21%	ALL: +5% LI: +6% EL: +7%

Goal Analysis for 2025-2026

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.

All 6 Actions under Goal 1 were fully implemented.

Goal 1 is about increasing achievement for all students in language arts, mathematics, ELD, and science as demonstrated by state and local assessments. This responsibility does not singularly rest on classroom teachers, teacher leaders, and administrators. In order to make sure all students are successful, all staff (Action 6) worked together to implement actions in Goal 1.

A success was our continued support for the effective implementation of our newly adopted math curriculum and the support provided to teachers and administration through professional learning opportunities (Action 1) and structured collaboration time (Action 4). Our math teacher leaders (Action 3) supported internalization of math units, the development of common assessments, and the analysis of data. This year, our Language Arts and Math teacher leaders successfully launched the planning of instructional units with grade level teams around essential standards. In addition, all site Instructional Leadership Teams successfully continued to improve not only in providing ongoing professional development on the essential standards but supporting grade level teams with transforming into mechanisms of change. Site Instructional Leadership Teams are starting to provide direction at each of their sites and this more differentiated approach has been a success. Site teams are able to personalize and move at a pace that makes sense for their staff.

Our English Learner Instructional Resource Teachers (ELIRTs) have successfully continued to support teachers with increasing English language proficiency as indicated through the ELPI and ELPAC. A challenge continues to be the transference of those English language skills into content area proficiency. This year they began supporting our teachers with implementation of a new science curriculum focusing on language demands and language supports in order to target the needs of our English Learners.

A success for this school year was the systematic approach to data driven instruction that led to interventions, small group work, reteaching, differentiated instruction through software integration and supplemental material (Action 2). As a district we established timeframes and tools for teachers, teacher leaders, and administrators to use to facilitate data discussions (Action 3). These timeframes included administration of state assessments, which were fully implemented (Action 5). Site instructional leadership teams across the district agreed that a more systemic approach to interventions was needed and through site and district collaboration, all sites worked through the development of systemic tier 2 schedules for intervention that target the needs of our low income students, EL, and LTEL students (Action 1,3,4).

An additional success has been supporting elementary teachers with a more integrated approach to teaching science. Science units were aligned to current science related language arts units so that teachers could integrate both disciples and maximize knowledge development as well as skills and standards proficiency for our low income students.

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

There was a material difference with Action 3 and Action 6 due to negotiated salary increases and health benefits.

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

On-going professional development (Action 1), additional supplemental material (Action 2), supports by teacher leaders (Action 3), and structured opportunities for collaboration (Action 4) were effective in increasing outcomes for students (Metric 1.6). Evidence of their effectiveness can be seen in the administration of state language arts SBAC (Action 5), as seen in the distance from standard targets going from 9.6 points below standard to 4.2. Progress was also seen in the math SBAC. Our low income students went from 47 points below to 38.3 points below standard and our EL students went from 64.4 to 54 points below standard (Metrics 1.1, 1.2). The biggest growth comes from our 2nd grade group of students increasing from 41% proficient to 55% proficient in our local reading assessment (Metric 1.7) and increasing proficiency from 22% to 36% proficient in our local math assessment (Metric 1.8). Our local i-Ready Reading assessment continues to show progress specifically for our low income students throughout the grades. Our second grade low income student proficiency scores increased from 41% to 50% proficient and eighth grade from 31% to 35% (Metric 1.7). In addition, progress was made in science (Metric 1.3) improving from performance by our low income students from 31.2% to 33.1%.

Teacher leaders were instrumental in making progress for our EL students with language acquisition. On the CA Dashboard, 24% of EL students demonstrated growth of a minimum of 50 scale scores on the ELPAC. 33% of EL students met Metric 1.10 target of growing by a minimum of 50 scale scores on the state ELPAC test. Our EL Reading i-Ready student proficiency scores increased in Reading from 22% to 27% (Metric 1.11). Our reclassification rate stayed steady at 19% (Metric 1.9). Our teacher leaders worked closely with teachers during structured collaboration (Action 4) by providing teams with the instructional and intervention materials needed (Action 2) to support the needs of our EL and low income students in increasing student achievement. Evidence of their effectiveness includes EL students showing progress on the Math i-Ready assessment. EL students grew from 18% to 25% proficient (Metric 1.12). Low income students also grew from 29% to 35% proficient.

When student needs are being met and students are feeling academically successful at school, behavior problems are reduced. Through the variety and ongoing opportunities for professional development and collaboration for all staff (Action 6), suspensions significantly decreased (Metric 1.5). Suspension rates for our low income students decreased from 2.2% to 1.1% and from 2.1% to .8% for EL students.

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.

Action 1 change: LREBG funds won't be used to fund additional professional development.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	The following actions will take place through a variety of professional learning setting: Site administrators, at the beginning of the school year, will analyze SBAC data using the modified Atlas Protocol in order to determine instructional implications for the new school year. Teacher leaders and district TOSA, at the beginning of the school year, will analyze SBAC data using the modified Atlas Protocol in order to determine low income student needs and specifically the needs of our EL students in order to determine professional development for the school year. Teacher leaders and district TOSA will target standards based instruction and strong Tier1 instruction through monthly math PD in order for teachers to use the program with intentionality as they plan and teach keeping our EL students in mind.	$982,130.00	Yes

		Sites will build from the district professional learning and provide specific support for English learner and low income students with additional collaboration, professional learning, material and interventions. Elementary teachers in the science/social studies committee will continue to learn about the NGSS and social studies standards. Teachers will collaborate on the integration of language arts and science as well as language arts and social studies in order to make instruction more connected, integrated, and relevant for students across the different disciplines. Middle School administrators will support department collaboration needed to specifically target the needs of ELs and plan for differentiation and small group supports. Classified staff that work directly with students as paraprofessionals will receive professional development opportunities in mathematics in order to support targeted EL student needs. Students benefit from small group support and paraprofessionals will be trained in order to provide more effective intervention to our unduplicated pupils before, afterschool, and during strategic times during the day alongside classroom teachers. Provide professional development for our classified staff on different tiered strategies to support behavior management before, during and after school in order to reduce at risk behavior and suspensions that severely impact student achievement. Provide professional development for our staff on de-escalation strategies in order to reduce at risk behavior and suspensions.		
2	Supplemental Instructional Program Material	Instructional material, resources, and supplies will be purchased for classroom teachers to supplement the adopted textbooks that will address gaps for our LI students. Supplemental material to support the needs of our LI students will be critical since conventional textbooks and interventions have not fully addressed the range of needs between the different proficiency levels. Needs are identified after an analysis of student local and state data in the beginning and throughout the school year. A variety of instructional material for interventions is needed in order to meet the different needs of our LI students. There is no “one-size-fits-all” approach and our teacher leaders and intervention aides need to be able to access a variety of vetted programs and material that best fit individual students. Teachers are implementing small groups in reading and mathematics in order to close gaps. District will purchase differentiated and targeted resources specifically for our LI students that traditional textbooks don’t provide. Teachers need a variety of tools in order to find resources that students respond to. Software licenses that differentiate and meet students where they are academically are needed in order to continue accelerating progress both at home and school. LESD enrolls students speaking a variety of different languages from different cultures and it’s important that district purchases have a variety of texts and material that reflects, reinforces, and values student diversity. District will purchase a variety of bilingual resources in order to provide support in both English and Spanish for our bilingual low income students. LREBG Action: Sites will continue to support effective small group instruction, middle school small groups, intervention material, and supplemental software to support our low income students in meeting academic targets. Research shows that small group instruction and interventions allow students to receive targeted support, engage and improve outcomes. Metric being used to monitor action: 1.8. LREBG funds supporting this action: $240k.	$1,042,900.00	Yes
3	Support for Teaching and Learning	Teacher leaders and site admin will focus on improving math, language arts and science standards-based instruction by supporting teachers with the updates to the language arts program and newly adopted math curriculum with a focus on primary grades building a strong foundation. We have updated curriculum but teachers and teacher leaders need to continue thinking and collaborating on identifying the specific needs by our EL and LTEL students and planning for those needs using the adopted curriculum.	$4,986,335.00	Yes

		The scaffolding, intervening, and differentiation of the core instructional programs in ELA, ELD, and Math for English Learners will be led through the support of our Teacher Leaders and Ed Services. Teacher leaders and site admin will support grade level and departments to annually review and revise curriculum maps to ensure that teachers are planning for the intentional use of the adopted curriculum. An important part of the work of our Teacher Leaders will include improvements to our integrated and designated ELD supports. We will focus on key ELD standards to integrate. Sites will target EL performance in order to increase reclassification and decrease the number of LTELs at the middle school. An important part of the work of our Teacher Leaders will include improvements to our formative assessment practices that help target the needs of our English Learners. Teachers will work to build more check-ins that help drive instruction. The teacher leaders' work will include closely monitoring student data in order to strategically co-plan lessons, model lessons, observe teachers, offer feedback, deliver job-embedded professional development, as well as facilitate and participate in grade level collaboration meetings in order to appropriately serve the needs of our unduplicated pupils. Teacher leaders and site admin will collaborate with teachers to analyze trimester data in order to carefully progress monitor EL student performance. Our ELIRTs will implement a new language IAB to specifically monitor EL and LTEL student progress. An analysis of our data indicates that we need to significantly improve vocabulary development. Our LAS will create supports for teachers during language arts and math. Our elementary Teacher Leaders and site admin will support implementation of the updated elementary ELD program. Teacher leaders are core members of site RTI committees where staff consider all academic and non academic factors impacting students growth. RTI groups will have a strong focus on identifying barriers and addressing needs that lead to Chronic Absenteeism. Teacher leaders will coordinate interventions and prioritize the needs of our EL and LTEL students. Teacher leaders and site admin will focus on unpacking the needs of our EL and LTEL students during the RTI process. All Teacher Leaders, including our Math Teacher Leaders, understand that math standards and math proficiency can't be reached if we don't acknowledge and address the role of literacy and language in the learning of mathematics. There will be more intentional partnering of our Math Teacher Leaders and Language Arts Specialists to support the literacy and comprehension pieces that impact math performance. There will be more intentional partnering between our Math Teacher Leader and English Learner Teacher Leaders so that the language part of math can be fully supported. Teacher leaders will involve parents in math learning with the new curriculum.		
4	Structured Collaboration provided through PE	Weekly structured collaboration time for all TK-5th grade teachers is possible because of the robust standards based elementary PE program. The district will continue to partner with the Creating Opportunities for Physical Activity (COPA) program at each elementary school through a partnership with Little Company of Mary Hospital that provides PE instructors. These PE instructors partner with our elementary PE teachers and PE aides in order to pull out entire grade levels at a time to allow for grade level collaboration. The additional elementary PE teachers, PE aides, and COPA instructors, not only provide the much needed standards-based physical education needed to address health and obesity issues among our low income families, it will provide elementary teachers with valuable grade level collaboration time to plan for the needs of our low income and EL students and plan for small	$1,867,768.00	Yes

		group work. Teacher leaders and site admin can continue supporting strong Tier 1 instruction and interventions after school by providing additional collaboration time in order to support small group instruction, interventions, or classroom instruction. The district is in the early stages of Professional Learning Communities (PLCs) implementation. District and site administrators and Teacher Leaders need to continue with training through Solution Tree in order to continue improving elementary collaboration time. The district is in the early stages of Professional Learning Communities (PLCs) implementation. District and elementary site administrators and Teacher Leaders need to continue rethinking, reshaping our current structured collaboration time by working on the 4 PLC questions. Teacher leaders and administrators will use embedded elementary collaboration time to meet with entire grade level teams and collaborate around the specific needs of our low income students. Professional learning communities will focus on academic data when analyzing student progress and will now analyze attendance data on a regular basis. The drop in our local math scores requires strong support by our teacher leaders in order to provide the teaching and learning experiences our low income students and English Learners need. Teachers will collaborate with teacher leaders on internalizing chapter goals and strategically planning the instruction.		
5	State Testing	Sites will receive support on all state testing in order to meet the participation rate as well as standardized testing procedures	$63,500.00	No
6	Staffing	District will staff sites with the needed certificated staff and classified staff based on student enrollment.	$67,068,197.00	No

Goal

Goal #	Description	Type of Goal
2	Ensure Access & Equity: Provide high quality actions and services that eliminate barriers to student access to required and desired areas of study	Broad Goal

State priorities addressed by this goal.

