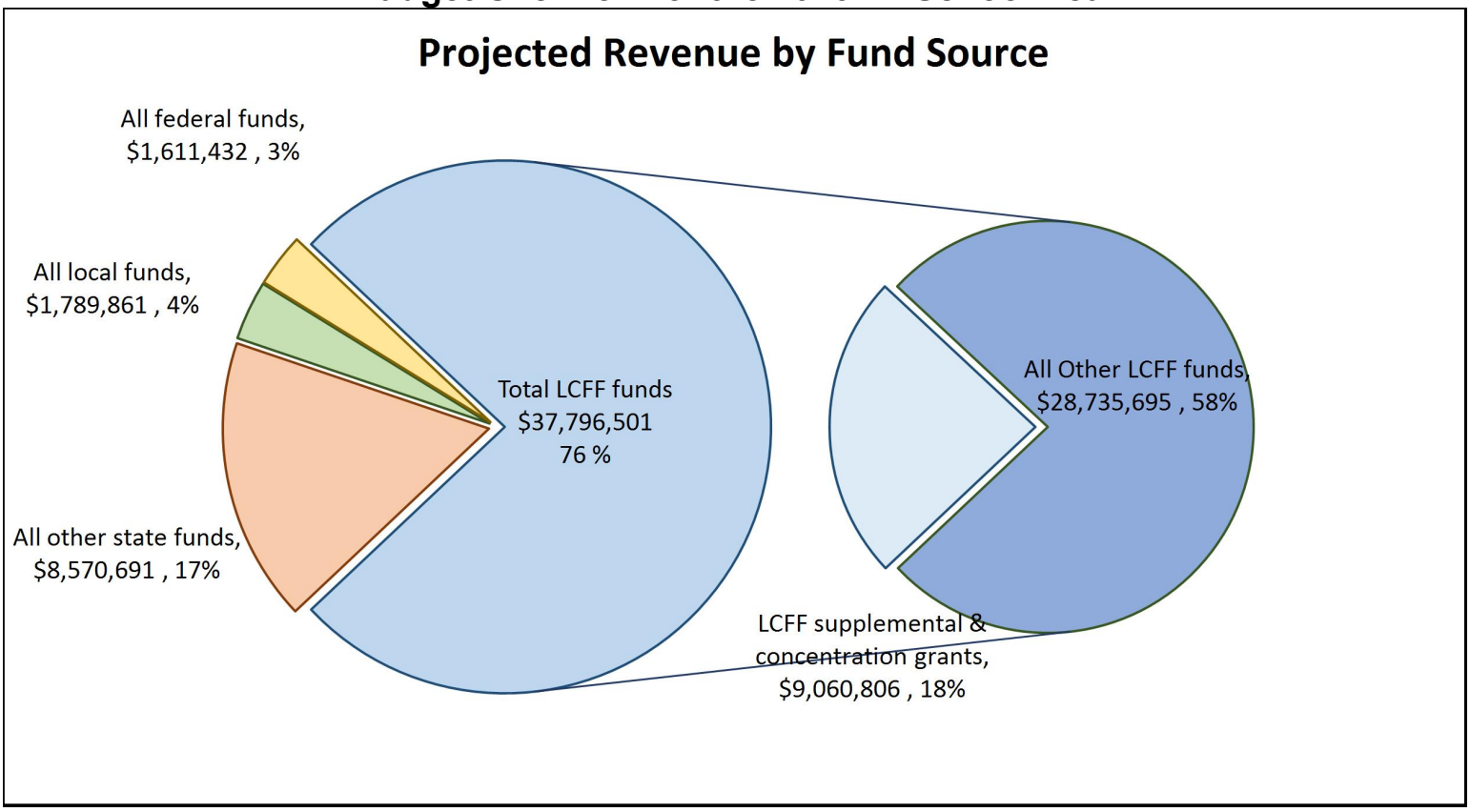
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Livingston Union School District
CDS Code: 24 65748 0000000
School Year: 2026-27
LEA contact information:
Andres Zamora
Superintendent
azamora@livingstonusd.org
2093945400

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

Budget Overview for the 2026-27 School Year

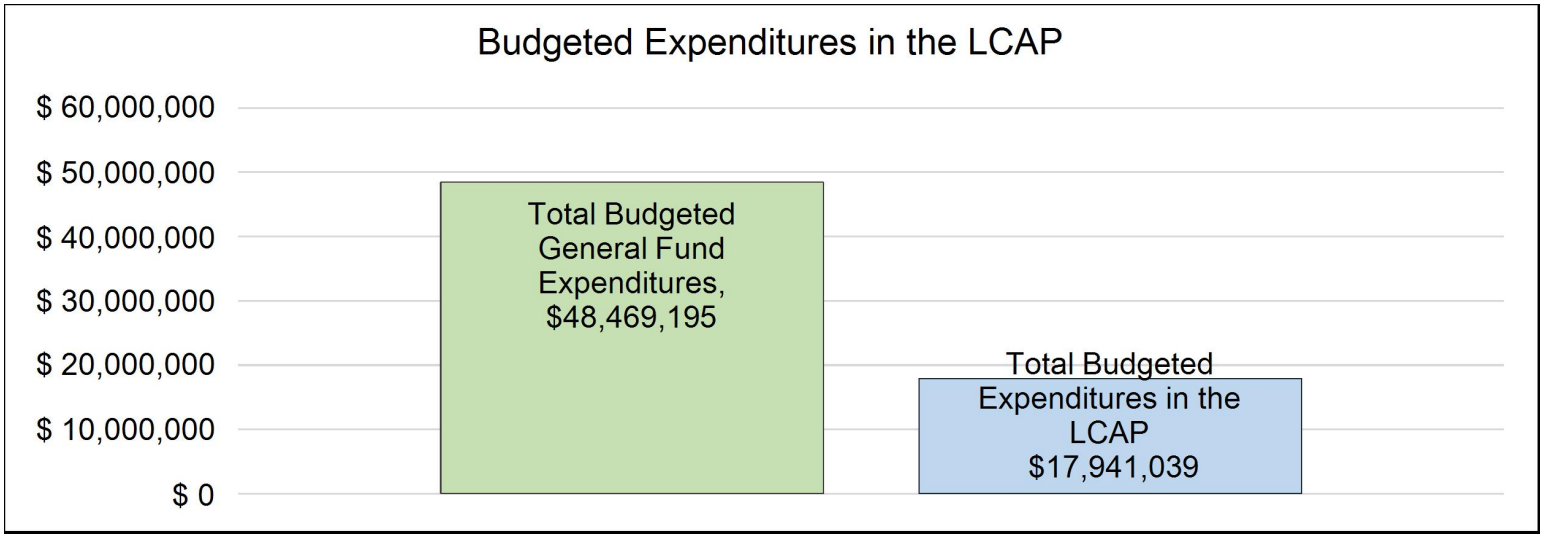


This chart shows the total general purpose revenue Livingston Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Livingston Union School District is $49,768,485, of which $37,796,501 is Local Control Funding Formula (LCFF), $8,570,691 is other state funds, $1789861 is local funds, and $1611432 is federal funds. Of the $37,796,501 in LCFF Funds, $9060806 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 Livingston Union School District plans to spend for 2026-27. 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: Livingston Union School District plans to spend $48,469,195 for the 2026-27 school year. Of that amount, $17,941,039 is tied to actions/services in the LCAP and $30,528,156 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

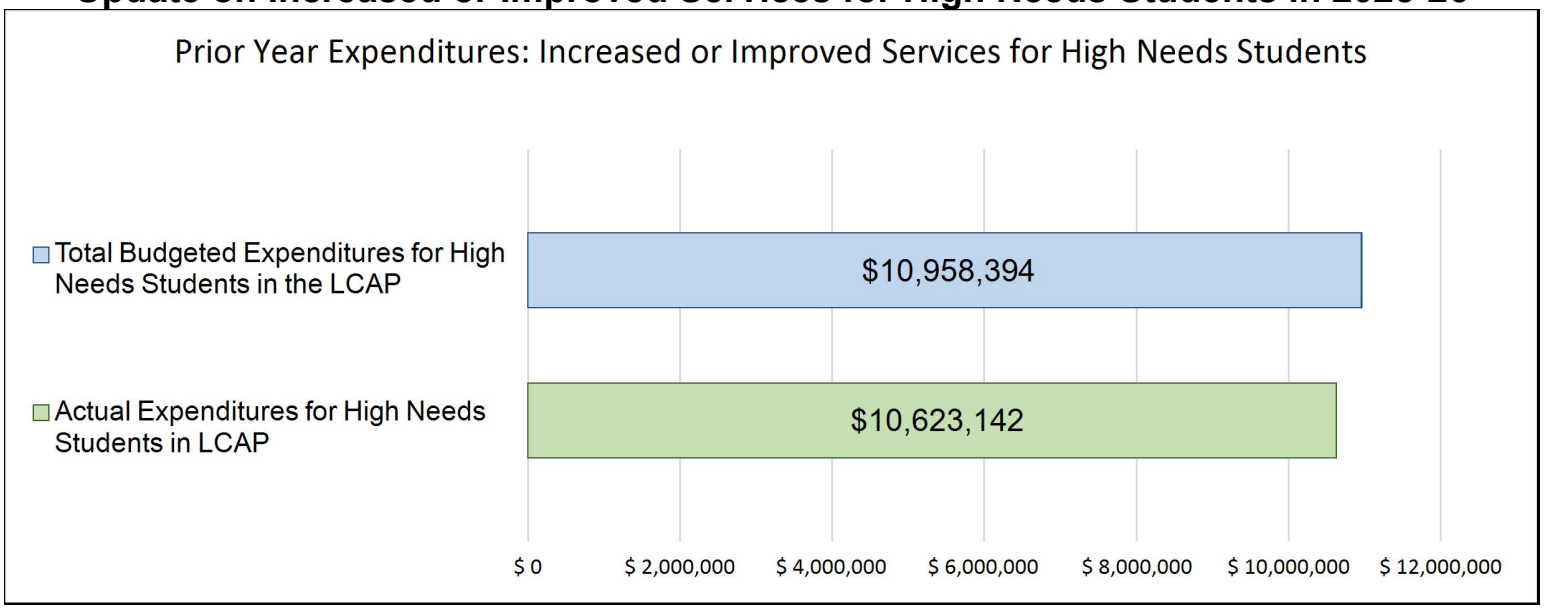
Core educational and operational expenditures are excluded from specific LCAP goals. These baseline expenses include classroom instruction costs as well as general overhead, such as maintenance, utilities, legal fees, and property/liability insurance.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Livingston Union School District is projecting it will receive $9060806 based on the enrollment of Foster Youth, English learner, and low-income students. Livingston Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Livingston Union School District plans to spend $11,338,289 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 2025-26



This chart compares what Livingston Union 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 Livingston Union 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 2025-26, Livingston Union School District's LCAP budgeted $10,958,394 for planned actions to increase or improve services for high needs students. Livingston Union School District actually spent $10,623,142, for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $335,252 had the following impact on Livingston Union School District’s ability to increase or improve services for high needs students:

Budget fluctuations were driven by staffing changes, salary raises, and shifts in operational costs. Because the total cost variance was kept under 3% and the district met its Minimum Proportionality Percentage (MPP), service delivery for high-needs students remains entirely unaffected.

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
Livingston Union School District	Andres Zamora Superintendent	azamora@livingstonusd.org 2093945400

Plan Summary [2026-27]

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.

Livingston Union School District (LUSD) stands out as a beacon of diversity and inclusion in California's Central Valley. Situated in northern Merced County, LUSD fosters a vibrant school community where rich cultures thrive. The district serves 2,477 students of which 35% are English Learners (EL). The student body reflects the region's diversity, with a strong Hispanic/Latino presence (82.2%) alongside Asian (13.2%) and White (2.7%) students. LUSD's dedication to equitable opportunity is further emphasized by the high percentage of students qualifying for the free or reduced-price meals program (67.42%).

LUSD empowers approximately 2,500 students across four schools. Three TK-5 elementary schools (Campus Park, Selma Herndon, Yamato Colony) provide a nurturing foundation, while Livingston Middle School guides students in grades 6th-8th. LUSD serves as the heart of the Livingston community, fostering a strong partnership with parents. Based on the March 2026 LCAP Family Survey 90% of parents feel teachers have a high degree of respect for their children and 81% feel their children are safe at school. This deep sense of community positions LUSD as a leader in fostering a positive and inclusive learning environment for all.

Families send their children to our schools to learn and excel in a safe and caring environment and realize their individual dreams and aspirations toward a successful future. It is our moral imperative to continually improve our schools as a means to helping all students achieve their greatest dreams, aspirations, and potential in high school and beyond.

OUR PURPOSE: The Livingston Union School District is building a community of learners through a student-centered focus, equity, and a culture of collaboration that prepares all students with a foundation to succeed in high school and beyond.

Our “shared core values” guide our priorities, our goals and our actions. They establish the foundation of a district culture based on high expectations and collaboration with an unrelenting determination to ensure the success of our students.

Our Students are Not to Blame
We believe that circumstances of birth, socioeconomic status, language proficiency, or disability are not barriers to learning.

Teamwork and Collaboration are Essential Building Blocks for Establishing a Productive and Supportive School Culture and Improving Student Learning

Effective instruction needs to be rigorous, supportive, relevant and builds on meaningful relationships between students and their teachers.

People, Not Programs, Make the Real Difference
The professionals at LUSD make the real difference; caring and competent classroom teachers, proactive administrators, a visionary and engaged superintendent, and a supportive Board of Trustees.

Academic English Proficiency and Biliteracy are Keys to Success
Developing proficient use of academic English is the linguistic goal across all subject areas and grade levels for all students.

Collective Accountability and Responsibility for the Success of Our Students
Within our respective roles, students, parents, teachers, support staff, principals, superintendent, and board members; we are all collectively and individually responsible for the success of each student.

Parents are our Partners in Education
Effectively involving parents with students in schools enables parents to understand more clearly the curriculum and expectations so they can support their children at home.

All Important Decisions Must Be Made Through a "Student Filter"
Decisions must always be made in the best interest of students through an EQUITY lens that expects all members of the school community to serve students' individual needs.

Safe, Nutritious, and Nurturing Learning Environments
Schools must be a place where students feel physically and mentally safe. An environment where students feel valued, respected and encouraged by their teachers, principal and other adults. An environment where students are provided nutritious and appealing meals daily.

Reflections: Annual Performance

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

Reflection on annual performance based on state and local data shows areas for improvement include Mathematics, English Language Arts (ELA), Science and the English Learner Progress Indicator (ELPI). Student achievement in ELA and Mathematics for grades 3–8 is

measured annually through the Smarter Balanced Summative Assessments and the California Alternate Assessment administered within LUSD. For students in grades K–2, local performance data is measured using the i-Ready diagnostic assessments in ELA and Mathematics. Data from the California School Dashboard identifies some positive trends in the progress made by the English Learner and Students with Disabilities groups across both ELA and Mathematics.

- English Learners showed the highest growth of any subgroup, with an increase of +6.58% in ELA and +7.66% in Mathematics compared to the 2022-23 baseline. In addition, an increase of 19.4% on the English Learner Progress Indicator (ELPI) was achieved. Furthermore, the Long-Term English Learner Group experienced an increase of 20.9% in this measure. Both student groups achieved the second to the highest level on the ELPI. Selma Herndon School achieved the highest level, Yamato Colony achieved the second to the highest level and LMS and Campus Park achieved the mid-level on the ELPI.

