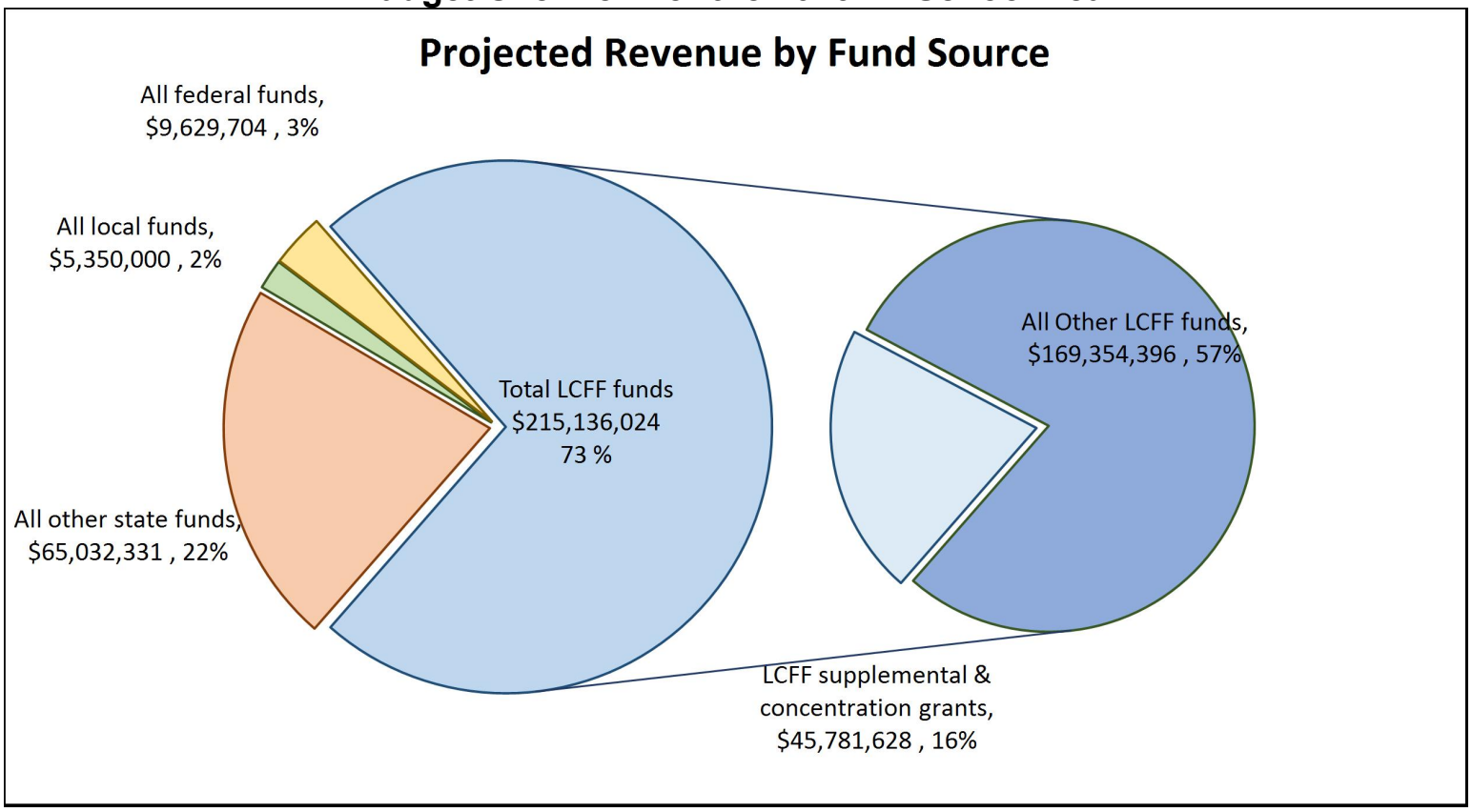
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Norwalk-La Mirada Unified School District
CDS Code: 1964840
School Year: 2026-27
LEA contact information:
Tania Magana
Superintendent
tmagana@nlmusd.k12.ca.us
562-210-2205

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

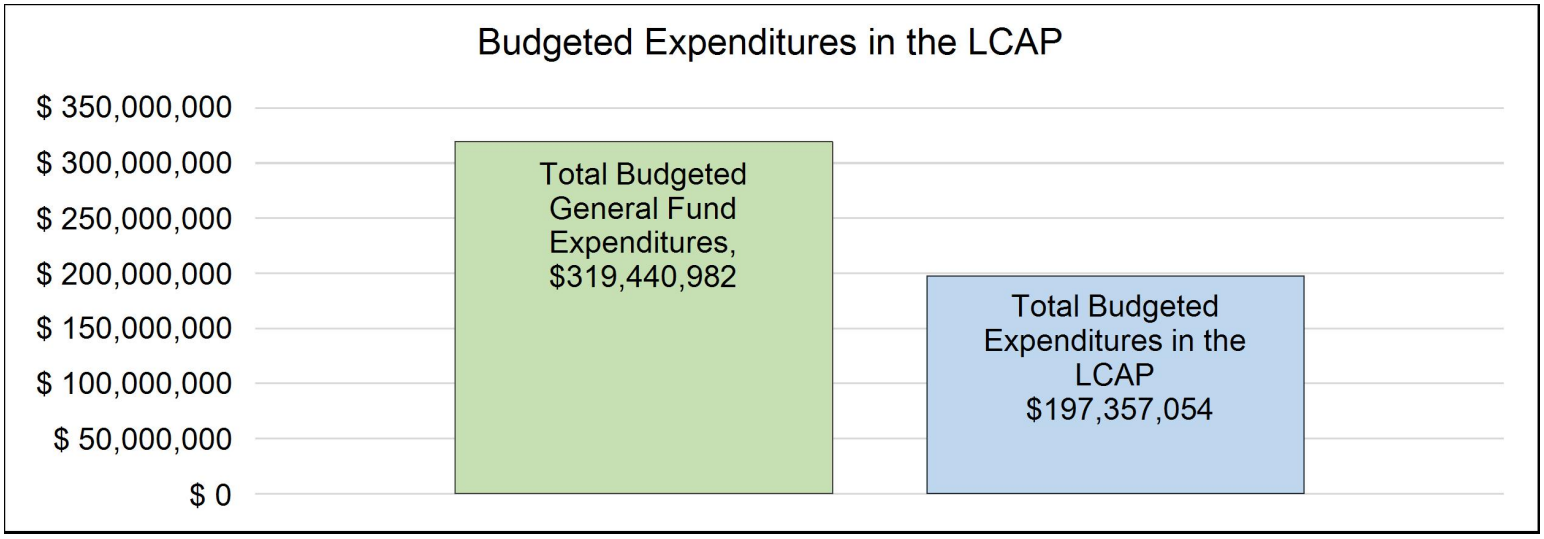


This chart shows the total general purpose revenue Norwalk-La Mirada Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Norwalk-La Mirada Unified School District is $295,148,059, of which $215,136,024 is Local Control Funding Formula (LCFF), $65,032,331 is other state funds, $5,350,000 is local funds, and $9,629,704 is federal funds. Of the $215,136,024 in LCFF Funds, $45,781,628 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 Norwalk-La Mirada Unified 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: Norwalk-La Mirada Unified School District plans to spend $319,440,982 for the 2026-27 school year. Of that amount, $197,357,054 is tied to actions/services in the LCAP and $122,083,928 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

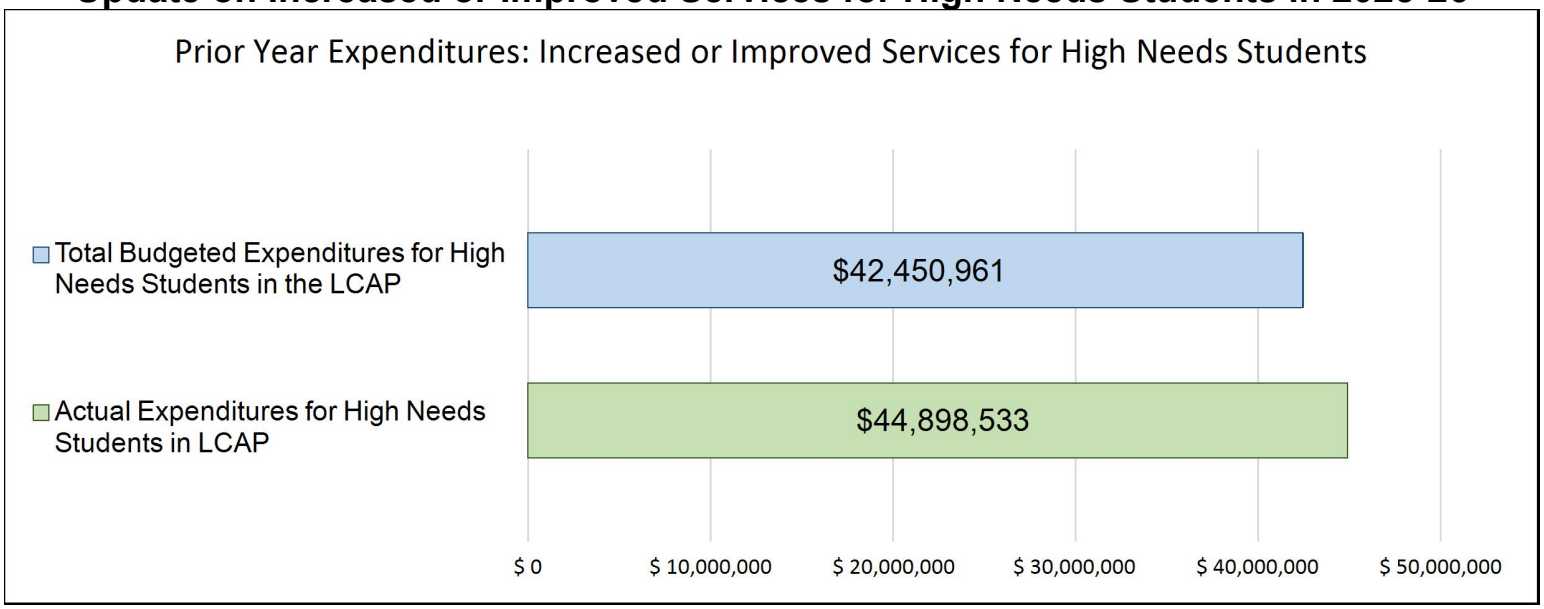
Certificated and Classified salary and benefits, materials and supplies, and services and other operating costs. These expenditures include instructional, supervision, administration, counseling, health services, special education, transportation, general administration, maintenance and operations.

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

In 2026-27, Norwalk-La Mirada Unified School District is projecting it will receive $45,781,628 based on the enrollment of Foster Youth, English learner, and low-income students. Norwalk-La Mirada Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Norwalk-La Mirada Unified School District plans to spend $45,781,628 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 Norwalk-La Mirada Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Norwalk-La Mirada Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Norwalk-La Mirada Unified School District's LCAP budgeted $42,450,961 for planned actions to increase or improve services for high needs students. Norwalk-La Mirada Unified School District actually spent $44,898,533 for actions to increase or improve services for high needs students in 2025-26.

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
Norwalk-La Mirada Unified School District	Tania Magana Superintendent	tmagana@nlmusd.k12.ca.us 562-210-2205

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.

The Norwalk-La Mirada Unified School District, situated approximately 13 miles south of downtown Los Angeles, serves an estimated 14,577 students from Norwalk and La Mirada. Our district includes 16 elementary schools, 5 middle schools, and 5 high schools, alongside a robust CA State Preschool Program and Adult School. Our community boasts diversity, with residents speaking over ten different languages. According to the 2025 CA School Dashboard, English Language Learners comprise 14.1% (2,059) of our student body. Additionally, the dashboard indicates that 70.5% (10,280) of our students are classified as Low-Income, while 0.6% (90) are identified as Foster Youth. When combined, these groups make up 85.2% (12,429) of our students, known as "Unduplicated Pupils" or UDP. In addition, we have 15.8% (2,308) of our students identified as Homeless Students and 14.7% (2,136) as Students with Disabilities. These numbers have decreased due to declining enrollment in the area.

Based on the most current demographic data (2024-2025) in DataQuest, the following ethnicities and races are represented in our district:

*African American 2.5% (366)

*American Indian 0.2% (36)

*Asian 3.8% (547)

*Filipino 3.0% (432)

*Hispanic 81.6% (11,897)

*Pacific Islander 0.3% (43)

*White 5.7% (829)

*Two or More Races 2.2% (320)

*Not Reported 0.8% (106)

This plan was developed collaboratively with input from various educational partner groups, such as the English Learner Parent Advisory Committee (EL PAC), the Parent Advisory Committee (PAC), the Parent-Teacher Association (PTA), and the District English Learner Advisory Committee (DELAC). We informed parents about the opportunity to contribute to the Local Control and Accountability Plan (LCAP) through our district-wide surveys, school sites, and personal outreach. Community members, teachers, site staff, and administrators also had the opportunity to provide feedback over the course of the development of our plan. These groups had the chance to review various sources of academic and cultural/climate survey data points, including iReady Language Arts and Math data, SBAC data, Dashboard data, and Core SEL data (replacing Panorama data in 24-25). Feedback from our UDP families and regular communication inform our approach to supports for learning. Our partnerships with our educational partners, including parents and caregivers, are crucial to the success of our students.`

While the COVID-19 pandemic is long over, its impact continues to be felt. Students and families still show the effects of the increased stress and trauma during this time, and we continue to provide mental health supports and academic and behavioral interventions through our counselors, and Elementary Student Support Specialists (ESSSs) regularly engage with our students and families. Chronic absenteeism continues to be an issue for our district, along with many across the state. NLMUSD staff monitors student participation and actively reaches out to those who may be disengaged.

NLMUSD's actions are guided by our Mission and Vision Statements and our Pillars for Success framework. Our mission emphasizes developing students' knowledge, skills, and attitudes to become lifelong learners and productive citizens in a diverse world. Our vision focuses on fostering innovation, critical thinking, and technological proficiency. The Pillars for Success framework, centered on SEL, academic rigor and relevance and guides our priorities, which include research-based best practices, high-quality teaching, data-driven decision-making, and college and career readiness.

We strive to personalize learning to meet the unique needs of each student, ensuring they graduate prepared for college, careers, and civic engagement. Our district emphasizes the use of technology, Professional Learning Communities (PLCs), Social Emotional Learning (SEL), and Multi-Tiered System of Support (MTSS) to provide targeted instruction and interventions. This is done through providing professional development for staff and allocating additional resources to support Unduplicated Pupils.

CDE is continuing to provide additional resources known as Equity Multiplier funds in the 26-27 school year to schools that meet the following criteria:

*Nonstability rates greater than 25%- defined as students enrolled for less than 245 continuous days between July 1 and June 30 of the prior year or exited from a school between July 1 and June 30 of the prior year due to either truancy, expulsion, or unknown reasons and without stable subsequent enrollment at another school and
*Socioeconomically disadvantaged student rates greater than 70%- defined as one of the following:
neither of the student's parents has a high school diploma
student is eligible for free or reduced-price meals under the National School Lunch Program
student is a migratory child under Title I, Part C requirements
student is a homeless child of youth
student is a foster youth
student is enrolled in a county juvenile court school

The only site that continues to qualify for Equity Multiplier funds in our district is El Camino High School. ECHS was identified due to its meeting the state non-stability rate of 25% or greater and the Socioeconomically Disadvantaged student rate of 70% or higher.

Reflections: Annual Performance

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

Norwalk-La Mirada Unified School District is leading our community into the future by developing students who are open-minded and curious, skilled in critical thinking, working collaboratively, and using current and emerging technologies. We personalize learning to meet the needs, motivations, and strengths of each student, ensuring every student graduates prepared to succeed in college and careers and participate positively in our community's civic life. A review of the 2025 CA Dashboard shows areas of strength and areas in need of improvement in academic performance, academic engagement, conditional and climate, and our local indicators.

An overview of annual performance based on the 2025 CA School Dashboard shows NLM is performing at the following levels:

In the area of academic performance, we show:

In ELA, our students improved a level from orange to yellow and improved to 7.3 points below standard from 15.6 points below standard (increased by 8.3 points).
In mathematics, our students are sustaining at the yellow level; however, they have improved to 46.9 points below standard from 59.1 points below standard (increased 12.2 points).
Our English Learner Progress declined at the orange level, however declined to 38.2% of our EL students as making progress (declined 3.6%).
College and Career readiness showed an increase to the green level, showing 49.8% of students as being prepared for college/career from a previous 38.5% prepared (increased 7.3%).
In the areas of Academic Engagement, we show the following:
Chronic Absenteeism is at the yellow level, with 17.1% of our students identified as chronically absent, from 19.8% (declined 2.7%).
Our graduation rate remains at a performance level of "Green" with 93.6% of students graduating (maintained 0.3%).