7, 4

An explanation of why the LEA has developed this goal.

Our primary role is to make sure that ALL students succeed and so we need to ensure access and equity for all of our students. Having district wide programs and district wide practices that our sites support like UPK supports for our lower grades, foster youth and homeless supports, as well as the supports for our dual immersion low income students, access and equity can be targeted and provided leading to increased achievement as measured by our local and state data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percent of students proficient in phonics (Priority 4)	2024-25 TK T2 Letter Recognition All:71% LI:66% 2023-24 Kinder T2 Decode All:52% LI:53% First Gr T2 Decode All:65% LI:63% Second Gr T2 Fluency All:48% LI:48%	2024-25 Kinder T2 Decode All:50% LI:50% First Gr T2 Decode All:63% LI:60% Second Gr T2 Fluency All:63% LI:61%	2025-26 Kinder T2 Decode All:62% LI:61% First Gr T2 Decode All:67% LI:67% Second Gr T2 Fluency All:65% LI:64%	2026-27 TK T2 Letter Recognition All:74% LI:69% Kinder T2 Decode All:58% LI:%59 First Gr T2 Decode All:70% LI:%68 Second Gr T2 Fluency All:51% LI:%51	Kinder T2 Decode All:+10% LI:+8% First Gr T2 Decode All:+2% LI:+4% Second Gr T2 Fluency All:+17% LI:+16%

2	Percent of students proficient in math (Priority 4)	2023-24 TK T2 Math Overall All:80% LI:%76 Kinder T2 Word Problem All:70% LI:67% First Gr T2 Word Problem All:65% LI:63% Second Gr T2 Word Problem All:63% LI:61% Third Gr T2 Word Problem All:36% LI:35%	2024-25 T2: TK Overall All:73% LI:69% Kinder Word Problem All:70% LI:68% First Gr. Word Problem All: 78% LI:75% Second Gr. Word Problem All: 54% LI:51% Third Gr. Word Problem All:39% LI:36%	2025-26 TK Overall All:71% LI:72% Kinder Word Problem All:77% LI:77% First Gr. Word Problem All: 75% LI:75% Second Gr. Word Problem All: 59% LI:57% Third Gr. Word Problem All:48% LI:45%	2026-27 TK T2 Math Overall All:82% LI:78% Kinder T2 Word Problem All:73% LI:70% First Gr T2 Word Problem All:68% LI:66% Second Gr T2 Word Problem All:66% LI:64% Third Gr T2 Word Problem All:39% LI:38%	TK T2 Math Overall All:-9% LI:-4% Kinder T2 Word Problem All:+7% LI:+10% First Gr T2 Word Problem All:+10% LI:+12% Second Gr T2 Word Problem All:-4% LI:-4% Third Gr T2 Word Problem All:+12% LI:+10%
3	i-Ready Percent meeting typical growth in Math	2023-24 K: 17% LI:20% 1st:38% LI:37% 2nd:36% LI:35% 3rd:40% LI:38% 4th:40% LI:39% 5th:49% LI:48% 6th:46% LI:47% 7th:46% LI:44% 8th:46% LI:44%	2024-25 K: 13% LI:13% 1st:38% LI:36% 2nd:37% LI:36% 3rd:50% LI:48% 4th:37% LI:36% 5th:44% LI:45% 6th:50% LI:49% 7th:43% LI:42% 8th:56% LI:54%	2025-26 K: 17% LI:15% 1st:37% LI:37% 2nd:45% LI:45% 3rd:46% LI:46% 4th:40% LI:40% 5th:41% LI:39% 6th:44% LI:44% 7th:44% LI:44% 8th:51% LI:50%	2026-27 K: 23% LI:26% 1st:46% LI:43% 2nd:42% LI:41% 3rd:46% LI:48% 4th:46% LI:49% 5th:55% LI:54% 6th:52% LI:53% 7th:52% LI:50% 8th:52% LI:50%	K: no change LI: -5% 1st: -1% LI: no change 2nd: +9% LI: +10% 3rd: +6% LI: +8% 4th: no change LI: +1% 5th: -8% LI: -9% 6th: -2% LI: -3% 7th: -2% LI: no change 8th: +5% LI: +6%
4	Percent proficient on i-Ready K-8 Reading assessment (Priority 4)	2023-24 ALL: 41% LI: 39% Foster: 29% Homeless: 32% EL: 22% LTEL: 4%	2024-25 ALL: 43% LI: 41% Foster: 30% Homeless: 29% EL: 25% LTEL: 8%	2025-26 ALL: 44% LI: 43% Foster: 17% Homeless: 33% EL: 27% LTEL: 7%	2026-27 ALL: 44% LI: 42% Foster: 32% Homeless: 35% EL: 28% LTEL: 10%	ALL: +3% LI:+4% Foster:-12% Homeless: +1% EL: +5% LTEL: +3%
5	Percent proficient on i-Ready K-8 Math assessment (Priority 4)	2023-24 ALL: 31% Foster: 19% Homeless: 21%	2024-25 ALL: 35% Foster: 33% Homeless: 26%	2025-26 ALL: 36% Foster:22% Homeless:20%	2026-27 ALL: 34% Foster: 22% Homeless: 24%	ALL: +5% Foster:+3% Homeless:-1%

6	Implementation of Year 1 PLC (Priority 8) Source: Local PLC rubrics	2023-24 Site PLC teams: 0 PLC qs 1 Implementation: 0 PLC qs 2 Implementation: 0 PLC qs 3 Implementation: 0 PLC qs 4 Implementation: 0	2024-25: Site PLC teams: 8 PLC qs 1 Implementation: 0 PLC qs 2 Implementation: 0 PLC qs 3 Implementation: 0 PLC qs 4 Implementation: 0	2025-26: Site PLC teams: 8 PLC qs 1 Implementation: 8 PLC qs 2 Implementation: 6 PLC qs 3 Implementation: 1 PLC qs 4 Implementation: 0	2023-24 Site PLC teams: 8 PLC qs 1 Implementation: 8 PLC qs 2 Implementation: 8 PLC qs 3 Implementation: 8 PLC qs 4 Implementation: 8	Site PLC teams: +8 PLC qs 1:+8 PLC qs 2:+6 PLC qs 3:+1 PLC qs 4:no change

Goal Analysis for 2025-2026

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.

Action 3 was partially implemented and will continue to be refined:

We continue to successfully strengthen the development of professional learning grade level teams and the implementation of processes teams should be engaging in. Teams continue to get better at creating common assessments and analyzing the data in ways that point to next steps in instruction. We have teams responding intentionally to the data in small groups but we still need to continue supporting most teams with this strategy. We have to provide more clarity and support on the role of small groups in Tier 1 instruction and the role of small groups in Tier 2 teacher interventions. We've seen mostly whole group instruction during Tier 1, even in the lower grades, which isn't allowing for differentiation. Additional support continued to be needed in understanding the different types of small groups needed (instructional as part of Tier 1 and intervention as part of Tier 2) as well as the planning for them.

Fully implemented:

Our full day TK program continues to attract families and will open an additional classroom in the new school year (Action 1). We provided targeted professional development to our TK team that continued to support developmentally appropriate instruction, room environment, and assessments. Teams were supported with created units aligned to the California Preschool/Transitional Kindergarten Learning Foundations and participated in coaching cycles on purposeful play and math instruction. The full day TK, Kindergarten program has allowed our low income students the opportunity to participate in assemblies, art programs, STEM classes, social studies, science, physical education as well as time to build communication and social skills.

Providing immediate wrap-around services for our Foster Youth and students experiencing homelessness (Action 2) has been highly effective in creating a stable foundation for students. Sites successfully coordinated with Student Support Services and students were able to access basic needs and mental health support quickly, which in turn reduced early barriers to attendance and engagement. The district also implemented targeted actions to support foster youth and reduce suspensions. Work began on identifying a new data management system capable of more efficiently monitoring behavior progress. This system is intended to assist administrators in identifying and supporting students who may be at risk before concerns escalate. The district did identify a continued challenge with attendance by a group of students experiencing homelessness. While progress has been made for foster youth, students experiencing homelessness continue to face barriers that we need to identify. The district is actively working with the LACOE Differentiated Assistance Program to identify targeted interventions and refine practices to better support.

We continue to make progress with our English Learners and Long Term English Learners (Action 4) throughout our schools as well as those in our Dual Immersion programs (Action 5). Challenging behavior of our TK and kindergarten students as well as TK teacher learning curves have been reduced, leading to more timely implementation of differentiated English language development instruction. Our ELIRTs continue coaching teachers on integrated instruction and support progress monitoring of student data. Our district DI team continues to meet in order to identify barriers and address the needs of our low income and EL students in the program (Action 5). Collaboration among DI teachers has been a great success and has allowed for increased program coherence. At our middle schools, the strong collaboration between our English Learner Resource Teachers and ELD teachers in the implementation of new curriculum as well as the STEM ELD classes are supporting our LTELs with motivation, engagement, as well as progress on local assessments. A challenge with our LTEL students is continuing to support reading levels that require intensive intervention.

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

There were material differences with Action 3 due to increases in salaries and health benefits.

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

Our UPK instructional Supports (Action 1) was effective. Our low income students demonstrated progress in reading and mathematics. In reading, our low income first grade students grew by 4 percentage points compared to All first grade students growing by 2. Our second grade low income students continued to grow (+16 percentage points) at a comparable rate to all second grade students (+17 percentage points) in our local Fluency assessment (Metric 2.1).

All 8 sites were effective in creating professional learning teams, identifying essential standards, developing learning targets, and common assessments (Action 3). Implementation of the four essential questions improved from zero sites to all sites identifying what is essential and identifying how they will know students met targets (Metric 2.6). This work supported the growth in math. In math, our kindergarten and first grade low income students continued to increase at higher rates than all students creating a strong mathematics foundation for later grades. Our low income kinder students grew by 10 percentage points and our first grade low income students grew by 12 percentage points (Metric 2.2). In reading, our low income students went from 39% proficient to 43% proficient and our EL students went from 22% to 27% (Metric 2.4)

Action 3 and Action 4 were effective. Our EL and LTEL showed progress in reading with supports provided through Targeted Supports for EL and LTELs Action 4 as well as Action 3. Our EL students grew from 22% to 27% proficient on the iready Reading assessment (Metric 2.4). Our low income students, through the supports in Action 3, reached typical math growth targets in grades 2nd, 3rd, 4th, and 8th grade (Metric 2.3) the largest gains made by 2nd grade with 45% of low income students meeting growth targets.

Action 2 was effective in supporting our homeless population with an increase in reading proficiency in our local assessment growing from 32% to 33% proficient (Metric 2.4). Actions 2 was also effective in supporting our Foster Youth with an increase in math proficiency on our local assessment growing from 19% to 22% proficient (Metric 2.5).

Based on the data, The district needs to continue examining the bilingual program specifically for the EL students in the program (Action 5). EL students did not meet expected targets in the Dual Immersion program compared to the progress that all EL students made in the ELA SBAC. EL students in the program take longer to show proficiency and many EL students reclassify once in middle school.

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.

Changes to Goal 2 include:

Action 3 change: Both the middle school AVID program and the smaller class sizes to support differentiated math small group instruction funded from LREBG were found to be promising strategies to support on an ongoing basis. The funding for these strategies changed in order to continue improving both at the district and site level.
Sites are in year 2 of implementing professional learning team work and making sure that teams are responding to common formative and common summative assessment data.
The district is adding both math and language arts intervention aides to support systemic Tier 2 and Tier 3 interventions at each site including middle schools.