Based on state and local assessments, mathematics performance is improving more consistently than ELA with the exception of Students with Disabilities group:

- CAASPP Math: "All Students" improved by +3.31% from the baseline.
- Interim Assessments: Winter 2025 data shows an increase in proficiency for Grades 3-5 (+21.74%) and Grades 6-8 (+7.94%) compared to the Winter 2023 baseline.
- Students with Disabilities experienced a slight decrease of -1.24% in Mathematics from the baseline.
- K-2 Local Assessment: Math proficiency showed an increase to 50% (+6%) compared to the spring 2024 baseline.

While specific student groups are improving, the general ELA metrics suggest a plateau or slight decline with the exception of the Students with Disabilities group:

- General Performance: The "All Students" category for CAASPP-ELA is currently -.48% below the baseline.
- Socioeconomically Disadvantaged: This group saw a slight decrease of -.85% in ELA proficiency.
- Students with Disabilities: Demonstrated a significant +4.56% improvement in ELA.
- K-2 Local Assessment: ELA proficiency showed an increase to 61% (+4%) compared to the spring 2024 baseline.

In Mathematics the district “maintained” with a gain of 2 points and 74.1 points below standard, placing it in the second-lowest performance tier. The Students with Disabilities group performed at the lowest level. Performing at the second-lowest level were the Asian, Hispanic, Long-Term English Learner, and Socioeconomically Disadvantaged student groups. Performing at the mid-level were the English Learner, Homeless, and White student groups. According to the California School Dashboard, Campus Park Elementary, Yamato Colony Elementary, and LMS performed in the second-lowest performance category, while Selma Herndon Elementary demonstrated performance in the middle category. To continue building on recent progress in mathematics achievement, LUSD will continue implementing its Mathematics Professional Development Plan (MPDP) through partnerships with Merced County Office of Education, Curriculum and Professional Learning CEP, and the Learning Forward Network to strengthen instructional planning, standards-aligned instructional practices, and formative assessment systems. These partnerships will provide teachers and site leaders with sustained professional learning, collaborative data analysis, and continuous improvement cycles focused on increasing mathematical understanding and achievement for all students, particularly unduplicated pupil groups.

In English Language Arts the district “maintained” with a slight decline of -0.2 points and 47 points below standard, placing it in the second-lowest performance tier. One student group, Students with Disabilities, was rated at the lowest performance level districtwide. Scoring at the second-lowest performance tier were the Hispanic, Homeless, Long-Term English Learners, and Socioeconomically disadvantaged student groups. At the mid-level were the English Learner and the White student groups. The Asian student group was rated at the second to the highest level. According to the California School Dashboard, Campus Park Elementary, Yamato Colony Elementary, and LMS were identified

in the second-lowest performance category, while Selma Herndon Elementary demonstrated mid-level performance. Although several student groups demonstrated growth in ELA, overall districtwide performance indicates that literacy achievement has plateaued, with the “All Students” group performing slightly below baseline and Socioeconomically Disadvantaged students showing a modest decline in proficiency. In contrast, Students with Disabilities demonstrated notable improvement (+4.56 percentage points from the baseline).

To address these trends, LUSD will continue strengthening literacy instruction through a data-informed approach focused on differentiated instruction, foundational literacy practices, and targeted support for student groups with identified needs. For students in grades K–2, the District will review i-Ready and reading screener data to identify areas requiring more intensive small-group instruction and ensure student performance data guides instructional decisions. With support from the ELA coach, teachers will continue implementing evidence-based practices including Interactive Read Alouds, Science of Reading strategies, language comprehension development, and writing instruction across all grade levels. The District Writing Committee will collaborate throughout the year to strengthen writing instruction, vertical alignment, and student writing capacity districtwide.

Professional development will focus on literacy instruction and support for English Learners will continue through District Academic Coaches and participation in the Multilingual Network with Merced County Office of Education. The ELA coach will provide job-embedded coaching, modeling, and feedback to strengthen small-group instruction and the use of student data to inform differentiated instruction for diverse learners. In addition, site staff will coordinate targeted academic interventions in ELA to better address the needs of students experiencing homelessness districtwide and English Learners at the middle school level.

LUSD reduced the chronic absenteeism rate from 19% in 2022–23 to 14% in Year 2, representing a 5 percentage point improvement from the baseline. While the district maintained performance at the second-to-lowest Dashboard level and demonstrated a small additional reduction of 0.2 percentage points from Year 1 to Year 2, current performance remains significantly above the pre-pandemic rate of 4.9%. This indicates that, although district actions contributed to improvement, recovery has slowed and additional targeted interventions are necessary.

The district will continue participation in the RAISE Network and expand implementation of the Network’s foundational attendance and engagement practices across all four district schools. Through participation in the RAISE Network, district and site teams will collect, analyze, and interpret attendance, engagement, and school climate data to identify patterns of chronic absenteeism and barriers affecting student participation in school. Goal 2 actions have been designed to further reduce chronic absenteeism and improve school connectedness, particularly for students attending schools with the highest absenteeism rates. District staff will implement foundational practices such as regular attendance data reviews, early identification of students at risk of chronic absenteeism, relationship-building strategies, family outreach, and coordinated intervention planning.

LUSD has established a comprehensive system of supports to address students’ behavioral and social-emotional needs, centered around the implementation of the American School Counselor Association (ASCA) model. The district’s six full-time counselors, a Board Certified Behavior Analyst (BCBA), an Early Education Specialist, and additional support staff who work collaboratively to ensure students feel connected, supported, and engaged in school. As a result of LUSD’s commitment to the implementation of the ASCA model, this year Campus Park School was once again awarded the ASCA Model Program (Re-RAMP) designation. This recognition honors schools that are committed to implementing comprehensive school counseling programs aligned to the ASCA National Model framework.

However, because current student survey data indicates that only 75% of students in grades 3–8 report feeling safe at school, the district recognizes the need to further strengthen school climate and student supports to improve students' sense of safety and belonging. In addition, some parents of fourth and fifth grade students have expressed concern that counseling services at the upper elementary grades often shift primarily toward academic guidance, leaving some social-emotional needs, including bullying, peer conflicts, and family hardships, inadequately addressed. In response to these findings, the district will implement targeted strategies and supports designed to strengthen school climate, expand social-emotional supports, and improve students' overall sense of safety, connection, and well-being.

LUSD district remains committed to sustaining this strong support structure by retaining its full counseling team and maintaining favorable student-to-counselor ratios because increased access to counseling services allows students to receive timely behavioral and social-emotional support. In addition, ongoing professional development and continued implementation of the Second Step and Character Strong curricula will provide counselors, teachers, and school staff with consistent strategies to strengthen relationship-building, social-emotional learning, and positive school culture. Furthermore, the BCBA will continue leading staff training on proactive behavior management approaches because research shows that consistent, preventative strategies help reduce behavioral disruptions and improve student engagement, safety and sense of belonging. As an additional strategy to improve school safety perceptions, the district will continue expanding Positive Behavioral Interventions and Supports (PBIS) and restorative practices across school sites because clearly defined behavioral expectations, positive reinforcement systems, and restorative conversations help students build stronger relationships and resolve conflicts in constructive ways. The Early Education Specialist will also collaborate with teachers to identify and address early learning and behavioral concerns because early intervention increases the likelihood that students receive timely support before challenges become more significant and impact their connection to school.

Parent and guardian feedback highlighted several strengths in the district's efforts to build strong family-school partnerships and support positive student experiences. Families expressed appreciation for effective communication through platforms such as ParentSquare and Class Dojo, which provide timely updates and strengthen communication between home and school. Parents also valued enrichment opportunities in physical education, art, and music. Other areas of strength identified by parents and other education partners include collaborative family engagement events, approachable staff and teachers, counseling, Positive Discipline workshops, and Parent Liaison outreach, all of which have contributed to a more positive and connected school climate.

While the district has made meaningful progress in family engagement, educational partner feedback and middle school parent and guardian survey data indicate some areas needing improvement. Families who are not comfortable using digital applications reported feeling left behind because they have struggled to access and navigate Aeries, limiting their ability to consistently monitor grades, attendance, and behavioral data. Feedback from middle school families identified a need for school staff to provide hands-on Aeries workshops in families' preferred languages so that all parents can successfully log in, access student information, and better support their child's academic progress. In addition, limited English-speaking parents reported that the Chromebook loan process can be cumbersome and difficult to navigate, creating additional barriers to access. Participation data and educational partner feedback also indicate that additional outreach and targeted engagement strategies are needed to increase participation from families who remain underrepresented in district engagement opportunities.

Moving forward, the district will continue strengthening family engagement practices by expanding parent workshops, increasing language-accessible supports, and improving communication systems since families who understand how to access student information and district resources will be better positioned to support student success.

The district will also explore strategies to increase participation at family meetings and workshops, including the use of student incentives such as homework passes or spirit points since educational partner feedback suggests these approaches may encourage greater family involvement. Continued professional development focused on relationship-building and customer service excellence will further support staff in creating welcoming and inclusive school environments where all families feel valued, informed, and connected to their child's educational experience.

The district's enrichment and student engagement efforts reflect a strong commitment to providing students with meaningful opportunities that support academic growth, creativity, school connectedness, and overall well-being. Educational partner feedback and local program data highlighted several successful programs across grade spans, including arts and music offerings such as choir, beginning violin club, folklórico music and dance lessons for preschool students at the Child Development Centers, and elementary athletics. These opportunities contributed to a positive school climate since students identified field trips, carnivals, engaging school activities, sports, and other enrichment experiences as meaningful parts of their school experience that increased their sense of belonging and connection to school. In addition, academic intervention and transition supports demonstrated measurable success. The TK/Kinder Readiness Program showed academic growth in both Mathematics and English Language Arts across participating elementary sites.

Educational partner input and program reflections also identified several opportunities to strengthen and expand enrichment access and equity across the district. Students, families, and staff expressed a desire for increased access to arts, music, electives, and hands-on enrichment opportunities, including more frequent art and music instruction, science-based activities, and expanded club offerings. Feedback also identified a need to broaden athletic opportunities by introducing additional sports programs, expanding opportunities to younger grade levels, and developing partnerships with local universities and community organizations. In addition, educational partners identified inequities in after-school academic support since it is perceived by some that tutoring services are currently available at two of the elementary schools, but not at the third elementary school and the middle school. Educational partners also noted the need to increase elective opportunities at the middle school for students participating in the Dual Language Academy. Identified needs will guide future planning and resource allocation as the district works to expand access to enrichment, improve equitable opportunities across school sites, and strengthen programs that support student engagement, academic achievement, and school connectedness for all students.

LUSD has $2,181,361.33 in Learning Recovery Emergency Block Grant (LREBG) funds. Of this amount, $1,188,961.39 has been budgeted to support actions during the 2026–27 school year, leaving a remaining balance of $992,399.94. To ensure alignment with LCAP planning and compliance, the district integrated the LREBG Needs Assessment into its comprehensive LCAP needs assessment process. This included a thorough review of the required state and local data. Based on the outcomes of this needs assessment, LUSD will use LREBG funds to support the following goals and actions identified in the 2026–27 LCAP that address academic learning recovery, school attendance, and student well-being:

Goal 1, Action 2:

- All K-2 teachers will receive professional development to administer and analyze a reading screener that will identify students at risk for reading challenges, enabling early intervention and support for literacy development. This action aligns with the allowable uses of LREGB funds by providing targeted professional development that equips K–2 teachers with the skills to identify and support students at risk for reading challenges. Early identification and intervention directly promote literacy development, addressing learning recovery and accelerating student achievement in foundational reading skills. This action is expected to address areas of need identified in the needs assessment, specifically the gap in early literacy proficiency among primary grade students and the

need for consistent, evidence-based screening and intervention practices. Using teacher participation rates as a metric ensures that the action is implemented effectively and supports progress toward LCAP Metrics number 1.6 and 1.7.

Goal 1, Action 3:

- Building Thinking Classroom in Science: To strengthen high-quality science instruction and improve outcomes for all students, particularly English Learners, LMS science teachers will participate in professional development focused on effective, standards-aligned instructional practices. Professional learning will focus on aligning instructional practices with the CA Science Test (CAST) Blueprint and adopted curricular materials, as well as learning and implementing strategies from Building Thinking Classrooms in Science to increase student engagement, critical thinking, reasoning, and problem-solving. Teachers will have ongoing opportunities to collaborate in lesson design, participate in lesson studies, engage in co-teaching, and receive in-class instructional coaching. These supports will promote consistent implementation of effective instructional practices and provide teachers with opportunities to examine and refine their instruction based on student learning evidence. The progress of this action will be measured using Metric 1.3.

Goal 1, Action 6:

- AmeriCorps tutors will provide targeted, small-group tutoring to first grade students who are experiencing foundational reading difficulties. The tutoring will be designed to address identified gaps in foundational literacy skills and provide students with additional, targeted instructional support to accelerate their progress toward grade-level reading expectations. During the 2026–27 school year, the district will prioritize students in grades K-3 based on grade level and identified needs. Progress for students participating in the intervention will be monitored using i-Ready Stretch Growth. By June 2027, the goal is for at least 30% of participating students meet or exceed their individual i-Ready Stretch Growth target. The progress of this action will be measured using Metric 1.6. (LREBG Funds: $27,750.00)

Goal 1, Action 10:

- Students who continue to struggle with foundational skills in reading and math will receive additional support to address learning gaps. This action aligns with the allowable uses of LREGB funds by providing targeted interventions designed to accelerate learning recovery in critical academic areas. It directly addresses needs assessment findings that identified persistent gaps in early literacy and numeracy achievement, particularly among students who have not met grade-level benchmarks. For students in grades K–2 participating in the identified intervention, progress will be measured using i-Ready stretch growth, with a target of at least 30% growth by June 2027. For students in grades 3–5, growth will be measured using the CAASPP summative assessment, with a target of at least a 5% increase of students meeting or exceeding standards in English Language Arts and Mathematics from Spring 2026 to Spring 2027. The progress of this action will be measured by progress toward the desired targets of LCAP Metrics number 1.1, 1.2, 1.6, and 1.7.

Goal 1, Action 11:

- Seventh grade students who are experiencing learning gaps in mathematics will receive transportation to participate in the UC Merced Math Academy over the summer. This action aligns with the allowable uses of LREGB funds by removing transportation barriers to extended learning opportunities that address learning recovery in mathematics. It directly responds to needs assessment findings identifying gaps in math achievement and limited access to summer intervention programs for students without reliable

transportation. Progress will be measured by comparing the number of students who require transportation services with the number who receive them, as well as by progress toward the desired target of LCAP Metric 1.2.

- TK/K students who may experience challenges transitioning to the school environment and academic demands will be invited to participate in the district's TK/K Readiness Program. This action aligns with the allowable uses of LREGB funds by providing early learning interventions that support school readiness and address learning recovery needs before formal instruction begins. It directly addresses needs assessment findings identifying gaps in early literacy and numeracy skills, as well as the need for structured transition supports for incoming TK/K students. Progress for participating students will be measured using pre- and post-assessments that evaluate their ability to recognize their written name and orally count from 1 to 10, as well as progress toward the desired targets of LCAP Metrics 1.6 and 1.7 for Kindergarten students.