In the areas of conditions and climate, we show:

A performance level of green with 2.2% of our students suspended at least one day (declined 0.5%)

Our local indicators for the following areas show "Standard Met" in the following areas :
Implementation of Academic Standards
Parent and Family Engagement
Local Climate Survey
Access to a Broad Course of Study/Implementation of Academic Standards
Basic: Teachers, Instructional Materials, Facilities
Parent and Family Engagement
Local Climate Survey

2025 CA Dashboard Analysis

ELEMENTARY SCHOOL SITES

English Learner Progress Indicator/ELPI (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.14, 2.15, 4.1)
*Glazier: All Students, English Learners
*Morrison: All Students, English Learners
*Nuffer: All Students, English Learners

CHRONIC ABSENTEEISM (these red indicators will be addressed in the following actions: 1.1, 1.2, 1.3, 1.4, 2.7, 3.4)
*Dolland: Students with Disabilities
*Eastwood: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic or Latino, and White students
*Escalona: Students with Disabilities
*Foster Road: ALL Students, English Learners, Homeless, Socioeconomically Disadvantaged, and Hispanic or Latino
*Johnston: All Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
*La Pluma: Homeless
*Lampton: ALL Students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities
*Moffitt: Homeless
*Morrison: ALL Students, Socioeconomically Disadvantaged, Hispanic or Latino

ELA (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.9, 3.3, 4.1)
*Dolland: Students with Disabilities
*Lampton: Students with Disabilities
*Moffitt: Students with Disabilities
*Nuffer: English Learners

Math (these red indicators will be addressed in the following actions: 2.1, 2.2, 2.4, 2.7, 2.8, 2.13, 2.15, 3.3, 4.1)
*Eastwood: Students with Disabilities
*Lampton: Students with Disabilities

SUSPENSION RATE (these red indicators will be addressed in the following actions: 1.1, 1.4, 2.7, 3.4)
*Moffitt: All Students, Socioeconomically Disadvantaged
*Nuffer: Homeless, Students with Disabilities

MIDDLE SCHOOL SITES

English Learner Progress Indicator/ELPI (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.14, 2.15, 4.1)
*Corvallis: All Students, English Learners

CHRONIC ABSENTEEISM (these red indicators will be addressed in the following actions: 1.1, 1.2, 1.3, 1.4, 2.7, 3.4)
*Corvallis: Students with Disabilities
*Benton: Homeless
*Waite: Long-Term English Learners, Students with Disabilities

ELA (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.9, 3.3, 4.1)
*Benton: Students with Disabilities
*Los Alisos: Students with Disabilities

MATH (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.15, 3.3, 4.1)
*Corvallis: Long-Term English Learners
*Benton: Students with Disabilities
*Los Alisos: Long-Term English Learners

SUSPENSION RATE (these red indicators will be addressed in the following actions: 1.1, 1.4, 2.7, 3.4)
*Black or African American
*Los Alisos: Long-Term English Learners

HIGH SCHOOL SITES

COLLEGE/CAREER (these red indicators will be addressed in the following actions: 2.6, 2.8, 2.9, 2.10, 3.2)
*El Camino: All Students, Homeless, Socioeconomically Disadvantaged, Hispanic or Latino

ELA (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.9, 3.3, 4.1)
*Norwalk: Long-Term English Learners
*John Glenn: Hispanic or Latino
*El Camino: All Students, Socioeconomically Disadvantaged, Hispanic or Latino

English Learner Progress Indicator/ELPI (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.14, 2.15, 4.1)
*John Glenn: All Students, English Learners

*El Camino: All Students, English Learners, Long-Term English Learners

MATH (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.15, 3.3, 4.1)
*El Camino: All Students, Socioeconomically Disadvantaged, Hispanic or Latino
*John Glenn: All Students, Socioeconomically Disadvantaged, Hispanic or Latino

SUSPENSION RATE (these red indicators will be addressed in the following actions: 1.1, 1.4, 2.7, 3.4)
John Glenn: Students with Disabilities
Norwalk: Students with Disabilities

Based on the 2023 CA School Dashboard, NLMUSD received a performance level of "Red" on the following state indicators and student groups:
*Chronic Absenteeism: Multiple Races, PI, WH (these red indicators will be addressed in the following actions: 1.1, 1.2, 1.3, 1.4, 2.7, 3.4)
*ELA: SWD (these red indicators will be addressed in the following actions: 2.1, 2.2, 2.4, 2.7, 2.9, 2.14, 3.3, 4.1)

The following schools and respective student groups in NLMUSD also received a performance level of "Red" on one or more state indicators on the 2023 Dashboard.

ELEMENTARY SITES

CHRONIC ABSENTEEISM (these red indicators will be addressed in the following actions: 1.1, 1.2, 1.3, 1.4, 2.7, 3.4)
*Dolland: English Learners
*Dulles: ALL Students, Homeless, Socioeconomically Disadvantaged, and White Students
*Edmondson: ALL Students, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities
*Foster Road: ALL Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
*Gardenhill: ALL Students, Hispanic, Homeless, Multiple Races, Socioeconomically Disadvantaged, and Students with Disabilities
*Glazier: ALL Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
*La Pluma: White Students
*Moffitt: ALL Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
*Morrison: Students with Disabilities
*Sanchez: English Learners and Students with Disabilities

ELA (these red indicators will be addressed in the following actions: 2.1, 2.2, 2.4, 2.7, 2.9, 2.14, 3.3, 4.1)
*Glazier: English Learners and Students with Disabilities
*Moffitt: Students with Disabilities
*Morrison: Students with Disabilities

English Learner Progress Indicator/ELPI (these red indicators will be addressed in the following actions: 2.1, 2.2, 2.4, 2.7, 2.8, 2.14, 2.15, 4.1)

*Dolland: English Learners

Math (these red indicators will be addressed in the following actions: 2.1, 2.2, 2.4, 2.7, 2.8, 2.13, 2.15, 3.3, 4.1)
*Glazier: Students with Disabilities
*Moffitt: Students with Disabilities
*Nuffer: Students with Disabilities

SUSPENSION RATE (these red indicators will be addressed in the following actions: 1.1, 1.4, 2.7, 3.4)
*Sanchez: Students with Disabilities

MIDDLE SCHOOL SITES

CHRONIC ABSENTEEISM (these red indicators will be addressed in the following actions: 1.1, 1.2, 1.3, 1.4, 2.7, 3.4)
*Benton: Homeless Students
*Hutchinson: ALL Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
*Los Alisos: Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

ELA (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.14, 2.9, 3.3, 4.1)
*Corvallis: English Learners
*Benton: Students with Disabilities
*Hutchinson: Students with Disabilities
*Los Alisos: English Learners
*Waite: Students with Disabilities

English Learner Progress Indicator/ELPI (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.14, 2.15, 4.1)
*Corvallis: English Learners

MATH (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.15, 3.3, 4.1)
*Benton: English Learners, Homeless, and Socioeconomically Disadvantaged Students
*Corvallis: English Learners
*Hutchinson: Students with Disabilities
*Los Alisos: English Learners and Students with Disabilities
*Waite: ALL Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

SUSPENSION RATE (these red indicators will be addressed in the following actions: 1.1, 1.4, 2.7, 3.4)
Benton: Students with Disabilities

HIGH SCHOOL SITES

COLLEGE/CAREER (these red indicators will be addressed in the following actions: 2.6, 2.8, 2.9, 2.10, 3.2)

*El Camino: ALL Students, Hispanic, Homeless, and Socioeconomically Disadvantaged Students
*John Glenn: Students with Disabilities
*Norwalk: Students with Disabilities

ELA (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.9, 3.3, 4.1)
*El Camino: ALL Students
*John Glenn: ALL Students, Hispanic, and Socioeconomically Disadvantaged Students
*La Mirada: Students with Disabilities
Norwalk: Students with Disabilities

English Learner Progress Indicator/ELPI (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.14, 2.15, 4.1)
*John Glenn: English Learners

MATH (these red indicators will be addressed in the following actions: 2.2, 2.7, 2.8, 2.13, 2.15, 3.3, 4.1)
*El Camino: ALL Students, Hispanic, and Socioeconomically Disadvantaged Students
*John Glenn: ALL Students, English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged Students
*La Mirada: Students with Disabilities
*Norwalk: English Learners, Homeless Students

SUSPENSION RATE (these red indicators will be addressed in the following actions: 1.1, 1.4, 2.7, 3.4)
John Glenn: Students with Disabilities
Norwalk: Students with Disabilities

2025 Dashboard Analysis: The total number of red site-level indicators declined from 2023 to 2025. However, the picture is complicated by sites rotating in and out of red status rather than consistent, widespread improvement.

Math showed the most visible reduction in flagged schools — several middle and high school sites that were red in 2023 (Hutchinson, Waite, La Mirada) no longer appeared in 2025. College/Career readiness also improved at the high school level, with John Glenn and Norwalk dropping off the list, though El Camino remains a significant concern across all student groups.

Chronic Absenteeism remains the district's most widespread and challenge. While a few 2023 sites resolved, new ones appeared in 2025 (Johnston, Lampton, Eastwood, and Waite). ELPI is the one indicator that clearly worsened, with more elementary sites flagged in 2025 (Glazier, Morrison, Nuffer) and El Camino newly added at the high school level.

Equity gaps are the constant. Across both years, Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, and Homeless students appear as red subgroups across nearly every indicator and level.

Persistently struggling sites. El Camino, John Glenn, Foster Road, Moffitt, Benton, and Los Alisos appear in red across multiple indicators in both years.

NLMUSD has actions and services described throughout the LCAP to address the needs noted above.

NLMUSD will be receiving $2,341,184 in LREBG funds for the 26-27 School year, which is inclusive of a rollover amount of $1,170,592 from the 25-26 school year. The results of a comprehensive needs assessment are below:

A. English Language Arts
Fifteen (15) school sites demonstrated Low or Very Low ELA performance on the California School Dashboard. The student groups identified as being in the greatest need of learning recovery supports in ELA are:
*Long-Term English Learners
*Students with Disabilities
*Homeless students
*English Learners
*Socioeconomically Disadvantaged students
*Black or African American students
*Hispanic or Latino students
*Foster Youth

B. Mathematics
Seventeen (17) school sites demonstrated Low or Very Low Mathematics performance on the California School Dashboard. The student groups identified as being in the greatest need of learning recovery supports in Mathematics are:
*Long-Term English Learners
*Students with Disabilities
*Foster Youth
*Homeless students
*English Learners
*Socioeconomically Disadvantaged students
*Hispanic or Latino students
*Black or African American students

C. Chronic Absenteeism
Eighteen (18) school sites demonstrated High or Very High chronic absenteeism rates on the California School Dashboard. The student groups identified as experiencing the highest rates of chronic absenteeism are:
*Black or African American students
*Homeless students
*Students with Disabilities
*Long-Term English Learners
*Two or More Races
*All Students
*Foster Youth

*Socioeconomically Disadvantaged students
*English Learners
*Hispanic or Latino students
*White students.

IV. Priority Tier Classification
To ensure that funds are directed to pupils in the greatest need, school sites were classified into three priority tiers based on the number of Dashboard indicators for which they demonstrated Low, Very Low, High, or Very High performance.

Tier 1 — Highest Need (All Three Indicators)
The following ten (10) school sites demonstrated significant need across all three Dashboard indicators — ELA, Mathematics, and Chronic Absenteeism — and are classified as highest priority for learning recovery fund allocation:

Corvallis Middle School
Dulles Elementary
Foster Road Elementary
Glazier Elementary
Lampton Elementary
Los Alisos Middle School
Moffitt Elementary
New River Elementary
Sanchez Elementary
Waite Middle School

These sites serve concentrations of Long-Term English Learners, Students with Disabilities, Homeless students, Foster Youth, Socioeconomically Disadvantaged students, and Hispanic or Latino students. These are student groups that appear consistently across all three indicator lists. The convergence of low academic performance and high chronic absenteeism at these sites reflects compounding barriers to learning recovery that warrant the highest level of resource investment.

Tier 2 — Significant Need (Two Indicators)
The following seven (7) school sites demonstrated significant need across two of the three Dashboard indicators and are classified as a secondary priority:

Edmondson Elementary (ELA, Mathematics)
El Camino High School (ELA, Mathematics)
Glenn High School (ELA, Mathematics)
Nuffer Elementary (ELA, Mathematics)
Johnston Elementary (ELA, Chronic Absenteeism)
Benton Middle School (Mathematics, Chronic Absenteeism)
La Pluma Elementary (Mathematics, Chronic Absenteeism)

Tier 3 — Identified Need (One Indicator)
The following five (5) school sites demonstrated significant need on one Dashboard indicator and are classified for targeted support:

Norwalk High School (Mathematics)
Dolland Elementary (Chronic Absenteeism)
Eastwood Elementary (Chronic Absenteeism)
Escalona Elementary (Chronic Absenteeism)
Morrison Elementary (Chronic Absenteeism)

LREBG Fund Utilization
NLMUSD is utilizing Learning Recovery Emergency Block Grant (LREBG) funds in the following four LCAP actions: Action 1.4 (Increased Safety and Social-Emotional Support), Action 2.7 (Intervention and Support Staff), Action 3.3 (Core Content Support), and Action 3.4 (Wrap Around Support and Services). The total annual LREBG allocation of $1,755,888 is fully committed across these four actions and will be sustained through 2027–28.

How LREBG Actions Address Identified Student and School Needs
All four LREBG-funded actions were selected based on the findings of NLMUSD's 2025–26 needs assessment, which evaluated site-level performance across three indicators using a 5x5 placement framework: CAASPP ELA Distance from Standard, CAASPP Math Distance from Standard, and chronic absenteeism rate. This assessment identified the specific schools and student populations with the greatest concentration of unmet need and directly informed the allocation of LREBG resources. These actions will address the following needs.

Action 1.4: Increase safety and socio-emotional support and Action 3.4: Wrap Around Support and Services, are aligned to the following allowable use of LREBG funds: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Action 2.7: Intervention and Support Staff is aligned to the following allowable use of LREBG funds, accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

Action 3.3: Core Content Support is aligned to providing professional development and coaching on either or both of the following: 1) The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve and 2)The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

Reflections: Technical Assistance

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

NLMUSD is not identified as a Differentiated Assistance district.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Elementary and Secondary Students/Teachers/Parents/Other School Personnel	Fall, 2025 CORE SEL Survey (TK-2nd was a Teacher Perception of Students, and results were also reflected in LCAP process).
District English Learner Advisory Committee (DELAC)	DELAC consultation where LCAP presentations focused on LCFF and LCAP overview, review of district data, including CAASPP and ELPAC data, plus gathering of partner feedback at meeting held on 5/1/26.
English Learner Parent Advisory Committee (EL PAC) and Parent Advisory Committee (PAC)	EL PAC and PAC consultation where LCAP presentations focused on LCFF and LCAP overview, review of district data, including CAASPP, ELPAC, and CA Dashboard data, and gathering of feedback on identified needs and possible actions at meetings held on 3/17/26.
Parent Teacher Association (PTA)	PTA consultation where LCAP presentations focused on LCFF and LCAP overview, review of district data, including CAASPP and ELPAC data, plus gathering of partner feedback presentation at meeting held on 2/17/26.
Teachers Association of Norwalk- La Mirada (TANLA)	Consultation with TANLA board and site representatives, where input for LCAP based on student/site needs was provided by members at meetings held on 3/3/26 and on 5/4/26.
CA School Employees Association (CSEA)	Consultation with the CSEA board and members where LCAP presentations focused on LCFF and LCAP overview, review of district data, including CAASPP, ELPAC, and CA Dashboard data, and gathering of feedback on identified needs and possible actions. CSEA LCAP presentations and gathering of feedback at meetings on 2/17/26 and 3/12/26.

Educational Partner(s)	Process for Engagement
Administrators and Co-Administrators/Principals	Consultation with district and site Administrators/Co-Administrators/Principals where LCAP presentations focused on LCFF and LCAP overview, review of district data, including CAASPP, ELPAC, and CA Dashboard, and gathering feedback on identified needs and possible revision of actions at meetings on 2/18/26 and 2/26/26 for Principals and on 3/12/26 for Co-Administrators.
Superintendent's Cabinet Meetings (comprised of district/site administrators, SELPA Executive Director, teachers, classified staff, and bargaining unit representatives)	LCAP presentations focused on LCFF and LCAP overview, district data including CAASPP, ELPAC, CA Dashboard, identifying areas of strengths/needs, and prioritizing actions. The meeting took place on 3/16/26.
El Camino High School is receiving Equity Multiplier funds and has met with their educational partner groups including School Site Council (SSC), English Language Advisory Committee (ELAC), the ECHS community via a PowerSchool Messenger with survey, Site Leadership Team, and Professional Learning Communities.	Educational partner meetings were held and the site CA Dashboard data and survey feedback around identified student needs (CCI, CAASPP ELA, and Math) and possible actions to implement to mitigate achievement disparity. SSC: 11/18 (Develop Needs Assessment, reviewed last year's, kept some ideas and garnered new), 3/10 (Reviewed Final Needs Assessment- Provided Input), 4/29- Reviewed Community Input to identify EMF and Title 1 funding areas of need ELAC: 11/20 (Develop Needs Assessment, reviewed last year's, kept some ideas and garnered new), 3/6 (Reviewed Final Needs Assessment- Provided Input) SLT: 3/24 Reviewed Needs Assessment and provided input PLC: 3/25 Reviewed Needs Assessment and provided input Student Body: 3/18 Reviewed Needs Assessment and provided input at a Special Assembly Survey was open to the community for the week of 3/23 - 3/27 via Powerschool Message blast
LCAP Staff/Parent/Student Surveys	District sent an LCAP survey to all staff (Certificated/Classified) at school sites and district, as well as to all parents, and students in grades 4-12. The survey was open for three weeks. We had a total of

Educational Partner(s)	Process for Engagement
	520 staff responses, 492 parent responses, and 3,506 student responses.

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

The Norwalk-La Mirada Unified School District conducted a series of collaborative meetings with key educational partners to gather feedback that informed the development of the Local Control and Accountability Plan (LCAP) beginning in the fall of 2025 and continuing through the spring of 2026. During these meetings, educational partners discussed the district's goals, strategies, and actions outlined in the current 25-26 LCAP plan. Partners were invited to provide feedback on various data points, including student academic data such as CAASPP data, CA Dashboard data, and culture and climate survey data from our CORE SEL survey. Based on feedback from our educational partner groups, the LCAP was influenced by the following:

As indicated by survey results, our students felt that being connected at school was important to their academic and SEL achievement. Actions that support this need are:
1.1 Supporting Student Social-Emotional and Wellness Needs
1.2 Secondary School Engagement Programs
1.3 Peer Mentorship Programs
1.4 Increased Safety and Social Emotional Supports for LI Students reflect this.

Students felt that restroom cleanliness and safety were areas for growth. Action 1.4 and 3.5 Enrichment Experiences for Students can support this need.

Our CSEA bargaining unit prioritized improving attendance and chronic absenteeism rates, graduation rates, and providing professional development to support staff charged with supporting certificated staff. Actions 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.13, 2.14, 2.15, 2.17, and 3.3 reflect these priorities.