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	Universal PreKinder-3rd grade Instructional Supports	Half day TK and Kinder is not enough time for the needs of our low income students to be met. Kinder needs a full day in order to continue providing our low income students access to a comprehensive instructional program. The increase in time to full day TK and Kinder and its lower class sizes provide the time for students to participate in a comprehensive educational program	$1,770,774.00	Yes

		and provide the additional time needed to support a strong academic foundation. Teacher leaders will monitor kinder decoding proficiency in order to return to pre-pandemic levels for our low income students. Teacher leaders will collaborate with lower grade teachers in order to analyze data and plan for small group instruction and centers with the four professional learning community questions at the forefront of the conversation. Teacher leaders will support our Kinder-3rd grade teachers with Tier 2 interventions to support our struggling low income students Teacher leaders will continue to work with teachers to update local assessments and cut points in order to accurately capture student learning TK teachers will receive professional development on purposeful play as we continue to support working with our four year old students Teacher leaders will provide our lower grade paraprofessional training on our math curriculum and specifically on centers work Teacher leaders will support TK-3rd grade class sizes with small group instruction and monitor interventions so that we reach local assessment targets LREBG Action: Our TK students will have 3 additional hours of instruction for full day TK. This is a research backed program where students will benefit from the additional time. Metric being used to monitor action: 2.1. LREBG funds supporting this action: $410,877 per year through 2027-28.		
2	Homeless and Foster Youth Supports	Student Support Services, upon student enrollment of Foster Youth and Homeless, will work with sites so that timely and ongoing support by sites can be provided. Student Support Services will monitor and support Foster Youth and Homeless students throughout the school year and will keep open lines of communication with families. On site counseling and additional wrap-around services will focus attention on chronic absenteeism and suspensions Foster Youth and Homeless will receive a variety of material supports (clothing, shoes, backpacks, bus tokens, Uber, etc). For our Homeless students this may include temporarily housing support (ex. hotel night stay) Teacher leaders and site admin as well as Student Support Services will disaggregate local trimester data in order to monitor student progress. Site social workers and behavior therapists will support Foster Youth with behavior, and social-emotional supports in order to address attendance and behavior that lead to chronic absenteeism and suspensions.	$4,000.00	Yes
3	Site Specific Targeted Instructional Groups	Sites will organize site PLC teams that will learn together and participate in professional learning opportunities to better facilitate PLC teams. Site PLC teams will analyze language arts and math data, focus on standards, formative assessments, and most importantly develop next steps for students that are not making progress. Sites will develop a PLC plan that supports professional development, implementation of new math curriculum, and improved instructional practices that maximize student learning. Principals and Assistant principals (APs) will lead the new PLC initiative across the district in order to make headway in our math proficiency scores. Principals and APs will support successful year 1 implementation of PLCs that will include: Co-lead structured collaboration time with teacher leaders in understating the first PLC question related to understanding essential math and reading standards and what proficiency looks like for those standards To support the new initiative, site APs will work closely with math teacher leaders in order to determine where each grade level is at Site admin will work with its site leadership team in order to identify check-points in order to make sure that grade level teams are implementing district-wide processes	$3,032,000.00	Yes

		APs will support analyzing iready data, planning next steps with small groups and the MyPath adaptive software. This will include a closer monitoring of identified Growth Targets for our low income students. This can include PBIS supports through celebrations for students meeting targets and exceeding targets. Families learned math using traditional practices that don't include math language and math concepts that prevent them from helping students at home. APs along with teacher leaders will support family math nights in order to share essential standards work APs along with teacher leaders will support the development of positive math mindsets since teachers identified that as a barrier for students. Sites will support site specific English learner and low income student needs with targeted extended learning opportunities, additional collaboration and specific intervention support in math and language arts As a district, our Foster Youth are the unduplicated pupil group that are red on the CA Dashboard in Chronic Absenteeism (30%). Our low income students are orange on the Dashboard with the same Chronic Absenteeism rate. APs will look at attendance through a PBIS lens in order to break from parent beliefs and practices around school attendance that are impacting math and ELA proficiency. There was some evidence of progress with maintaining a smaller class size in identified classrooms and implementing targeted small group work. The district will continue to pilot this strategic work specifically in a few 4th grade classrooms that did not make enough progress in mathematics.		
4	Targeted Supports for English Learners and LTELs (repeated expenditure, Goal 1, Action 3)	English Learner Instructional Resource Teachers (ELIRTs) support formative assessments, intervention, and provide professional development, demonstration lessons, and coaching for teachers on the implementation of designated ELD and integrated ELD support strategies across the curriculum in order to address the needs of EL and LTEL students. Parents of English Learners receive training on the ELA/ELD curriculum, ELPAC, and the reclassification process. Math professional development will provide supports for the differentiation for EL and LTEL students. Middle School administrators will support department collaboration needed to specifically target the needs of ELs and plan for differentiation and small groups to support comprehension Classified staff that work directly with students as paraprofessionals will receive professional development opportunities in mathematics in order to support targeted EL student needs that include academic language and oral language development LESD is working to ensure that the district's policies and practices respond to the diverse strengths and needs of English Learners by collaborating with The new Teacher Project (TNTP), a national education non-profit organization, with the goal of developing comprehensive support systems for English Learners. ELIRTs engage in coaching and professional development co-planning with the support of a TNTP coach. TNTP completed an audit of all of LESD's programs and services for ELs, data (ELPAC, SBAC), policies and procedures, and conducted interviews with representatives of all stakeholder groups to get a complete picture of LESD's strengths and areas for growth, and this information is	$0.00	Yes

		driving the work for both elementary and middle school teams going forward. The focus will be building teacher capacity for increasing rigor in integrated ELD across the curriculum and infusing data collection, analysis, and response into our learning. Collaboration with TNTP will include development of professional learning for math instruction with a focus on providing access for English Learners. District will increase the variety of bilingual resources in order to provide support in both English and Spanish especially for our Newcomer students. Our ELIRTs will implement a new language IAB to specifically monitor EL and LTEL student progress. Our Teacher Leaders and site admin will support implementation of the updated elementary ELD program. Middle schools will provide professional development so that implementation directly supports the needs of our LTEL students. Sites will support with after school interventions and tutoring specifically for EL and LTEL students. We have a record number of low income Newcomers, most are ELs, that need extra attention and support from our site administration and Teacher Leaders. Our site administrators need to implement the newly created onboarding procedures for EL newcomers. A barriers-study was administered, which led to the identification of the following causes for low attendance by our EL and LTEL students: Student motivation and mindset about school, Parent support, Student connection to school, Feelings about school safety, and Political/community impact. As a result, As part of MTSS implementation, site leadership teams will meet monthly to address student needs and concerns referred by staff. Support plans will be created and implemented with follow up with updates shared at every meeting. Parent outreach and empowerment through contact and workshops provided by English Learner Instructional Resource Teachers (ELIRTs), Community Liaisons, and social workers before or after school and during the Summer Language Academy will also address identified barriers. The district is taking the following steps in order to address the English Learner Progress Indicator (ELPI) for our Long Term English Learners: Root cause analysis to identify the reasons why our LTEL students are not making adequate progress on the ELPI led to the identification of the following causes: 1) Need updated and relevant curriculum 2) Student motivation and mindset about school. To address these causes, the middle schools are implementing a multi-faceted approach to accelerate growth in English Language Development: Data-based discussions around student growth on the ELPAC by site, grade level, teacher, and period to identify both students and staff in need of support. Assignment of ELIRTs to coach teachers identified as needing professional development or those who have the most struggling LTEL students Progress monitoring with ELPAC IABs to target areas of need iReady MyPath practice and Sonday reading intervention support to target below grade level reading scores Schedule student data chats a minimum of once per trimester to build data awareness and motivation among students. Schedule parent engagement opportunities to offer at-home literacy strategies and inform families about student data results. PLC conversations that infuse a language and literacy (explicit language instruction in comprehension and vocabulary) focus within and across all content areas. Content coaches meet with teachers frequently during designated team time to support with reading goal.		
5	Increasing Bilingualism and	Decades of research have shown that bilingualism and biliteracy leads to cognitive, social, and	$0.00	No

	Biliteracy (repeated expenditure, Goal 1, Action 6)	economic benefits for students. Twain and Mitchell elementary schools are providing this increased service to our low income and EL students. Bilingualism and biliteracy provides for these students the ability to function and thrive in multilingual environments because they are developing intercultural fluency not available in regular day programs. They are creating stronger cultural ties within the family and community. The program allows for the embedding of culturally responsive practices to honor the cultural identities and backgrounds of the different unduplicated students as well as opportunities to explore their own cultural heritage. Bilingualism and biliteracy provides for these students improved brain function and creativity as well as the increased ability for job opportunities and higher wages in the future. It offers cognitive benefits such as better executive function, increased focus, and enhanced working memory, which are crucial for academic success. English learners in dual language programs tend to outperform those in English-only programs by the time they reach high school. Our low income families see the value in knowing two languages and the district wants to provide this increased service. Our low income and EL families hold the value that being bilingual is an asset that needs to be cultivated and see it as an advantage for their students. English Learner families see the need of maintaining their home language and culture while acquiring English. To ensure success in the program for our low income and El families, teacher leaders and classroom teachers will monitor K-2 local data proficiency in English and Spanish in order to support teachers with Tier 1 instruction. Teachers will be supported to plan in both languages and support students in small groups in order to meet the needs of our low income and EL students. Teachers will receive additional professional learning opportunities to support the specific academic needs within the program. Teacher leaders, site admin, and Ed Services will continue to identify the needs of teachers in order to meet the needs of our low income students. Dual Immersion students are taught mathematics exclusively in Spanish from kindergarten through 5th grade, but are assessed by the state in English from 3rd - 8th grade. Teachers will work with the math TOSAs to identify key vocabulary in each unit that must be mastered by students in English and utilize bridging strategies to make the connections between content taught in Spanish with the labels used in English. The ELIRT and math TOSA will partner with the DI math teacher on next steps from DI team meeting to support students with building on discourse and reading strategies. Develop 2nd-5th grade transverse and integrated English and Spanish phonics scope and sequence that will be piloted and implemented during the 2025-2026 school year. Continue collaboration with the language arts specialists to develop and implement progress monitoring tools, instructional sequence, training for teachers and embedded coaching with time to observe their colleagues teaching phonics. Strong academic vocabulary, reading, and discourse strategies will be implemented to ensure that students demonstrate true bilingualism and biliteracy. Middle school DI teachers will work with teacher leaders to support the area of need in reading to target transferable skills to support students with language instruction. The middle school DI team will meet once per trimester to continue the conversation on data and next steps.		