- Seventh grade students who are credit deficient and/or experience academic challenges will be invited to participate in the district's Learning Recovery Summer Camp. Progress for participating students will be measured by comparing results from pre- and post-assessments to evaluate academic growth as well as progress toward the desired target of LCAP Metrics 1.1 and 1.2. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.

Goal 2, Action 1:

- The district will provide classroom teachers with a series of Tier 1 and Tier 2 Strategies for Classroom Success workshops. This action will address the identified need to reduce exclusionary discipline practices, strengthen positive classroom management, and promote supportive learning environments that increase students' sense of safety and belonging. By equipping teachers with effective strategies, the district seeks to improve student behavior outcomes and reduce disproportionate suspension rates, particularly for unduplicated student groups and other students identified in the needs assessment. Progress toward the desired targets will be measured by a reduction in the district's suspension rate as indicated in LCAP Metric 2.3 and an increase in students' sense of safety as measured by LCAP Metric 2.6. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.

- The district will participate in the RAISE Network to collect, analyze, and interpret attendance, engagement, and school climate data. This action will address the identified need to reduce chronic absenteeism, increase student engagement, and improve overall school climate, particularly for students in schools with the highest rates of absenteeism as identified in the needs assessment. The goal is to use data to identify and implement effective strategies that support consistent student attendance and foster positive learning environments. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment. Progress made towards the desired targets will be measured with LCAP Metrics 2.1 and 2.2.

- Principals will participate in the Merced County Office of Education Principal's Network. Participation in the network will provide them with the opportunity to learn from accomplished educators who share their research, insights and findings to support a positive school culture and climate. The progress of this action will be measured by an increase in EL reclassification rates. Progress made towards the desired targets will be measured with LCAP Metric 4.2.

Goal 2, Action 4:

- The district's Board Certified Behavior Analyst (BCBA) will collaborate with classroom teachers to develop and implement evidence-based strategies that proactively address student behavioral needs and promote a positive learning environment. Progress toward the desired targets will be measured by a reduction in the district's suspension rate as indicated in LCAP Metric 2.3, an increase in students' sense of safety as measured by LCAP Metric 2.6, and an increase in students' sense of belonging at their school as measured by LCAP Metric 2.7. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.

- Social Emotional Learning (SEL) Curriculum: The district will provide a social-emotional learning curriculum for students across all grade levels to establish consistent, Tier 1 instruction in social-emotional competencies. The curriculum will provide students with explicit instruction and opportunities to develop skills in self-awareness, self-management, self-advocacy, social awareness, relationship skills, responsible decision-making, and civic responsibility. Implementing a consistent SEL curriculum across grade levels will provide staff with a common framework and instructional resources for teaching these skills and will give students opportunities to apply them across classroom and school settings. Research indicates that equipping teachers with effective Tier 1 strategies fosters positive classroom environments, strengthens student-teacher relationships, and improves student engagement. Studies also show that when teachers consistently apply proactive classroom management and evidence-based intervention practices, students report feeling safer and more connected to their school community. The progress of this action will be measured by using Metrics 2.6 and 2.7.

The following is historical information included in Year 1 of the LCAP and is required to remain in the LCAP for Years 2 and 3:
Analysis for students' academic progress based on state and local data indicates the need for acceleration of achievement in order for a number of student groups to achieve gap closure. Data from the CA Dashboard highlights areas needing improvement in Mathematics, English Language Arts (ELA), and the English Learner Progress Indicator (ELPI). The English Language Arts and Mathematics assessments are based on the Smarter Balanced Summative Assessment and the California Alternate Assessment, which are taken annually by LUSD students in grades 3-8. In Mathematics, the district maintained a score of -0.2 points, with seven student groups in the second to the lowest performance indicator. Livingston Middle School obtained the lowest performance indicator schoolwide in Mathematics. Additionally, the English Learner student group at the middle school also received the lowest performance indicator in this academic area. Local Mathematics data indicates 37% of 3-5th and 28% of 6-8 grade students Met, Exceeded or Nearly Met the standards as measured by the Interim Comprehensive Assessments in the Winter of 2023. Local end-of-of year data indicates 44% of K-2 students Met or Exceeded the standards. In ELA, LUSD obtained the second to the lowest progress indicator, with a decline of 3.6 points. In this academic area the district had one student group in the lowest performance level and six student groups in the second to the lowest performance level. LUSD's Homeless student group obtained the lowest performance level districtwide, experiencing a decline of 12.5 points. At Livingston Middle School, the English Learner student group obtained the lowest performance indicator in ELA. Local ELA data indicates 36% of 3-5th and 54% of 6-8 grade students Met, Exceeded or Nearly Met the standards as measured by the Interim Comprehensive Assessments in the Winter of 2023. Local end-of-of year data indicates 57% of K-2 students Met or Exceeded the standards. The CA Dashboard uses the English Learner Progress Indicator to measure progress towards English language proficiency or maintaining the highest level. In the ELPI, the district experienced an 18.5% decline. Campus Park Elementary and Livingston Middle School both obtained the lowest performance level schoolwide. Additionally, the English Learner student group at both schools received the lowest performance level. LUSD has developed Goal 4 actions to address the decline in the ELPI and improve achievement of all English Learners. District support staff and school

leadership will hold EL progress monitoring meetings three times a year to review student data, assess progress, and adjust instructional strategies. Tri-annual EL sessions will be opportunities for school teams to conduct ELS walkthroughs, analyze data, identify trends, and identify strengths and areas needing improvement. The district will acquire and implement a comprehensive platform designed to provide teachers easy access to actionable data to better monitor the language acquisition progress of ELs and progress of reclassified students. In addition all teaching, classroom support staff and administrative staff will participate in research-based professional development on effective strategies to support ELs. Instructional coaches will provide lesson demonstrations, lesson feedback and coaching to TK-teachers as part of the district's plan of improvement. During the 2022-23 school year, two student groups received the lowest performance level in Chronic Absenteeism districtwide. The Asian student group experienced an increase of 7.2%, and the Socioeconomically Disadvantaged student group maintained at 0.3%. Both Selma Herndon and Campus Park Elementary Schools received the lowest performance level in Chronic Absenteeism schoolwide. At Selma Herndon Elementary, the English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities groups received the lowest performance level. At Campus Park Elementary, the English Learners, Hispanic, and Socioeconomically Disadvantaged student groups received the lowest performance level. At Yamato Colony Elementary, the Asian student group experienced an increase of 9% in Chronic Absenteeism and received the lowest performance indicator in this area.

Reflections: Technical Assistance

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

Livingston Unified School District was identified for Differentiated Assistance on the 2025 California School Dashboard based on the performance of Long-Term English Learners and chronic absenteeism. In response to these identified needs, LUSD engaged in the following targeted improvement efforts focused on strengthening supports for Long-Term English Learners, improving attendance and student engagement, and enhancing systems to identify and respond to students at risk of chronic absenteeism:

LUSD participated in the Raising Attendance and Improving Student Engagement (RAISE) Network, a statewide improvement network focused on improving attendance and reducing chronic absenteeism. District teams reviewed statewide attendance and chronic absenteeism data and engaged in biweekly reviews of Average Daily Attendance (ADA) and year-to-date chronic absenteeism data to support continuous reflection and improvement. Teams collaborated with district office staff to develop systems and structures for regular data use, including the use of by-name student lists to identify students at risk of becoming chronically absent. District attendance teams met biweekly to discuss student needs and implement supportive strategies such as check-in/check-out and other relationship-based interventions. Professional learning emphasized creating warm, welcoming school environments that foster trust, safety, and belonging for students and families. Through statewide network convenings, teams identified root causes, shared learning, and explored evidence-informed strategies to develop and refine change ideas for implementation within their local context. Districts also received ongoing coaching support from MCOE outside of convening days to sustain and deepen this work throughout the school year and into the future. This work is aligned to Goal 2, Actions 2.2 and 2.3 in the 2026–27 LCAP.

Through participation in the Superintendent's Series Multilingual Learner Network, LUSD focused on improving outcomes for English Learners and Long-Term English Learners. Teams reviewed both California School Dashboard data and local student-level data to better understand system performance and student outcomes. The district engaged in an improvement journey that included developing process maps of the reclassification system to identify strengths, gaps, and opportunities for improvement. Teams analyzed local data related to student progress through the reclassification process to inform strategies for improving reclassification rates. Professional learning included support on the English Learner Roadmap, ELPAC data use, and other aligned resources to strengthen instructional and systemic practices.

In addition to network convenings, the district received individualized coaching from MCOE to support implementation and sustain improvement efforts throughout the school year and beyond. This technical assistance informed Goal 4, Actions 4.1 and 4.2 in the 2026–27 LCAP.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Parents and Guardians	Parents and guardians were provided multiple opportunities to contribute input through school and district-level advisory groups, including the LCAP Advisory Committee and the District English Learner Advisory Committee (DELAC). Furthermore, the annual LCAP survey served as a platform for families to share their perspectives on key areas such as Family Engagement, Learning Recovery, School Climate, School Fit, and School Safety. The open-ended response section of the survey also offered families a chance to suggest ways to improve school climate and other aspects of their child's school and district experience. LCAP Advisory Meetings December 4, 2025 January 16, 2026 February 24, 2026 March 24, 2026 DELAC January 16, 2025 LCAP Family Survey: March 2026
Students	The district gathered direct input from students in grades 3–8 through surveys and focus groups, which provided students with a platform to share their perspectives on topics such as extracurricular activities and school climate. Student members of the middle school

Educational Partner(s)	Process for Engagement
	Leadership Advisory Committee took part in the LCAP input sessions held at the school. Their involvement gave them the opportunity to share their feedback on LCAP goals and actions. March 12, 2026 CP March 13, 2026 YC March 19, 2026 SH March 19, 2026 LMS LCAP Family Survey: March 2026
Teachers	Teachers had the opportunity to provide input via surveys, committee meetings, staff meetings, and as representatives in the district's LCAP Advisory. Teacher surveys provided an opportunity to give input on School Climate, School Leadership, Teaching Efficacy, Feedback and Coaching, Professional Learning, and Staff-Family Relationships. The free response portion of the survey was an opportunity for teachers to provide ideas on how the schools and the district can improve. LCAP Advisory Input Sessions December 4, 2025 January 16, 2026 February 24, 2026 March 24, 2026 Teacher Survey: Spring 2026
Other School Personnel	Other school staff had the opportunity to provide input via surveys, school-level staff meetings, and as representatives in the district's LCAP Advisory. The LCAP survey provided other school staff the opportunity to provide input on School Leadership, School Climate, and Climate and Culture. The open-ended section of the survey allowed staff to share their suggestions for enhancing the schools and the district. LCAP Advisory Input Sessions December 4, 2025 January 16, 2026 February 24, 2026

Educational Partner(s)	Process for Engagement
	March 24, 2026 Classified Staff Survey: Spring 2026
Principals and District Administrators	Principals and District Administrators School and district leadership participated in many strategic planning sessions where they shared their perspectives on resource allocation, program effectiveness, and overall implementation and effectiveness of district goals and actions. A thorough review and reflection of educational partner input was conducted by site and district administrators. Their role was crucial in aligning the LCAP with broader district objectives. September 2, 2025 September 16, 2026 October 7, 2025 October 21, 2025 December 10, 2025 January 13, 2026 January 27, 2026 March 3, 2026 March 17, 2026 March 31, 2026 April 21, 2026 May 5, 2026 May 22, 2026
Bargaining Units	The Certificated and Classified staff bargaining units were given opportunities to provide input on the development of the LCAP. LETA April 29, 2026 CSEA May 11, 2026
Special Education Local Plan Area	June 3, 2026

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

The district engaged educational partners through a variety of formats, including surveys, focus groups, input sessions, committee meetings, staff meetings, and LCAP Advisory meetings. The LCAP Advisory Committee included representatives from all district schools and consisted of parents, teachers, counselors, administrators, and support staff. Meetings focused on increasing understanding of the LCAP process, reviewing educational partner feedback, analyzing student outcome data, and identifying strategies to strengthen student services. Feedback gathered from educational partners played a critical role in shaping the 2026-27 LCAP to align with district priorities and address the needs of all students, particularly unduplicated pupils.

Goal 1 focuses on improving student proficiency in ELA and Mathematics while also expanding access to enrichment and academic intervention opportunities. Educational partner feedback, combined with local and state data, played a significant role in shaping the actions included within this goal. Although Mathematics performance improved by 3.31% on the CAASPP, data showed that Students with Disabilities and Socioeconomically Disadvantaged students continued to perform within lower performance tiers. Educational partners emphasized the importance of consistent, research-based instruction to address these achievement gaps. In response, the district will continue its partnerships with MCOE and Curriculum and Professional Learning (CEP) to provide job-embedded coaching, professional development, and formative assessment systems designed to strengthen instructional practices and sustain growth in mathematics achievement.

In ELA, district data reflected a slight decline, with performance remaining 0.48% below baseline levels. Educational partners identified early literacy acceleration as a pressing need and emphasized the importance of strengthening foundational reading and writing instruction. To address this need, the district will maintain an ELA coaching position focused on implementing Science of Reading strategies and Interactive Read Alouds. In addition, a District Writing Committee was established to support vertical alignment and increase opportunities for students to build writing skills across grade levels.

Students and families also consistently requested increased access to enrichment opportunities, particularly in the areas of art, music, and science. In response to this feedback, the district will maintain and expand programs such as the elementary music program, folklórico, and science-based activities recognizing that participation in these programs increases student engagement and strengthens school connectedness. Educational partners further identified a lack of elective opportunities for students enrolled in the Dual Language Academy (DLA) at the middle school level. As a result, the LCAP includes planning efforts to expand elective offerings for DLA students so they have equitable access to enrichment opportunities comparable to those available to their peers. Educational partners expressed concerns regarding inequities in the availability of afterschool opportunities across district school sites. In response, the district is committed to reviewing the allocation of resources and support services to ensure students at all schools have equitable access to academic intervention programs and expanded learning opportunities.

Goal 2 contains actions designed to cultivate a safe and nurturing educational environment that fosters equity and provides meaningful opportunities for all students. Educational partner feedback and student outcome data played an important role in shaping the actions included within this goal. Although chronic absenteeism improved from 19% to 14%, educational partners noted that progress has slowed and attendance rates remain significantly above the pre-pandemic level of 4.9%. Stakeholders emphasized the need for more targeted strategies to better understand barriers to attendance at each school site. In response, the district expanded implementation of the RAISE Network across all four schools to collect more detailed engagement data, identify site-specific attendance challenges, and strengthen interventions designed to improve student attendance and connectedness.

Parents of upper-elementary students shared concerns that counseling services had become too heavily focused on academics, creating gaps in support related to bullying and peer relationships. In addition, student survey data showed that only 75% of students in grades 3–8 reported feeling safe at school. Educational partners identified the need for stronger school climate supports and more proactive approaches to student behavior. To address these concerns, counseling and teaching staff will implement the Second Step and Character Strong curricula with fidelity, with an emphasis on empathy, relationship-building, and conflict resolution. Furthermore, the Board Certified Behavior Analyst (BCBA) will expand professional development opportunities for both certificated and classified staff to strengthen their capacity in proactive behavior management and social-emotional support. This comprehensive approach is intended to ensure that students' social-emotional learning needs are addressed alongside academic supports.