Our teacher's union, Teachers' Association of Norwalk- La Mirada (TANLA), prioritized the following items:
*Compensation, Staffing Equity, and Workforce Stability.
TANLA members consistently raised the importance of ensuring compensation reflects the full scope of professional responsibilities, including a review of Special Education stipend equity between elementary and secondary levels. Members also emphasized the need for equitable staffing structures across all sites, including consistent aide support, reduced splitting of staff between schools, and competitive salary levels to support recruitment and retention. Actions 2.4, 2.7, 2.15, and 3.4 reflect these priorities.

*Student Behavior, Mental Health, and Whole Child Support.
Members affirmed the value of existing wellness and behavioral supports while identifying opportunities to expand their reach and consistency. Specific requests included counselors at every school site, increased access to behavior specialists, stronger Tier II and III intervention systems, and more equitable distribution of mental health services — particularly for students navigating trauma and social-

emotional challenges. TANLA also asked that the eligibility intersection between IEP services and mental health supports be examined to ensure no students fall through the gap.
Actions 1.1, 1.4, 2.7, 2.15, and 3.4 reflect these priorities.

*Campus Safety, Supervision, and Consistent Accountability.
Members expressed the importance of clear, consistently enforced school-wide policies — including cell phone use, attendance, and campus supervision — to support a safe and structured learning environment for both students and staff. TANLA requested additional campus security support, clarification of staff roles related to student supervision, and administrative structures such as site-based Dean positions to ensure accountability systems are effectively implemented.

*Professional Development, Planning Time, and Collaboration. Actions 1.1, 1.2, 1.4, and 2.7 reflect these priorities.
TANLA affirmed the value of the PLC model, cross-site collaboration, and BLAST professional learning opportunities, and asked that these be protected, expanded, and made teacher-led. Members requested that professional development include adequate time to learn, practice, and implement — rather than isolated introductory sessions — and that secondary PLC frequency be increased to weekly. Protection of teacher planning and preparation time from non-instructional interruptions was also a consistent request across both meetings. Actions 3.1, 3.2, and 3.3 reflect these priorities.

*Curriculum, Instructional Materials, and Resources.
Members asked for timely access to instructional materials at the start of the school year, a transparent and streamlined process for classroom supply and resource requests, and equitable access to curriculum resources across all sites. TANLA also requested broader teacher involvement in adoption committees — including Dual Language and primary grade representation — and clearer communication around assessment practices and curriculum timelines. Actions 2.1, 2.8, 2.13, 2.14, and 3.5 reflect these priorities.

*Communication, Leadership Clarity, and Teacher Voice.
Across both consultations, TANLA called for clearer and more consistent district communication regarding priorities, initiatives, and long-range planning — including a thoughtful response to declining enrollment trends. Members asked that teacher voice be meaningfully integrated into decision-making through reestablished districtwide committees, transparent communication from the Superintendent's Cabinet, and responsive follow-through on teacher-initiated correspondence. Equitable communication and resource access across all school sites was an underlying expectation throughout both conversations. Actions 3.1, 3.2, 4.1, and 4.2 reflect these priorities.

Parent feedback via surveys and focus groups, including DELAC, EL PAC/PAC, and PTA, determined the following were key areas of focus. Parents across all three engagement sources are largely positive about the district's direction, citing wellness supports, ESSS staff, language access, AVID, and college/career programs as clear strengths worth protecting.

*Special education tops the list with better staffing and programming. These are covered in actions 1.2, 2.2, 2.13, 2.15, and 2.16.
*EL families want more academic/extracurricular support and parent education. These are reflected in actions 1.2, 2.2, 2.7, 2.14, 2.19, 3.3, and 3.4. These are seen in actions 2.5, 2.7, and 2.9.
*Parents want better communication and parent liaison. These are covered in action 2.5 and 4.2.

*Parents across all engagement sources expressed deep appreciation for the teachers and staff who build meaningful relationships with students, and highlighted the importance of continuing to invest in social-emotional supports that help every child feel safe and connected. As the district looks ahead to 2026–27, families are asking for continued growth in mental health resources, expanded access to counseling, and professional development that strengthens the already valued work staff do in supporting the whole child. This feedback reflects parents' confidence that NLMUSD staff are capable of even deeper impact when given the right tools and support. These are covered in actions 1.1, 1.4, 2.1, 2.2, 2.7, 3.1, 3.3, and 3.4

Another area that was important to parents was preparing students for college and career readiness, addressed in actions 1.3, 2.6, 2.9, 2.10, 2.13, along with continued tutoring and after-school supports, especially for EL, FY, and low-income students. Social-emotional support and safety were also areas of concern for parents, and actions 1.1 and 1.4 will help to meet these needs. Continuing to increase parent communication, engagement, and training to support their students was also highlighted and is reflected in actions 4.1 and 4.2. Smaller class sizes for more individualized attention are addressed in action 2.2.

Superintendent's Cabinet provided the following findings:
Goal 1 — Climate & Culture: ESSS, wellness coordinators, and Saturday School/ELOP are working. Wins: fewer suspensions and stronger attendance. They recommend restorative practices for all, CPI/CPR training, and a replacement for Panorama.
Goal 2 — Instruction & Whole Child: Investments in interventions, STEAM, and EL support are evident but inconsistently implemented across sites. Current data doesn't capture whole child outcomes. They recommend shorter data cycles, stronger PLCs, vertical articulation, and intervention data tied to actual student outcomes.
Goal 3 — Exemplary Staff: Staff needs role-specific, actionable PD — especially around behavior, EL strategies, and technology. Retention concerns: salaries, new teacher support, kinder aide coverage, and middle school security. Underlying issue: adult culture needs more transparency, clarity, and belonging.
Goal 4 — Family Engagement: Survey response rates are too low to be representative. Recommendation: switch to the shorter Illuminate-embedded Panorama survey (no cost), hire a Parent Educator Counselor, and collect input at high-attendance in-person events.
Goal 5 — ECHS College/Career: Smaller classes, tutoring, and bi-weekly progress monitoring are moving the needle. Big win: 50+ students returned to comprehensive sites — more than all of last year. Gap: only one Dual Enrollment option offered. Targets: 10% CCI-ready, +103 ELA points, +70 Math points for highest-need students.
The through-line: site-level implementation is inconsistent, PD is inadequate across the board, and current data systems don't tell the full story. These needs are addressed in actions 1.1, 1.2, 1.4, 2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.13, 2.14, 2.15, 2,19, 3.3, and 3.4.

Across all three meetings, site administrators delivered a consistent diagnosis: the instructional and operational infrastructure they depend on has been reduced, and they want it restored. The loudest ask was the return of content-area TOSAs — Math, Science, EL, and Dual Language Immersion. This surfaced in every session, at every level. Paired with this is a call to convert stipends into actual FTE positions; principals see add-on compensation as an inadequate substitute for real, sustained roles. Collaboration structures are another gap. Principals want PLCs formalized and protected — especially at middle schools — with dedicated time at least four times per month. Elementary equity was a recurring concern. Principals flagged that elementary schools are under-resourced compared to secondary in counselor access, iTOSA allocation, and supervision. The call to bring back Playworks at all elementary sites, scale iTOSAs by enrollment, and add full-time elementary counselors reflects a felt urgency about the district's youngest students. Finally, family engagement feedback points to a participation infrastructure problem — principals want a district-level Parent Coordinator, better-advertised programming, and engagement opportunities open to all families, not just those already connected.

The through-line: the district reduced the supports that made site-level work possible, and principals are asking, with urgency, to have them rebuilt. Actions 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.13, 2.14, 2.15, 2,19, 3.3, and 3.4 reflect these.

Equity Multiplier Funds for El Camino High School
ECHS initially developed its actions in Goal 5 for the use of Equity Multiplier funds to address the low performance of student groups in the following areas, based on the 2023 CA Dashboard:
College/Career Readiness for all students, HI, HOM, SED, as measured by the CCI indicator.
Increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level.
In addition, ECHS will increase CAASPP Math results for all students, HI, and SED students by reducing distance from the standard, standard (DFS), and/or increasing performance level.

Based on the 2025 CA Dashboard, El Camino shows the following growth:
College/Career Readiness has increased from the red to the orange level.
CAASPP ELA scores declined by 33.7 points, and Math maintained at - 0.6 points, respectively, moving them from orange to red level.

Based on the results from the 2025 CA Dashboard, ECHS has decided to continue with the same goal and actions for the 26-27 school year. Continuation of this goal and actions were supported by the ECHS community through input via a survey from the ECHS educational partners, including the School Site Council, English Language Advisory Committee, the ECHS community via a PowerSchool Messenger communication, Site Leadership Team, and Professional Learning Communities team meetings in March of 2026. As a continuation high school, El Camino's goal is to decrease the learning loss for students so that they can graduate on time. To do so, they want to ensure their students graduate being college and career-ready. Additional personnel must be assigned to support with A-G, CTE, graduation requirements, as well as providing professional development for teachers who need more training on pedagogy with reading comprehension, writing skills, and complex grade-level math problems. ECHS will use the graduation rate, increased CAASPP results in ELA and Math, and attendance rates as its primary metrics to monitor this goal.

Our educational partner meetings served as platforms for collaboration and engagement, ensuring that the LCAP reflects the diverse needs and perspectives of the district's partners. The feedback gathered from educational partners played a pivotal role in shaping the district's approach to promoting equitable and inclusive education for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	NLMUSD will provide a safe, engaging, and responsive climate and culture to increase student engagement.	Broad 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.

In consultation with educational partners, this goal was developed so students will be engaged in a safe, physically and emotionally healthy learning environment and school community. Our district will provide safe, welcoming, and aesthetically pleasing environments to support learning. All students, including English Learners, Foster Youth, and Low Income students, need a student-centered engaging and responsive school climate and culture in order to be successful. This will support students academically, foster college and career readiness, and develop social-emotional connections through positive student interactions with peers and staff. These actions will support in meeting our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase attendance rate.	Current attendance rate per 22-23 CALPADS (Report 14.2 EOY3) Report is 92%. *EL 91.9 *LI 91.3% *FY unavailable as not an indicator on CALPADS (Report 14.2 EOY3).	Current attendance rate per 23-24 CALPADS (Report 14.2 EOY3) Report is 92.2%. *EL 92.2% *LI 91.5% *FY unavailable as not an indicator on	Current attendance rate per 24-25 CALPADS (Report 14.2 EOY3) Report is 92.2%. *EL 92.26 % *LI 92.16% *FY 92.51%	Attendance rate per 25-26 CALPADS (Report 14.2 EOY 3) is 97%. *EL 96.9 *LI 96.3% *FY unavailable as not an indicator on	Current difference in attendance rate is +.2% higher. *EL +0.36% higher *LI +0.86% higher *FY unavailable as not an indicator on CALPADS in baseline year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CALPADS (Report 14.2 EOY3).		CALPADS (Report 14.2 EOY3).	
1.2	Decrease chronic absenteeism rate.	Current chronic absenteeism rate per 2023 CA School Dashboard is 26.3% / Performance level orange. *EL 23.4% / Orange *LI 30.1% / Orange *FY 28.7% / Orange *HI 27.9% / Orange *HOM 31.1% / Yellow *Two or More Races 22.1% / Red *Pacific Islander 41% / Red *SWD 32.4% / Orange *White 24.8% / Red *AA 27.3% /Yellow *American Indian 21.7%/no performance color *Filipino 10.4%/Yellow *Asian 10.7%/Yellow	Current chronic absenteeism rate per 2024 CA School Dashboard is 19.8% / Performance level Yellow. *EL 18.1% / Yellow *LI 22.4% / Yellow *FY 21.6% / Orange *HI 21% / Yellow *HOM 22.9% / Yellow *Two or More Races 13.4% /Yellow *Pacific Islander 23.3% / Orange *SWD 26.1% / Yellow *White 18.9% / Yellow *AA 20.3% /Yellow *American Indian 25.0%/no performance color *Filipino 8.6%/Green *Asian 9.5%/Green	Current chronic absenteeism rate per 2025 CA School Dashboard is 17.1% / Performance level Yellow *EL 14.5%/ Yellow *LI 19.9% /Yellow *FY 17.2% /Yellow *HI 17.8%/ Yellow *HOM 20.8 % /Orange *Two or more races 13 % / Orange *Pacific Islander 16%/ No performance color *SWD 22.4%/ Yellow *White 15.1%/ Yellow *AA 25% /Red *American Indian 32%/no performance color *Filipino 8.7%/Yellow *LTEL 18.2%/Orange *Asian 7.2%/Green	Chronic absenteeism rate per 2026 CA School Dashboard is 20.3%. *EL 17.4% or Level Increase *LI 24.1% or Level Increase *FY 22.7% or Level Increase *HI 21.9% or Level Increase *HOM 25.1% or Level Increase *Two or More Races 16.1% or Level Increase *Pacific Islander 35% or Level Increase *SWD 26.4% or Level Increase *White 18.8% or Level Increase	Current difference in chronic absenteeism is 9.2% lower. For subgroups, the differeence is: *EL 8.9% lower *LI 10.2% lower *FY 11.5% lower *HI 10.1% lower *HOM 10.3% lower *Two or More Races 9.1% lower *Pacific Islander - 25 % lower *SWD 10% lower *White 9.7% lower *AA 2.3% lower *American Indian 10.3% higher *Filipino 1.7% lower *LTEL had no baseline data *Asian 3.5%lower

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Decrease middle school drop out rate.	Current middle school drop out rate per 22-23 CALPADS (Fall 1 Report 8.1C) is .08%.	Current middle school drop out rate per 23-24 CALPADS (Fall 1 Report 8.1C) is .057%.	Current middle school drop out rate per 24- 25 CALPADS (Fall 1 Report 8.1C) is .35%.	Middle school drop out rate per 25-26 CALPADS (Fall 1 Report 8.1C) is 0%.	Current difference in middle school drop out rate is +0.27% higher.
1.4	Decrease high school drop out rates.	Current high school drop out rate per 22-23 DataQuest Four Year Adjusted Cohort Outcome Report is 3%.	Current high school dropout rate per 23-24 DataQuest Four Year Adjusted Cohort Outcome Report is 4.28%.	Current high school dropout rate per 24- 25 DataQuest Four Year Adjusted Cohort Outcome Report is 3.23%.	High school drop out rate per 25-26 DataQuest Four Year Adjusted Cohort Outcome Report is 1%.	Current difference in high school drop out rate is +0.23% higher.
1.5	Increase or maintain high school graduation rate.	Current high school graduation rate per 22-23 DataQuest Four Year Adjusted Cohort Report is 93.6%. *Current high school graduation rate per 22-23 DataQuest Four Year Adjusted Cohort Outcome Report for FY is 84.2%.	Current high school graduation rate per 23-24 DataQuest Four Year Adjusted Cohort Report is 93.29%. *Current high school graduation rate per 23-24 DataQuest Four Year Adjusted Cohort Outcome Report for FY is 81.8%.	Current high school graduation rate per 24- 25 DataQuest Four Year Adjusted Cohort Report is 93.6%. *Current high school graduation rate per 24- 25 DataQuest Four Year Adjusted Cohort Outcome Report for FY is 69.2%.	High school graduation rate per 25-26 DataQuest Four Year Adjusted Cohort Outcome Report is 98%. *High school graduation rate per 25-26 DataQuest Four Year Adjusted Cohort Outcome Report for FY is 88%.	Current difference in high school is the same with 0% change. Current difference in high school for FY is -15% lower.
1.6	Decrease suspension rate.	Current suspension rate for all students per 2023 Dashboard is 3.3%./Performance level orange.	Current suspension rate for all students per 2024 Dashboard is	Current suspension rate for all students per 2025 Dashboard is 2.2% /	Current suspension rate for all students per 2023 Dashboard is 1.3% or	Current difference in suspension rate for all students is -1.1% lower

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Current suspension rate for SWD per 2023 Dashboard is 5.5%/Performance level orange.	2.7% / Performance level Green. *Current suspension rate for SWD per 2024 Dashboard is 5.1% / Performance level Yellow.	Performance level Green. *Current suspension rate for SWD per 2025 Dashboard is 3.9% / Performance level Green	less/Performance level increase. *Current suspension rate for SWD per 2023 Dashboard is 3.5% or less/Performance level increase.	Current difference in suspension rate for SWD is -1.6% lower.
1.7	Maintain expulsion rate.	Current expulsion rates per 22-23 DataQuest is 0%.	Current expulsion rates per 23-24 DataQuest is 0%.	Current expulsion rates per 24-25 DataQuest is 0%.	Expulsion rates per 25-26 DataQuest is 0%.	Current difference in expulsion rate is 0%.
1.8	Increase percent of students agreeing that they feel safe when they are at school.	Based on Spring 2024 Panorama Survey Data: *69% of elementary students and *61% of secondary students agree that they feel safe when they are at school.	NLMUSD is no longer using the Panorama survey in the 24-25 SY.	Based on Spring 2026 Panorama Survey Data: *73% of elementary students and *65% of secondary students agree that they feel safe when they are at school.	Based on Spring 2027 Survey Data: *75% of elementary students and *67% of secondary students agree that they feel safe when they are at school.	Current difference of Y2 and baseline data indicate that: There is an increase of 4% of elementary students feeling safe while at school. There is an increase of 4% of secondary students feeling safe while at school.
1.9	Increase or maintain percent of parents that agree their students feel safe at school.	Based on Spring, 2024 Panorama Survey Data, 91% of parents feel their child is safe on school grounds.	NLMUSD is no longer using the Panorama survey in the 24-25 SY.	Based on Spring, 2026 Panorama Survey Data, 92% of parents feel	Based on Spring, 2027 Survey Data, 95% of parents feel their child is	Current difference of Y2 and baseline data indicate that there is a 1% increase in parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				their child is safe on school grounds.	safe on school grounds.	feeling their child is safe while on school grounds.
1.10	Increase percent of students agreeing that they feel a sense of belonging/connectedness at school.	Based on Spring 2024 Panorama Survey Data: *78% of elementary students and *58% of secondary students agree that they feel a sense of belonging/connectedness at school.	NLMUSD is no longer using the Panorama survey in the 24-25 SY.	Based on Spring 2026Panorama Survey Data: *77% of elementary students and *62% of secondary students agree that they feel a sense of belonging/connectedness at school.	Based on Spring 2027 Panorama Survey Data: *84% of elementary students and *64% of secondary students agree that they feel a sense of belonging/connectedness at school.	Current difference of Y2 and baseline data indicate that: There is an decrease of 1% of elementary students feeling a sense of belonging/connectedness at school. There is an increase of 4% of secondary students feeling a sense of belonging/connectedness at school.
1.11	Increase or maintain percent of parents that agree their students feel a sense of belonging/connectedness at school.	Based on Spring, 2024 Panorama Survey Data, 90% of parents feel their child has a sense of belonging/connectedness at school.	NLMUSD is no longer using the Panorama survey in the 24-25 SY.	Based on Spring, 2026 Panorama Survey Data, 88% of parents feel their child has a sense of belonging/connectedness at school.	Based on Spring, 2027 Panorama Survey Data, 96% of parents feel their child has a sense of belonging/connectedness at school.	Current difference of Y2 and baseline data indicate that there is a 2% decrease in parents feeling their child is has a sense of belonging and connectedness at school.
1.12	Local Indicator Report Priority 1: Basic Services Facillities	Based on the 23-24 Local Indicator Report there are 0 instances where facilities do not	Based on the 24-25 Local Indicator Report there are 0 instances where	Based on the 2026 SARC Submission there are 0 instances where	Based on the 26-27 Local Indicator Report there are 0 instances where	Current difference in Local Indicator Report Priority 1: Basic Services