Goal

Goal #	Description	Type of Goal
3	Parent and Student Engagement: Ensure all schools have safe, welcoming, healthy and inspiring climates for al students and families, so that all students are behaviorally and academically engaged in school and ready to learn.	Broad Goal

State priorities addressed by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

In order to increase achievement for all of our students, we have the responsibility of making sure students are safe and have the social and behavioral skills needed to succeed academically. Parents and students need to feel connected to our schools. Providing students with social and emotional supports and improved school conditions supports student perceptions of connectedness and safety. Providing parents with academic engagement supports while increasing parent outreach also builds connectivity between the home and school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase Attendance Rates (Priority 5) Source: local calculation	2023-24 All: 96%	2024-25 All: 96.77%	2025-26 All: 94.24%	2026-27 All: 97%	All: -1.76%
2	Reduce Suspension Rates (Priority 6) Source: CA Dashboard	2022-23 All: 2.1% 2023-24 Foster 6.9% LTEL 11.1%	2023-24 All: 1.3% Foster 6.9% LTEL 11.1%	2024-25 All: 1% Foster 5% LTEL 2.9%	2025-26 All: 1% Foster 4.9% LTEL 7.1%	Every group was improved by the following percentages: All: 1.1% Foster: 1.9% LTEL: 8.2%

3	Reduce Chronic Absenteeism (Priority 5) Source: CA Dashboard	2022-23 All: 30% EL: 29.7% Filipino: 44.4% Foster: 30.6% Hispanic: 30% Two or more races: 31% LI: 30.9% SWD: 37.9% White: 25.9% AA: 36.1%	2023-24 All: 20.1% EL: 21.4% Filipino: 16.7% Foster: 31% Hispanic: 20.1% Two or more races: 19.1% LI: 21.3% SWD: 27.9% White: 21.5% AA: 23.2%	2024-25 All: 18.5% EL: 17.3% Filipino: No Color Foster: 21.1% Hispanic: 19.1% Two or more races: 24.5% LI: 19.6% SWD: 23.2% White: 10.1% AA: 20.3%	2025-26 All: 24% EL: 23.7% Filipino: 38.4% Foster: 24.6% Hispanic: 24% Two or more races: 25% LI: 24.9% SWD: 31.9% White: 19.9% AA: 30.1%	Every group was improved by the following percentages: All: 11.5% EL: 12.4% Filipino: N/A Foster: 9.5% Hispanic: 10.9% Two or more races: 6.5% LI: 11.3% SWD: 14.7% White: 15.8% AA: 15.8%
4	Maintain Dropout (Priority 5) and Expulsion Rates (Priority 6) Source: CA Dashboard	2022-23 Dropout: 0% Expulsion: 0%	2024-25 Dropout: 0% Expulsion: 0%	2025-26 Dropout: 0% Expulsions: 0%	2025-26 Dropout: 0% Expulsion: 0%	Dropout: no change Expulsions: no change
5	Increase percentage of students feeling Safe and Connected CHKS (Priority 6)	2023-24 5th Grade: Feel Safe: 67% Feel Connected: 68% 7th Grade: Feel Safe: 49% Feel Connected: 51%	2024-25 5th Grade: Qs 75 Feel Safe: 75% Feel Connected: 70% 7th Grade: Feel Safe: 57% Feel Connected: 54%	2025-26 5th Grade: Feel Safe: 73% Feel Connected: 71% 7th Grade: Feel Safe: 61% Feel Connected: 56%	2026-27 5th Grade: Feel Safe: 70% Feel Connected: 71% 7th Grade: Feel Safe: 52% Feel Connected: 54%	5th Grade: Feel Safe: +6 Feel Connected: +3 7th Grade: Feel Safe: +12 Feel Connected: +5
6	Increase percentage of parents and teachers feeling safe and connected (Priority 6) Source: CA School Staff Survey CA School Parent Survey	2023-24 Feeling Safe: Parents: 37% Teachers:29% Feeling Connected: Parents: 53% Teachers: 51%	2024-25 Feeling Safe: Parents: 53% Teachers:32% Feeling Connected: Parents: 54% Teachers: 45%	2025-26 Feeling Safe: Parents: 58% Teachers:40% Feeling Connected: Parents: 58% Teachers: 46%	2025-26 Feeling Safe: Parents: 40% Teachers:32% Feeling Connected: Parents: 56% Teachers: 54%	Feeling Safe: Parents: +21 Teachers:+11 Feeling Connected: Parents: +5 Teachers: -5

7	Parent Input in Decision Making Parent Participation (Priority 3) Source: Local Performance Indicator	2023-24 Opportunities for families to provide input: 3 (Initial Implementation) Families and staff planning together: 3 (Initial Implementation) Creating welcoming environments: 3 (Initial Implementation)	2024-25 Opportunities for families to provide input: 3 (Initial Implementation) Families and staff planning together: 3 (Initial Implementation) Creating welcoming environments: 3 (Initial Implementation)	2025-26 Opportunities for families to provide input: 4 (Initial Implementation) Families and staff planning together: 3 (Initial Implementation) Creating welcoming environments: 4 (Initial Implementation)	2026-27 Opportunities for families to provide input: 5 (Full implementation and sustainability) Families and staff planning together: 5 (Full implementation and sustainability) Creating welcoming environments: 5 (Full implementation and sustainability)	Opportunities for families to provide input: +1 Families and staff planning together: no change Creating welcoming environments: +1

Goal Analysis for 2025-2026

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.

Social/Emotional Student Engagement Support (Action 1), Additional Student and Parent Support (Action 4), School Conditions (Action 5), Reduce Suspensions (Action 6), and Reduce Chronic Absenteeism (Action 7) were fully implemented to address the needs of our Low Income, Foster, LTEL, African American, and Students with Disabilities in reducing suspensions and chronic absenteeism.

The Director of Student Support Services facilitated ongoing collaboration with site administrators, PBIS teams, social workers, and attendance teams to ensure consistent monitoring and response to student needs. Regular meetings were held across school sites to review data and coordinate supports. During these meetings, platforms were used to analyze trends in behavior, attendance, and student engagement specifically for our foster youth, homeless, LTEL, and Low income students. These data reviews allowed staff to closely monitor student progress and identify students in need of additional support before concerns escalated. LESD also expanded supports through school mentors, social workers, and Registered Behavior Technicians (RBTs), who worked collaboratively with site administrators and families to provide case management, mental health services, behavioral interventions, and attendance support. Social workers and interns supported implementation of the evidence-based SEL curriculum Second Step, promoting self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Sites continued strengthening Tier 1, Tier 2, and Tier 3 attendance practices and behavior supports in order to address barriers that impact students' ability to attend school regularly. Student Support Services also met regularly with site attendance clerks to support consistent attendance procedures and practices across the district.

Actions 2 and 3 were fully implemented. Community Liaisons and site admin (Action 2) have been extremely effective in building a sense of belonging amongst our EL and low income students and their families, particularly those who have been most disengaged as evidenced by chronic absenteeism. Facilitating parenting classes and developing relationships with our previously underserved parent groups has also built trust that LESD schools care about their children. The collaboration between Parent Outreach Supports (Action 3) through our Community Liaisons (Action 2) and our Communications Coordinator continues to successfully connect families to our schools and teachers. Continuing to leverage ParentSquare, parent meetings, live translations, in a cohesive way across the district both in-person and virtually has provided tremendous access to our families and ways to stay engaged. Parents can even get regular updates from the Food Services departments on healthy meals and tasting opportunities. Community Liaisons have done an outstanding job of building low income and EL parent capacity around participation in school and district level committees. In the area of parenting, Community Liaisons have been trained as facilitators of Active Parenting workshops for the First Five Years and Teens & Tweens, and offered a full series of both workshops at each site as a Tier I support for all families. Additionally, they have been trained as facilitators of Positive Solutions for Families, which is a Tier II support for families of prek-1st grade students identified through the MTSS process as having behavioral challenges in school. These workshops align with our Parent Empowerment Program, a Tier III intervention for our youngest students being piloted at our highest need school.

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

There were no material differences

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

The actions for Social/Emotional Student Engagement Support (Action 1), Additional Student and Parent Support (Action 4), School Conditions (Action 5), Reduce Suspensions (Action 6), and Reduce Chronic Absenteeism (Action 7) were partially effective. CHKS survey data sees a clear increase in students and parents feeling safe and connected. Among 5th grade students, feelings of safety increased from 67% to 73%, while connectedness rose from 68% to 71%, indicating generally positive trends. However, 7th grade data shows a more significant shift, with safety improving from 49% to 61% and connectedness from 51% to 56%.

Suspension Dashboard data shows a reduction from 2.1% to 1% and chronic absenteeism rates have dropped for ELs, Foster, Low income, and students with disabilities but we still have a small concentrated group of students with multiple absences across some of our schools. Parent engagement (Action 2) and Increased Parent Outreach (Action3) specifically for low income and EL students has led to reduced Chronic Absenteeism rates. Low income student rates declined 0.3% and English Learner rates declined 0.7%.

Even so, a small number of students continue to miss significant instructional time, particularly among vulnerable student groups such as foster youth and students experiencing economic hardship.

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.

Action 3.1: There was a change with Learning Recovery dollars. An augmented pilot to Saturday School was removed since there was little evidence of effectiveness. Software that was effective in supporting sites with early detection was moved to ongoing funding sources.

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	Social Emotional Student Engagement Support	The Director of Student Support will facilitate and monitor the ongoing development of a positive climate and culture. The action aims at creating an inclusive environment characterized by clear behavior expectations, a robust social emotional support system, and attendance tiers of support. This action provides additional professional development and programs that impact a school's climate and culture, including the development of clear expectations for students that will increase students' sense of belonging and feelings of safety. LREBG Action: Support behavior with additional staff to support climate, SEL, behavior, and academics. Research shows that a positive school climate for students, specifically our low income and LTEL students is foundational to student achievement. Metric being used to monitor action: 3.3. LREBG funds supporting this action: 740k per year through 2027-28. The district will increase school mentors and outreach consultants at school sites to promote positive relationships for Low Income students who need academic and social emotional support to close the achievement gap and impact a safe school environment. The school mentors, social workers, outreach consultants, and site admin work closely with low income families to provide a triage to case management, mental health, behavior, and attendance resources. Site PBIS teams will continue to regularly meet to continue analyzing and monitoring attendance data in order to address Chronic Absenteeism SSS will regularly meet with site Attendance Clerks to support attendance procedures and practices	$2,583,616.00	Yes

		Saturday School will support the academic pieces and more importantly the social and emotional barriers some students are still experiencing when it comes to attending school. Saturday School will continue to target our low income students especially since only about 50% of low income students that we reached out to attended. We need to make sure we are reducing Chronic Absenteeism. Parents with students attending Saturday School will be provided with workshops on the importance of going to school every day Site RTI and MTSS meetings will continue to support SEL and behavior barriers to daily attendance Our Dashboard indicates an increase in suspensions as well as an increase in significant behavior concerns for a few of our low income TK and Kinder students as well as low income middle school students. In some cases behavior has led to suspension for these low income students. We need to continue supporting social emotional learning and providing services through our Social Workers Sites will continue to establish positive school climates and safe environments in order to make sure all of our low income students attend and connect to school. Sites will continue to increase and improve Tier 1, Tier 2 and Tier 3 Attendance practices as well as behavior supports for the three Tiers The district will continue examining data management systems that can support site administrators with flagging of students before attendance and/or behavior issues escalate into Chronic Absenteeism and/or Suspensions. Our social workers will Implement evidence-based SEL curricula and programs that promote self awareness, self-management, social awareness, relationship skills, and responsible decision-making. Sites will increase targeted interventions and support our low income students who require additional assistance in developing social-emotional skills and managing challenging behaviors that lead to attendance issues. Specific supports for LTELs and Foster will include: Continue refining attendance interventions with a focus on identifying and removing barriers specifically for foster youth and LTELs. Expand mentorship opportunities to ensure that every Foster Youth and LTEL student has a consistent, supportive adult connection. Strengthen coordination with external agencies to provide more comprehensive services, including emergency housing, mental health care, and financial assistance for families. Monitor and evaluate the effectiveness of SEL and trauma-informed strategies to ensure they meet the needs of Foster Youth and LTELs.		
2	Academic Parent Engagement Support	Community liaisons, classroom teachers and teacher leaders will collaborate to coordinate parent workshops that focus on the needs of our low income and EL students. This collaboration will continue improving two-way communication and decision-making input by our identified parent groups. In addition, sites will provide site specific parent engagement workshops, assemblies, and meetings. LREBG Action: Support students and parents with trauma-informed behavior interventions. Research shows that supporting and empowering parents to better work with their students increases achievement. Metric being used to monitor action: 3.7. LREBG funds supporting this action: 30k. Community Liaisons will continue to work with district and site administration to re-engage parents and participate in both district and site parent meetings and committees. Community Liaisons help to bridge the home-school connection and identify needs by making themselves available for parents. Zoom continues to be a tool that supports parent engagement and so the district will continue to hold parent meetings virtually as well as in-person and through Youtube.	$550,935.00	Yes