Goal 3 actions were designed to foster collaboration and strengthen partnerships with families. Educational partner feedback, combined with local and state data, played a significant role in shaping the actions included within this goal.. Educational partner input indicates families highly value the welcoming school environments fostered by approachable staff and collaborative classroom engagement events. Parents and guardians have identified a number of enhancements to further support families. One prominent initiative, the Hands-on Digital Literacy and Aeries Workshops, was shaped by middle school parents who expressed a sense of being "left behind" by the district's shift toward digital-only platforms. They noted that without the physical folder systems common in elementary school, monitoring grades and attendance had become a struggle, leading to a specific request for face-to-face training on the Aeries portal. In response, the district integrated bilingual, hands-on workshops into the LCAP to equip non-tech-savvy parents with the functional skills needed to navigate the digital ecosystem and stay connected to their child's progress.

Similarly, feedback from limited English-speaking parents led to a commitment to simplify the Chromebook loan process. Families highlighted that administrative requirements were often cumbersome and difficult to navigate, which inadvertently restricted student access to learning opportunities at home. To address this, the LCAP now focuses on streamlining check-out procedures, reducing paperwork hurdles, and providing direct, multilingual technical support so that technology acts as a bridge to education rather than a barrier.

To ensure broad representation at school events, the district will explore creative student-incentivized engagement strategies as suggested by families. Recognizing that "students are the best messengers," educational partners suggested that parent participation would increase if students had a personal stake in the process. Consequently, schools will look into providing incentives such as homework passes and spirit points to families who attend LCAP meetings and workshops, leveraging student influence to build a more robust and representative engagement model.

LUSD is committed to a systematic approach that addresses the individual language and academic needs of English Learners (ELs), ensuring that every student makes progress of at least one proficiency level annually on the English Language Proficiency Indicator (ELPI). This commitment has been significantly shaped by feedback from educational partners, who emphasized the importance of continuity, consistency, and equitable access to support as students transition across grade levels. As a result, Goal 4 was developed to build upon progress demonstrated through ELPI results and local assessment data while strengthening instructional consistency, expanding targeted intervention supports, and increasing access to rigorous academic opportunities for EL students across all grade spans.

Reflection on student performance data and educational partner feedback also indicated that the district's partnership with the Merced County Office of Education (MCOE) Multilingual Network has positively supported the implementation of effective instructional practices for

English Learners. In response, the district plans to continue and strengthen this partnership while enhancing implementation of the Plan, Do, Study, Act (PDSA) cycle of continuous improvement. As part of this process, district and site leaders will conduct at least three annual classroom walkthroughs using designated ELD observation tools focused on student speaking and writing practices to monitor instructional effectiveness and support teacher development. The district will also collaborate with teachers to develop and maintain detailed EL student profiles for Newcomers, At-Risk Long-Term English Learners (LTELs), and English Learners with Exceptional Needs in order to better monitor progress during designated ELD instruction and provide more responsive academic supports. In addition, the district will strengthen its post-reclassification monitoring process and implement tri-annual leadership review sessions to ensure that students who transition out of EL status continue to demonstrate academic growth and long-term success.

The LCAP was significantly shaped by input from parents, students, teachers, and leadership. Their collective feedback directly informed the development and refinement of actions aimed at improving family engagement, accelerating learning recovery, enhancing school climate and safety, increasing school fit, and boosting overall program effectiveness and ultimately creating a stronger educational environment for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Within the Multi-Tiered System of Supports (MTSS) Framework, LUSD will continue to implement a systemic approach aimed at enhancing teachers' knowledge of effective instructional strategies across all content areas with an emphasis on ensuring all students' development of academic proficiency, critical thinking, and problem-solving skills.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Assessment results from both state and local sources, including the most recent Year 2 data, continue to highlight the importance of a comprehensive support system to strengthen learning across LUSD. While the district celebrates consistent growth in Mathematics, with "All Students" improving by 3.31% and interim assessments showing significant proficiency gains in grades 3–8, literacy achievement has largely plateaued, with overall ELA performance currently 0.48% below the baseline. Educational partner input has emphasized the importance of refining the district's literacy plan and maintaining strong math instructional support. The outlined actions within this goal are designed to directly address these priorities and strengthen instructional practices. Throughout the 2026–27 school year, baseline data will provide a foundation for tracking academic progress and evaluating the impact of each action. This continuous monitoring will guide decisions on whether to maintain, expand, or adjust efforts moving forward.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP-ELA Met or Exceeded Standard	2022-23	2023-24	2024-25		
	All Students	32.90%	31.51%	32.42%	47.90%	-.48%
	English Learners	5.12%	5.99%	11.70%	25.10%	+6.58%
		28.57%	27.57%	27.72%	43.57%	-.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged Students with Disabilities	6.62%	6.94%	11.18%	26.60%	+4.56%
1.2	CAASPP-Mathematics Met or Exceeded Standard All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	2022-23 22.19% 5.84% 17.67% 11.77%	2023-24 22.66% 7.45% 19.48% 11.77%	2024-25 25.50% 13.50% 22.05% 10.53%	 42.15% 30.83% 37.65% 6.76%	 +3.31% +7.66% +4.38% -1.24%
1.3	CA Science Test Met or Exceeded Standard	2022-23 17.05%	2023-24 17.16%	2024-25 20.34%	 37.03%	 +3.29%
1.4	CAASPP ELA Interim Comprehensive Assessments Percent Nearly Met, Met or Exceeded Grades 3-5 Grades 6-8	Winter 2023 36% 54%	Winter 2024 47% 57%	Winter 2025 48.35% 58.63%	 56% 74%	 +12.35% +4.63%
1.5	CAASPP Math Interim Comprehensive Assessments Percent Nearly Met, Met or Exceeded Grades 3-5 Grades 6-8	Winter 2023 37% 28%	Winter 2024 59% 36%	Winter 2025 58.74% 35.94%	 57% 48%	 +21.74% +7.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	ELA K-2 Local Assessment iReady: Percent Met or Exceeded	Spring 2024 57%	Spring 2025 61%	Spring 2026 61%	72%	+4%
1.7	Math K-2 Local Assessment iReady: Percent Met or Exceeded	Spring 2024 44%	Spring 2025 48%	Spring 2026 50%	63%	+6%
1.8	Students will have access to standards-aligned, core instructional materials as measured by the annual "Sufficiency of Instructional Materials" School Board resolution	2023-24 100%	2024-25 100%	2025-26 100%	100%	0
1.9	Teachers will be appropriately credentialed and assigned	2023-24 90.63%	2024-25 93%	2025-26 96.74%	100%	+6.11%
1.10	Teachers will implement Board adopted academic content and performance standards for all students	2023-24 100%	2024-25 100%	2025-26 100%	100%	0
1.11	Programs and services are developed and provided to unduplicated students and students with exceptional needs as measured by district administration classroom walkthroughs	2023-24 100%	2024-25 100%	2025-26 100%	100%	0
1.12	Students will have access to a broad	2023-24	2024-25	2025-26 100%	100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course of study as measured by review of the master schedule	100%	100%			

Goal Analysis [2025-26]

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.

The district implemented the majority of planned actions during the year. Professional learning related to mathematics was implemented as designed, with no significant differences between the planned activities and actual implementation. The MCOE coaching cycles on Building Thinking Classrooms (BTC), grade-appropriate tasks, questioning techniques, and consolidation of learning were completed as planned for grades 4–8, and district math coach completed all site rotations with an emphasis on demonstration lessons, co-teaching, and lesson-planning support. Literacy also remained a focus area, with the implementation of a reading screener across all grades K-2, professional development provided by the district's ELA content-based coach, and ongoing support for teachers in literacy instruction and data analysis. Additional actions that were implemented as planned included providing induction support for new teachers and administrators, supports for students with disabilities in general education settings, college and career readiness activities, and the TK/Kindergarten Readiness Program.

Several successes were observed during implementation. Spring 2026 i-Ready data indicated that students in grades K–2 met their stretch growth targets, pre- and post-program data from the TK/Kindergarten Readiness Program demonstrated student growth, and participants in the summer program showed improvement in reading and mathematics. Challenges included balancing teacher participation in collaboration and professional learning opportunities with maintaining consistent classroom instruction, as teacher absences related to collaboration, training, and personal leave reduced instructional time. In addition, although targeted academic support was provided through a partnership with AmeriCorps, district data did not indicate accelerated student performance, and preliminary CAASPP mathematics results showed that the district did not meet its 5 percent growth target, highlighting areas for continued focus and refinement in the coming year. The district also expanded access to enrichment opportunities designed to support student engagement and school connectedness. Arts and music programs were offered during the instructional day and extended learning time through activities such as Choir and Beginning Violin Club. Preschool students at both preschools participated in weekly folklórico music and dance instruction. In addition, elementary after-school sports programs in cross country, volleyball, basketball, and soccer exposed students to fundamental athletic skills and opportunities for teamwork. These enrichment experiences provided students with additional opportunities to engage with their peers, develop a sense of belonging, and strengthen their connection to their school community.

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 1.1: A misalignment an action within this goal necessitated funds to be moved moved from action 1.10 to action 1.01 resulting in a variance of 213%

Action 1.9: Additional new teachers were hired resulting in a greater need for mentor teachers. The increase in the number of mentor stipends resulted in a material difference of 11%.

Action 1.10: Expenses from the Arts, Music, and Instructional Materials Block Grant were moved out of this action which resulted in a material difference of -13%.

Action 1.12: The review of the middle school master schedule resulted in reduced personnel assigned to supplemental learning which resulted in a material difference of -60%.

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

The actions implemented under Goal 1 contributed to progress in strengthening instructional practices and supporting student learning within the MTSS framework. Mathematics coaching, Building Thinking Classrooms professional learning, peer observations, and teacher collaboration provided opportunities for educators to refine instructional strategies, while induction and mentoring supported new teachers and administrators. K–2 i-Ready data showed an increase in the number of students demonstrating growth, from 115 students in Fall 2025 to 252 students in Spring 2026, and preliminary ELPAC results indicated an increase in students achieving a Level 4. In mathematics, 59% of students met their typical growth goal and 34% met their stretch growth goal, indicating progress in foundational skills development. Furthermore, CAASPP mathematics data indicate that seventh-grade students who participated in the UC Merced 2025 Math Academy achieved significantly higher outcomes than their peers who did not participate. Eighty percent of participating students scored at the Proficient or Advanced level, compared to 15% of non-participating seventh-grade students. LUSD also expanded supports for students with disabilities through increased ongoing collaboration between general education and special education staff to ensure instructional supports are effectively implemented in inclusive settings. Structured support for new teachers and administrators through induction and individualized mentoring was effective in building staff capacity and supporting implementation of instructional practices aligned with district goals.

Although some data reflects encouraging gains, preliminary CAASPP data shows that the district did not meet its target of increasing the percentage of students meeting or exceeding standards in mathematics by five percentage points, indicating a continued need to strengthen mathematics instruction, formative assessment practices, and progress monitoring. Additionally, AmeriCorps intervention services did not result in significant growth on district assessments, and teacher absences related to collaboration, professional learning, and illness contributed to inconsistencies in classroom instruction.

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.

Based on reflections and prior practice, the following adjustments will be made to target outcomes for the 2026–27 school year:

- The district will refine its coaching model to provide more targeted support across all grade levels, with mathematics professional learning emphasizing open-ended tasks, formative assessment practices, and stronger implementation of Building Thinking Classrooms strategies. Middle school mathematics coaching support through MCOE will continue, while district staff evaluate coaching schedules and impact.

- Literacy efforts will be strengthened through continued implementation of the reading screener, data-driven small-group instruction, Interactive Read Alouds, Science of Reading professional development, language comprehension strategies, and writing instruction.

A district Writing Committee will collaborate throughout the year to improve writing instruction and build student writing stamina across grade levels.

- Professional development and coaching will focus on meeting the needs of multilingual learners and students with disabilities through differentiated instruction, effective small-group practices, and participation in the Multilingual Network. Academic coaches will provide modeling, feedback, and support to help teachers use student data more effectively to guide instruction.

- The district will strengthen intervention systems by ensuring tutoring and supplemental supports are aligned to identified student needs as demonstrated through benchmark assessments, including i-Ready and the Reading Screener. Student progress will be monitored regularly to evaluate the effectiveness of interventions and inform instructional adjustments.

- Opportunities for peer observations, lesson studies, and learning labs will be expanded to promote collaboration and continuous improvement of instructional practices. A revised classroom observation tool will be used during coaching and administrative visits to monitor implementation of the instructional core and support instructional consistency.

- To maximize instructional time, teacher collaboration will increasingly occur outside of instructional hours while maintaining structured opportunities for educators to analyze student data, share effective practices, and improve outcomes for all learners. Additional professional development will also include family engagement and proactive parent communication strategies for both new and experienced educators.

- The district will continue offering the TK/Kindergarten Readiness Program and will work collaboratively with high school partners to expand career exploration opportunities and research effective program models for students who are credit deficient, with an emphasis on monitoring student progress and providing timely supports.

Based on Educational Partner Input and analysis of Goal 1 outcomes, Learning Recovery Emergency Block Grant Funds will continue to be leveraged to support the following Actions in Goal 1:

Goal 1, Action 2:

- All K-2 teachers will receive professional development to administer and analyze a reading screener that will identify students at risk for reading challenges, enabling early intervention and support for literacy development. This action aligns with the allowable uses of LREGB funds by providing targeted professional development that equips K–2 teachers with the skills to identify and support students at risk for reading challenges. Early identification and intervention directly promote literacy development, addressing learning recovery and accelerating student achievement in foundational reading skills. This action is expected to address areas of need identified in the needs assessment, specifically the gap in early literacy proficiency among primary grade students and the need for consistent, evidence-based screening and intervention practices. Using teacher participation rates as a metric ensures that the action is implemented effectively and supports progress toward LCAP Metrics 1.6 and 1.7.

Goal 1, Action 3:

- Building Thinking Classroom in Science: To strengthen high-quality science instruction and improve outcomes for all students, particularly English Learners, LMS science teachers will participate in professional development focused on effective, standards-

aligned instructional practices. Professional learning will focus on aligning instructional practices with the CA Science Test (CAST) Blueprint and adopted curricular materials, as well as learning and implementing strategies from Building Thinking Classrooms in Science to increase student engagement, critical thinking, reasoning, and problem-solving. Teachers will have ongoing opportunities to collaborate in lesson design, participate in lesson studies, engage in co-teaching, and receive in-class instructional coaching. These supports will promote consistent implementation of effective instructional practices and provide teachers with opportunities to examine and refine their instruction based on student learning evidence. The progress of this action will be measured using Metric 1.3.

Goal 1, Action 6:

- AmeriCorps tutors will provide targeted, small-group tutoring to first grade students who are experiencing foundational reading difficulties. The tutoring will be designed to address identified gaps in foundational literacy skills and provide students with additional, targeted instructional support to accelerate their progress toward grade-level reading expectations. During the 2026–27 school year, the district will prioritize students in grades K-3 based on grade level and identified needs. Progress for students participating in the intervention will be monitored using i-Ready Stretch Growth. By June 2027, the goal is for at least 30% of participating students meet or exceed their individual i-Ready Stretch Growth target. The progress of this action will be measured using Metric 1.6.