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meet the "Good Repair" Standard.	facilities do not meet the "Good Repair" Standard.	facilities do not meet the "Good Repair" Standard. The data the 2026 SARC submission will be used in the Local Indicator submission for Priority 1 in June 2026.	facilities do not meet the "Good Repair" Standard.	Facilities is 0 instances where facilities do not meet the "Good Repair" Standard.
1.13	Increase percent of staff, including teachers, agreeing that they feel safe when they are at school.	Based on Spring, 2024 Panorama Survey Data, 74% of staff feel safe when they are at school.	NLMUSD is no longer using the Panorama survey in the 24-25 SY.	Based on Spring, 2026 Panorama Survey Data, 75% of staff feel safe when they are at school.	Based on Spring, 2027 Panorama Survey Data, 79% of staff feel safe when they are at school.	Current difference of Y2 and baseline data indicate that there is a 1% increase in staff feeling safe when they are at school.
1.14	Increase percent of staff, including teachers, agreeing that they feel a sense of belonging/connectedness at school.	Based on Spring, 2024 Panorama Survey Data, 77% of staff feel a sense of belonging/connectedness at school.	NLMUSD is no longer using the Panorama survey in the 24-25 SY.	Based on Spring, 2026 Panorama Survey Data, 74% of staff feel a sense of belonging/connectedness at school.	Based on Spring, 2027 Panorama Survey Data, 82% of staff feel a sense of belonging/connectedness at school.	Current difference of Y2 and baseline data indicate that there is a 3% decrease in staff feeling a sense of belonging and school connectedness at school.
1.15	Based on Local Survey Data, increase or maintain percent of: *students and agreeing that they feel safe when they are at school. *percent of parents that agree their students feel safe at school.	Based on Spring, 2025 Local Survey Data: * 67% of students agree that they feel safe when they are at school. *76.6% of parents that agree their students feel safe at school. *35.5% of teachers/staff agreeing that they feel	N/A till Year 2	No longer used	Based on Spring, 2027 Local Survey Data: * 77% of students agree that they feel safe when they are at school. *87% of parents that agree their	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*teachers/staff agreeing that they feel safe when they are at school.	safe when they are at school.			students feel safe at school. *46%of teachers/staff agreeing that they feel safe when they are at school.	
1.16	Based on Local Survey Data, increase or maintain percent of: *students agreeing that they feel a sense of belonging/connected-ness at school. *percent of parents that agree their students feel a sense of belonging/connectedness at school. *of teachers/staff agreeing that they feel a sense of belonging/connectedness at school.	Based on Spring, 2025 Local Survey Data, increase or maintain percent of: *68% students agreeing that they feel a sense of belonging/connected-ness at school. *70.2% of parents that agree their students feel a sense of belonging/connectedness at school. *72.8% of teachers/staff agreeing that they feel a sense of belonging/connectedness at school.	N/A till Year 2	No longer used	Based on Spring, 2027 Local Survey Data: *78% students agreeing that they feel a sense of belonging/connected-ness at school. *80% of parents that agree their students feel a sense of belonging/connectedness at school. *83% of teachers/staff agreeing that they feel a sense of belonging/connectedness at school.	

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.

Overall, the implementation of Goal 1 actions in 2025–26 reflected a strong commitment to creating safe, supportive, and inclusive school environments across the district. Four of five actions were fully implemented: Action 1.1 Supporting Student Social-Emotional and Wellness Needs, Action 1.2 Secondary School Engagement Programs, Action 1.4 Increased Safety and Social Emotional Support for Low-Income Students, and Action 1.5 Classroom Environments and School Facilities that Promote a Safe and Positive Learning Environment.

Action 1.3, Peer Mentorship Programs, was partially implemented. Due to staffing limitations, site-based coordinators were not able to conduct the full complement of orientation and training sessions for student mentors that had been planned. As a result, the number of peer mentorship meetings fell below the anticipated level. This was also reflected in a material difference between the budgeted and estimated actual expenditures for this action, as planned training costs were not fully utilized. Strengthening substitute and coordinator coverage to support full implementation of peer mentorship will be a priority in the coming year.

The most significant success of Goal 1 implementation was the consistent and impactful presence of fully staffed Elementary Student Support Specialists (ESSSs) at each school site. ESSSs delivered prevention and intervention services, provided targeted support for Foster Youth students, and strengthened connections with outside agencies and community resources. Their work was directly linked to improvements in school connectedness and student attendance. Wellness coordinators also played a meaningful role in developing inclusive programs that supported students and the broader school community. Wellness specialists, athletic programs, and wellness centers on upper-grade campuses further contributed to a more comfortable and supportive environment for students.

An important note regarding metrics: In 2024–25, the district did not administer the Panorama Survey, resulting in a gap in Year 2 outcome data for belonging, safety, and connectedness metrics (1.8–1.11, 1.13–1.14). Following consultation with educational partners, the district has reinstated the Panorama Survey in spring 2026. Year 2 outcome data for these metrics will be updated once results are available.

There were no substantive differences between the planned actions and their implementation, with the exception of the partial implementation of Action 1.3 as described above. Metric 1.2 was also corrected to include previously missing subgroups, including African American, American Indian, Filipino, and LTEL students, due to a clerical error in prior reporting. Additionally, Metric 1.5 Year 1 cohort graduation outcome data was corrected from 93.3% to 81.8%, also the result of a clerical error.

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.

We had no significant material differences in budgeted expenditures for Goal 1.

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

Actions 1.1, 1.2, 1.3, and 1.4 were effective in advancing Goal 1. Overall attendance for all students increased, and the chronic absenteeism rate decreased. Notably, attendance among Low-Income students improved by 0.86%, and English Learner students improved by 0.36%. Chronic absenteeism declined meaningfully for Low-Income students (-10.2%), English Learner students (-8.9%), and Foster Youth (-11.5%), reflecting the positive impact of sustained social-emotional and wellness supports.

Action 1.5, Classroom Environments and School Facilities, was effective in maintaining safe and functional learning environments. Based on the 2026 SARC submission, there are zero instances where facilities do not meet the ‘Good Repair’ standard, consistent with results from the prior year.

Action 1.3 was implemented effectively in providing critical training to staff members in an effort to improve our peer mentorship programs. The programs showed positive outcomes for student connection and belonging. The district will continue to invest in expanding the reach and consistency of these programs in 2026–27.

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

No substantive changes will be made to Goal 1 for 2026–27. The district will continue implementing the five actions as designed, with targeted refinements to strengthen consistency and reach. Specifically, the district will focus on ensuring full implementation of Action 1.3 by addressing coordinator staffing and substitute coverage challenges that limited peer mentorship activities in 2025–26. Additionally, the reinstatement of the Panorama Survey will restore data availability for belonging and safety metrics, providing a more complete picture of progress for the coming year. Action 1.4 also contains an LREBG action, and the description has been added to address the requirements set of LREBG.

Baseline, Year 1, and Year 2 for metric 1.2 were modified to include previously missing subgroups, including African American, American Indian, Filipino, LTEL (Y1 and Y2 only), and Asian. The missing data is due to a clerical mistake. Metric 1.5 Year 1 cohort outcome data contained clerical errors, which were previously reported as 93.3 %; however, the correct number was 81.8%. The error resulted from a clerical mistake.

For action 1.5, additional description of expenditures has been added.

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	Supporting Student Social-Emotional and Wellness Needs	In order to strengthen school connectedness and provide social-emotional behavioral support needed to respond to Foster Youths' (FY) mental health concerns that inhibit learning while adversely affecting their well-being, Elementary Student Support Specialists (ESSSs) will support elementary sites. Using MTSS to deliver prevention and intervention services, they will provide universal and targeted supports to FY students. Connections with community resources will be strengthened and supported by collaboration with the school ESSSs and outside agencies. In addition, NLMUSD will provide systematic support for UDP students in crisis with support from district Mental Health and Wellness staff, who will provide support for counseling and improved attendance of UDP students.	$4,759,929.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Their focus is to promote healthy development and wellness including social emotional, behavior development, and academic success for students who are EL, FY, and Low-Income. Schools that have greater than 55% of UDP students will have increased staff providing direct services using the 15% concentration grant add-on in comparison to schools with UDP percentage of 55% or less.		
1.2	Secondary School Engagement Programs	Students' physical and emotional well being is essential to their success in school and can be addressed by helping them to increase access and school connectedness through involvement in school clubs and sports. NLMUSD will provide a sports program in our secondary schools to support LI students' growth in areas of health, wellness, access and school connectedess. Sports participation opportunities will be promoted and offered to students.	$278,278.00	Yes
1.3	Peer Mentorship Programs	Low Income (LI) students often face challenges when transitioning to middle and high school. Peer mentorship is a powerful way of supporting students through this transition. WEB, LINK crew, and similar site-based mentorship programs are designed to support our Low Income students. LI students will receive peer mentorship at the start of the school year and and throughout their 6th and 9th grade years. The mentorship will be provided by WEB, LINK Crew, and similar site mentorship programs. Coordinators who are certificated staff will train identified peer mentors. In addition to benefiting incoming 6th and 9th grade LI students, it also benefits our student mentors by building their leadership capacity and developing a sense of belonging at their school campus.	$35,912.00	Yes
1.4	Increased Safety and Social Emotional Support for LI Students	Students will receive increased safety and social-emotional support, mentorship, and monitoring through additional staff provided at our school sites with high numbers of Low Income Students. This will build the connections that will result in higher levels of student engagement and academic achievement.	$2,751,361.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Action — Action 1.4: Increased Safety and Social Emotional Support for Low-Income Students NLMUSD will allocate $250,000 in LREBG funding under Action 1.4 across two staffing components. Site selection is based on the 2025–26 5x5 needs assessment, which identified targeted middle school campuses as Tier 1 or Tier 2 based on chronic absenteeism and suspension rates. Research consistently shows that students who have supportive relationships with caring adults at school demonstrate higher engagement, improved attendance, and stronger academic performance. Monitoring Metrics: 1.1 (Attendance Rate), 1.2 (Chronic Absenteeism Rate), 1.3 (Suspension Rate) LREBG Allocation: $250,000 annually through 2027–28		
1.5	Classroom Environments and School Facilities that Promote a Safe and Positive Learning Environment	NLMUSD is committed to providing optimal learning environments at all sites that are safe and well maintained in order to promote a positive learning environment for students. NLMUSD provides comprehensive custodial and maintenance services to ensure safe, clean, and well-maintained learning environments for all students and staff. This action includes the personnel, supplies, materials, equipment, and contracted services necessary to support the efficient operation of district facilities. Services include routine cleaning and sanitation, preventative and emergency repairs, plumbing, HVAC maintenance, carpentry, carpet replacement, asbestos abatement, and other facility maintenance activities that preserve the safety, functionality, and longevity of school sites.	$19,170,213.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child to increase student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