		Continue to build the Family University website so parents have a place to learn if they can't attend meetings. Community Liaisons will continue to develop, curate, and post parent training to a variety of social media accounts that are easily accessible to parents to view on their own time. Community Liaisons will continue to recruit, process, and train parent volunteers. Continue to work on training teachers and site admin on how to work with our families. Collaboration between SSS, Community Liaisons and site administration on common procedures for working with parents, especially when there are challenges. Community Liaisons also play an important role connecting parents and staff and often inform staff members about the needs of our low income and EL families and ensure that staff members know how to best engage these valuable educational partners. Sites will work with site attendance clerks to analyze attendance data specifically for our low income students and English learners in order to address Chronic Absenteeism. This will allow community liaison to engage families in learning about the benefits of regular attendance, discussing barriers, provide resources and workshops to empower families to prioritize school attendance. For struggling families, offer personalized support plans, mentoring, counseling, and academic assistance to address the root causes of absenteeism and re-engage students in learning. In a shift this year, the district has decided to focus Community Liaisons work around our families that are not engaged or participating in events. This specifically applies to our low income families and EL families. The district will be piloting active parenting classes for the first 5 years and for Teens and Tweens during the Summer Language Academy.		
3	Improve and Increase Parent Outreach	The district is focusing on increasing the opportunities for students and parents to voice their opinions, participate in decision-making, and acknowledge all ideas from our low income families. The district will improve communications to allow our low income families to gain access to immediate information and continue to improve how we involve and gain input from these families using a variety of ways outside the standard in-person meetings and paper notifications. We will increase low income family engagement by coordinating School Community Liaisons to facilitate meaningful verbal and written communication in Spanish but also in Vietnamese. We will provide services in this less commonly spoken language for parents through contracted interpretation and translation services. Community Liaisons will continue to work with district and site administration to re-engage parents and participate in both district and site parent meetings and committees through a variety of ways including ParentSquare. ParentSquare provides our low income families with access to classroom teachers as well as additional staff in a user-friendly digital platform that serves as an efficient channel for home-school communication. This platform offers communication options in multiple languages to ensure inclusivity and accessibility for all low income families. The platform will increase access to a variety of workshops, activities, videos, and resources that have been difficult to locate and house. For example, the Food Wellness initiative will continue reaching out and tailoring to our low income parents additional resources needed to keep them involved and well informed in health and nutrition topics. This will also improve our ability to recruit volunteers, take surveys, and receive parent RSVPs. Through ParentSquare, we plan to increase public relations and two-way communication in order to keep our low income families informed, welcomed, involved, feeling safe, and engaged in the decision making processes at school sites. An additional benefit is that parents have access to immediate safety information, drills and trainings. Workshops and activities provide a structured way for our low income families to engage with the school, fostering a sense of community and belonging as well as safety. This connection can lead to increased support for school initiatives and a shared commitment to student success. They help	$182,753.00	Yes

		align home-school expectations and bridge gaps in understanding. In addition, communication will now include a focus on the importance of regular attendance. We will also increase and improve parent and family math workshops designed to support engagement and home-school connections with the new math adoption. In order for our low income families to increase their level of engagement and participation, the district will provide live translators versus just translated words on a slide deck for specific parent meetings. This action is designed to support families with the ability to communicate and participate instead of passively reading a translation. Meanwhile, school sites will continue to provide passive translations to our parents.		
4	Additional Student and Parent Supports	Sites will receive support for attendance and monitoring of students during recess and lunch.	$186,718.00	No
5	School Conditions	School playgrounds and classrooms will be updated and/or maintained in order to provide clean and proper learning environments that are safe and support a strong school culture of learning	$214,445.00	No
6	Reduce Suspensions (repeated expenditure, Goal 3, Action 1)	This action will address suspension for the district FDR. The district is working on a new data management system that can facilitate reporting on important student indicators like attendance and behavior to more easily monitor students, especially foster youth, that may be struggling and at risk. Registered Behavior Technicians will collaborate with Social Workers and district behaviorists in order to address, support, and de-escalate behavior. This collaboration has continued to support not only behavior, but attendance and social emotional learning. The Director of Student Support Services will facilitate and monitor the ongoing development of a positive climate and culture, as measured by suspension and chronic absenteeism rates. The PBIS program, restorative practices, and anti-bullying will support the work of all staff and students to create welcoming and inclusive environments where students feel connected and supported thus reducing behavior incidents. This action provides additional professional development and programs that impact FDR's climate and culture, including the development of clear expectations for students that will increase students' sense of belonging. This action provides ongoing refinement and implementation of our Multi-Tiered System of Support (MTSS) for social emotional and behavioral practices to support school connectedness and social skills which reduces suspensions. The will continue to provide professional development on Social Emotional Learning, Trauma Informed Care, and Behavior to help teachers and support staff to recognize students in crisis and to learn research based instructional practices to support behaviors that lead to suspensions (crucial coping mechanisms, resilience-building skills, and emotional regulation strategies). Our Foster Youth continue to be red on Dashboard for suspensions. Whenever possible, site administrators will implement alternative disciplinary measures, in place of suspension, focusing on more restorative approaches. Additionally, administrators will offer independent study options to support students undergoing transitions, ensuring they continue their education without interruption. Specific supports for LTELs will include Second Step lessons during advisory and Calm Corner. PBIS committee will create and share the PBIS matrix with staff that specifically considers the needs of LTEL students and is continuously revised and shared during designated time with staff.	$0.00	Yes
7	Reducing Chronic Absenteeism (repeated expenditure, Goal 2, Action 4)	This action will address chronic absenteeism for All students at FDR, Rogers, Anderson, Twain, Green, Addams, Mitchell, and Smith. Our site admin, site social workers, and teachers see the negative impact of being absent and have an urgency to implement Tiered systems of support to address the array of barriers to	$0.00	Yes

attendance by our chronically absent foster and low income students.
Student Support Services will implement regular meetings with attendance clerks to monitor data and update practices.
Student Support Services will implement regular attendance meetings with site administrators in order to progress monitor and prevent students from accumulating multiple unnecessary absences. Implementing early warning systems to identify students at risk of chronic absenteeism will be a focus.
Site PBIS teams will continue analyzing attendance data and creating plans to address challenges. This includes implementing incentives and recognition programs to motivate students to attend school regularly.
School sites will continue to promote positive attendance via Positive Behavior Intervention Supports and implementation of Tier 1 and Tier 2 strategies.
Saturday School will continue to communicate to families the importance of participating in class on a daily basis.
School sites are contacting parents consistently and regularly to address daily absences.
Attendance clerks will work closely with Social Workers, Counselors, and Director of Student Support Services to continue supporting students and parents with attendance issues by addressing medical, social, and or emotional related concerns.
Engage families in learning about the benefits of regular attendance as well as discussing barriers. Provide resources and workshops, to empower families to prioritize school attendance. For struggling families, offer personalized support plans, mentoring, counseling, and academic assistance to address the root causes of absenteeism and re-engage students in learning.

Specifically for middle school LTEL students experiencing chronic absenteeism, steps will be taken to promote relationships and connectedness.

Continued refinement of data systems, expanded family engagement strategies, and sustained collaboration across departments will remain key priorities as the district works to further improve attendance and Chronic Absenteeism specifically for our low income including foster and homeless youth. Social workers will collaborate more intentionally with Community Schools Coordinators and Community Liaisons to expand outreach and increase opportunities for families to participate in school-based engagement activities. These partnerships are expected to strengthen communication, improve access to resources, and create additional opportunities for parents and guardians to become more actively involved in supporting their students' academic success, connectivity, and attendance. Social Workers will be implementing additional actions, including individual and small group student interviews primarily with students experiencing homelessness and Foster students, to more directly understand barriers to attendance and potential behavioral concerns. These efforts will allow us to elevate student voice, tailor interventions more effectively, and strengthen our overall system of support.

Goal

Goal #	Description	Type of Goal
4	Provide 21st Century Learning Environments: Invest in optimal learning environments that enhance student enhance and ensure safety.	Broad Goal

State priorities addressed by this goal.

7

An explanation of why the LEA has developed this goal.

Our students require a well balanced and comprehensive educational experience that prepares them for the global world and economy. Providing our students with a standards based STEAM program along with 21st Century Learning Supports will prepare our students for the constantly changing landscape

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percent of students Met or Exceeded on CAST Source: Class roster	2022-23 All: 31.3% LI: 31.2% 2022-23 5th and 8th All: 27.88% LI: 26.23%	2023-24 5th and 8th All: 30.17% LI: 30.20%	2024-25 5th and 8th All: 33% LI: 30%	2025-26 5th and 8th All: 34% LI: 32%	All: +5.12% LI: +3.77%
2	Provide access to VAPA to all students (Priority 7) Source: Site Schedules	2023-24 All: 100% LI: 100%	2024-25 All: 100% LI: 100%	2025-26 All: 100% LI: 100%	2026-27 All: 100% LI: 100%	All: no change LI: no change

Goal Analysis for 2025-2026

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.

All actions under Goal 4 were fully implemented during the current school year.

The LESD TREC (Technology, Robotics, Engineering, and Coding) program is a TK-8 program that provides 21st century STEM to our low income students. The program is strongly supported by our Makerspace Leads and Instructional Technology Resource teachers that work hard to create a coherent K-8 program that is aligned to the NGSS standards and the CA Computer Science standards (Action 1). All low-income students in grades 3-5 were scheduled to attend the Makerspace Lab and receive standards-based coding instruction. In addition, The 21st Century Library Media Specialist partnered with a local museum to provide monthly STEAM integrated literary experiences, bringing access to the school sites so that low-income students have equal access to STEAM related experiences. (Action 2).

As technology is developing, some learning tools are being retired so there is the need to rework parts of the curriculum planning maps creating challenges for teachers needing to participate in additional professional development and rethink instruction.

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.

Action 1 had material differences due to negotiated salary increases.

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

All Actions under Goal 4 were effective.
Our low income students showed growth on both local STEAM assessments as well as on the state CAST assessment. Students grew five percentage points and low income students grew 3.77 percentage points from our baseline on CAST. The STEAM program (Action 1) showed to be an effective action in making progress towards the three-year goal in supporting low-income students with strengthening understanding of computer science and NGSS standards. A survey of all 5th grade low income students reported that 56% had access to STEM tools and learning resources that reinforced computer science and science standards. In addition, 40% reported support with communicating their thinking.

As additional STEAM supports for our low income students, the 21st Century Library Media Specialist and Library Media Specialists (Action 2) designed programming so that all low-income students had daily opportunities to participate and engage with literacy experiences and activities as well as recess and lunchtime access to a safe and welcoming environment to self-select books of interest, read, complete homework, participate in clubs, Art, and engage in other literary and STEAM activities independently. All students, including all of our low income students, participated in the different opportunities and programs offered throughout the school year.

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.

No change to action

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	STEAM Opportunities	Providing students with educational options provides students with the environment, curriculum and support systems needed to ensure they achieve their full academic potential. This action supports increasing student engagement and increases instructional options, but also allows unduplicated students to be connected to the school community on a daily basis. It broadens opportunities for low income students to engage in visual and performing arts by enhancing programming and increasing access to itinerant music teachers and integrating arts into the STEAM program. The new STEAM program will increase opportunities for our low income students to explore interdisciplinary connections and develop essential skills for success in the 21st century by being able to participate in the Makerspaces, coding, robotics, and engineering standards that make up the program. This program will increase creativity, critical thinking, collaboration, and innovation across both the STEAM program and academic disciplines. Our Instructional Technology and Makerspace Teacher Leaders will support our Technology, Robotics, Engineering, and Coding (TREC) Program, devices, and software in order to continue expanding and improving the standards based 2nd-8th grade program. Sites will increase the TREC program through the implementation of 3rd grade low income students in the new school year Continue to improve the middle school TREC program as students continue matriculating from the elementary schools more and more skilled as interest by our low income students continues to increase and skills needed change. Site will support growing student interest through additional lunch and after school activities. Continue to create and refine ways to creatively assess student learning and student needs in order to adjust and continue developing the program. Teacher leaders will continue to support 21st century learning for our parents and Community Liaisons. Teacher leaders will provide professional development, coaching, and support in order to improve instruction to our low income students Teacher leaders will work with PS Arts and Arts Coordinator in order to build into the still developing TREC program integrated Arts instruction for our low income students by professional artists that know how to incorporate the arts in meaningful ways into curriculum. A stronger focus and more intentional articulation between our elementary and middle school lead teachers as well as by middle school elective and science teachers on the meaningful integration of science standards into our STEM program will improve outcomes for our low income students. In addition, articulation between the elective and science departments will improve the focus on science standards throughout the STEM program.	$2,004,724.00	Yes
2	21st Century Learning Supports	Teacher leaders, Ed Services, and Library Media Specialist will work together to support library clerks in developing grade appropriate and standards based activities that help build excitement, skills, and proficiency with STEAM competencies. Elementary libraries will begin to provide bimonthly class visits to the library that will now include STEAM programming activities 1 x per month increasing low income student opportunities for 21st century learning. Elementary and middle school libraries will provide browse & borrow and an increase in STEAM activities during recess provided by the additional hours for library clerks. An additional increase in services to low income students will be by Middle school libraries will provide bimonthly ELD class visits to the library and language support will be provided through	$320,088.00	Yes