Goal 1, Action 10:

- Students who continue to struggle with foundational skills in reading and math will receive additional support to address learning gaps. This action aligns with the allowable uses of LREGB funds by providing targeted interventions designed to accelerate learning recovery in critical academic areas. It directly addresses needs assessment findings that identified persistent gaps in early literacy and numeracy achievement, particularly among students who have not met grade-level benchmarks. For students in grades K–2 participating in the identified intervention, progress will be measured using i-Ready stretch growth, with a target of at least 30% growth by June 2027. For students in grades 3–5, growth will be measured using the CAASPP summative assessment, with a target of at least a 5-percentage-point increase in the percentage of students meeting or exceeding standards in English Language Arts and Mathematics from Spring 2026 to Spring 2027. The progress of this action will be measured by progress toward the desired targets of LCAP Metrics 1.1, 1.2, 1.6, and 1.7.

Goal 1, Action 11:

- Seventh grade students who are experiencing learning gaps in mathematics will receive transportation to participate in the UC Merced Math Academy over the summer. This action aligns with the allowable uses of LREGB funds by removing transportation barriers to extended learning opportunities that address learning recovery in mathematics. It directly responds to needs assessment findings identifying gaps in math achievement and limited access to summer intervention programs for students without reliable transportation. Progress will be measured by comparing the number of students who require transportation services with the number who receive them, as well as by progress toward the desired target of LCAP Metric 1.2.

- TK/K students who may experience challenges transitioning to the school environment and academic demands will be invited to participate in the district's TK/K Readiness Program. This action aligns with the allowable uses of LREGB funds by providing early learning interventions that support school readiness and address learning recovery needs before formal instruction begins. It directly addresses needs assessment findings identifying gaps in early literacy and numeracy skills, as well as the need for structured

transition supports for incoming TK/K students. Progress for participating students will be measured using pre- and post-assessments that evaluate their ability to recognize their written name and orally count from 1 to 10, as well as progress toward the desired targets of LCAP Metrics1.6 and 1.7 for Kindergarten students.

- Seventh grade students who are credit deficient and/or experience academic challenges will be invited to participate in the district's Learning Recovery Summer Camp. Progress for participating students will be measured by comparing results from pre- and post-assessments to evaluate academic growth as well as progress toward the desired target of LCAP Metrics 1.1 and 1.2. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.

Explanation of why the LEA has developed Goal 1:
The explanation of why the LEA has developed Goal 1 was updated to reflect current data.

Changes in available funding, including increased expenditures associated with staff salary and benefit increases, required the LEA to adjust planned expenditures and/or funding sources while maintaining alignment with the goal and identified student needs.

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
1.1	Mathematics Plan	The district will continue its Mathematics Professional Development Plan (MPDP) in its third year, emphasizing enhanced classroom implementation and refinement across all schools. The plan will include lesson demonstrations, coaching by math coaches from MCOE to improve teaching practices and student learning outcomes in mathematics, and professional development for classroom support staff. Additionally, ongoing mathematics support beyond the third year will be offered by district academic coaches.	$117,923.00	Yes
1.2	Literacy Plan	• Develop a three-year literacy plan. Year one of three will include an upgrade of the current state-adopted Language Arts program at the elementary schools and professional development for all K-8 teaching and classroom support staff. Learning Recovery Emergency Block Grant Funded Action:	$133,255.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• All K-2 teachers will receive professional development to administer and analyze a reading screener that will identify students at risk for reading challenges, enabling early intervention and support for literacy development. Research consistently shows that early identification and targeted intervention are critical to preventing long-term reading difficulties and improving overall literacy outcomes. Providing teachers with the tools and training to use valid screening measures ensures that struggling readers are recognized early and supported with evidence-based strategies, which has been shown to significantly increase reading proficiency by third grade. The percent of teacher participation in professional development to administer the screener and analyze the data to identify students at risk for reading challenges will be used as the metric to measure the effectiveness of this action. (LREBG Funds: $13,750.00)		
1.3	Professional Learning	Site staff will participate in professional learning and coordinate targeted academic support with a focus on better meeting the academic needs of foster youth, English Learners, and socioeconomically disadvantaged students. Learning Recovery Emergency Block Grant Funded Action: Building Thinking Classroom in Science: To strengthen high-quality science instruction and improve outcomes for all students, particularly English Learners, LMS science teachers will participate in professional development focused on effective, standards-aligned instructional practices. Professional learning will focus on aligning instructional practices with the CA Science Test (CAST) Blueprint and adopted curricular materials, as well as learning and implementing strategies from Building Thinking Classrooms in Science to increase student engagement, critical thinking, reasoning, and problem-solving. Teachers will have ongoing opportunities to collaborate in lesson design, participate in lesson studies, engage in co-teaching, and receive in-class instructional coaching. These supports will promote consistent implementation of effective instructional practices and provide teachers with opportunities to examine and refine their instruction based on student learning evidence. The progress of this	$66,064.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action will be measured by an increase of at least 5% on the 2027 CAST. (LREBG Funds: $21,340.00)		
1.4	Students with Disabilities	Students with disabilities will be provided with support in the general education classroom according to their Individualized Education Plans (IEPs). This will entail a range of instructional strategies and classroom accommodations to address the student's needs including collaboration amongst the general and special education teachers.	$0.00	No
1.5	College and Careers	Teachers will teach and promote college and career readiness using existing relevant grade level curriculum on a trimester basis. School counseling staff will promote college and career awareness via implementation of the ASCA school counseling model.	$49,521.00	No
1.6	Targeted Academic Support	• With guidance from the district, site staff will coordinate targeted academic support in ELA with a focus on better meeting the academic needs of the Homeless Student Group districtwide and English Learners at the middle school. Learning Recovery Emergency Block Grant Funded Action: • AmeriCorps tutors will provide targeted, small-group tutoring to first grade students who are experiencing foundational reading difficulties. The tutoring will be designed to address identified gaps in foundational literacy skills and provide students with additional, targeted instructional support to accelerate their progress toward grade-level reading expectations. During the 2026–27 school year, the district will prioritize students in grades K-3 based on grade level and identified needs. Progress for students participating in the intervention will be monitored using i-Ready Stretch Growth. By June 2027, the goal is for at least 30% of participating students meet or exceed their individual i-Ready Stretch Growth target. The progress of this action will be measured using Metric 1.6. (LREBG Funds: $27,750.00)	$28,236.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Building Thinking Classrooms	The partnership with MCOE on instructional support with Building Thinking Classrooms at Livingston Middle School will continue through school year 2026-27 with an emphasis on strengthening teacher proficiency in the strategy, increasing rigor of content, and building capacity among site staff to continue these practices through subsequent school years in order to better support all students with particular attention on English Learners.	$0.00	No
1.8	Teacher Collaboration	Teachers will be allocated time for structured collaboration with their peers aimed at enhancing student achievement for all students, inclusive of high performing students, through collective efficacy.	$172,226.00	Yes
1.9	New Teachers and Administrators	The district will ensure new teachers and administrators participate in an induction program in collaboration with MCOE and provide a one-to-one mentor. In addition, the district will schedule ongoing new teacher professional development sessions with an emphasis on classroom management and individual learning needs.	$124,753.00	Yes
1.10	Staffing, Infrastructure, and Technology Support	The district will allocate funds for district and site staffing, supplemental resources, classroom infrastructure, and technology to support instructional needs, including but not limited to monitoring and limiting class sizes. Learning Recovery Emergency Block Grant Funded Actions: • Students who continue to struggle with foundational skills in reading and math will receive additional support to address the learning gaps. Research demonstrates that providing timely, targeted interventions in foundational literacy and numeracy significantly improves student achievement and reduces the likelihood of long-term academic struggles. Evidence also shows that early and sustained support in these areas is especially effective in closing gaps for students who are at risk of falling behind. For students in grades K–2 participating in the identified	$4,919,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention, progress will be measured using i-Ready stretch growth, with a target of at least 30% growth by June 2026. For students in grades 3–5, growth will be measured using the CAASPP summative assessment. The target is a minimum 5 percentage point increase in the percentage of students meeting or exceeding standards in English Language Arts and Mathematics from Spring 2026 to Spring 2027. (LREBG Funds: $481,760.00)		
1.11	Enrichment for All Students	In addition to offering enrichment in art and supplemental physical athletic activities during the regular school day, extended day and extended year programs designed to foster engagement, connectedness, and academic achievement will be offered. Learning Recovery Emergency Block Grant Funded Actions: • Seventh grade students who are experiencing learning gaps in mathematics will receive transportation to participate in the UC Merced Math Academy over the summer. Research indicates that high-quality, extended learning opportunities, such as summer bridge and enrichment programs, are effective in addressing unfinished learning and preventing summer learning loss, particularly in mathematics. Studies also show that removing barriers to access, including transportation, is critical for ensuring equitable participation among students who might otherwise be unable to attend. Progress will be measured by the number of students who require transportation services compared to the number of students who receive transportation. (LREBG Funds: $37,323.00) • TK/K students who may experience challenges transitioning to the school environment and the academic demands will be invited to participate in the district's TK/K Readiness Program. Research supports the implementation of early readiness programs, showing that structured opportunities to develop early literacy, numeracy, and social-emotional skills help children make smoother transitions into school and build a stronger foundation	$6,390,354.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for long-term academic success. Studies also highlight that students who begin school with well-developed early learning skills are more likely to meet grade-level expectations in later years. Progress for participating students will be measured using pre- and post-assessments that evaluate their ability to recognize their written name and orally count from 1 to 10. (LREBG Funds: $46,626.00) • Seventh grade students who are credit deficient and/or experiencing academic challenges will be invited to participate in the district's Learning Recovery Summer Camp. Research shows that targeted summer learning programs are effective in addressing unfinished learning, reducing learning loss, and supporting students in meeting grade-level expectations. Evidence also highlights that structured academic interventions combined with enrichment activities not only improve academic outcomes but also increase student engagement and motivation. Progress for participating students will be measured by comparing results from pre- and post-assessments to evaluate academic growth.(LREBG Funds: $57,815.00)		
1.12	Dual Language Academy	All district schools will offer a Dual Language Academy as an alternative for students to learn academic content while fostering proficiency in two languages: English and Spanish.	$166,942.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	LUSD will cultivate culturally rich school environments that foster equity, inclusiveness, encouragement, civic responsibility, and high expectations for all.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

LUSD achieved a 5 % reduction in chronic absenteeism, moving from a 19% baseline to 14% by Year 2. While student safety ratings returned to the 75% baseline, student belonging significantly improved by 11 points to reach 84%, alongside high staff safety (91%) and belonging (95%) rates. Baseline and annual data will continue to guide the district's efforts to monitor students' sense of inclusion, safety, and civic responsibility throughout the 2026–27 school year. This data-driven approach will inform decisions about whether to continue, expand, or adjust current initiatives, with the goal of strengthening school climate and ensuring all students are equipped to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard Chronic Absenteeism Rate	2022-23 19%	2023-24 14.2%	2024-25 14%	8%	5%
2.2	District Attendance Rate	2023-24 94%	2024-25 95%	2025-26 95.15%	97%	+1.15%
2.3	CA Dashboard Suspension Rate	2022-23 .6%	2023-24 2.8%	2024.25 3.3%	.3%	+2.7
2.4	Middle School Dropout Rate	2023-24 0	2024-25 0	2025-26 .08%	0	+.08%
2.5	Maintain an expulsion rate that is below the county and state average	2023-24 .038%	2024-25 .0018%	2025-26 .04%	0	+.002%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	LCAP Student Survey Students who feel safe at school	2023-24 75%	2024-25 76%	2025-26 75%	95%	0
2.7	LCAP Student Survey: Students who feel like they belong at their school	2023-24 73%	2024-25 80%	2025-26 84%	93%	+11%
2.8	LCAP Teacher Survey: Teachers who feel safe at school	2023-24 72%	2024-25 85%	2025-26 91%	87%	+19%
2.9	LCAP Teacher Survey: Teachers who feel like they belong at their school	2023-24 89%	2024-25 89%	2025-26 89%	98%	0
2.10	Facilities Inspection Tool (FIT): “Good” or Higher	2023-24 All District Schools: Good or Higher	2024-2025 All District Schools: Good or Higher	20245-2026 All District Schools: Good or Higher	All District Schools: Good or Higher	0
2.11	Increased Meal Participation	2023-24 79.46% Participation	2024-25 78.34%	2025-26 77%	85%	-1.12%
2.12	Online Education Students: 100% of students will complete at least three digital citizenship lessons over the course of the year	2023-24 66%	2024-25 100%	2025-26 97%	100%	+31%
2.13	Online Education Staff: 100% of staff will complete Cyber and Password Security Modules	2023-24 100%	2024-25 100%	2025-26 100%	100%	0

Goal Analysis [2025-26]

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.

Goal 2 was largely implemented as planned through a comprehensive approach focused on strengthening staff capacity, improving student attendance, expanding social-emotional supports, and enhancing student wellness and safety. Staff participated in research-based professional development focused on collective efficacy, social-emotional learning, mental health, and strategies to better support English Learners, foster youth, homeless youth, and LGBTQ+ students. The district continued its participation in the RAISE Network, which strengthened attendance intervention practices through SART and SARB processes and targeted attendance monitoring. Despite these efforts, student attendance remains an area for continued improvement, indicating a need to sustain and refine attendance interventions and monitoring practices. The district also expanded social-emotional, behavioral, and mental health supports through a comprehensive counseling program, evidence-based interventions, and collaboration with the district's Board Certified Behavior Analyst.

Additional efforts to support the implementation of this goal included providing medical and nutritional services, improving school safety and emergency preparedness, and upgrading learning environments to better meet the needs of all students, particularly unduplicated pupils. School meal participation also remains an area for improvement, requiring continued attention to participation rates and student access to and engagement with school meal services. Major facilities projects supporting these efforts included construction of the new multipurpose and office buildings at Campus Park Elementary School and the replacement of three classroom portables at Yamato Colony Elementary School, both scheduled for completion during the summer. These improvements are intended to provide students with safer, more functional, and more supportive learning environments.

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.

2.1 Adjustments in the Character Strong professional development plan resulted in a material difference of 194% from the budgeted amount.

2.2 The variance of 20% was due to retroactive salary increases for the personnel supporting this action.

2.5 A second district nurse position was not filled resulting in a material difference of -14% from the budgeted amount.

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

Action 2 was effective in making progress toward the goal through the implementation of professional development focused on Tier 1 and Tier 2 classroom strategies, which strengthened staff capacity to proactively address student behavioral needs and foster positive learning environments. Participation in the RAISE Network and the refinement of SART and SARB processes improved the district's ability to identify and support students experiencing attendance challenges through increased monitoring, family communication, and targeted interventions. While these efforts contributed to improved systems of support, chronic absenteeism rates remain above pre-pandemic levels, indicating that additional root cause analysis, intervention tracking, and family collaboration are needed because consistent, targeted attendance supports are necessary to improve student engagement and attendance outcomes. The district's comprehensive counseling program, BCBA services, expanded health and nutrition supports, and continued investments in school safety and learning environments were also effective in

strengthening student well-being, although student and parent feedback indicates further improvements to meal quality are needed to increase satisfaction with nutrition services.

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.

Based on reflections from implementation, the district will continue Action 2 with several refinements to strengthen effectiveness.

- Professional learning opportunities will be expanded to include classified classroom support staff to increase staff capacity to proactively address student behavioral and social-emotional needs.