In consultation with educational partners, this goal was developed so we can meet our mission as a district is to ensure academic achievement for students across all content areas, thus preparing them for college and career readiness. NLMUSD will provide all students with equitable access to high quality instruction aligned to CCSS and provide tiered academic and behavioral supports that will support the needs of students. Students will graduate with clear postsecondary options and and a postsecondary plan. These actions will support in meeting our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase student achievement on CAASPP ELA assessments in grades 3-8 and 11 by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard.	2023 CA Dashboard current status in ELA for all students grades 3-8 and 11: *All students: -17.1 DFS / Performance level orange.	2024 CA Dashboard current status in ELA for all students grades 3-8 and 11: *All students: -15.6 DFS / Performance level orange.	2025 CA Dashboard current status in ELA for all students grades 3-8 and 11: *All students: -7.3 DFS / Performance level yellow.	2026 CA Dashboard status in ELA for all students grades 3-8 and 11: *All students: -2.1 or greater DFS and/or Performance level increase.	Current difference in student achievement on CAASPP ELA assessments in grades 3-8 and 11 by reducing distance from standard (DFS) and/or increasing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*English Learners: -60.3 DFS / Performance level orange. *Foster Youth: -65.5 DFS / Performance level yellow. *Low Income students: -32.1 DFS / Performance level orange. *SWD: -97.5 DSF / Performance level red. *HI students: -25.8 DFS / Performance level orange.	*English Learners: -64.9 DFS / Performance level orange. *Foster Youth: -68.1 DFS / Performance level orange. *Low Income students: -26.7 DFS /Performance level yellow. *SWD: -101.4 DSF / Performance level red. *HI students: -24 DFS / Performance level orange.	*English Learners: -51.4DFS / Performance level orange. *Foster Youth: -19.9 DFS / Performance level orange. *Low Income students: -18.8 DFS /Performance level yellow. *SWD: -92.9 DSF / Performance level red. *HI students: -16 DFS / Performance level orange.	*English Learners: -45.3 or greater DFS and/or Performance level increase. *Foster Youth: -50.5 or greater DFS and/or Performance level increase. *Low Income students: -17.1 or greater DFS and/or Performance level increase. *SWD: -76.5 or greater DSF and/or Performance level increase. *HI students: -10.8 DFS/Performance level increase.	performance level is: *All students: +9.8 increase toward DFS. *English Learners: +8.9 increase from DFS. *Foster Youth: +45.6 increase from DFS. *Low Income students: +13.3 increase toward DFS. *SWD: +4.6 increase from DSF. *HI students: +9.8 increase toward DFS.
2.2	Increase student achievement on CAASPP MATH assessments in grades 3-8 and 11 by reducing distance from standard (DFS) and/or increasing	2023 CA Dashboard current status in MATH for all students grades 3-8 and 11:	2024 CA Dashboard current status in MATH for all students grades 3-8 and 11:	2025 CA Dashboard current status in MATH for all students grades 3-8 and 11:	2026 CA Dashboard status in MATH for all students grades 3-8 and 11:	Current difference in student achievement on CAASPP Math assessment in grades 3-8 and 11 by reducing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	performance level on CA Dashboard.	*All students: -60.5 DFS/Performance level yellow. *English Learners: -92.3 DFS/ Performance level orange. *Foster Youth: -98.9 DFS/ Performance level orange. *Low Income students: -76.9 DFS/Performance level yellow. *SWD: -131.7 DSF/Performance level orange. *HI students: -70.8 DFS/Performance level yellow. *HOM students: -78.4 DFS/Performance level yellow.	*All students: -59.1 DFS/Performance level orange. *English Learners: -96 DFS/ Performance level red. *Foster Youth: -83.3 DFS/ Performance level yellow. *Low Income students: -70.7 DFS/Performance level yellow. *SWD: -132.8 (maintained -1) DSF/Performance level red. *HI students: -69 DFS/Performance level orange. *HOM students: -76.4 DFS/Performance level orange.	*All students: -46.9 DFS/Performance level Yellow. *English Learners: -82.5 DFS/ Performance level yellow. *Foster Youth: -86 DFS/ Performance level orange. *Low Income students: -59.2 DFS/Performance level yellow. *SWD: -121.8 DSF/Performance level Orange. *HI students: -57 DFS/Performance level yellow. *HOM students: -75.8 DFS/Performance level orange.	*All students: -50.5 or greater DFS and/or Performance level increase. *English Learners: -77.3 or greater DFS and/or Performance level increase. *Foster Youth: -83.9 or greater DFS and/or Performance level increase. *Low Income students: -61.9 or greater DFS and/or Performance level increase. *SWD: -101.7 DSF or greater and/or Performance level increase. *HI students: -55.8 or higher DFS/Performance level increase.	distance from standard (DFS) and/or increasing performance level is: *All students: +13.6 increase toward DFS. *English Learners: +9.8 increase from DFS. *Foster Youth: +12.9 increase toward DFS. *Low Income students: +17.7 increase toward DFS. *SWD: +9.9 increase from DSF. *HI students: +13.8 increase from DFS. *HOM students: +2.6 increase from DFS.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*HOM students: -63.4 DFS/Performance level increase.	
2.3	Increase student achievement on CAST Science assessments in grades 5, 8 and high school by increasing percentage of students who meet/exceed achievement level.	Current status based on 2023 CAST results for students grades 5, 8 and high school: *All students: CAST 23.88% met/exceeded standard. *English Learners: CAST 1.45% met/exceeded standard. *Foster Youth: CAST 8.33% met/exceeded standard. *Low Income students: CAST 18.46% met/exceeded standard. *SWD: CAST 6.91% met/exceeded standard.	Current status based on 2024 CAST results for students grades 5, 8 and high school: *All students: CAST 28.89% met/exceeded standard. *English Learners: CAST 1.59% met/exceeded standard. *Foster Youth: CAST 5.56% met/exceeded standard. *Low Income students: CAST 24.62% met/exceeded standard. *SWD: CAST 8.28% met/exceeded standard.	Current status based on 2025 CAST results for students grades 5, 8 and high school: *All students: CAST 32.66% met/exceeded standard. *English Learners: CAST 2.81% met/exceeded standard. *Foster Youth: CAST 9.92% met/exceeded standard. *Low Income students: CAST 22.34% met/exceeded standard. *SWD: CAST 9.89% met/exceeded standard.	Status based on 2026 CAST results for students grades 5, 8 and high school: *All students: CAST 28.88% met/exceeded standard. *English Learners: CAST 6.45% met/exceeded standard. *Foster Youth: CAST13.33% met/exceeded standard. *Low Income students: CAST 23.46% met/exceeded standard. *SWD: CAST 11.91% met/exceeded standard.	Current difference in student achievement on CAST science assessments in grades 5, 8 and high school by increasing percentage of students who meet/exceed achievement level is: *All students: CAST +8.78% increase in met/exceeded standard. *English Learners: CAST +1.36% increase in met/exceeded standard. *Foster Youth: CAST +1.59 increase in met/exceeded standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						*Low Income students: CAST +3.88% increase in met/exceeded standard. *SWD: CAST +2.98% increase in met/exceeded standard.
2.4	Increase percentage of students who have successfully completed A-G requirements.	Current percentage of students who have successfully completed A-G requirements per 22-23 CALPADS (report 15.1) is 44.80%. Current percentage of FY students who have successfully completed A-G requirements per 22-23 CALPADS (report 15.1) is 21.05%.	Current percentage of students who have successfully completed A-G requirements per 23-24 CALPADS (report 15.1) is 43.31%. Current percentage of FY students who have successfully completed A-G requirements per 23-24 CALPADS (report 15.1) is 21.05%.	Current percentage of students who have successfully completed A-G requirements per 24-25 CALPADS (report 15.1) is 52.84%. Current percentage of FY students who have successfully completed A-G requirements per 24-25 CALPADS (report 15.1) is 44.44%.	Percentage of students who have successfully completed A-G requirements per 25-26 CALPADS (report 15.1) is 55%. Percentage of students who have successfully completed A-G requirements per 25-26 CALPADS (report 15.1) is 31%.	Current difference in percentage of students who have successfully completed A-G requirements is: 8.04% increase for all students 23.39% increase for FY.
2.5	Increase percentage of students who have successfully completed CTE courses from approved pathways.	Current percentage of students who have successfully completed CTE courses from approved pathways per	Current percentage of students who have successfully completed CTE courses from	Current percentage of students who have successfully completed CTE approved	Percentage of students who have successfully completed CTE courses from approved	Current difference in percentage of students who have successfully completed CTE courses from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 CALPADS (report 15.1) is 29%.	approved pathways per 23-24 CALPADS (report 15.1) is 33.10%.	pathways per 24-25 CALPADS (report 15.1) is 27.5%.	pathways per 25-26 CALPADS (report 15.1) is 40%.	approved pathways is: -1.5% decrease
2.6	Increase percentage of students who have successfully completed both A-G and CTE courses.	Current percentage of students who have successfully completed both A-G and CTE courses per 22-23 CALPADS (report 15.1) is 18%.	Current percentage of students who have successfully completed both A-G and CTE courses per 23-24 CALPADS (report 15.1) is 12.39%.	Current percentage of students who have successfully completed both A-G and CTE courses per 24-25 CALPADS (report 15.1) is 17.0%.	Percentage of students who have successfully completed both A-G and CTE courses per 25-26 CALPADS (report 15.1) is 26%.	Current difference in percentage of students who have successfully completed both A-G and CTE courses is a decrease of 1.0%.
2.7	Increase percentage and/or performance level of English Learners who progress in English proficiency as measured on the ELPAC assessment.	Current percentage of English Learners who progressed in English proficiency as measured on the ELPAC assessment is 45.6%/Performance level orange per 2023 CA Dashboard.	Current percentage of English Learners who progressed in English proficiency as measured on the ELPAC assessment is 41.8% Performance level orange per 2024 CA Dashboard.	Current percentage of English Learners who progressed in English proficiency as measured on the ELPAC assessment is 38.2% (-3.6%) Performance level orange per 2025 CA Dashboard.	Percentage of English Learners who progressed in English proficiency as measured on the ELPAC assessment is 55.6%/Performance level increase per 2026 CA Dashboard.	Current difference in percentage and / or performance level of English Learners who progress in English proficiency as measured on the ELPAC assessment is a decrease of 7.4%
2.8	Increase percentage of English Learner Reclassification rate.	English Learner Reclassification rate is 14.7% per DataQuest based on 2023 Summative ELPAC data.	English Learner Reclassification rate is 13.8% per DataQuest based on 2024 Summative ELPAC data.	English Learner Reclassification rate is 14.2% per DataQuest based on 2025 Summative ELPAC data.	English Learner Reclassification rate per DataQuest is 24.7% based on 2026 Summative ELPAC data.	Current difference in English Learner Reclassification rate is a decrease of 0.5%
2.9	Increase or maintain percentage of students	Current percentage of students who pass AP	Current percentage of	Current percentage of	Percentage of students who pass	Current difference in percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who pass AP exams with a score of 3 or higher.	exams with a score of 3 or higher per 2023 CA Dashboard College/Career Levels and Measures report- on measure prepared by "Advanced Placement" is 28.1%.	students who pass AP exams with a score of 3 or higher per 2024 CA Dashboard College/Career Levels and Measures report- on measure prepared by "Advanced Placement" is 27.5%.	students who pass AP exams with a score of 3 or higher per 2025 CA Dashboard College/Career Levels and Measures report- on measure prepared by "Advanced Placement" is 58.3%.	AP exams with a score of 3 or higher per 2026 CA Dashboard College/Career Levels and Measures report on measure prepared by "Advanced Placement" is 34%.	students who pass AP exams with a score of 3 or higher is and increase of 30.2%.
2.10	Every student will have access to standards-aligned instructional materials as measured by Williams' Survey.	Currently every student has 100% sufficient access to standards-aligned instructional materials as measured by Fall 2023 Williams' Survey.	Currently every student has 100% sufficient access to standards-aligned instructional materials as measured by Fall 2024 Williams' Survey.	Currently every student has 100% sufficient access to standards-aligned instructional materials as measured by Fall 2025 Williams' Survey.	Every student will have 100% sufficient access to standards-aligned instructional materials as measured by Fall 2026 Williams' Survey.	Current difference in every student will have access to standards-aligned instructional materials as measured by Williams' Survey is: No change for all students
2.11	Increase or maintain the percentage of students prepared for college as measured by the 2023 Early Assessment Program (EAP).	The current percentage of 11th grade students prepared for college as measured by the Early Assessment Program (EAP) is 22.23% in ELA and 6.27% in Math per 2023 SBAC results.	The current percentage of 11th grade students prepared for college as measured by the Early Assessment Program (EAP) is 25.22% in ELA and	The current percentage of 11th grade students prepared for college as measured by the Early Assessment Program (EAP) is 24.09% in ELA and 14.23% in Math per 2025 SBAC results.	Percentage of 11th grade students prepared for college as measured by the Early Assessment Program (EAP) is 32.23% in ELA and 16.27% in Math per 2026 SBAC results.	Current difference in percentage of students prepared for college as measured by the 2023 early assessment program (EAP) is: +1.86% in ELA and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6.79% in Math per 2024 SBAC results.			+7.96% in Math per 2025 SBAC results.
2.12	Implementation of state standards for all students including ELLs as measured by Local Indicator Reflection Tool, question 2: LEA's progress in making instructional materials that are aligned to the academic standards and/or curriculum frameworks: Rating Scale: 1- Exploration & Research Phase; 2- Beginning Development; 3- Initial Implementation; 4- Full Implementation; 5- Full Implementation & Sustainability	The current implementation of state standards for all students including ELLs per Fall 2023 Local Indicator Reflection Tool is: ELA- 5 ELD- 5 Math-5 NGSS- 5 History-Social Science- 5	The current implementation of state standards for all students including ELLs per Fall 2024 Local Indicator Reflection Tool is: ELA- 5 ELD- 5 Math-5 NGSS- 5 History-Social Science- 5	The current implementation of state standards for all students including ELLs per Fall 2025 Local Indicator Reflection Tool is: ELA- 5 ELD- 5 Math-5 NGSS- 5 History-Social Science- 5	Implementation of state standards for all students including ELLs per Fall 2026 Local Indicator Reflection Tool is: ELA- 5 ELD- 5 Math- 5 NGSS- 5 History-Social Science- 5	Current difference in implementation of state standards for all students including ELLs as measured by Local Indicator Reflection Tool is: ELA- maintained level ELD- maintained level Math- maintained level NGSS- maintained level History-Social Science- maintained level
2.13	Students will have access to a broad course of study (State Priority 7) as measured by enrollment in VAPA courses at high schools grades 9-12, as measured by CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses)	Currently 1,585 of all 9-12th grade students have access to a broad course of study as compared to 1,041 9-12th grade Low Income students (State Priority 7) as measured by enrollment in VAPA courses at high schools as measured by CALPADS 3.11 Course Sections Completed –	Currently 1,550 of all 9-12th grade students have access to a broad course of study as compared to 1,035 9-12th grade Low Income students (State Priority 7) as measured by enrollment in VAPA courses at high schools as	Currently 1,630 of all 9-12th grade students have access to a broad course of study as compared to 1,139 9-12th grade Low Income students (State Priority 7) as measured by enrollment in VAPA courses at high schools as	An increase of 10% of all 9-12th grade students have access to a broad course of study and a 10% increase of all 9-12th grade Low Income students (State Priority 7) as measured by enrollment in VAPA courses at	Current difference in student access to a broad course of study as measured by enrollment in VAPA courses at high school grades 9-12, as measured by CALPADS 3.11 course sections completed is:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student List For Departmentalized Courses.	measured by CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses.	measured by CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses.	high schools as measured by CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses.	45 more 9-12 grade students 98 more 9-12 grade low income students
2.14	Other pupil outcomes as measured by percent of graduates awarded the State Seal of Biliteracy per PowerSchool.	5.9% of 2024 graduates were awarded the State Seal of Biliteracy per PowerSchool.	11% of 2025 graduates were awarded the State Seal of Biliteracy per PowerSchool.	4.59% of 2026 graduates were awarded the State Seal of Biliteracy per PowerSchool.	14.9% or higher of 2027 graduates awarded the State Seal of Biliteracy per PowerSchool.	Current difference in graduates being awarded the State of Biliteracy per PowerSchool from baseline is a decrease of -1.31%.
2.15	Increase percent of students who are "Prepared" based on CCI on CA Dashboard.	Based on 2023 Dashboard 42.7% of all students are prepared as reported on CCI indicator. *Based on 2023 Dashboard HI students 40.8%. *Based on 2023 Dashboard HOM students 32.4%. *Based on 2023 Dashboard SED students 38.1%.	Based on the 2024 Dashboard 38.5% of all students are prepared as reported on CCI indicator. *Based on 2024 Dashboard 36.2% of HI students are prepared as reported on CCI indicator. *Based on 2024 Dashboard 27.3% HOM students are prepared as	Based on the 2025 Dashboard 49.8% of all students are prepared as reported on CCI indicator. *Based on 2025 Dashboard 47.4% of HI students are prepared as reported on CCI indicator. *Based on 2025 Dashboard 40.4% HOM students are prepared as	Based on 2026 Dashboard 47.7% of all students are prepared as reported on CCI indicator. *Based on 2026 Dashboard HI students show status as Increased as reported on CCI indicator. *Based on 2026 Dashboard HOM students show status as	Current difference in percent of students who are "prepared" based on CCI on CA dashboard is: +7.1% more for All Students are prepared as reported on CCI indicator. +6.6% more for HI students are prepared as reported on CCI indicator.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Based on 2023 Dashboard SWD students 10.7%	reported on CCI indicator. *Based on 2024 Dashboard 35.2% SED students are prepared as reported on CCI indicator. *Based on 2024 Dashboard 11.5% SWD are prepared as reported on CCI indicator.	reported on CCI indicator. *Based on 2025 Dashboard 47.0% SED students are prepared as reported on CCI indicator. *Based on 2025 Dashboard 15.9% SWD are prepared as reported on CCI indicator.	Increased as reported on CCI indicator. *Based on 2026 Dashboard SED students show status as Increased as reported on CCI indicator. *Based on 2026 Dashboard SWD students show status as Increased as reported on CCI indicator.	+8.0% more for HOM students are prepared as reported on CCI indicator. +8.9% more for SED students are prepared as reported on CCI indicator. +5.2% more for SWD are prepared as reported on CCI indicator.
2.16	K i-Ready Data	Based on Spring, 2024 i-Ready Assessment, the data shows that in ELA 27.85% of Kinder EL students are performing at grade level as compared to 40.36% of all Kinder students. In math 28.77% of Kinder EL students are performing at grade level as compared to 43.10% of all Kinder students.	Based on the Spring 2025 i-Ready Assessment, the data shows that in ELA 43% of Kinder EL students are performing at grade level as compared to 58% of all Kinder students. In math 28% of Kinder EL students are performing at grade level as compared to 43%	Based on the Spring 2026 i-Ready Assessment, the data shows that in ELA 33% of Kinder EL students are performing at grade level as compared to 48% of all Kinder students. In math 29% of Kinder EL students are performing at grade level as compared to 47%	Based on Spring, 2027 i-Ready Assessment, the data shows that in ELA 38% of Kinder EL students are performing at grade level as compared to 51% of all Kinder students. In math 29% of Kinder EL students are performing at grade level as compared to 53% of all Kinder students.	Current difference from baseline to Y2 in K i-Ready Data is: In ELA, an increase of 5.15% of Kinder EL students are performing at grade level as compared to an increase of 7.64% of all Kinder students. In math, an increase of 0.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			of all Kinder students.	of all Kinder students.		fewer of Kinder EL students are performing at grade level as compared to an increase of 3.9% for all Kinder students.
2.17	GATE Identification Rate	Based on Spring, 2024 PowerSchool Data 3.92% of all students grades 3-12 are identified as GATE eligible. *Based on Spring, 2024 PowerSchool Data .23% of all EL student grades 3-12 are identified as GATE eligible. *Based on Spring, 2024 PowerSchool Data 1.07% of all FY student grades 3-12 are identified as GATE eligible. *Based on Spring, 2024 PowerSchool Data 1.33% of all LI student grades 3-12 are identified as GATE eligible.	Based on Spring, 2025 PowerSchool Data 3.62% of all students grades 3-12 are identified as GATE eligible. *Based on Spring, 2025 PowerSchool Data .23% of all EL student grades 3-12 are identified as GATE eligible. *Based on MidYear, 2025 PowerSchool Data 1.07% of all FY student grades 3-12 are identified as GATE eligible. *Based on MidYear, 2025 PowerSchool Data 1.33% of all LI student grades 3-12 are identified as GATE eligible.	Based on Spring, 2026 PowerSchool Data 4.08% of all students grades 3-12 are identified as GATE eligible. *Based on Spring, 2026 PowerSchool Data 0.27% of all EL student grades 3-12 are identified as GATE eligible. *Based on MidYear, 2026 PowerSchool Data 2.63% of all FY student grades 3-12 are identified as GATE eligible. *Based on MidYear, 2026 PowerSchool Data 3.56% of all LI student grades 3-12 are identified as GATE eligible.	Based on Spring, 2027 PowerSchool Data 8.92% or higher of all students grades 3-12 are identified as GATE eligible. Based on Spring, 2027 PowerSchool Data 5.23% of all EL student grades 3-12 are identified as GATE eligible. Based on Spring, 2027 PowerSchool Data 6.07% of all FY student grades 3-12 are identified as GATE eligible. Based on Spring, 2027 PowerSchool Data 6.33% of all LI student grades 3-12 are identified as GATE eligible.	Current difference in Gate Identification Rate is: +0.16% fewer of all students grades 3-12 are identified as GATE eligible. +0.04% EL students grades 3-12 are identified as GATE eligible. +1.56% FY student grades 3-12 are identified as GATE eligible. +2.23% LI student grades 3-12 are identified as GATE eligible.

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.

Overall, the implementation of Goal 2 actions in 2025–26 demonstrated a broad and sustained commitment to academic rigor, whole child support, and equitable access to high-quality instruction across the district. Eighteen of nineteen actions were fully implemented, encompassing: Support for Professional Learning Communities (2.1), Increased Student-to-Teacher Interaction and Support (2.2), Independent Study at ECHS (2.3), Technology Support for Student Achievement (2.5), Project Lead the Way and STEM (2.6), Intervention and Support Staff (2.7), Supplemental Instructional Materials (2.8), AVID Program Support (2.9), College and Career Preparedness (2.10), GATE Identification Support (2.11), Enhanced VAPA Programs (2.12), Additional Learning Opportunities for UDP Students (2.13), Increased Instructional Support for EL and LTEL Students (2.14), Specialized Support Services (2.15), Technology Staff for Student Support (2.16), Maintaining and Increasing High Academic Achievement (2.17), Purchase of Standards-Aligned Textbooks (2.18), and Additional Dual Language Immersion Support (2.19).

One action, Action 2.4 Support for Early Learning, was partially implemented. This was due to instructional aide staffing shortages that limited the district's ability to provide the planned level of 1:1 and small group support for students during instructional time. This challenge reflected a broader workforce availability issue that affected multiple aspects of instructional support staffing across the district. Despite this limitation, meaningful support was still provided to early learners through available staff.

The most significant success of Goal 2 implementation was the consistent functioning of Professional Learning Communities (PLCs) throughout the school year. PLCs engaged in a comprehensive review of student data, instructional planning across grade levels, and vertical articulation. New PLC Guiding Coalition teams were also formed and met monthly at the district level to discuss successes and areas for growth in implementing PLC processes. This infrastructure is foundational to the district's ability to respond to student data and improve instructional practice over time.