		STEAM activities with support from teacher leaders and the library clerk. Library clerks and library technician will increase and improve library resources and supports in order to keep material relevant to students. The district will consider the District's Arts Committee recommendations on the improvement of Arts programming in order to continue improving outcomes for our low income students in our STEAM program.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$17,907,146.00	$2,257,345.00

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
37.59%	0.00%	$0.00	37.59%

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
Goal 1 Action 1	Professional Development: Based on the 2023 CA Dashboard on ELA SBAC, our 3-8th grade students are 9.6 points below standard. Our LI students are 14.4 points below standard. Even though the gap is not large, the 5 point gap needs to be maintained as we continue to push to the standard met line. Our ELs are 35.9 points below standard and it is clear we continue to struggle to address their needs. For 2024-25, our low income students moved from 14.4 points below Standard Met up to 13.2 points showing progress. Our ELs did not make the same progress in Language Arts. They fell back from 35.9 to 37 points below Standard Met. Overall, on the Math SBAC, our 3-8th grade students are 42.7 points below standard. Our LI students are 47 points below standard. Even though the gap is not large, the 5 point gap needs to be maintained as we continue to push to the standard met line in mathematics. Our ELs are 64.6 points below standard and it is clear we continue to struggle to address their needs in math more so than in language arts. For 2024-25, our low income students moved from 47 points below Standard Met up to 44.1 points showing progress. Our ELs did not make the same progress in Mathematics. They fell back from 64.4 to 65.4 points below Standard Met. Professional development for our teachers is needed in order to continue working on rigorous Tier I instruction as well as practices for addressing student gaps. This professional development will support all students on the red student group indicator. In addition, stakeholders have indicated a need for professional development for both certificated and classified staff by district office and sites on behavior supports to address suspension rates specifically for our foster youth since suspension rates negatively impact academic achievement.	Professional development will be provided in mathematics district wide in order to increase achievement for our Low income and EL students. Additional PD will be provided in language arts in order to target specific needs. For year 1, Professional development will target at least one to two essential standards in language arts, math, and science in order to increase achievement for our low income and English learner students. Our low income students continue to have literacy and math gaps and the literacy gaps, due to less exposure to educational experiences outside the home, is even more pronounced for our English Learners This action is being provided on an LEA-wide basis, anticipating that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes as well as other students.. Our low income students and English Learners have literacy gaps that need to be addressed through more professional learning for our staff that will also support literacy and math proficiency for all students.	1.1, 1.2, 1.3, 1.5, 1.6

Goal 1 Action 2	Supplemental Instructional Program Material: During the 2022-2023 school year, the district CAASSP data identified All students at 9.6 distance from standard (DFS) in ELA. In contrast, our low income students were at 14.4 DFS. In math, All students were at 42.7 and LI at 47 below distance from standard. These data points demonstrate the need to provide designated standards based supplemental instructional material, intervention resources, and assessments to ensure academic progress in ELA and Math for unduplicated students. Supplemental material for interventions is needed specifically for our low income students. Textbooks alone cannot meet the varied needs of these students. Low income students do not yet have high levels of academic content proficiency due to a lack of educational resources or language proficiency and need a variety of entry points through a variety of instructional material. Our elementary grade levels in collaboration with our teacher leaders plan for Tier 1 instruction, analyze data, plan for whole group as well as small group instruction and report a continued need for targeted instructional material, supplemental programs, and formative assessments.	Teachers analyze ELA and Math data to identify the areas students are struggling with. Teachers work to address student needs through small group instruction in centers and need a variety of supplemental material to support the different content areas. Teachers need to implement a variety of lessons, small groups, centers, instructional software, and interventions in order to scaffold and differentiate for the different academic needs. This action ensures that low income students have access to additional grade level, standards-aligned instructional materials that addresses the unique needs of these students who often encounter obstacles in accessing extra instructional resources at home due to lack of resources. Supplemental material for our low income students will focus on strong foundational support, technological support, and small group instructional material, aiding their academic performance. By providing our low income students with access to an increase in grade-level instructional materials, teachers can support differing student needs. Our low income students need a variety of scaffolded and differentiated supplemental material in order to keep developing high levels of speaking, listening, reading, and writing skills in English in all disciplines. This action is provided LEA wide because this action will give access to all students to the additional supplemental material and software which will also support their increased achievement.	1.7 1.8

Goal 1 Action 3	Supports for Teaching and Learning: Our EL students start with a small gap in proficiency in the lower grades but by the 3rd grade, the gap has widened. In language arts, the gap between EL and All students currently is 7%. In first grade it's 10% and in 2nd it's15%. We need a strong focus on our EL students in the lower grades in order to prevent LTELs in our middle schools. We currently have 66 LTELs that need intensive support. We have to continue supporting our 1,240 EL students to make academic progress as well as language progress so they reclassify and not become LTELs. For 2024-25, data shows progress for EL students growing from 22% to 26% in Reading. The group that continues to struggle is our LTEL group which did not show growth on the same reading diagnostic. Our teacher leaders need to continue working on strong Tier 1 instructions and effective Tier 2 supports through structured collaboration time and RTI meetings. Our site leadership teams and parent advisory groups have shared a strong sense of urgency in supporting academic proficiency and progress monitoring for our EL students.	Professional development will be provided in mathematics district wide in order to increase achievement for our Low income and EL students. Additional PD will be provided in language arts in order to target specific needs. The district will implement an EL and LTEL summer school program to support language development. We have many students enrolling speaking a language other than English. Some of these EL students continue to have literacy and language gaps due to low levels of academic English supports at home that prevent them from reclassifying Site grade level RTI meetings along with our Teacher Leaders will support the literacy and language gaps by our EL students through meaningful dialogue around identified areas of need. This action is being provided LEA wide because teachers working together to identify student academic needs and collaborating on next steps is a practice that benefits all students.	1.9, 1.10, 1.11

Goal 1 Action 4	Structured Collaboration through PE: Our K-2 LI students are scoring comparably in math on our district-wide assessment and we need to continue supporting our LI students to prevent gaps from forming. That is not the case for our EL students. Our EL students start with a small gap in math proficiency in the lower grades but by 2nd grade the gap has widened. In math, the gap between EL and All students currently is 11%. In first grade it's 8% and in 2nd it's 12%. For 2024-25, data shows that on the local math assessment both our LI and EL students are making progress. Our LI students moved from 29% to 31% proficient and Els from 18% to 22%. Our lower grade teachers need to move into deeper levels of collaboration through professional learning communities and focus on building a strong literacy and math foundation for students. Our site leadership teams, teacher leaders, and parent advisory groups want our ELs to perform closer to the All group and want professional learning communities leveraged to address the gap.	Our low income and EL students continue to have lower levels of vocabulary and comprehension due to lower levels of English vocabulary at enrollment that impact developing math content knowledge that prevent them from making progress in math Site grade level professional learning communities along with our Teacher Leaders will support the literacy gaps as well as the math content gaps by our low income and EL students through meaningful collaboration and planning for the identified areas of need. This action is school wide because teachers collaborating around the needs of our low income student academic needs will also support the academic success of all students at the sites.	1.12

Goal 2 Action 1	Universal PreKinder-3rd grade Instructional Supports Half day TK and Kinder is not enough time for the needs of our low income students to be met. Kinder needs a full day in order to continue providing our low income students access to a comprehensive instructional program. On our local math assessments 55% of low income students are proficient compared to 66% proficiency for non-low income students. We need full day programs where we can continue to provide whole group instruction, small group instruction as well as interventions during the school day in mathematics for the early grades in order to build a strong literacy and math foundation and strong content knowledge. For 2024-25, we saw grades making growth and meeting targets, especially our low income students in math. Kinder low income students grew from 67% to 68% proficient. First grade low income from 63% to 64% and Third grade from 35% to 36%. Per our parent survey, our low income families prefer full day TK and Kinder because it allows their students access to all content areas and more instructional opportunities.	Increasing instructional minutes for TK and Kinder, which is above what is required, and its lower class sizes provides the time for students to participate in physical activity twice a week, social studies and science instruction, social skills work, arts instruction year round, and STEM activities in our Makerspace classrooms. To continue making progress, teacher leaders will support our Kinder-3rd grade teachers with Tier 2 interventions to support our struggling low income students and will partner-teach with Kinder-2nd grade teachers. TK and Kinder low income students don't have the financial resources to provide additional instructional experiences if school programming ended for TK/Kinder students at noon. Providing full day TK and Kinder for our low income students provides a full day of instructional programming that also benefits all TK and Kinder students at all elementary schools. This action is being provided on an school wide basis to make sure all students have access to all content areas and access to instructional opportunities.	2.1 2.2

Goal 2 Action 3	Site Specific Targeted Instructional Supports During the 2022-2023 school year, the district CAASSP data identified All students at 9.6 distance from standard (DFS) in ELA. In contrast, our low income students were at 14.4 DFS. In math, All students were at 42.7 points below standard and LI at 47 below distance from standard. These data points demonstrate the need for improvements to Tier I instruction, stronger standards work, intentional use of adopted curriculum, as well as improvements to how we support struggling Tier 2 low income students. For 2024-25, after sites spent time working with teachers to make sure individual low income students were meeting individual math targets, not enough students met those targets. At the same time implementation of stronger collaboration practices was not fully implemented. Exasperating the academic challenges, low income students were absent 15.4 average days compared to 14 days for non-low income students. District wide supports in increasing attendance is needed so that our low income students are participating in daily instruction leading to increased proficiency and a reduction in chronic absenteeism. Our teachers have indicated supports needed in order to improve math instruction for our low income students. The implementation of professional learning communities by our assistant principals will support focused conversations centered on disaggregated student data in order to understand the needs of our low income students and plan for next steps.	Our low income families don't have the resources to provide the early experiences that are an advantage to students when beginning school. This action ensures foundational supports through structured and purposeful PLCs supported by site admin. PLCs foster collaboration, allowing staff to share insights, strategies, and resources to effectively increase achievement for our low-income students. Site PLC teams will analyze language arts and math data, focus on standards, formative assessments, and most importantly develop next steps for students that are not making progress. A big focus of the PLC work with teachers and site admin will be on improving math proficiency since scores trail behind our language arts scores. In order for sites to see outcomes, it has become clear that more professional learning opportunities are needed in addition to more time for sites to learn, plan, and implement. Additional PD throughout the school year will be provided. After school interventions will also focus on making sure our low income students gain the necessary skills to move successfully into the new school year. Site admin and teacher leaders will collaborate to build teacher capacity to deliver data driven academic supports and interventions to Tier 2 and 3 students. Different intervention and small group supports will be needed for our low income elementary and low income middle school students. Additional material and programs will be implemented to support the different grade spans.By working together, staff can identify challenges and develop solutions, leading to more effective instructional practices tailored to our low income students. This action is being implemented LEA wide. Teachers being supported to meet the needs of our unduplicated pupils by improving professional learning communities and using our adopted curriculum more intentionally will support the needs of our low income students and will also support all students.	2.4 2.5