- Selma Herndon and Campus Park Schools will join the RAISE Network and student attendance actions will be enhanced through improved use of attendance data to identify at-risk students earlier, more consistent root cause analysis, expanded family outreach, and strengthened intervention practices through SART and SARB processes.

- Counseling staff, school psychologists, and the BCBA will increase collaboration within the MTSS framework to better coordinate student supports, while nutrition services will continue efforts to improve meal quality based on student and parent feedback. Additionally, ongoing school safety training will be provided to all staff to reinforce emergency preparedness and safety protocols.

Based on Educational Partner Input and analysis of Goal 2 outcomes, Learning Recovery Block Grant Funds will continue to be used during the 2026-27 school year to implement the following actions in Goal 2:

Goal 2, Action 1:

- The district will provide classroom teachers a series of Tier 1 and Tier 2 Strategies for Classroom Success workshops. Progress toward the desired targets will be measured by a reduction in the district's suspension rate as indicated in LCAP Metric 2.3 and an increase in students' sense of safety as measured by LCAP Metric 2.6. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.

- The district will participate in the RAISE Network to collect, analyze, and interpret attendance, engagement, and school climate data. The goal is to identify effective strategies for reducing chronic absenteeism. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment. Progress made towards the desired targets will be measured with LCAP Metrics number 2.1 and 2.2.

- Principals will participate in the Merced County Office of Education Principal's Network. Participation in the network will provide principals with the opportunity to learn from accomplished educators who share their research, insights and findings to support a positive school culture and climate. The progress of this action will be measured by an increase in EL reclassification rates.

Goal 2, Action 4:

- The district's Board Certified Behavior Analyst (BCBA) will collaborate with classroom teachers to develop and implement evidence-based strategies that proactively address student behavioral needs and promote a positive learning environment. Progress toward the desired targets will be measured by a reduction in the district's suspension rate as indicated in LCAP Metric 2.3, an increase in

students' sense of safety as measured by LCAP Metric 2.6, and an increase in students' sense of belonging at their school as measured by LCAP Metric 2.7. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.

- Social Emotional Learning (SEL) Curriculum: The district will provide a social-emotional learning curriculum for students across all grade levels to establish consistent, Tier 1 instruction in social-emotional competencies. The curriculum will provide students with explicit instruction and opportunities to develop skills in self-awareness, self-management, self-advocacy, social awareness, relationship skills, responsible decision-making, and civic responsibility. Implementing a consistent SEL curriculum across grade levels will provide staff with a common framework and instructional resources for teaching these skills and will give students opportunities to apply them across classroom and school settings. Research indicates that equipping teachers with effective Tier 1 strategies fosters positive classroom environments, strengthens student-teacher relationships, and improves student engagement. Studies also show that when teachers consistently apply proactive classroom management and evidence-based intervention practices, students report feeling safer and more connected to their school community. The progress of this action will be measured by using Metrics 2.6 and 2.7.

Explanation of why the LEA has developed Goal 2:
The explanation of why the LEA has developed Goal 2 was updated to reflect current data.

Changes in available funding, including increased expenditures associated with staff salary and benefit increases, required the LEA to adjust planned expenditures and/or funding sources while maintaining alignment with the goal and identified student needs.

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
2.1	Social Emotional Development Professional Development	Provide teaching, support, and administrative staff research-based professional development in the identified areas related to collective efficacy, social and emotional support, and mental health to better support all students with a focus on ELs, foster, homeless, and LGBTQ students. Learning Recovery Emergency Block Grant Funded Actions: • The district will provide classroom teachers a series of Tier 1 and 2 Strategies for Classroom Success workshops. Research indicates that equipping teachers with effective Tier 1 and Tier 2 strategies fosters positive classroom environments, strengthens student-teacher relationships, and improves student engagement. Studies also show that when teachers consistently apply	$121,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
		proactive classroom management and evidence-based intervention practices, students report feeling safer and more connected to their school community. The progress of this action will be measured by an increase in the percent of students who feel safe at school and the percent of students who feel connected to their school in LCAP Years 2 and 3. (LREBG funds: 37,249.00) • The district will participate in the RAISE Network to collect, analyze, and interpret attendance, engagement, and school climate data to identify effective strategies for reducing chronic absenteeism. Research demonstrates that using data-driven approaches allows districts to more effectively identify patterns of student disengagement and target interventions that address root causes of absenteeism. Studies also show that collaborative networks that share best practices and evidence-based strategies lead to more sustainable improvements in attendance and school climate, ultimately supporting higher levels of student achievement and well-being. (LREBG Funding: $45,000.00) • Principals will participate in the Merced County Office of Education Principal's Network. Participation in the network will provide them with the opportunity to learn from accomplished educators who share their research, insights and findings to support a positive school culture and climate. The progress of this action will be measured by an increase in EL reclassification rates. Progress made towards the desired targets will be measured with LCAP Metrics 4.2. (LREBG Funding: $11,300.00)		
2.2	Student Attendance	•District and site staff will refine the implementation of the Site Attendance Review Teams (SART) and School Attendance Review Board (SARB) to adequately support students exhibiting patterns of chronic absence, truancy, tardiness, or disengagement from school, along with other support for positive attendance.	$1,040,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Chronic Absenteeism	The district will conduct monthly chronic absenteeism check-ins with site administrators, with a heightened focus on closely monitoring the attendance of Asian and socioeconomically disadvantaged student groups. Campus Park and Selma Herndon Elementary Schools will enhance their School Attendance Review Teams' efforts to actively monitor, follow up, and collaborate with the families of English Learners, Hispanic students, and socioeconomically disadvantaged students at risk of chronic absenteeism. Additionally, Selma Herndon will closely monitor the attendance of students with disabilities and Yamato Colony Elementary will monitor the attendance of Asian students to ensure improvement.	$3,449.00	Yes
2.4	MTSS: Behavioral and Social Emotional	• Implement a district-wide social-emotional initiative using evidence-based curriculum and strategies that includes: self-awareness, self-management, self-advocacy, social awareness, relationship skills and responsible decision-making, and civic responsibility. • Offer an ASCA national model comprehensive school counseling program and educationally relevant mental health support services to students and families that is data-driven and multi-tiered. • Expand on the multi-tier system of behavior support for all students and include alternatives to suspension. • To better support the needs of low-income pupils, sites will develop a system to address basic needs such as clothing, food, and supplies. Learning Recovery Emergency Block Grant Funded Actions: • Research supports the use of Board Certified Behavior Analysts (BCBAs) in schools to build teacher capacity in implementing effective interventions and fostering positive student outcomes. The district's BCBA will collaborate with classroom teachers to develop and implement evidence-based strategies that proactively address student behavioral needs and promote a positive learning environment. Progress will be measured by the percentage of students who require a Behavior Support Plan and have one in place in LCAP Years 2 and 3. (LREBG Funds: 186,659.00)	$1,503,442.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Social Emotional Learning (SEL) Curriculum: The district will provide a social-emotional learning curriculum for students across all grade levels to establish consistent, Tier 1 instruction in social-emotional competencies. The curriculum will provide students with explicit instruction and opportunities to develop skills in self-awareness, self-management, self-advocacy, social awareness, relationship skills, responsible decision-making, and civic responsibility. Implementing a consistent SEL curriculum across grade levels will provide staff with a common framework and instructional resources for teaching these skills and will give students opportunities to apply them across classroom and school settings. Research indicates that equipping teachers with effective Tier 1 strategies fosters positive classroom environments, strengthens student-teacher relationships, and improves student engagement. Studies also show that when teachers consistently apply proactive classroom management and evidence-based intervention practices, students report feeling safer and more connected to their school community. The progress of this action will be measured using Metrics 2.6 and 2.7. (LREBG Funds: $34,549)		
2.5	Health Services	Health services staff will provide medical care, services, and follow-up to medically vulnerable students. Child nutrition staff will increase meal participation by improving meal quality through recipe development, student surveys, expansion of school gardens, and revitalization of students' school dining experience.	$811,007.00	Yes
2.6	School Safety and Modernization of Spaces	Staff will implement strategies and procure equipment to strengthen school safety, update learning environments, and construct facilities essential for better supporting unduplicated pupils.	$2,009,227.00	Yes
2.7	Online Safety Education	Prioritize education on online responsibilities and promote best practices for students and staff.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	LUSD will broaden opportunities to enhance parental involvement, foster collaboration, and strengthen partnerships with families, as well as city and county organizations with a particular focus on supporting underrepresented families and improving access to resources and information that facilitate students' learning and strengthen home-to-school connectivity.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

LCAP educational partner feedback highlights a direct link between parent involvement and student success, noting that active parental participation fosters a deeper sense of community and student achievement. District data reflect this connection, with positive trends across several family engagement measures. The Family LCAP survey results indicate a 4% increase in parents reporting that their children feel a sense of belonging (73%) and that teachers treat them with respect (90%). Additionally, targeted family engagement has seen measurable growth, highlighted by a 99% parent participation rate in the IEP process and an increase of 65 parents who participated in the EL Education Nights between the baseline year and 2025-26.

The actions in this goal have been designed to enhance overall family engagement. The effectiveness of these actions will be evaluated on an ongoing basis, and modifications will be made as necessary.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Parent Survey: Parents who feel their children have a sense of belonging at their school.	2023-24 69%	2024-25 72%	2025-26 73%	84%	+4%
3.2	LCAP Parent Survey: Parents who believe their children feel safe at school.	2023-24 80%	2024-25 80%	2025-26 81%	95%	=1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	LCAP Parent Survey: Parents who feel the teachers at their child's school have respect for their children.	2023-24 86%	2024-25 89%	2025-26 90%	95%	+4%
3.4	Parent participation in decision-making and leadership activities will be measured by proper composition of the School Site Council in all District Schools	2023-24 100%	2024-25 100%	2025-26 100%	100%	0
3.5	Increase participation and involvement of parents of children with disabilities in the IEP process. Participation will be measured by sign-in sheets.	2023-24 93%	2024-25 97.67%	2025-26 99%	99%	+6%
3.6	Pre and post survey for parents who attend a presentation on online safety: Percent of parents who feel confident in setting parental controls to block unsuitable websites if their child attempted to access them.	Established in Fall of 2024 43%	2024-25 43%	2025-26 Data not available	48%	NA
3.7	Parent participation of unduplicated pupils will include, but not be limited to EL Education Night sign-in sheets	Baseline Established in Spring of 2025 25	2024-25 25	2025-26 145	100	+120

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	An increase in families who report, through the annual LCAP Survey, that their children have the necessary resources to support learning at home.	NA	Baseline will be established in spring of 2026	This question was inadvertently omitted from the survey administration. As a result, baseline data is not currently available. The district will include this question in the Spring 2027 survey administration and use the results to establish a baseline for future measurement and progress monitoring.	To be determined	To be determined

Goal Analysis [2025-26]

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.

This action was implemented as planned through a variety of efforts designed to strengthen family engagement, communication, and educational partner involvement. Staff participated in professional development opportunities, including RAISE training, Safety Care training, and Foster and Homeless Youth training, to build capacity for developing positive relationships with students and families and increasing awareness of the diverse needs within the community. A key success was providing families with multiple opportunities to participate in district decision-making through advisory groups and committees, which increased opportunities for parent voice to inform district planning and programs. Parent Liaisons and community partners also offered workshops, a family conference, and outreach activities to strengthen family-school connections. However, increasing parent participation in workshops remained a challenge, indicating a need to continue exploring strategies to increase family awareness, accessibility, and engagement in these opportunities. Additionally, all official communications were translated and distributed as planned, parent-teacher conferences were held to discuss student progress, and online safety information was regularly shared with families through workshops and monthly newsletters.

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 are no significant material differences to report for this goal.

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

Goal 3 actions were largely effective in making progress toward the goal by strengthening family engagement, communication, and educational partner participation. Professional development opportunities including RAISE, Safety Care, and Foster and Homeless Youth trainings, increased staff capacity to build trusting relationships with families because staff gained strategies for improving communication, engagement, and support for families facing a variety of challenges that may affect student attendance, engagement, and well-being. The district also effectively expanded opportunities for families to participate in decision-making through advisory committees, surveys, workshops, and community events, which increased awareness of online safety, positive parenting practices, and available community resources. While these efforts were successful overall, feedback indicated that some families experienced challenges accessing digital platforms such as Aeries, limited English-speaking families found the Chromebook loan process difficult to navigate, and participation in in-person workshops remained low despite efforts to offer sessions at times identified as convenient for families.

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.

Based on reflections from implementation and educational partner feedback, the district will continue these actions with targeted refinements to strengthen family engagement and access. Professional learning opportunities will be expanded to include classified staff to ensure all employees who regularly interact with families are equipped with culturally responsive communication and relationship-building strategies. Additional efforts will focus on increasing participation from underrepresented families through personalized outreach by staff and Parent Liaisons, continuing Positive Discipline workshops, and offering engagement opportunities through in-person, online, and hybrid formats based on parent feedback. The district will also provide Aeries training workshops, make critical information available in hard-copy upon request, and review the Chromebook loan process to ensure limited English-speaking families receive appropriate support and access to district resources.

An additional question will be added to the annual LCAP Family Survey to assess the extent to which parents and guardians believe their children have access to the resources necessary to support learning at home. The district will monitor the percentage of families who report that their children have the necessary learning resources and will seek annual increases in positive responses as an indicator of improved access to learning supports outside of school.

Explanation of why the LEA has developed Goal 3:
The explanation of why the LEA has developed Goal 3 was updated to reflect current data.

Changes in available funding, including increased expenditures associated with staff salary and benefit increases, required the LEA to adjust planned expenditures and/or funding sources while maintaining alignment with the goal and identified student needs.