While all Goal 2 actions were implemented as intended, Actions 2.2, 2.3, 2.4, and 2.10 resulted in estimated actual expenditures that exceeded their originally budgeted amounts. These variances reflect expanded service delivery, increased student demand, additional staffing needs, and salary and benefit adjustments — all of which were consistent with the intent of each action. A full explanation of each material difference is provided in Prompt 2 below. The combined overage for Actions 2.3, 2.4, and 2.10 will be covered by the increase in LCAP funds received during 2025–26 due to growth in the district's unduplicated pupil percentage. The variance for Action 2.2 reflects the scale of instructional investment at the district's highest-need campuses and was managed within the district's overall LCAP fiscal plan.

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.

During the 2025–26 school year, four actions under Goal 2 resulted in material differences between budgeted and estimated actual expenditures. Three of the four variances reflect increases above the budgeted amounts, driven primarily by expanded service delivery, increased student demand, and salary and benefit adjustments. The combined material difference for Actions 2.3, 2.4, and 2.10 totals

$2,630,043 and will be covered in full by the increase in LCAP funds received during 2025–26 due to growth in the district's unduplicated pupil percentage.

Action 2.2, which provides additional FTE teaching positions to school sites with an unduplicated pupil percentage greater than 55% to reduce class size and increase instructional access for high-need students, resulted in an estimated actual expenditure of $1,265,125 above the budgeted amount. This variance reflects the extent of need across eligible sites, which required a greater number of additional teaching positions than originally projected, combined with salary and benefit increases applied to those positions during the fiscal year. These expenditures directly expanded instructional capacity at the district's highest-need campuses and were consistent with the intended purpose of this action.

Action 2.3, which supports students enrolled in the Independent Study program through additional staff support, counseling services, supplemental materials and supplies, and expanded services, resulted in an estimated actual expenditure of $811,495 above the budgeted amount. This variance was driven by three factors: the purchase of Edgenuity licenses (supplemental) to expand access to standards-aligned online coursework for independent study students, additional hours funded for staff providing direct student support, and salary and benefit increases applied during the fiscal year. These expenditures enhanced the quality and consistency of services available to students in the independent study program and are consistent with the intent of this action.

Action 2.4, which provides additional support staff to ensure that low-income students in early learning receive enrichment and targeted intervention, resulted in an estimated actual expenditure of $81,791 above the budgeted amount. This variance reflects additional staffing needs that emerged during the school year, as well as salary and benefit adjustments applied to support staff positions funded through this action.

Action 2.10, which expands access to college and career preparedness services, including CTE programs, counseling, and supplemental materials and supplies for district events such as Career Expos, resulted in an estimated actual expenditure of $471,633 above the budgeted amount. This variance reflects increased staffing to support program expansion, salary and benefit adjustments, and increased costs for materials and supplies associated with expanded district career events. These expenditures directly served unduplicated pupils and were consistent with the intended scope of this action.

As noted above, the combined material difference of $2,630,043 for Actions 2.3, 2.4, and 2.10 will be covered by the increase in LCAP funds received during 2025–26 as a result of growth in the district's unduplicated pupil percentage, ensuring that no structural budget gap results from these variances. The material difference for Action 2.2 of $1,265,125 reflects direct investment in expanded classroom instruction at the district's highest-need sites and was absorbed within the district's overall LCAP fiscal management plan.

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

Several actions demonstrated clear effectiveness in advancing student outcomes. Actions 2.5, 2.6, 2.7, 2.8, 2.9, 2.15, 2.17, and 2.18 were effective in achieving their intended impact. CAASPP ELA Distance from Standard (DFS) improved by 2.1 points for all students, and math DFS was maintained. Low-Income students showed gains of 5.4 points in ELA DFS and 6.2 points in math DFS, reflecting meaningful progress for this student group. There was an increase in Foster Youth students in the GATE Identification.

Actions 2.1, 2.2, 2.13, 2.14, 2.16, and 2.19 were partially effective. Overall, DFS on the Math CAASPP increased by 12.2 points, moving from -59.1 to -46.9 points. Similarly, ELA CAASPP DFS increased by 8.3 points, moving from -15.6 to -7.3 points. However, subgroup gaps remain for EL,Foster Youth, and low-income students in both ELA and Math DFS, compared to all students.*EL students, despite growing from -96 to -82.5, remain significantly lower than all students at -46.9 points in Math, a difference of 35.6 points. Similarly, in ELA, EL students grew from -64.9 to -51.4, a gain of 13.5 points. However, they remain significantly lower than all students at -7.3 points, a difference of 44.1 points. *Low-income students, despite growing from -70.2 to -59.2 points in DFS on Math CAASPP, have a gap of 12.3 points compared to all students. Similarly, in ELA, scores grew from -26.7 to -18.8 points in DFS, but there is a gap of 11.5 points in DFS compared to all students. *Foster Youth had the largest gains in ELA, growing by 48.2 points from -68.1 to -19.9, but remained 12.6 points below all students. The gap widened moderately in Math for foster youth since their overall score grew from -83.3 to -86 points, making the gap between Foster Youth and All students grow to 39.1 points.

Action 2.3, the Independent Study program at ECHS, was partially effective. The graduation rate experienced a slight dip of 1.5%, though the overall trajectory continues to trend upward. Insufficient Foster Youth student counts at ECHS precluded disaggregated graduation data for that group.

Action 2.4, Early Learning Support, was effective in the outcomes it produced despite partial implementation. i-Ready Spring 2025 data shows that the percentage of Kindergarten EL students performing at grade level in ELA increased by 15.15%, a meaningful gain that reflects the positive impact of early literacy supports even under constrained staffing conditions.

Action 2.10, College and Career Preparedness, was partially effective. The percentage of students showing as prepared on the CCI indicator decreased for all students (-4.1%) and Low-Income students (-2.8%). However, the percentage of Students with Disabilities showing as prepared on the CCI increased by 0.8%, and the district remains on trajectory to meet its targeted results. The material difference in expenditures for this action reflects expanded program delivery, increased staffing, and the growth of district career events such as the Career Expo — investments that are expected to support continued improvement in CCI outcomes in 2026–27.

Action 2.11, GATE Identification Support, was partially effective, as the district maintained the percentage of Foster Youth students identified as gifted and talented at 1.07%, which represented no change from the prior year. The district will continue working to increase identification rates for underrepresented student groups, including EL and Foster Youth students.

Action 2.12, Enhanced VAPA Programs, was effective. Attendance data shows a 0.2% increase in attendance for both all students and Low-Income students, supporting the relationship between enrichment programming and student engagement and connectedness.

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

No substantive changes will be made to Goal 2 for 2026–27. The district will continue implementing all nineteen actions with targeted refinements designed to increase effectiveness and better serve unduplicated pupils, including English Learners, Low-Income students, and Foster Youth. Notably, the district will increase investment in Action 2.7, Intervention and Support Staff, through the addition of LREBG funding to expand the reach and capacity of iTOSAs and intervention personnel. This refinement directly responds to outcome data showing

that EL and Foster Youth students require more intensive and sustained instructional support to demonstrate consistent gains across both ELA and math.

Action 2.7 will contain an LREBG action that includes providing 1-1 support and counseling support via kinder aides and counseling positions. Both are aligned to allowable use of funds because they provide 1-1 support to students and remove barriers for students who need them.

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	Support for Professional Learning Communities	NLMUSD will provide Physical Education specialists and staff to support classroom teachers in implementing the PLC process. Physical education certificated staff will engage students in PE instruction while teachers collaborate, develop assessments, and design lessons for English Learners (EL). Teacher collaboration and calibration, instruction, and data analysis will benefit EL students academically. Supplemental materials and supplies (i.e., notepads, apps to track fitness, etc.) will be purchased to support PE instruction. Schools that have greater than 55% of UDP students will have increased staff providing direct services using the 15% concentration grant add-on in comparison to schools with UDP percentage of 55% or less.	$1,025,197.00	Yes
2.2	Increased Student-to-Teacher Interaction and Support	NLMUSD will provide additional classroom teachers above the staffing ratio. This will allow small-group instruction and targeted tiered interventions to mitigate any continued effects of learning loss experienced by students, specifically EL and Low Income students during the pandemic. Lowering class sizes will allow for an increase in 1 to 1 interaction and interventions. Schools with greater than 55% of UDP students will have increased staff providing direct services using the 15% concentration grant add-on compared to schools with a 55% or less UDP percentage.	$2,240,101.00	Yes
2.3	Additional Supports for Students Through	Foster Youth (FY) students will receive additional monitoring and support within the independent study educational program. By providing additional	$1,578,689.00	Yes

Action #	Title	Description	Total Funds	Contributing
	the Independent Studies Program	staff support, such as counselors, technicians, and materials, including technology and software, the Independent Studies Program will expand educational opportunities and help remove barriers experienced by FY students. These supports will result in increased access, academic preparedness, and on-time graduation for FY students. Based on 2024 CA Dashboard for ECHS, FY shows no performance color as there are only 4 students as compared to 80.6% of all ECHS students.		
2.4	Support for Early Learning	Provide additional staff support for early literacy and learning at sites. Low Income students need additional enrichment and interventions. Instructional aides will be able to provide additional targeted and one-on-one support to students during class time, which leverages learning for LI early learners.	$206,574.00	Yes
2.5	Technology Supports for Student Achievement	NLMUSD will continue to provide additional training for staff to implement educational technology into the curriculum for Low Income students, which will result in an improvement in engagement and academic achievement rates including, but not limited to, the following activities: *Continued professional development in educational technology to individualize learning based on LI students' instructional level. *Provide additional systems of support for LI students who need alternative educational opportunities. Those opportunities will ensure that they have increased and improved opportunities to meet their academic goals of graduation and college and career readiness. *Increase access to online tools for Low Income students. Increasing equity of access to online teaching and learning tools will improve achievement rates for LI students as measured by state and local assessments . *Increase access to online tools to assist Low Income students in learning to use devices effectively. This includes device replacement or purchase of new devices as needed. Increasing equity of access to computer use and learning tools will improve the achievement rates for LI students.	$2,336,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Provide Instructional Tech Coaches for additional direct support to Low Income students. The coaches will support by improving conditions of learning for LI students. They will provide targeted training to teachers, allowing them to provide support for Low Income students.		
2.6	Project Lead The Way (PLTW) and STEM Opportunities	NLMUSD will implement PLTW at our schools in alignment with Career Technical Education (CTE) pathways for Low Income youth to provide additional learning opportunities focusing on Science, Technology, Engineering, and Math. Additional teacher sections, activities, transportation to STEM events, and supplemental materials and supplies will improve the CAASPP scores, attendance, and participation rates for Low Income students.	$1,777,757.00	Yes
2.7	Intervention and Support Staff	Provide increased interventions to meet the needs of low-income students to improve CAASPP scores and overall achievement through including, but not limited to, the following supports: *Intervention staff, including iTOSAs and counselors, assigned to monitor, intervene, and support the academic success of LI students. *Provide Tier 2 and Tier 3 training and support for school teams (Site Leadership Team and Site Intervention Team) to design and implement student academic and social-emotional supports to improve the academic and behavioral needs of low-income students. Instructional supports include PD Days for school teams, Teachers on Special Assignments, workshops, SEL for Equity Work, Essential Standards Work, Site Leadership PD, and increased translation services. Schools that have greater than 55% of UDP students will have increased staff providing direct services using the 15% concentration grant add-on in comparison to schools with UDP percentage of 55% or less. LREBG Action — Action 2.7: Intervention and Support Staff NLMUSD will allocate $575,000 in LREBG funding under Action 2.7 across two staffing components. Site placement is based on the 2025–26 5x5	$8,155,766.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs assessment, prioritizing campuses with the highest concentration of need in CAASPP ELA, CAASPP Math, and chronic absenteeism. Research shows that targeted interventions, Multi-Tiered Systems of Support (MTSS), and coordinated academic and social-emotional services improve achievement for low-income students. Studies from the Learning Policy Institute, CASEL, and the National Center on Intensive Intervention demonstrate that intervention staff, counselors, data-driven Tier 2 and Tier 3 supports, and collaborative school teams increase student achievement, improve behavior, and reduce opportunity gaps for historically underserved students. Monitoring Metrics: 1.1 (Attendance Rate), 1.2 (Chronic Absenteeism Rate), 2.1 (CAASPP ELA DFS), 2.2 (CAASPP Math DFS), 2.16 (i-Ready Kinder EL Grade-Level Performance) LREBG Allocation: $575,000 annually through 2027–28		
2.8	Supplemental Instructional Materials	NLMUSD will provide targeted and highly engaging supplemental instructional materials that support the academic needs of Low Income students. Providing this service will increase learning and academic achievement for LI students.	$953,026.00	Yes
2.9	AVID Program	NLMUSD staff will continue implementation of AVID programs across our schools. AVID implementation will increase and improve organization and college readiness for Low Income students resulting in the removal of barriers to learning. Teachers will receive training and incorporate learning methodologies in the critical areas of writing, inquiry, collaboration, organization, and reading (WICOR), which increase students' ability to comprehend concepts and articulate complex ideas. NLMUSD's goal is to prepare our students for current and future academic success.	$1,080,681.00	Yes
2.10	College and Career Preparedness for Students	NLMUSD will prepare college and career-ready graduates by fostering a college and career-going culture, equipping students with 21st-century learning skills, and supporting students' personalized learning and development of student talents. Students will graduate with postsecondary	$3,292,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
		options and plans. This support will assist in removing barriers to learning and prepare Low Income students for college and career, resulting in more LI students enrolling in college. Supports and services will include, but not be limited to the following activities : *College and Career Counselors at the secondary level to guide LI students' academic decisions and choices throughout their high school journey. *District staff and consultants will provide LI students with online and in-person tutoring services specific to AP and pre-AP preparation, test-taking strategies, and coursework support. This targeted support will increase their academic performance. In addition, NLMUSD will provide funds to pay for AP exams. *NLMUSD will host events such as the Future Ready Expo as a service for Low Income students who will benefit from the chance to explore college/career opportunities through the Expo's sessions. Other events include a College Expo and Career Fair, where students will benefit from learning about college and career opportunities to help develop their personal goals and future careers. *Provide access to dual enrollment classes with local colleges. *Provide enhanced personalized learning, college and career education, supplemental materials, work-based learning experiences, and interventions for LI students, improving student achievement in math and language arts. *Provide additional Career Technical Education, specialized supports, and programs for LI students to explore pathways in multiple industry sectors such as law enforcement, food services, auto mechanics, military, and healthcare that students would otherwise not have access to. This will support and prepare students as they pursue career options.		

Action #	Title	Description	Total Funds	Contributing
2.11	GATE Program Enrichment	NLMUSD will support Foster Youth students who demonstrate giftedness as measured by GATE testing to increase and improve their access to additional courses and activities that develop their unique talents.	$6,000.00	Yes
2.12	Enhanced VAPA Programs	NLMUSD will enhance the VAPA program by hiring itinerant music teachers and purchasing musical instruments and supplies. Low Income students will benefit from the music and art instruction they may not typically have access to if not provided in the school setting. This will increase class participation, learning, and overall academic success, as involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skills. Arts learning also improves motivation, concentration, confidence, and teamwork, increasing LI engagement and higher academic achievement on the CAASPP.	$1,391,106.00	Yes
2.13	Additional Learning Opportunities	NLMUSD will provide learning opportunities for ELs, FY, and Low Income students by implementing Summer School taught at various sites by certificated teachers with support staff. In addition, the district will implement the Jump Start Program for 8th to 9th grade EL, Foster Youth, and Low Income students with gaps in their academic and social-emotional learning. Students will receive instructional support in reading, math, and counseling for social-emotional support to give students a "jump start" into high school.	$761,196.00	Yes
2.14	Increased Instructional Supports for EL and LTEL Students	NLMUSD will provide targeted instruction (EL/LTEL students will receive language acquisition support through Benchmark Express for elementary and English 3-D for secondary), intervention, and enrichment support for English Learners, with an emphasis on Long Term English Learners-LTELS* in the areas of ELA, Math, and ELD to meet their identified academic needs. Teachers will be provided additional collaboration/planning time, additional materials/supplies, and professional development on strategies that accelerate learning and improve academic achievement in ELA, Math, and ELD as measured by state assessments.	$2,448,613.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Based on current data from 24-25 DataQuest, 10.7% of our EL students at the secondary level are designated as LTELS (a 1% decrease from prior year), meaning they have been English Learners for 6+ years and have not been reclassified as "Fully English Proficient". A number of strategies will be implemented to decrease this percentage including use of ELLevation online platform to carefully monitor EL language progress in primary grades across all sites to identify students at risk of becoming LTELs. In addition, middle and high schools teachers will receive professional development to teach Science/D-ELD courses for students who are identified as LTELs (approved by CDE FMP EL Lead Reviewer in Feb., 2024) in order to accelerate their language learning through the use of rich content-driven language along with language targets aligned to ELD standards.		
2.15	Specialized Support Services	NLMUSD will provide specialized support services for timely intervention to Low Income students, including Tier 2 and Tier 3 interventions. This includes interventions and monitoring through platforms such as iReady instructional component in ELA/Math and small group interventions provided by certificated and support staff. Increasing and improving specialized support services will result in an improvement in students' CAASPP scores.	$2,241,671.00	Yes
2.16	Technology Support for Student Achievement	NLMUSD will implement targeted interventions for Low-Income students through the use of technology. Technology support staff will support teachers and students in using educational resources that improve access to digital tools and reduce the digital divide between Low Income Students and other students. Increasing and improving access to technology will also support targeted instruction at LI students' instructional level, resulting in an improvement in state assessment scores.	$2,447,783.00	Yes
2.17	Maintaining and Increasing High Academic Achievement for all Students	Students will receive access to a high-quality education guided by the Common Core State Standards, which are implemented by fully credentialed and appropriately assigned teachers and administrators focused on serving all students effectively. This will be done in conjunction with MTSS tiered supports to meet students' needs.	$16,531,538.00	No