Goal 2 Action 4	Targeted Supports for English Learners and LTELs Even though the district continues to reclassify a comparable percent of English learners, the English learners that don't reclassify and become Long Term English Learners show very large academic gaps. On our local iready Reading assessment, 41% of All students were proficient on the third administration compared to EL (22%) and LTEL (4%). For 2024-25, our EL and LTEL students met expected targets. Our EL students grew from 22% proficient in Reading based on our local assessment to 29% proficient. LTELs grew from 4% to 8% proficient. Growth was made but there is still a large gap between EL/LTELs and All students. An analysis of local and state data in language arts and math show that our English Learners are the students with the most academic needs. Dashboard data indicates that Twain EL students are not making enough progress in English language development. Additional supports are needed for our EL students in order to continue reclassifying students as well as to address the needs of our LTEL students. Our EL families continue to request workshops on how to support our EL students to reclassify.	Our EL and LTEL students will be supported through the improved integrated ELD practices, supplemental curricular materials for intensive intervention, and improved formative assessments that support both language and standards proficiency. Middle school will collaborate specifically on instruction for LTELs, with a focus on language acquisition, vocabulary development, reading comprehension, and academic language proficiency. The district root-analysis work let to a series of discussions on the additional work needed to support specifically our LTEL students. This includes a stronger focus on student talk as well as improved monitoring practices. Our EL students are often coming to school lacking the language and vocabulary to keep at pace with all students. Starting school already at a disadvantage in English proficiency makes it difficult for some EL students to reclassify and become LTELs. Continued professional development for teachers and staff on how to continue developing high levels of academic English and vocabulary will support all EL and LTEL students make progress. This action is LEA wide because supporting higher academic levels of English will also benefit all students and lead to greater academic achievement.	2.4

Goal 3 Action 1 and Action 6	Social Emotional Student Engagement Support: Our goal is for all students to achieve grade level proficiency in state adopted standards and regular school attendance as well as strong self concept are significant contributors to raising student achievement. Our low income student chronic absenteeism rate is 31% which is higher than the 30% rate for All students. This rate used to be 7.7% pre-pandemic. For 2024-25, the district has made significant progress in reducing Chronic Absenteeism across the district from 30% down to 20.1%. That being said, our Foster Youth did not make progress and continue to struggle. Pre-pandemic, our suspension rate on the Dashboard was Green with 1.3% of students suspended at least one day. Post-pandemic the rate has increased to 2.1%. Current rate for our low income students is 2.2%. For 2024-25, the district made progress with reducing Suspensions for all students and specifically for our low income students reducing from 2.2% to 1.4%. That being said, our Foster Youth and LTEL students are now red on the Dashboard. Our low income families were more susceptible to challenges during and after the pandemic. They lacked safety nets, access to additional medical and counseling resources, as well as housing conditions that allowed them to easily weather a pandemic. Many low income students may have experienced trauma or adverse childhood experiences that impact their social-emotional development, attendance, and academic performance and don't have the resources to seek support. In our LCAP survey, our staff and parents reported the need to continue rethinking our PBIS program in order to meet the needs of our low income students.	Site social workers, counselors, and site PBIS programs will create a safe and nurturing environment that promotes resilience and positive coping skills as well as regular attendance for our low income students. Research has shown that social-emotional skills and attendance are strongly linked to academic success and long-term outcomes. Sites will also increase tiered behavioral supports enabling sites to identify and implement targeted interventions to our low income students facing challenges. By employing proactive measures like workshops for staff and parents, the aim is to reduce classroom disruptions and minimize time spent out of class due to behavioral and attendance issues. This includes expanding access to school-based counseling and mental health services. Our low income students will continue to be monitored and will be paying special attention to our Foster Youth and LTELs through mentorship opportunities and the addition of specific interventions. Social-emotional supports are essential for creating an inclusive and supportive learning environment where all students feel valued, respected, and connected to their school community. This action is being provided on an LEA wide basis because prioritizing social emotional well-being ensure that low income students receive the necessary support to thrive academically and emotionally. These actions are being provided LEA-wide in order to improve campus and classroom climates overall.	3.3, 3.2

Goal 3 Action 2	Academic Parent Engagement Support: Sites still don't have the robust parent participation numbers they once had in ELAC and other important parent meetings post pandemic. Attendance and participation is still at half the levels pre-pandemic. The role and importance of the Community Liaison has only increased over time. Ed Services is still working to align roles and responsibilities across the district in order to provide a more robust and cohesive experience for our low income and EL families. We need to increase parent and family engagement for English learners and low income students. There continues to be a gap between Low income student 2024-25 chronic absenteeism rate of 19.6% and All students of 18.5%. Our EL students need as much time at school developing English language proficiency and content proficiency and a chronic absenteeism rate of 17.3% impacts achievement. Our site administrators report needing more time for their Community Liaisons in order to address the needs of our low income and EL families.	Community liaisons will increase and improve parent involvement by developing, implementing, monitoring, and coordinating a range of parent and family programs. Data from parent surveys will guide the work. Additionally, the liaisons serve as advocates for parents and families from diverse cultural and linguistic backgrounds. Their goal is to support effective communication between home and school and the capitalization of the strengths of parents that is so vital for enhancing student achievement. Parents of our unduplicated students struggle to support their children's educational goals due to a lack of time, knowledge, or language. Many of our parents work multiple jobs and have limited time to support their children's schooling. Those that may have the time either lack the skills and/or language to comprehend and assist their children at home. Community Liaisons help to bridge this divide and identify additional needs by making themselves available for parents during the school day, before school, after school, and on some weekends. Our Community Liaisons will continue to focus on our low income and EL families that are not engaged or participating in parent involvement and parent engagement opportunities. Community Liaisons and site staff working hard to increase involvement and engagement for our low income families will also support all students. This action is LEA wide because it can equip all parents to better support their students.	3.7, 3.3

Goal 3 Action 3	Increase Parent Outreach: 2024-25 Chronic Absenteeism rate is 18.5% and 19.6% for low income students. The district needs to continue reaching out to low income families and inviting them to engage and connect with our schools in order to increase connectivity as well as regular student attendance. Sites still don't have the robust parent participation they once had pre-pandemic in ELAC and other important parent meetings. Many sites still report difficulties with recruiting parent participation and membership in committees. For 2024-25, data shows that sites are still at the initial implementation phases of meaningful parent input and participation. Data from Site SART and District SARB meetings indicate that the majority of low income families whose children are chronically absent or at risk of chronic attendance are holding to pandemic ideology and keeping students home when they are not feeling well or simply don't feel like attending school. Educational partners from the LCAP Advisory Committee reported that sites needed to increase parent involvement and engagement emphasizing the need for support parents, once again, with the importance of being a part of their student's education.	By offering an increase in targeted outreach strategies (communication in multiple languages, diverse communication channels to reach families, additional workshops, trainings) to engage our low income families, we build trusting relationships that empower families with knowledge and skills to navigate the education system and advocate for their needs, that ultimately increases connectedness, feelings of safety and academic achievement. Our low income families have an additional barrier because oftentimes they are not present to monitor attendance or engage at schools due to work schedules and/or lack of child care. Our low income families may require additional support services to address their unique gaps in resources, information, and access. Parent involvement and engagement is essential for promoting equity and ensuring that all students have access to the support and resources they need to succeed academically and thrive socially. By prioritizing family supports on an LEA wide basis, we recognize the critical role that families play in students' education and seek to establish collaborative partnerships that empower families as active participants in their children's learning journey. These actions are being implemented on an LEA-wide basis because all students can benefit from the increased opportunities provided to our low income parents to engage which increases attendance for all students.	3.7 3.3

Goal 3 Action 7	Reducing Chronic Absenteeism District wide, chronic absenteeism was red on the CA Dashboard for all students and at all of our schools. 2024-25 Chronic Absenteeism rate is 18.5% and 19.6% for low income students. There is a continued need to improve the current attendance rate in order to increase achievement and decrease chronic absenteeism rates which at times lead to a decrease in suspensions. Students that are chronically absent, especially our low income students, are scoring academically Low on the Dashboard. In addition, students who are chronically absent are at higher risk of falling behind academically and disengaging from school. By implementing targeted strategies to improve attendance among our low income students, we mitigate chronic absenteeism and its impact on progress. Our site administration and site leadership teams continue to be concerned with the number of families that make up the chronic absenteeism rate. They continue to communicate their concern around the continued parent attitude regarding attendance.	The district will work to implement early warning systems to identify students at risk of chronic absenteeism and provide targeted interventions and support services. In addition, mentoring, counseling will be provided to get to the root causes of absenteeism and re-engage students to learning. Improve how we engage families and students in promoting regular attendance and working through barriers. Low Income students would have an added barrier of not being able to attend school without transportation, causing an inequity for these unduplicated students and creating the possibility of becoming disengaged. Lack of resources also cause inadequate nutrition, or housing, and instability that impacts regular school attendance. These gaps in resources continue to exacerbate existing achievement gaps. This action is LEA wide because increasing academic achievement for all students depends on all students attending school every day. Regular attendance is strongly correlated with academic achievement and student outcomes.	3.3

Goal 4 Action 1	STEM Opportunities: This action was determined by the need to provide our students with options and environments that increase their academic achievement by allowing them to access additional instructional opportunities. There continues to be a gap between proficiency for our low income students with 30% proficiency compared to all students with 33% proficiency on the 2024-25 CAST assessment. Our low income students need a well balanced education program to participate in order to support learning and engagement. The district is increasing as well as improving its STEM program and integrating the arts and turning the program into a STEAM program for our low income students. They don't have the opportunity to engage with professional artists, engineers, etc and bringing these professionals to our schools and providing interactive learning opportunities for our low income students will support their achievement. Educational partner input and research indicate that low income students often face significant disparities in access to technology compared to their peers. These points demonstrate the need to provide student engagement opportunities and enrichment programs for low income students. Parent survey data continues to show that our Low Income families believe that our students need a comprehensive educational program that includes technology, coding, and robotics learning opportunities.	This action provides specialty programs and support to students to address their specific talents and needs in order to provide equitable access and enrichment. This action provides for the regular update of technology resources, ensuring students have access to the latest tools and resources in order to give them 21st century learning experiences. The program will increase low income students' participation in the Makerspaces, coding, robotics, and engineering standards that make up the program. This program will increase creativity, critical thinking, collaboration, and innovation across both the STEAM program and academic disciplines. Science standards will be lifted in order to introduce a stronger emphasis on the integrated teaching of science in the STEAM program. Low income students don’t have the opportunity to participate in Art or STEAM programs/camps outside of the regular school day especially during the summer and providing them at our schools reduces disparities that can hinder their educational opportunities and academic outcomes. This action leads to increased programming for low income students. This action is being provided on an LEA-wide basis to increase student achievement in the area of science for all students.	4.1

Goal 4 Action 2	21st Century Learning Supports: Parent survey data continues to show that our Low Income families believe that our students need a comprehensive educational program that increases their opportunities for 21st century learning skills as well as technology, coding, and robotics learning opportunities. 53% of responses were by low income families. There continues to be a gap between proficiency for our low income students with 30% proficiency compared to all students with 33% proficiency on the 2024-25 CAST assessment. Our low income families overwhelmingly continue to ask for increased opportunities for technology, robotics, coding, and engineering opportunities for their students. The District's Arts Committee provided recommendations on the improvement of Arts programming in order to continue improving outcomes for our low income students in our STEAM program.	Library clerks will use additional hours in order to increase the amount of opportunities our low income students have to participate in STEAM related activities. Teacher leaders, Ed Services, and Library Media Specialist will work together to support library clerks with grade appropriate and standards based lessons and activities. Low income students don't have the opportunity to participate in STEAM programs/camps outside of the regular school day. They lack resources to access 21st century learning opportunities as well as current and relevant virtual and multimedia resources. The district will develop arts integrated literacy and design thinking opportunities to our low income students and will support the necessary 21st learning skills to increase outcomes and student engagement. Providing our low income students with opportunities to develop coding, robotis, and engineering skills will support them in the future. This action is being provided on an LEA-wide basis to increase student achievement in the area of science for all students.	4.1 4.2

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 2	Homeless and Foster Youth Supports Our homeless and foster youth are at risk of not meeting standards proficiency. There continues to be a gap between Foster Youth and Homeless students when compared to All students. Foster Youth demonstrated 22% and Homeless 20% math proficiency on 2025-26 local assessments when compared to 36% proficiency by all students. Barriers they encounter include not being able to get to school, are in between housing, are enrolling in the middle/end of the school year, lack stability, and lack resources that most stable families count on. We need to continue to make sure we can support these individual students on an individual basis so they don't continue to fall back academically. Their attendance needs to be closely monitored and barriers addressed. Our parent groups, site admin, and social workers continue to express needs in not letting these students fall through the cracks and that attendance and academic data be disaggregated by these significant student groups.	Our Foster youth and homeless will receive instructional material, clothing, transportation, and health services to help them come to school prepared and ready to succeed. Our increased number of Foster and Homeless students are constantly at risk of struggling with attendance and thus leading to academic challenges because they don't have the resources and supports needed that traditional homes provide.	2.5 2.6

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

N/A

Additional Concentration Grant Funding

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

All Schools are receiving the additional concentration grant funding.