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
3.1	Family Engagement Professional Development	Provide professional development opportunities to develop the capacity of administrators, teachers, and support staff to learn about each family's culture and strengths and build trusting, respectful, and culturally sensitive relationships with families.	$0.00	No
3.2	Family Engagement	Provide families, including underrepresented groups, opportunities to provide input on district policies and programs including the development and implementation of the LCAP and School Plans for Student Achievement.	$3,565.00	Yes
3.3	Leadership Development	*Provide parents with learning opportunities and capacity-building leadership training. *Hire one Parent Liaison at each elementary school to support the site in the coordination of additional opportunities for families, teachers, and administrators to work together to plan, design, implement, and evaluate family engagement activities at the school and district level.	$222,022.00	Yes
3.4	Communication and Student Outcomes	*Ensure that official oral and written district and school policies, plans, student progress, and other data are available in languages spoken by families to increase school connectedness, parent engagement, and student achievement. *Ensure that parents and teachers meet at least two times per year to discuss student progress and develop achievement goals to improve student outcomes.	$26,531.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Supporting Home Learning Environment	Provide families with information and support to create home environments conducive to learning. Support may include a desk, device, and check-out program to support access to educational opportunities from home on an as-needed basis.	$2,166.00	Yes
3.6	Online Best Practices	Prioritize education of online responsibilities and promote best practices for parents.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	LUSD is committed to developing a systematic approach to address the individual language and academic needs of English Learners (ELs) to ensure all ELs experience academic growth and make progress of at least one level per academic year on the English Language Proficiency Indicator (ELPI).	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA developed Goal 4 to establish a dedicated, structured focus on the academic growth and language for Els. This year the district's EL reclassification rate demonstrated a positive upward trend, climbing from a 10% baseline to 17% by the end of Year 2. The percentage of English Learners progressing at least one level on the ELPAC (as measured by the ELPI) rebounded to 48% in Year 2 after a significant drop to 29% in Year 1. Goal 4 was designed to reinforce and expand upon this growth and address the historic lagging academic achievement of ELs. The effectiveness of Goal 4 actions will be evaluated on an ongoing basis, and modifications will be made as necessary.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	ELPAC: Percentage of ELs Progressing at Least One Level as measured by the ELPI	2022-23 46%	2023-24 28.9%	2024-25 48%	70%	+2%
4.2	EL Reclassification Rate	2023-24 10%	2024-25 9.8%	2025-26 17%	19%	7%
4.3	ELPAC Interim	District will establish baseline in Fall of 2024	Neither the baseline nor the Year 1 outcome can be determined	The district decided to administer the ELPAC Interim		To be determined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			at this time because the ELPAC Interim Assessment completion rates were less than 100%.	only to Long Term English Learners this year and establish a baseline and growth targets going forward. 2025-26 Baseline Well Developed Listening: 20.2% Reading: 8.6% Writing: 8%	Well Developed Listening: 25.2%% Reading: 13.6% Writing: 13%	
4.4	English Learners will have access to the CCSS and ELD standards	2023-24 100%	2024-25 100%	2025-26 100%	100%	0
4.5	CAASPP ELA Interim Comprehensive Assessments Percent of 3rd-8th Gr. ELs who Nearly Met, Met or Exceeded Standard	Winter 2023 Gr. 6-8: 17% Gr. 3-5: 16%	Winter 2024 Gr. 6-8: 31% Gr. 3-5: 25%	Winter 2025 Gr. 6-8: 34% Gr. 3-5: 26%	Gr. 6-8: 37% Gr. 3-5: 36%	+17% +10%
4.6	CAASPP Math Interim Comprehensive Assessments Percent of 3rd-8th Gr. ELs who Nearly Met, Met or Exceeded Standard	Winter 2023 Gr. 6-8: 4% Gr. 3-5: 22%	Winter 2024 Gr. 6-8: 8% Gr. 3-5: 37%	Winter 2025 Gr. 6-8: 29.95% Gr. 3-5: 29.55%	Gr. 6-8: 24% Gr. 3-5: 42%	+25.95% +7.55%

Goal Analysis [2025-26]

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.

The planned actions were implemented largely as intended during the year. The ELD/DLA Academic coach and ELA Academic coaches provided professional development focused on effective instructional strategies for multilingual learners, including Text Reconstruction, while Campus Park and Livingston Middle School participated in the Multilingual Network. Principals strengthened ELD implementation by monitoring instructional practices and reviewing data and EL progress with staff. In addition, principals participated in triannual EL meetings with district support staff for the purpose of analyzing data and calibrating effective practices. Other successes included increased attention to student voice through empathy interviews, an asset-based shift toward the term “Multilingual Learner,” family engagement through informational nights, and Winter 2025 data showing growth for English Learners compared to Winter 2024; however, continued analysis of ELPAC results and ongoing support for targeted student groups remain necessary to address persistent language development needs.

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 are no significant material differences to report for this goal.

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

Based on preliminary 2026 Summative ELPAC results, the actions implemented to support English Learners appear to be effective in making progress toward the goal. Districtwide, the percentage of English Learners in grades K–8 achieving a Level 4 on the Summative ELPAC increased from 13% in spring 2025 to 17% in spring 2026, indicating overall growth in English language proficiency. Similar gains were evident at both Campus Park and LMS. At Campus Park the percentage of students scoring a Level 4 increased from 8% to 15%, with the strongest growth occurring in fifth grade. At LMS the percentage increased from 17% to 27%, with the most significant gains observed in sixth grade. Notably, the classrooms demonstrating the highest growth were led by teachers actively participating in the Multilingual Network, suggesting that the professional learning and instructional strategies supported through the Network may be contributing to improved English Learner outcomes. In addition, the implementation of classroom walkthroughs and the use of the Ellevation platform strengthened the district’s ability to monitor English Learner progress. This year ELPAC data shows EL demonstrated advanced levels of English proficiency on the Summative ELPAC, indicating that the actions implemented are contributing to progress toward the goal.

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.

Based on reflections on prior practice and the positive trends observed in English Learner outcomes, the district will continue and strengthen the actions associated with this goal in the following way:

- Continue participation in the Multilingual Network and implement identified next steps, including empathy interviews, to deepen understanding of multilingual learners’ experiences and instructional needs.

- Expand and scale effective Multilingual Network practices across all staff to strengthen consistent support for English Learners throughout the district.
- Continue implementing the four English Learner instructional strategies introduced by Academic coaches and strengthen both designated and integrated English Language Development practices.
- Maintain a focus on supporting Long-Term English Learners through targeted language development and instructional planning informed by student data.
- Continue EL triannual meetings, classroom walkthroughs, and the use of Ellevation to monitor student progress, identify needs, and guide instructional decisions throughout the year.
- Deepen staff understanding of ELPAC task types to better align instruction with language proficiency expectations and student needs.

New Metric: The district decided to administer the ELPAC Interim only to Long Term English Learners this year and establish a baseline and growth targets going forward. A baseline and growth target has been determined for the 2026-27 school year.

Explanation of why the LEA has developed Goal 4:
The explanation of why the LEA has developed Goal 4 was updated to reflect current data.

Changes in available funding, including increased expenditures associated with staff salary and benefit increases, required the LEA to adjust planned expenditures and/or funding sources while maintaining alignment with the goal and identified student needs.

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
4.1	Staff Professional Development	Provide administrators, teachers, and classified staff professional learning on research-based effective strategies inclusive of student engagement, discourse, inquiry, and critical thinking with high expectations for ELs. (LRBG Funds: $9,324.00)	$15,712.00	Yes
4.2	English Learner Strategies	Campus Park and LMS will focus on research-based, targeted English Learner strategies. Emphasis on the needs of English Learners will be	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		supported LEA wide through professional development and various district partnerships (ie MCOE and California Education Partners).		
4.3	ELPAC Interim	The site staff will administer the English Language Proficiency Assessments for California (ELPAC) and utilize the Elevation platform to better monitor the language acquisition progress of English Learners (ELs) and for reclassification purposes.	$4,873.00	Yes
4.4	EL Progress Monitoring	To better monitor EL progress teachers, administrators, and site and district support staff will establish an ELD assessment protocol to Plan, Do, Study, Act (PDSA) on the results of language acquisition (four language domains) using interim assessment and summative assessment data. Protocol will include: *Multiple classroom walkthroughs using ELD observation tools with a focus on speaking and writing at least three times a year *Tri-annual progress monitoring sessions with site and district leadership teams *Schools will develop EL profiles in collaboration with teachers (Newcomers, At-Risk LTELs, and LTELs, ELs with Exceptional Needs, and Dual Language Learners) and monitor English language development during dELD through formative assessments *Establish a system to identify, monitor, and provide support to ELs At-Risk of becoming LTELs *Strengthen the post-reclassification monitoring process to ensure reclassified students continue to make academic progress.	$4,332.00	Yes
4.5	EL Parent Communication of Student Outcomes	At least twice a year, parents of English Learners will be invited to the school to participate in an EL Educational Night, providing them with information about programs, services, and supports available for their children. The initial meeting will be scheduled during the first trimester.	$4,332.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Long Term English Learners	•The district will enhance its EL progress monitoring system to identify English Learners at risk of prolonged language acquisition challenges and provide them with research-based, targeted instruction and supplemental support to prevent them from becoming Long Term English Learners.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,060,806	$$1,062,629

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
32.013%	0.000%	$0.00	32.013%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Mathematics Plan **Need:** Per the California School Dashboard results several student groups are underperforming in Mathematics. District: Orange Performance Indicator Student Groups in Orange Performance Indicator	The action will guide staff to strategically intervene, aiming to improve Math student achievement throughout the district. This action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP Math local and state assessment results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Asian, ELs, Hispanic, Homeless, SED, Students with Disabilities, White Schools in Orange Performance Indicator Campus Park, Selma Herndon Schools in Red Performance Indicator LMS **Scope:** LEA-wide		
1.2	**Action:** Literacy Plan **Need:** Per the California School Dashboard results several student groups are underperforming in ELA. District: Orange Performance Indicator Student Groups in the Orange Performance Indicator Asian, ELs, Hispanic, SED, Students with Disabilities, White Student Group in the Red Performance Indicator Homeless Schools in Orange Performance Indicator Campus Park, Selma Herndon, Yamato Colony Student Group in Red Performance Indicator LMS: English Learners **Scope:** LEA-wide	The action will guide staff to strategically intervene, aiming to improve ELA student achievement throughout the district. Based on data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA local and state assessment results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Professional Learning **Need:** California School Dashboard results indicate unduplicated pupils are underperforming in ELA, Math, ELPI, and Science. **Scope:** LEA-wide	This action will provide LUSD staff opportunities to refine teaching practices in order to engage and deliver high quality instruction on a daily basis. This action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results.
1.8	**Action:** Teacher Collaboration **Need:** Structured teacher collaboration creates a culture of continuous improvement, where educators are always learning and refining their practices to better support unduplicated pupils. California School Dashboard results indicate several unduplicated student groups are underperforming in ELA, Math, ELPI, and Science. **Scope:** LEA-wide	This action will ensure teachers have structured collaboration time to share effective teaching strategies, resources, and ideas, which can lead to improved instructional practices and better student outcomes. Based on research and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results. Additional metrics to monitor effectiveness will include data from the LCAP Teacher Survey, specifically focusing on teachers' sense of belonging.
1.9	**Action:** New Teachers and Administrators **Need:** Mentorship and training helps new educators develop skills and knowledge. Professional growth is crucial for their effectiveness in the classroom and in administrative roles in order	This action will provide new LUSD teachers and administrators opportunities to refine teaching and leadership practices in order to engage and deliver high quality instruction on a daily basis. This action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results. In addition, it will

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to better support the progress of unduplicated pupils. California School Dashboard results indicate several unduplicated student groups are underperforming in ELA, Math, ELPI, and Science. **Scope:** LEA-wide		ensure that teachers are appropriately credentialed.
1.10	**Action:** Staffing, Infrastructure, and Technology Support **Need:** California School Dashboard results indicate several unduplicated student groups are underperforming in ELA, Math, ELPI, and Science. **Scope:** LEA-wide	This action will ensure the district has adequate staffing, infrastructure and support to strategically intervene in order to increase student achievement across the district. Based on data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results.
1.11	**Action:** Enrichment for All Students **Need:** California School Dashboard results indicate several unduplicated student groups are underperforming in ELA, Math, ELPI, and Science. **Scope:** LEA-wide	This initiative will offer enrichment and diverse learning opportunities for all LUSD students, ensuring they engage in challenging and stimulating educational experiences. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results. Additional metrics to monitor effectiveness will include data from the LCAP Student Survey, specifically focusing on students' sense of belonging.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Social Emotional Development Professional Development **Need:** Professional development in this area will help staff enhance their skills and build stronger relationships with students and their families. This will lead to more effective instruction and better learning outcomes for unduplicated students. **Scope:** LEA-wide	This action will ensure that staff participate in research-based professional development focused on collective efficacy, social and emotional support, and mental health, enhancing their ability to better support all students. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but are not limited to: Improvements in students' sense of belonging and safety as measured by the LCAP Student Survey, as well as results from CAASPP assessments in ELA, Math, and Science, and ELPAC assessments at both local and state levels.
2.2	**Action:** Student Attendance **Need:** Per the California School Dashboard results several student groups were chronically absent last year. District: Orange Performance Indicator Student Groups in Orange Performance Indicator EL, Hispanic Student Groups in Red Performance Indicator Asian, SED Schools in Red Performance Indicator Campus Park, Selma Herndon Campus Park: Groups in Orange Performance Indicator SWD Campus Park: Groups in Red Performance Indicator	This action will engage all LUSD students in order to promote positive attendance and peer interactions while at school. Based on local and state data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: Local attendance rates and CA Dashboard Chronic Absenteeism rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL, Hispanic, SED Selma Herndon: Groups in Orange Performance Indicator Asian Selma Herndon: Groups in Red Performance Indicator EL. Hispanic, SED, SWD Yamato Colony: Groups in Orange Performance Indicator Homeless, SWD Yamato Colony: Groups in Red Performance Indicator Asian **Scope:** LEA-wide		
2.3	**Action:** Chronic Absenteeism **Need:** Per the California School Dashboard results several student groups were chronically absent last year. District: Orange Performance Indicator Student Groups in Orange Performance Indicator EL, Hispanic Student Groups in Red Performance Indicator Asian, SED Schools in Red Performance Indicator Campus Park, Selma Herndon Campus Park: Groups in Orange Performance Indicator SWD	The action will involve both site and district staff in monthly check-ins on chronic absenteeism to address cases of students who are at risk of becoming chronically absent. Based on local and state data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: Local attendance rates and CA Dashboard Chronic Absenteeism rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Campus Park: Groups in Red Performance Indicator EL, Hispanic, SED Selma Herndon: Groups in Orange Performance Indicator Asian Selma Herndon: Groups in Red Performance Indicator EL. Hispanic, SED, SWD Yamato Colony: Groups in Orange Performance Indicator Homeless, SWD Yamato Colony: Groups in Red Performance Indicator Asian **Scope:** LEA-wide		
2.4	**Action:** MTSS: Behavioral and Social Emotional **Need:** The LCAP Student Survey indicates a slight decline in the percentage of students who feel safe at school and a decrease in students' sense of belonging. To address this, the district will strengthen school climate through social-emotional supports, counseling services, and staff training in culturally responsive and restorative practices. Student voice will be elevated through leadership groups and surveys to guide improvements. This need is particularly significant for unduplicated student groups, who may face greater challenges with safety and belonging.	This action will support all LUSD students' social, emotional, and behavioral development so that they feel safe, included, and ready to learn. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but are not limited to: Improvements in students' sense of belonging and safety as measured by the LCAP Student Survey, as well as results from CAASPP assessments in ELA, Math, and Science, and ELPAC assessments at both local and state levels, local attendance rates and, CA Dashboard Chronic Absenteeism rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Targeted supports such as small-group counseling and mentoring will help ensure these students feel connected and supported. **Scope:** LEA-wide		
2.5	**Action:** Health Services **Need:** Over the past three years, the district has experienced lower than pre-pandemic meal participation rates and higher than pre-pandemic medical needs among the student population. To address this, the district will expand outreach to families on the availability and benefits of meal programs, increase access to healthy food options, and strengthen health services through additional nursing support and wellness education. This need is especially significant for unduplicated student groups who are more likely to rely on school meals for daily nutrition and may face barriers to accessing consistent medical care. Targeted supports, including bilingual communication, coordinated health referrals, and outreach to families, will ensure that these students receive essential nutrition and medical attention that supports both well-being and academic success. **Scope:** LEA-wide	This action will support students' physical health and promote peer-to-peer student interactions. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: Meal participation rates, attendance rates, CA Dashboard Chronic Absenteeism rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** School Safety and Modernization of Spaces **Need:** Research indicates that safe, up-to-date, and comfortable learning spaces enhance student engagement and academic performance. To address this need, the district will invest in maintaining and upgrading facilities, improving classroom environments, and ensuring access to modern instructional resources. This is particularly important for unduplicated student groups, as they may have fewer opportunities outside of school to access safe and supportive learning environments. Providing high-quality facilities helps ensure equitable access to spaces that foster belonging, engagement, and academic success. **Scope:** LEA-wide	This action will prioritize funding to ensure school facilities are safe and conducive to teaching and learning. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: Facilities Inspection Tool annual rating.
3.2	**Action:** Family Engagement **Need:** Families should have a voice in decisions that affect their children’s education. Opportunities for input ensures that the voices of all, including the underrepresented groups, are heard and valued. **Scope:** LEA-wide	This action will provide families opportunities to provide input on district policies and programs including the development of the LCAP. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but not be limited to: Parent/Guarding participation in LCAP Advisory, School Site Council, ELAC and DELAC.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Leadership Development **Need:** By involving families in planning, designing, and evaluating engagement activities, parents feel empowered and valued as partners in the educational process. To address this need, the district will expand opportunities for family input through surveys, advisory committees, and culturally responsive engagement events. This is especially important for unduplicated student groups since their families may face barriers such as language, access, or awareness of school processes. Providing translation services, flexible meeting options, and targeted outreach will ensure these families are included and supported as active partners in their children's education. **Scope:** LEA-wide	This action will allow for Parent Liaisons to continue building home-school connections by encouraging more families to participate in school activities and engage with their children in learning, leading to better student outcomes. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but are not limited to: LCAP Parent Survey results assessing their child's sense of belonging and safety at school, the level of respect shown to their children by staff, increased participation of parents of children with disabilities in the IEP process, and increased participation in ELAC, SSC, DELAC and the LCAP Advisory.
3.4	**Action:** Communication and Student Outcomes **Need:** By informing families, parents feel valued as partners in the educational process. To address this need, the district will strengthen communication through multiple platforms, provide information in families' home languages, and offer regular updates on student learning and school initiatives. This is particularly important for unduplicated student groups whose families may experience	This action will ensure that all LUSD parents and guardians can access school information in order to fully participate in their child's education. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but are not limited to: LCAP Parent Survey results assessing their child's sense of belonging and safety at school, the level of respect shown to their children by staff, and increased participation of parents of children with disabilities in the IEP process.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	barriers to accessing information. Targeted supports such as translation, outreach, and flexible communication methods will ensure these families are fully informed and engaged. **Scope:** LEA-wide		
3.5	**Action:** Supporting Home Learning Environment **Need:** Educational Partner feedback indicates that, in some cases, there is a need to improve home learning by providing families with resources such as desks and devices. To address this, the district will continue to provide technology, furniture, and other essential resources to support home learning environments. This need is particularly significant for unduplicated student groups who may face greater challenges accessing reliable devices, internet, or adequate study spaces. Ensuring these families have the necessary resources promotes equity, supports learning beyond the classroom, and helps close opportunity gaps. **Scope:** LEA-wide	This action is designed to provide families the necessary resources to enhance their child's home learning environment. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.	Metrics to monitor effectiveness will include, but are not limited to: School-level records of requests for items available for check-out such as desks and devices
4.1	**Action:** Staff Professional Development **Need:**	This action will ensure that staff participate in research-based professional development focused on effective strategies such as student engagement, discourse, inquiry, critical thinking,	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Professional development for teaching staff in this area will lead to more effective instruction and better learning outcomes for unduplicated pupils. **Scope:** LEA-wide	and high expectations to better support ELs and improve learning outcomes.	and state assessment results.
4.4	**Action:** EL Progress Monitoring **Need:** **Scope:**		Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results as well as district reclassification rates.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.3	**Action:** ELPAC Interim **Need:** Per the California School Dashboard results LUSD English Learners are underperforming as measured by the English Learner Progress Indicator.	This action will provide staff better access to achievement data which will support monitoring of ELs and the reclassification process.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results as well as district reclassification rates.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	District: Orange Performance Indicator due to an 18.5% decline from the previous year Schools in Red Performance Indicator Campus Park and LMS District: ELs in Orange Performance Indicator in ELA District: ELs in Orange Performance Indicator in Math LMS: ELs in Red Performance Indicator in ELA LMS: Els in Red Performance Indicator in Math **Scope:** Limited to Unduplicated Student Group(s)		
4.4	**Action:** EL Progress Monitoring **Need:** Per the California School Dashboard results LUSD English Learners are underperforming as measured by the English Learner Progress Indicator. District: Orange Performance Indicator due to an 18.5% decline from the previous year Schools in Orange Performance Indicator Selma Herndon Schools in Red Performance Indicator Campus Park and LMS District: ELs in Orange Performance Indicator in ELA	This action will ensure that Els receive highly effective instruction, allowing them to progress through English proficiency levels promptly. Additionally, they will be appropriately monitored after reclassification.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results as well as district reclassification rates.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	District: ELs in Orange Performance Indicator in Math LMS: ELs in Red Performance Indicator in ELA LMS: Els in Red Performance Indicator in Math **Scope:** Limited to Unduplicated Student Group(s)		
4.5	**Action:** EL Parent Communication of Student Outcomes **Need:** Research indicates that informed parents can be strong advocates for their children and actively support their education. Input from educational partners reveals that LUSD parents of English Learners have a strong interest in learning more about the program and the support available to their children. **Scope:** Limited to Unduplicated Student Group(s)	This action will ensure parents of ELs are informed about progress, services and supports available to their children.	Metrics to monitor effectiveness will include, but not be limited to: EL Education Night sign-in sheets.