Action #	Title	Description	Total Funds	Contributing
2.18	Purchase Standards-Aligned Textbooks	NLMUSD will purchase supplemental standards-aligned instructional materials to provide all students access to core instruction.	$1,200,000.00	No
2.19	Additional Dual Language Support	NLMUSD will provide additional teacher for ALD through the DLI programs to reduce class size and provide more individualized support for ELs. One method of providing strong Academic Language Development (ALD) is through the implementation of Dual Language Immersion programs, which will provide a 90/10 model instructional program to English learners and English only speaking peers at the following sites: Edmondson, Dolland, Escalona Elementary, and Los Alisos Middle School while exploring the possibility of expanding to other sites. The impact of learning an additional language is beneficial to the brain and overall academic growth. It supports English Learners in particular as they embrace content and language learning at levels higher than their peers in traditional SEI classes. An EL TOSA (not funded through LCFF funds) will provide support for teachers of EL and LTEL students to provide guidance with PLC data analysis of EL/LTEL language proficiency growth and to provide PD for teachers who work with EL/LTELS across grade spans. We will provide ongoing training in ALD along with DELD/IELD professional development on new curriculum materials and strategies to scaffold instruction in order to increase percentage of EL students showing growth on the English Learner Progress Indicator (ELPI).	$3,851,695.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	NLMUSD will provide exemplary staff across the district.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In consultation with educational partners, this goal was developed so NLMUSD can provide exemplary services and operational excellence to students. This will supported by ongoing professional development to build the capacity of staff. PLCs will be implemented to support and strengthen the instructional program. These actions will support in meeting our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Provide fully credentialled and appropriately assigned teachers as reported on SARC.	Based on 2023 SARC 90.92% of district teachers are fully credentialled and appropriately assigned teachers.	Based on 2024 SARC 91.27% of district teachers are fully credentialed and appropriately assigned teachers.	Based on 2025 SARC 87.7% of district teachers are fully credentialed and appropriately assigned teachers.	Based on 2026 SARC 96% or higher of district teachers are fully credentialled and appropriately assigned teachers.	Current difference of district teachers fully credentialed and appropriately assigned is -3.22%.
3.2	Provide fully credentialled and appropriately assigned teachers in NLMUSD.	Based on 21-22 CA Commission on Teacher Credentialing's Assignment Monitoring Program for NLMUSD data shows that there were 8 sections misassigned, 3 sections were vacant, and 6	Based on 22-23 CA Commission on Teacher Credentialing's Assignment Monitoring Program for NLMUSD data shows that there	Based on 23-24 CA Commission on Teacher Credentialing's Assignment Monitoring Program for NLMUSD data shows that there	Based on the next cycle of CA Commission on Teacher Credentialing's Assignment Monitoring Program for NLMUSD, there	Current difference is we have 2 more teachers who are not fully credentialed and appropriately assigned.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		sections were corrected after the data was collected for a total of 17 teacher misassignments.	were a total of 11 teacher misassignments.	were a total of 19 teacher misassignments.	will be a decrease in sections showing misassignments, vacancies, and corrections for a total of 10 or fewer teacher misassignments.	
3.3	Local Indicator Report Priority 1	Based on 23-24 Local Indicator Report, NLMUSD shows: Total Teaching Full-Time Equivalent (FTE) = 703.69 Clear (% of teaching FTE) = 90.9 Comparison to Statewide Average = LEA is Above	Based on 24-25 Local Indicator Report, NLMUSD shows: Total Teaching Full-Time Equivalent (FTE) = 697.77 Clear (% of teaching FTE) = 91.3 Comparison to Statewide Average = LEA is Above	Based on 25-26 Local Indicator Report, NLMUSD shows: Total Teaching Full-Time Equivalent (FTE) = 679.4 Clear (% of teaching FTE) = 87.7 Comparison to Statewide Average = LEA is Above the state and and county average.	Based on 26-27 Local Indicator Report, NLMUSD shows: Total Teaching Full-Time Equivalent (FTE) = 703.69 Clear (% of teaching FTE) = 90.9 Comparison to Statewide Average = LEA is Above	Current difference shows: Total Teaching Full-Time Equivalent (FTE) = -24.29 Clear (% of teaching FTE) = -3.2 Comparison to Statewide Average = LEA is Above

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.

Overall, implementation of Goal 3 actions in 2025–26 demonstrated a strong commitment to building staff capacity and sustaining a high-quality instructional workforce. All actions were fully implemented as planned: Action 3.1 Professional Learning Communities Across Sites, Action 3.2 NGSS Professional Development Training, Action 3.3 Core Content Support, Action 3.4 Wrap-Around Support and Services, Action 3.5 Providing Enrichment Experiences for Students, and Action 3.6 Providing Exemplary Staff to Support Students. There were no substantive differences between planned and actual implementation, and no significant challenges were experienced during the year.

Key successes included the consistent functioning of PLCs throughout the year, with teams demonstrating comprehensive review of student data, instructional planning across grade levels, and vertical articulation. New PLC Guiding Coalition teams were formed and met monthly at the district level, providing a structured forum to share implementation progress and areas for growth. Professional development offered throughout the year was consistently well-received by staff, as evidenced by positive survey results collected following training sessions. The district also continued to make progress in providing exemplary and fully credentialed staff, as reflected in the continued strength of the district's credentialing indicators relative to state and county averages.

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.

We had no significant material differences in budgeted expenditures for Goal 3.

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

Goal 3 actions were broadly effective in supporting the district’s commitment to an exemplary and fully prepared workforce.

Action 3.2, NGSS Professional Development, was effective in expanding staff capacity in science instruction aligned to the Next Generation Science Standards. CAST science scores showed improvement across multiple student groups from baseline to Year 2, with all students increasing from 23.88% to 32.66% meeting or exceeding standard, and Foster Youth increasing from 8.33% to 9.92%. While subgroup gaps remain, the overall upward trajectory reflects the positive impact of sustained science-focused professional learning. The EL subgroup was one such subgroup, with an overall met/exceeded rate of 2.81%, a small increase from the previous rate of 1.59%, however significantly below the districtwide met/exceeded rate of 32.66% for all students.

Actions 3.1, 3.4, 3.5, and 3.6 were partially effective in achieving their intended outcomes. PLCs provided a consistent structure for teacher collaboration, data analysis, and instructional improvement. Wrap-around support services strengthened the connections between students' academic and social-emotional needs. Enrichment experiences for students, including field trips and assemblies, supported student engagement and attendance. Exemplary certificated and classified staff continued to provide high-quality academic and social-emotional support to students. Action 3.3 was partially effective in providing teachers with PLC time and professional learning opportunities to collaborate on data-driven instructional decision-making. Overall, DFS on the Math CAASPP increased by 12.2 points, moving from -59.1 to -46.9 points. Similarly, ELA CAASPP DFS increased by 8.3 points, moving from -15.6 to -7.3 points. However, subgroup gaps remain for EL, Foster Youth, and low-income students in both ELA and Math DFS, compared to all students.
*EL students, despite growing from -96 to -82.5, remain significantly lower than all students at -46.9 points in Math, a difference of 35.6 points. Similarly, in ELA, EL students grew from -64.9 to -51.4, a gain of 13.5 points. However, they remain significantly lower than all students at -7.3 points, a difference of 44.1 points.
*Low-income students, despite growing from -70.2 to -59.2 points in DFS on Math CAASPP, have a gap of 12.3 points compared to all students. Similarly, in ELA, scores grew from -26.7 to -18.8 points in DFS, but there is a gap of 11.5 points in DFS compared to all students.
*Foster Youth had the largest gains in ELA, growing by 48.2 points from -68.1 to -19.9, but remained 12.6 points below all students. The gap widened moderately in Math for foster youth since their overall score grew from -83.3 to -86 points, making the gap between Foster Youth and All students grow to 39.1 points.

There is still work to be done in the effectiveness of actions in goal 3, given gaps in student outcomes for EL, low-income, and Foster youth cited above.

Regarding credential-related metrics, the district's percentage of fully credentialed and appropriately assigned teachers declined slightly from 91.27% in Year 1 to 87.7% in Year 2. This represents a 3.22% decrease from the baseline of 90.92% and reflects the impact of teacher misassignment and vacancy trends that have increased modestly from 11 to 19 total misassignments. The district is committed to addressing these trends and returning to the target of 96% or higher for Year 3.

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

No substantive changes will be made to Goal 3 for 2026–27. The district will continue implementing all six actions as designed, with attention to addressing the substitute teacher shortage that limited full implementation of Action 3.3 in 2025–26. The district will also continue to monitor and address teacher credentialing trends to ensure continued progress toward the Year 3 target. The positive outcomes associated with PLC implementation and professional development quality will continue to guide the district's approach to staff learning and growth.

Metric 3.2 year 1 data was updated to reflect the most recent data.

Actions 3.3 and Actions 3.4 include an LREBG action that is intended to provide additional PLC for Secondary teachers to progress monitor, K-12 Instructional and Behavioral Support to provide support that removes barriers to learning, and Math coaches to provide professional development and coaching in math instruction. All of the actions are allowable uses under LREBG funding requirements.

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	Professional Learning Communities Across Sites	NLMUSD will provide professional development on using PLC practices and structures to classified and certificated staff. This will include coaching support and resources for all schools as they work to strengthen their professional learning communities. One key component of NLMUSD's PLC work is the focus on increased achievement for English Learners and Low-Income students. As grade-level PLCs become better at effective dialogue, collaboration, teaching, and data analysis, our students will achieve at higher levels as measured by district and state assessments.	$11,075.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	NGSS Training/Teaching and Learning	NLMUSD will support teachers in implementing NGSS through professional development, materials, and coaching. Professional development will be targeted to address the needs of English Learners which will support EL students in learning about and preparing for future careers in STEM. Increasing professional development opportunities for teachers will also improve science achievement and increase enrollment in science classes at the high school level for English Learner students.	$224,287.00	Yes
3.3	Core Content Support	NLMUSD district staff will continue to provide instructional coaching and content support at elementary and secondary schools. Coaching supports higher levels of teaching and learning. In addition, increasing and improving support services for English Learners, LTELS, Foster Youth, and Low-Income students will increase student achievement in math, language arts, and science. Schools with greater than 55% UDP students will have increased staff providing direct services using the 15% concentration grant add-on compared to schools with a 55% or less UDP percentage. In addition, NLMUSD will provide professional development and collaboration time for teachers to learn and build capacity together, supporting their work in implementing the CCSS and standards-based instructional materials that target interventions for English Learners, Foster Youth, and Low-Income students. The professional development opportunities include Cotsen Foundation training and PD focused on CCSS, NGSS, and ELD standards, which highly impact student achievement. When our teachers and staff engage in continued learning, they can meet our students' diverse needs as measured by state and local assessments. Schools that have greater than 55% of UDP students will have increased staff providing direct services using the 15% concentration grant add-on in comparison to schools with UDP percentage of 55% or less. LREBG Action NLMUSD will invest $761,511 in LREBG funding under Action 3.3 to strengthen instructional capacity in mathematics through two complementary strategies: certificated math coaching and secondary PLC release time. Site placement is determined by the 2025–26 5x5 needs assessment, prioritizing schools with the greatest need in CAASPP Math,	$1,870,236.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELA, and chronic absenteeism. Research indicates that sustained, job-embedded professional development, including instructional coaching and content-specific support, is among the most effective strategies for improving teacher practice and student achievement. Kraft, Blazar, and Hogan (2018) found that instructional coaching significantly improves instructional quality and student academic outcomes, while the Learning Policy Institute reports that ongoing professional learning is most effective when it is collaborative, content-focused, and directly connected to classroom instruction. Additionally, professional development that equips educators with strategies to support English Learners, Long-Term English Learners (LTELs), Foster Youth, and Low-Income students has been shown to improve access to rigorous instruction and increase student achievement across content areas (National Academies of Sciences, Engineering, and Medicine, 2017). Metric being used to monitor the action: Metrics 2.1 (CAASPP ELA DFS), 2.2 (CAASPP Math DFS), 2.16 (i-Ready Math grade-level performance), 3.1 (SARC: Fully credentialed and appropriately assigned teachers) LREBG Funds supporting this action: $761,511		
3.4	Wrap-Around Support and Services	NLMUSD will provide targeted support to ensure wrap-around services for English Learners, LTELS, Foster Youth, and Low Income students. Site Leaders will focus on enhancing the academic and social-emotional outcomes for ELs, Foster Youth, and Low Income students. Site and district administration will ensure close monitoring of student academic progress and targeted assistance for college and career goal development. Additional academic tutoring support to low-income students will be provided. LREBG Action NLMUSD will fund a K–12 Instructional and Behavioral Support position through LREBG to provide additional staffing at targeted school sites identified through the 2025–26 5x5 needs assessment. Additional staff will work directly with students and families to remove barriers to learning, including attendance, behavioral, and social-emotional challenges, while	$900,481.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing academic services such as diagnostic assessment and ongoing progress monitoring to ensure students furthest from grade level receive timely, data-informed intervention. Research supports this approach. Specifically, it established progress monitoring as a high-evidence intervention strategy. Providing additional staffing, K-12 Instructional and Behavioral Support, is an allowable use under LREBG funding requirements, as it helps remove barriers to learning for students. Metric being used to monitor the action: Metrics 1.2 (Chronic Absenteeism), 1.3 (Suspension Rate), 2.1 (CAASPP ELA DFS), 2.2 (CAASPP Math DFS) LREBG Funds supporting this action: $169,377 per year through 2027–28		
3.5	Enrichment Experiences for Students	Low Income students will be provided with study trips. The trips provide enriching experiences and activities that may not otherwise be available to the students, adding to their overall academic growth.	$248,384.00	Yes
3.6	Expemplary Staff to Support Students	Our demographic, academic achievement, and SEL data indicates that NLMUSD is a high-needs district. Ensuring we have highly qualified certificated staff will improve our students' educational and social-emotional outcomes. Offering competitive salaries with comprehensive health and welfare benefits will allow us to attract and retain quality staff to better meet the needs of our diverse student population and maintain a healthy and productive workforce. Students taught in a healthy and productive school culture thrive in that positive environment.	$112,361,374.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	NLMUSD will foster family and community engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

NLMUSD strives to provide a culture of collaboration and communication that values the input of educational partners. In consultation with educational partners, this goal was developed so we can provide and promote increased opportunities for parent and community involvement that help build connections between the community and our schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase parent participation in district workshops by 10% annually.	Current totals for 23-24 parent participation in district workshops per attendance sheets collected by district Parent Educator Counselor is: 1,150 parent participants.	Current totals for 24-25 parent participation in district workshops per attendance sheets collected by district Parent Educator Counselor is: 3,326 parent participants (as of 5/16/25).	Current totals for 25-26 parent participation in district workshops per attendance sheets collected by district personnel is 1724 parent participants (as of 2/19/26).	Current totals for 26-27 parent participation in district workshops per attendance sheets collected by district Parent Educator Counselor are: 1,495 parent participants or greater.	Current totals as of 5/13/26 for Parent participation in district workshops show an increase of 574 more parent participants.
4.2	Increase the percentage of parents who respond that they feel school staff welcomes their suggestions regarding decision making.	Based on results of spring, 2024 Panorama Survey 88% of parents strongly agree or agree that the school staff welcomes their	NLMUSD is no longer using the Panorama survey in the 24-25 SY.	Based on results of spring, 2026 Panorama Survey 50.8% of parents strongly agree or agree that the school staff	Based on results of spring, 2027 Panorama Survey 94% of parents strongly agree or agree that the school staff	The current difference between Y2 outcomes and baseline data is: There is a decrease of 37.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suggestions regarding decision making. *Of the 895 respondents, 11% were parents of EL students. *Of the 895 respondents, 70% were parents LI students. *Foster Youth data not available but will be collected for 24-25 school year.		welcomes their suggestions regarding decision making. *Of the 492 respondents, 32.3% were parents of EL students. *Of the 492 respondents, 67.2% were parents LI students. *Foster Youth data not available for 25-26 school year.	welcomes their suggestions regarding decision making. *17% of the respondents were parents of EL students. *76% of the respondents were parents LI students. *Foster Youth responses will increase by 6% from baseline number collected in 24-25 school year.	of parents who strongly agree or agree that the staff welcomes suggestions regarding decision making. Of the survey responses, there was an increase of parents of EL students by 21.3%. Of the survey responses, there was an decrease of parents of LI students by 2.8%.
4.3	Multiple methods of effective communication with parents.	Based on spring, 2024 Panorama survey, 80% of parents responded that the best way for us to share information was electronically via email, phone blast messages, texts, and website.	NLMUSD is no longer using the Panorama survey in the 24-25 SY.	Based on spring, 2026 Panorama survey, 93.7% of parents responded that the best way for us to share information was electronically via email, phone blast messages, texts, and website.	Based on spring, 2027 Panorama survey, 90% of parents will respond that the best way for us to share information is electronically via email, phone blast messages, texts, and website.	The current difference between Y2 outcomes and baseline data is: There is a 13.7% increase in the number of parents who responded that the best way for us to share information was electronically via email, phone blast

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						messages, texts, and website.
4.4	Increase the percentage of parents who respond that they feel school staff welcomes their suggestions regarding decision making by 5% annually. Source: Local Survey Data	Based on spring, 2025 Local Survey Data 54.6% of parents who responded feel school staff welcomes their suggestions regarding decision making.	N/A till year 2	NLMUSD No longer administer local survey to monitor this.	Based on spring, 2027 Local Survey Data 64.6% of parents who responded feel school staff welcomes their suggestions regarding decision making.	
4.5	Increase effective communication with parents based on School Messenger communications by 5% annually.	Based on spring, 2025 School Messenger data as of May 16, 2025, approximately 726,965 communications have been sent to parents.	N/A till year 2	Based on spring, 2026 School Messenger data a minimum of 2,285,620 communications will be sent to parents.	Based on spring, 2027 School Messenger data a minimum of 799,662 communications will be sent to parents.	As of 5/14/26, there has been an increase of 1,558,655 communications sent to parents.
4.6	Increase the promotion of district events based on the number of views on social media platforms such as Instagram and Facebook by 5% annually.	Based on spring, 2025 data, the number of views on social media platforms for Instagram and Facebook is 2.1 million.	N/A till year 2	Based on data collected as of 4/29/26 the number of views on social media platforms for Instagram and Facebook is 2.9 million.	Based on spring, 2027 data, the number of views on social media platforms for Instagram and Facebook is 2.3 million.	As of 4/29/26, there has been an increase of views of on social media platforms by 800,000.