Goal 1: Academic Achievement

Action 3: Two additional bilingual math TOSAs will support students, teachers, and families learning academic math in Spanish at our elementary and middle schools with the Dual Immersion program. The math TOSAs will be located at Twain elementary and Rogers middle school, which is the feeder middle school that will take the additional DI students created as a result of the two additional teachers.

Action 4: Two additional elementary PE teachers and seven additional PE aides to support expanding opportunities for classroom teachers to collaborate, participate in Lab Days and small groups. The elementary PE teachers will be located at Anderson and Smith. Each elementary school will get one elementary PE aide. Twain will get two aides in order to pull complete grade levels at the same time.

Goal 2: Access and Equity

Action 1: 7 Early Education Support Providers will support the expansion of the TK full day instructional program to our elementary schools.

Action 4: Two additional Assistant Principals to support our new largest elementary schools, Twain and Mitchell, to support the regular school program, expanding Dual Immersion Program, and TREC Program

Goal 3: Parent and Student Engagement

Action 1: Two additional Social Workers and two counselors at our most neediest schools, FDR and both middle schools. They have had the highest number of behavior incidents as well as social emotional issues.

Goal 4: 21st Century Learning

Action 1: Two Elementary Instructional Technology Resource teachers at Mitchell and FDR and Additional Computer Technician at Twain to continue supporting our largest elementary schools with the tremendous increase in technology.

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

Action Tables

2026-2027 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 %)
2026-2027	$47,633,983.00	$17,907,146.00	37.59%	0.00%	37.59%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$85,440,006.00	$1,420,877.00	$0.00	$0.00	$86,860,883.00	$84,314,605.00	$2,546,278.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Professional Development	Foster Youth, Low Income, Student with Disabilities (SWD), English learner (EL), African-American	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$707,375	$274,755	$982,130	$0	$0	$0	$982,130	0.00%
1	2	Supplemental Instructional Program Material	English learner (EL), Low Income, Long-term English learner	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$1,042,900	$802,900	$240,000	$0	$0	$1,042,900	0.00%
1	3	Support for Teaching and Learning	English learner (EL), Low Income, Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$4,986,335	$0	$4,986,335	$0	$0	$0	$4,986,335	0.00%

1	4	Structured Collaboration provided through PE	English learner (EL), Low Income	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, FDR, Twain, Anderson, Green, Mitchell, Smith	Ongoing	$1,417,768	$450,000	$1,867,768	$0	$0	$0	$1,867,768	0.00%
1	5	State Testing	All	No				Ongoing	$57,553	$5,947	$63,500	$0	$0	$0	$63,500	0.00%
1	6	Staffing	All	No				Ongoing	$67,068,197	$0	$67,068,197	$0	$0	$0	$67,068,197	0.00%
2	1	Universal PreKinder-3rd grade Instructional Supports	Low Income	Yes	Schoolwide	Low Income	Specific Grade Spans, Tk, K	Ongoing	$1,770,774	$0	$1,359,897	$410,877	$0	$0	$1,770,774	0.00%
2	2	Homeless and Foster Youth Supports	Homeless, Foster Youth	Yes	Limited	Foster Youth, Low Income	All Schools	Ongoing	$0	$4,000	$4,000	$0	$0	$0	$4,000	0.00%
2	3	Site Specific Targeted Instructional Groups	Low Income, English learner (EL), Long-term English learner	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,992,085	$39,915	$3,032,000	$0	$0	$0	$3,032,000	0.00%
2	4	Targeted Supports for English Learners and LTELs (repeated expenditure, Goal 1, Action 3)	English learner (EL), Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	5	Increasing Bilingualism and Biliteracy (repeated expenditure, Goal 1, Action 6)	English learner (EL), Low Income	No				ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	1	Social Emotional Student Engagement Support	Long-term English learner, Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,561,161	$22,455	$1,843,616	$740,000	$0	$0	$2,583,616	0.00%
3	2	Academic Parent Engagement Support	Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$423,242	$127,693	$520,935	$30,000	$0	$0	$550,935	0.00%
3	3	Improve and Increase Parent Outreach	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$79,747	$103,006	$182,753	$0	$0	$0	$182,753	0.00%
3	4	Additional Student and Parent Supports	All	No				Ongoing	$178,018	$8,700	$186,718	$0	$0	$0	$186,718	0.00%

3	5	School Conditions	All	No				Ongoing	$0	$214,445	$214,445	$0	$0	$0	$214,445	0.00%
3	6	Reduce Suspensions (repeated expenditure, Goal 3, Action 1)	Student with Disabilities (SWD), Foster Youth, African-American	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	7	Reducing Chronic Absenteeism (repeated expenditure, Goal 2, Action 4)	Student with Disabilities (SWD), African-American, Foster Youth, Filipino, Two or More Races, Hispanic or Latino, Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	1	STEAM Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,752,262	$252,462	$2,004,724	$0	$0	$0	$2,004,724	0.00%
4	2	21st Century Learning Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$320,088	$0	$320,088	$0	$0	$0	$320,088	0.00%

2026-2027 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
$47,633,983.00	$17,907,146.00	37.59%	0.00% - No Carryover	37.59%	$17,907,146.00	0.00%	37.59%	**Total:**	$17,907,146.00
								LEA-wide Total:	$14,675,481.00
								Limited Total:	$4,000.00
								Schoolwide Total:	$3,227,665.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Professional Development	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$982,130.00	0.00%
1	2	Supplemental Instructional Program Material	Yes	LEA-wide	Low Income	All Schools	$802,900.00	0.00%
1	3	Support for Teaching and Learning	Yes	LEA-wide	English learner (EL)	All Schools	$4,986,335.00	0.00%
1	4	Structured Collaboration provided through PE	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, FDR, Twain, Anderson, Green, Mitchell, Smith	$1,867,768.00	0.00%
2	1	Universal PreKinder-3rd grade Instructional Supports	Yes	Schoolwide	Low Income	Specific Grade Spans, Tk, K	$1,359,897.00	0.00%

2	2	Homeless and Foster Youth Supports	Yes	Limited	Foster Youth, Low Income	All Schools	$4,000.00	0.00%
2	3	Site Specific Targeted Instructional Groups	Yes	LEA-wide	Low Income	All Schools	$3,032,000.00	0.00%
2	4	Targeted Supports for English Learners and LTELs (repeated expenditure, Goal 1, Action 3)	Yes	LEA-wide	English learner (EL)	All Schools	$0.00	0.00%
3	1	Social Emotional Student Engagement Support	Yes	LEA-wide	Low Income	All Schools	$1,843,616.00	0.00%
3	2	Academic Parent Engagement Support	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$520,935.00	0.00%
3	3	Improve and Increase Parent Outreach	Yes	LEA-wide	Low Income	All Schools	$182,753.00	0.00%
3	6	Reduce Suspensions (repeated expenditure, Goal 3, Action 1)	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%
3	7	Reducing Chronic Absenteeism (repeated expenditure, Goal 2, Action 4)	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%
4	1	STEAM Opportunities	Yes	LEA-wide	Low Income	All Schools	$2,004,724.00	0.00%
4	2	21st Century Learning Supports	Yes	LEA-wide	Low Income	All Schools	$320,088.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$88,304,271.00	$90,032,470.00

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	Professional Development	Yes	$1,186,021.00	$1,186,021.00
1	2	Supplemental Instructional Program Material	Yes	$1,698,900.00	$1,704,785.00

1	3	Support for Teaching and Learning	Yes	$4,923,425.00	$5,056,850.00
1	4	Structured Collaboration provided through PE	Yes	$1,808,799.00	$1,817,558.00
1	5	State Testing	No	$63,500.00	$63,500.00
1	6	Staffing	No	$66,639,930.00	$68,037,499.00
2	1	Universal PreKinder-3rd grade Instructional Supports	Yes	$2,154,850.00	$2,183,021.00
2	2	Homeless and Foster Youth Supports	Yes	$4,000.00	$4,000.00
2	3	Site Specific Targeted Instructional Groups	Yes	$2,163,386.00	$2,239,373.00
2	4	Targeted Supports for English Learners and LTELs (repeated expenditure, Goal 1, Action 3)	Yes	$0.00	$0.00
2	5	Increasing Bilingualism and Biliteracy (repeated expenditure, Goal 1, Action 6)	No	$0.00	$0.00
3	1	Social Emotional Student Engagement Support	Yes	$4,044,856.00	$4,076,980.00
3	2	Academic Parent Engagement Support	Yes	$627,041.00	$627,598.00
3	3	Improve and Increase Parent Outreach	Yes	$219,177.00	$219,420.00
3	4	Additional Student and Parent Supports	No	$186,718.00	$186,718.00
3	5	School Conditions	No	$214,445.00	$214,445.00
3	6	Reduce Suspensions (repeated expenditure, Goal 3, Action 1)	Yes	$0.00	$0.00
3	7	Reducing Chronic Absenteeism (repeated expenditure, Goal 2, Action 4)	Yes	$0.00	$0.00
4	1	STEAM Opportunities	Yes	$2,057,575.00	$2,094,634.00
4	2	21st Century Learning Supports	Yes	$311,648.00	$320,068.00

2025-2026 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)
$16,801,685.00	$16,611,678.00	$16,890,655.00	($278,977.00)	0.00%	0.00%	0.00% - No Difference

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	Professional Development	Yes	$786,021.00	$786,021.00	0.00%	0.00%
1	2	Supplemental Instructional Program Material	Yes	$753,900.00	$759,785.00	0.00%	0.00%
1	3	Support for Teaching and Learning	Yes	$4,923,425.00	$5,056,850.00	0.00%	0.00%
1	4	Structured Collaboration provided through PE	Yes	$1,808,799.00	$1,817,558.00	0.00%	0.00%
2	1	Universal PreKinder-3rd grade Instructional Supports	Yes	$1,754,850.00	$1,775,926.00	0.00%	0.00%
2	2	Homeless and Foster Youth Supports	Yes	$4,000.00	$4,000.00	0.00%	0.00%
2	3	Site Specific Targeted Instructional Groups	Yes	$1,693,386.00	$1,762,840.00	0.00%	0.00%
2	4	Targeted Supports for English Learners and LTELs (repeated expenditure, Goal 1, Action 3)	Yes	$0.00	$0.00	0.00%	0.00%
3	1	Social Emotional Student Engagement Support	Yes	$1,761,856.00	$1,756,548.00	0.00%	0.00%
3	2	Academic Parent Engagement Support	Yes	$537,041.00	$537,005.00	0.00%	0.00%
3	3	Improve and Increase Parent Outreach	Yes	$219,177.00	$219,420.00	0.00%	0.00%
3	6	Reduce Suspensions (repeated expenditure, Goal 3, Action 1)	Yes	$0.00	$0.00	0.00%	0.00%
3	7	Reducing Chronic Absenteeism (repeated expenditure, Goal 2, Action 4)	Yes	$0.00	$0.00	0.00%	0.00%
4	1	STEAM Opportunities	Yes	$2,057,575.00	$2,094,634.00	0.00%	0.00%
4	2	21st Century Learning Supports	Yes	$311,648.00	$320,068.00	0.00%	0.00%

2025-2026 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)
$46,015,727.00	$16,801,685.00	0.00%	36.51%	$16,890,655.00	0.00%	36.71%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).