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.

Not applicable

Additional Concentration Grant Funding

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

LUSD Plans to use the add-on funds to increase the number of staff providing direct services to students in the following actions:

Action: 1.10: 1 Academic tutor, three instructional aides, one library clerk, one part-time school administrator
Action 2.3: One school counselor
Action 2.4: Eight yard duty supervisors
Action 2.5: One health aide
Action 2.6: One custodian, one campus supervisor

These actions are based on needs identified by Educational Partner input and are intend to support the needs of the district's foster youth, English Learners, and low-income student.

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	NA	1:22.3
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:20.5

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	28,303,642	9,060,806	32.013%	0.000%	32.013%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,338,289.00	$5,772,104.00	$0.00	$830,646.00	$17,941,039.00	$11,953,004.00	$5,988,035.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Mathematics Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$12,741.00	$105,182.00	$75,523.00	$42,400.00	$0.00	$0.00	$117,923.00	
1	1.2	Literacy Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$133,255.00	$119,505.00	$13,750.00	$0.00	$0.00	$133,255.00	
1	1.3	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$66,064.00	$65,664.00	$400.00	$0.00	$0.00	$66,064.00	
1	1.4	Students with Disabilities	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	College and Careers	All	No			All Schools		$0.00	$49,521.00	$0.00	$12,521.00	$0.00	$37,000.00	$49,521.00	
1	1.6	Targeted Academic Support	All	No			All Schools		$20,613.00	$7,623.00	$27,736.00	$0.00	$0.00	$500.00	$28,236.00	
1	1.7	Building Thinking Classrooms	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.8	Teacher Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$172,226.00	$0.00	$172,226.00	$0.00	$0.00	$0.00	$172,226.00	
1	1.9	New Teachers and Administrators	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$70,664.00	$54,089.00	$124,753.00	$0.00	$0.00	$0.00	$124,753.00	
1	1.10	Staffing, Infrastructure, and Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,122,330.00	$796,739.00	$3,342,646.00	$790,783.00	$0.00	$785,640.00	$4,919,069.00	
1	1.11	Enrichment for All Students	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$4,619,499.00	$1,770,855.00	$1,804,359.00	$4,585,995.00	$0.00	$0.00	$6,390,354.00	

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
			Low Income			Low Income										
1	1.12	Dual Language Academy	All	No			All Schools		$154,162.00	$12,780.00	$166,942.00	$0.00	$0.00	$0.00	$166,942.00	
2	2.1	Social Emotional Development Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$25,244.00	$96,458.00	$29,458.00	$92,244.00	$0.00	$0.00	$121,702.00	
2	2.2	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$413,136.00	$627,200.00	$1,040,336.00	$0.00	$0.00	$0.00	$1,040,336.00	
2	2.3	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,449.00	$3,249.00	$0.00	$0.00	$200.00	$3,449.00	
2	2.4	MTSS: Behavioral and Social Emotional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,369,444.00	$133,998.00	$1,297,393.00	$203,549.00	$0.00	$2,500.00	$1,503,442.00	
2	2.5	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$648,433.00	$162,574.00	$792,200.00	$18,807.00	$0.00	$0.00	$811,007.00	
2	2.6	School Safety and Modernization of Spaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$135,207.00	$1,874,020.00	$2,009,227.00	$0.00	$0.00	$0.00	$2,009,227.00	
2	2.7	Online Safety Education	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Family Engagement Professional Development	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,565.00	$0.00	$0.00	$0.00	$3,565.00	$3,565.00	
3	3.3	Leadership Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$176,409.00	$45,613.00	$222,022.00	$0.00	$0.00	$0.00	$222,022.00	
3	3.4	Communication and Student Outcomes	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$0.00	$26,531.00	$26,531.00	$0.00	$0.00	$0.00	$26,531.00	
3	3.5	Supporting Home Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,166.00	$2,166.00	$0.00	$0.00	$0.00	$2,166.00	

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
3	3.6	Online Best Practices	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	Staff Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools		$12,896.00	$2,816.00	$2,816.00	$11,655.00	$0.00	$1,241.00	$15,712.00	
4	4.2	English Learner Strategies	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	ELPAC Interim	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$4,873.00	$4,873.00	$0.00	$0.00	$0.00	$4,873.00	
4	4.4	EL Progress Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$4,332.00	$4,332.00	$0.00	$0.00	$0.00	$4,332.00	
4	4.5	EL Parent Communication of Student Outcomes	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$4,332.00	$4,332.00	$0.00	$0.00	$0.00	$4,332.00	
4	4.6	Long Term English Learners	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00		$0.00	

2026-27 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
28,303,642	9,060,806	32.013%	0.000%	32.013%	$11,143,611.00	0.000%	39.372 %	**Total:**	$11,143,611.00
								LEA-wide Total:	$11,130,074.00
								Limited Total:	$13,537.00
								Schoolwide Total:	$0.00

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	**1.1**	Mathematics Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,523.00	
1	**1.2**	Literacy Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$119,505.00	
1	**1.3**	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,664.00	
1	**1.8**	Teacher Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,226.00	
1	**1.9**	New Teachers and Administrators	Yes	LEA-wide	English Learners Foster Youth	All Schools	$124,753.00	
1	**1.10**	Staffing, Infrastructure, and Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,342,646.00	
1	**1.11**	Enrichment for All Students	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,804,359.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.1	Social Emotional Development Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,458.00	
2	2.2	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,040,336.00	
2	2.3	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,249.00	
2	2.4	MTSS: Behavioral and Social Emotional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,297,393.00	
2	2.5	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$792,200.00	
2	2.6	School Safety and Modernization of Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,009,227.00	
3	3.2	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,022.00	
3	3.4	Communication and Student Outcomes	Yes	LEA-wide	English Learners Foster Youth	All Schools	$26,531.00	
3	3.5	Supporting Home Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,166.00	
4	4.1	Staff Professional Development	Yes	LEA-wide	English Learners	All Schools	$2,816.00	
4	4.3	ELPAC Interim	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,873.00	
4	4.4	EL Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,332.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	EL Parent Communication of Student Outcomes	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,332.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,919,524.00	$18,526,464.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Mathematics Plan	Yes	$85,619	267715
1	**1.2**	Literacy Plan	Yes	$156,021	145987
1	**1.3**	Professional Learning	Yes	29,106	22987
1	**1.4**	Students with Disabilities	No	$0.00	0
1	**1.5**	College and Careers	No	26,000	30500
1	**1.6**	Targeted Academic Support	No	$31,058	31058
1	**1.7**	Building Thinking Classrooms	No	$0.00	0
1	**1.8**	Teacher Collaboration	Yes	$136,419	136419
1	**1.9**	New Teachers and Administrators	Yes	$111,446	123843
1	**1.10**	Staffing, Infrastructure, and Technology Support	Yes	$5,955,424	5152631
1	**1.11**	Enrichment for All Students	Yes	6,692,110	6983781

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Dual Language Academy	No	401,326	162134
2	2.1	Social Emotional Development Professional Development	Yes	43,111	126542
2	2.2	Student Attendance	Yes	904,395	1083503
2	2.3	Chronic Absenteeism	Yes	$14,073	15033
2	2.4	MTSS: Behavioral and Social Emotional	Yes	1,464,795	1458665
2	2.5	Health Services	Yes	634,989	545839
2	2.6	School Safety and Modernization of Spaces	Yes	$1,995,999	1996386
2	2.7	Online Safety Education	No	$0.00	0
3	3.1	Family Engagement Professional Development	No	$0.00	0
3	3.2	Family Engagement	Yes	$3,766	3766
3	3.3	Leadership Development	Yes	$190,127	195310
3	3.4	Communication and Student Outcomes	Yes	$24,045	24670
3	3.5	Supporting Home Learning Environment	Yes	$2,158	2158

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)
3	**3.6**	Online Best Practices	No	$0.00	0
4	**4.1**	Staff Professional Development	Yes	$4,047	4047
4	**4.2**	English Learner Strategies	No	$0.00	0
4	**4.3**	ELPAC Interim	Yes	$4,856	4856
4	**4.4**	EL Progress Monitoring	Yes	$4,317	4317
4	**4.5**	EL Parent Communication of Student Outcomes	Yes	$4,317	4317
4	**4.6**	Long Term English Learners	No	$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,013,506	$10,958,394.00	$10,623,142.00	$335,252.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Mathematics Plan	Yes	$43,219.00	92359		
1	1.2	Literacy Plan	Yes	$117,477.00	119096		
1	1.3	Professional Learning	Yes	$28,706.00	22587		
1	1.8	Teacher Collaboration	Yes	$136,419.00	136419		
1	1.9	New Teachers and Administrators	Yes	$111,446.00	123843		
1	1.10	Staffing, Infrastructure, and Technology Support	Yes	$3,283,586.00	3218482		
1	1.11	Enrichment for All Students	Yes	$2,162,792.00	1745942		
2	2.1	Social Emotional Development Professional Development	Yes	$37,354.00	36585		
2	2.2	Student Attendance	Yes	$904,395.00	1083503		
2	2.3	Chronic Absenteeism	Yes	$9,173.00	10133		
2	2.4	MTSS: Behavioral and Social Emotional	Yes	$1,267,936.00	1256141		
2	2.5	Health Services	Yes	$627,266.00	543232		
2	2.6	School Safety and Modernization of Spaces	Yes	$1,995,999.00	1996386		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	Family Engagement	Yes	$0.00	0		
3	**3.3**	Leadership Development	Yes	$190,127.00	195310		
3	**3.4**	Communication and Student Outcomes	Yes	$24,045.00	24670		
3	**3.5**	Supporting Home Learning Environment	Yes	$2,158.00	2158		
4	**4.1**	Staff Professional Development	Yes	$2,806.00	2806		
4	**4.3**	ELPAC Interim	Yes	$4,856.00	4856		
4	**4.4**	EL Progress Monitoring	Yes	$4,317.00	4317		
4	**4.5**	EL Parent Communication of Student Outcomes	Yes	$4,317.00	4317		

2025-26 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)
27,242,857	9,013,506	0	33.086%	$10,623,142.00	0.000%	38.994%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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

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 32627(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).

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