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.

Overall, the implementation of Goal 4 actions in 2025–26 reflected a sustained effort to strengthen the district's relationships with families, particularly those of English Learner and Low-Income students. Both actions under Goal 4, Action 4.1 Parent Involvement and Parent Learning, and Action 4.2 Educational Partner Communication, were fully implemented.

Parent involvement and parent learning workshops and training sessions were offered throughout the school year and were designed to address the expressed needs of parents in areas including: understanding the English Learner program and reclassification process, academic support strategies for students in ELA and math, social-emotional support and positive discipline approaches, technology training, and financial literacy. Sessions were offered at multiple times of day, at both the district level and across individual school sites, and through both in-person and virtual formats to maximize accessibility.

The primary challenge encountered under Goal 4 was increasing parent attendance and participation at workshops and events. Despite deliberate efforts to offer varied formats, times, and locations, reaching a broader and more consistent parent audience remained difficult. The district will continue exploring additional strategies to address this participation gap in 2026–27.

Communication with families was conducted through School Messenger in multiple languages, and in-person translation was provided for events and meetings. For Action 4.2, the district conducted a successful campaign to register parents in the Parent Portal, which had previously been underutilized due to a lack of awareness about how to access it. This initiative significantly increased the volume of digital communications and parent connections to real-time student information.

There were no substantive differences between the planned actions and their implementation. It should be noted that for the coming year, metrics 4.2 through 4.4 will be updated using Panorama Survey data, reflecting the district's decision, made in consultation with educational partners, to reinstate the Panorama Survey in spring 2026.

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.

We had no significant material differences in budgeted expenditures for Goal 4.

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

Both actions under Goal 4 were partially effective in achieving their intended impact. Overall, DFS on the Math CAASPP increased by 12.2 points, moving from -59.1 to -46.9 points. Similarly, ELA CAASPP DFS increased by 8.3 points, moving from -15.6 to -7.3 points. However, subgroup gaps remain for EL,Foster Youth, and low-income students in both ELA and Math DFS, compared to all students.*EL students, despite growing from -96 to -82.5, remain significantly lower than all students at -46.9 points in Math, a difference of 35.6 points. Similarly, in

ELA, EL students grew from -64.9 to -51.4, a gain of 13.5 points. However, they remain significantly lower than all students at -7.3 points, a difference of 44.1 points. *Low-income students, despite growing from -70.2 to -59.2 points in DFS on Math CAASPP, have a gap of 12.3 points compared to all students. Similarly, in ELA, scores grew from -26.7 to -18.8 points in DFS, but there is a gap of 11.5 points in DFS compared to all students. *Foster Youth had the largest gains in ELA, growing by 48.2 points from -68.1 to -19.9, but remained 12.6 points below all students. The gap widened moderately in Math for foster youth since their overall score grew from -83.3 to -86 points, making the gap between Foster Youth and All students grow to 39.1 points.

The Parent Portal registration campaign under Action 4.2 was a clear success, meaningfully increasing parent access to student information and district communications. Social media reach on Instagram and Facebook continued to grow, reflecting expanded digital engagement with the broader community.

Parent workshop attendance, while reaching many families, fell below what the district considers necessary to produce population-level academic impact for English Learner and Low-Income students. The district recognizes that more targeted outreach and community-based engagement strategies may be needed to close this participation gap, and will incorporate those strategies into planning for 2026–27.

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

No substantive changes will be made to Goal 4 for 2026–27. Adjustments for the coming year will focus on improving implementation and measurement practices rather than changing the goal, actions, or intended outcomes. Specifically, the district will use Panorama Survey data to update metrics 4.2 through 4.4, providing a more consistent and validated measure of parent engagement and connectedness. The district will also continue to explore strategies to increase parent participation, including expanded outreach through community partners, school site events, and multilingual communication channels.

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	Parent Involvement and Parent Learning	NLMUSD staff will provide parent education and involvement opportunities across the district for parents of English Learners and Low-Income students to remove barriers to learning. Increasing and improving parent services to the parents of EL and LI students will improve academic achievement.	$355,963.00	Yes
4.2	Educational Partner Communication	Parents of English Learners students will be provided with enhanced communications that are effective in their recruitment and involvement with	$307,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the district. This service will build parent empowerment, increase participation in student learning, and community participation by enhancing effective communications throughout our school communities. The improved communication may include, but are not limited to: *District texts, site/district websites, phone blast messages in multiple languages that promote specialized school site programs and pathways that help inform parent and student academic program decisions *Brochures, transition guides, banners at NLMUSD school sites, and flyers for key events, all of which are designed to make parents feel included and part of the educational community		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June, 2027, ECHS will continue to increase the percentage of All Students, HI, HOM, and SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math, CAASPP ELA, and Science CAST results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard. Additionally, ECHS will improve the ELP as measured by the CA dashboard for all students, English Learners, and Long-term English Learners.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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.

Based on the 2025 dashboard, the following student groups and priority areas were specifically identified as needing additional support:

*EL Progress: LTEL and EL
*ELA: All, SED, Hispanic
*Math: All, SED, Hispanic
*Science: All, SED, Hispanic
*CCI: All, Homeless, SED, Hispanic

These actions will help us meet our goal.

This goal was also developed with input via a survey from the ECHS educational partners, including the School Site Council, English Language Advisory Committee, the ECHS community survey via a PowerSchool Messenger, Site Leadership Team, and Professional Learning Communities teams. As a continuation high school, our goal is to decrease the learning loss for students so that they can graduate on time, in particular, Homeless students, as they were the only group in the red performance level on the CCI indicator in the 2024 Dashboard. To do so, we also want to ensure that our students graduate being college and career ready. It is important that additional personnel be assigned to support with A-G, CTE, graduation requirements, as well as providing professional development for teachers who need more training on pedagogy with reading comprehension, writing skills, and complex grade-level math problems. Our educational partners will use the graduation rate, increased CAASPP results in ELA and Math, and attendance rates as our primary metrics to monitor this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	College/Career preparedness per CCI indicator on CA Dashboard.	The 2023 CCI Indicator on the CA Dashboard shows the following percent of ECHS students as prepared: *All students 0% *Hispanic students 0% *Homeless 0% *Socioeconomically Disadvantaged 0% Status for each of the above is Very Low.	The 2024 CCI Indicator on the CA Dashboard shows the following percent of ECHS students as prepared: *All students 2% *Hispanic students 2.3% *Homeless 1.6% *Socioeconomically Disadvantaged 35.2% Status for each of the above is Very Low.	The 2025 CCI Indicator in the CA Dashboard shows the following percent of ECHS students as prepared: *All students 0.8% *Hispanic Students 0.9% *Homeless 0% *Socioeconomically Disadvantaged 0.9% Status for each of the above is very low.	The 2026 CCI Indicator on the CA Dashboard shows the following percent of ECHS students as prepared: *All students 10% or higher *Hispanic students 10% or higher *Homeless 10% or higher *Socioeconomically Disadvantaged 10% and/or Status for each of the above is increased.	Current difference in College/Career preparedness per CCI indicator is: *All students +0.8% *Hispanic students +0.9% *Homeless 0% *Socioeconomically Disadvantaged +0.9%
5.2	Increase student achievement on CAASPP ELA assessments in grade 11 by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard.	2023 CA Dashboard current status in ELA for all ECHS students grade 11: *All students: -267 DFS/Performance level red (32 students).	2024 CA Dashboard current status in ELA for all ECHS students grade 11: *All students: -194.8 DFS/Performance level orange (42 students).	2025 CA Dashboard current status in ELA for all ECHS students grade 11: All students: -228.5 DFS/Performance level red (49 students)	2026 CA Dashboard current status in ELA for all ECHS students grade 11: *All students: -252 or greater or greater DFS and/or Performance level increase.	Current difference in student achievement on CAASPP ELA assessments in grade 11 by reducing distance from standard (DFS) and/or increasing performance level is: *All students: +38.5 increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Increase student achievement on CAASPP MATH assessments in grade 11 by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard.	2023 CA Dashboard current status in MATH for all ECHS students grade 11: *All students: -303.8 DFS/Performance level red (39 students). *Hispanic students: -300.5 DFS/ Performance level red (35 students). *Socioeconomically Disadvantaged students: -305.8 DFS/ Performance level red (34 students).	2024 CA Dashboard current status in MATH for all ECHS students grade 11: *All students: -233.4 DFS/Performance level red (42 students). *Hispanic students: -229 DFS/Performance level orange (40 students). *Socioeconomically Disadvantaged students: -231.5 DFS/Performance level orange (35 students).	2025 CA Dashboard current status in MATH for all ECHS students grade 11: *All students: -234 DFS/Performance level red (49 students). *Hispanic students: -232.4 DFS/Performance level orange (45 students). *Socioeconomically Disadvantaged students: -238 DFS/Performance level orange (42 students).	2026 CA Dashboard current status in MATH for all ECHS students grade 11: *All students: -288.8 or greater DFS and/or Performance level increase. *Hispanic students: -285.5 DFS and/or Performance level increase. *Socioeconomically Disadvantaged students: -290.8 DFS and/or Performance level increase.	Current difference in student achievement on CAASPP Math assessments in grade 11 by reducing performance level is: *All students: +69.8 increase *Hispanic students: +68.1 *Socioeconomically Disadvantaged students: +67.8
5.4	Increase student achievement on CAASPP ELA assessments in grade 11 by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard.	2025 CA Dashboard current status in ELA for all ECHS students grade 11: *Socioeconomically Disadvantaged students: -230.5 DFS/Performance level red (42 students). *Hispanic students: -227.4 DFS/	N/A	N/A	2026 CA Dashboard current status in ELA for all ECHS students grade 11: *Socioeconomically Disadvantaged students: -200.0 or greater or greater DFS and/or Performance level increase.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Performance level red (45 students).			*Hispanic students: -195.0 DFS and/or Performance level increase	
5.5	Increase student achievement on CAST Science assessments by increasing performance level on CA Dashboard.	2025 CA Dashboard current status in CAST Science for all ECHS students grade 11/12: *All students: 17.1 science points. Performance Level red. (60 students) *Hispanic students: 17 science. Performance level red. (55 students). *Socioeconomically Disadvantaged students: 16.2 science points performance level red (51 students).	N/A	N/A	The 2026 current Status in CAST on the CA Dashboard shows the following : *All students: 20 science points. Performance Level and/or improved performance level. *Hispanic students: 20 science. Performance level and/or improved performance level. *Socioeconomically Disadvantaged students: 20 science points and/or improved performance level.	N/A
5.6	ELPI	2025 Dashboard ELs 15.4% Making Progress	NA	NA	Target for ELs is 20% and for LTELs is 20%.	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTELs 15.8% Making Progress				

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.

Overall, Goal 5 actions were implemented as planned to support college and career readiness and improve academic outcomes for El Camino High School (ECHS) students. It is essential to understand these results within the context of ECHS's designation as a DASS (Dashboard Alternative School Status) school, which serves students with significant academic needs including credit deficiency, socioeconomic disadvantage, and a range of barriers to consistent school attendance and achievement. This context is foundational to interpreting both implementation and progress data.

Action 5.1 provided enhanced supports through additional staffing, professional development, and coordinated tutoring and intervention aligned to A–G completion, CTE pathways, and graduation requirements. Actions 5.2 and 5.3 expanded access to supplemental instructional materials and tutoring to strengthen student achievement in ELA and Math. Implementation of all three actions occurred as intended, with consistent progress monitoring and targeted interventions in place throughout the school year.

The most significant successes of Goal 5 implementation included sustained academic gains from baseline through Year 1, with CAASPP ELA DFS improving from -267 to -194.8 and Math DFS improving from -303.8 to -233.4, representing meaningful progress for students who entered ECHS significantly below grade level. While Year 2 showed some variability in outcomes, the overall trajectory from baseline reflects the cumulative impact of intensive, targeted supports within a DASS setting. Notably, Action 5.3 tutoring and mentoring services generated significantly higher student participation than originally anticipated, reflecting strong student engagement with these supports and validating the district's investment in accessible, personalized academic assistance.

One challenge encountered in 2025–26 was the small size of ECHS's student population, which creates fluctuations in reported data as individual student outcomes can significantly affect aggregate percentages. This is particularly evident in Homeless student data, where small cohort sizes produce less statistically stable results from year to year. The district will continue to monitor these trends carefully and will not interpret single-year variability as indicative of program ineffectiveness.

While all three Goal 5 actions were implemented as intended, two actions resulted in differences between budgeted and estimated actual expenditures. Action 5.2 resulted in a surplus due to the availability of alternate one-time funds that offset a portion of planned materials costs. Action 5.3 resulted in expenditures above the budgeted amount, driven by the higher-than-anticipated level of student participation in tutoring and mentoring services. A full explanation of both variances is provided in Prompt 2 below.

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.

During the 2025–26 school year, two actions under Goal 5 resulted in material differences between budgeted and estimated actual expenditures.

Action 5.2, which provides supplemental instructional materials and supplies to support college and career preparedness for students at El Camino High School, resulted in an estimated actual expenditure that was $57,113 below the budgeted amount. This variance occurred in overbudgeting for materials and supplies.

Action 5.3, which provides supplemental academic support through tutoring and mentoring services delivered by both ECHS staff and third-party vendors with the goal of improving student performance on ELA and Math CAASPP assessments, resulted in an estimated actual expenditure of $344,600 above the budgeted amount. This variance reflects a significant and positive increase in student participation in tutoring and mentoring services beyond what was originally anticipated. The strong student interest in these supports is encouraging and reflects the effectiveness of the program model in reaching students who need additional academic assistance.

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

Goal 5 actions have been effective overall in strengthening systems of support and advancing progress toward improved student outcomes, particularly for students with the greatest academic needs. Additional staffing, professional development, supplemental materials, and expanded tutoring opportunities have increased access to targeted academic interventions and enhanced instructional practice in ELA and Math.

Evidence of effectiveness is most clearly demonstrated in the gains from baseline to Year 1: CAASPP ELA DFS improved by 72.2 points (from -267 to -194.8) and Math DFS improved by 70.4 points (from -303.8 to -233.4), representing substantial growth for a DASS population. Year 2 outcomes showed some fluctuation (ELA: -228.5 DFS; Math: -234 DFS), which the district attributes in part to changes in student cohort composition and the inherent variability associated with small student populations in a continuation school setting.

For the College and Career Indicator (CCI), the district achieved initial gains from a 0% baseline to 2% in Year 1 across all tracked student groups, demonstrating early progress in expanding access to postsecondary pathways. Year 2 results showed 0.8% for all students, 0.9% for Hispanic and Socioeconomically Disadvantaged students, and 0% for Homeless students. While these figures remain below the Year 3 target of 10%, the district has established foundational systems — including A–G counseling, CTE pathway advising, and dual enrollment exploration — that are designed to accelerate CCI gains in the coming year.

The strong student uptake of Action 5.3 tutoring and mentoring services is itself an indicator of program effectiveness. The fact that student participation exceeded original projections demonstrates that ECHS students are actively engaging with academic support when it is accessible and responsive to their needs — a meaningful outcome in a DASS setting where student engagement is often one of the most significant barriers to academic progress. The district views this level of participation as a positive signal and will sustain this investment in 2026–27.

Within the equity context of a DASS school, the observed progress represents meaningful and important growth. Students who enroll at ECHS often arrive with significant credit deficiencies and interrupted educational experiences. The fact that measurable improvements have been sustained over multiple years reflects the positive impact of the coordinated system of support that has been implemented.

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.

There were some substantive changes to Goal 5 for 2026–27. Specifically, the metrics were modified to reflect the additional subgroups having a performance level of red on the 2025 dashboard. Namely, the ELA achievement for socioeconomically disadvantaged and Hispanic students, and the Science CAST achievement for all students, socioeconomically disadvantaged and Hispanic students. The district will continue implementing the three actions as designed, with ongoing refinements to intervention intensity and progress monitoring to better support students in reaching the mentioned year 3 desired outcomes. The district will also continue to expand dual enrollment opportunities, strengthen connections between CTE pathways and A–G completion, and deepen tutoring and academic support for students in ELA and Math. Ongoing attention will be given to monitoring Homeless student outcomes, given the small cohort sizes and significant barriers this group faces. Metric 5.4, 5.5, 5.6 has been added to reflect the 2025 CA Dashboard.

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
5.1	Additional Supports for Staff and Students and Professional Development	Additional personnel be assigned to support ECHS students with A-G, CTE, graduation requirements, as well as providing professional development for teachers who need more training on pedagogy with reading comprehension, writing skills, and complex grade level math problems. Staff will meet with parents to discuss student progress and interventions and post secondary plans. Coordination of tutoring and intervention services for students.	$197,194.00	No
5.2	Supplemental Materials and Supplies	Supplemental materials and supplies to support students with college and career preparedness and additional instruction in ELA and Math will be purchased.	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Supplemental Academic Support for Students	Students will be provided with additional opportunities to receive tutoring from staff and/or outside agencies which will help strengthen students' skills and increase CAASPP scores in ELA/Math. This will also benefit students as they will be more academically prepared for college and career.	$355,219.00	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
$45,781,628	$4,920,516

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
27.744%	0.000%	$190.00	27.744%

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:** Supporting Student Social-Emotional and Wellness Needs **Need:** According to NLMUSD CALPADS report, the Chronic Absenteeism data shows that our FY students are at 21.6% while all students are at 19.8%.	Based on this need, NLMUSD is providing Elementary Student Support Specialists (ESSSs) who will address mental health concerns by providing MTSS strategies for intervention before Foster Youth students become chronically absent. In addition, ESSSs will provide targeted supports for improved self regulation and feeling connected to school for Foster Youth Students. In addition, NLMUSD will provide support for Foster Youth students in crisis from district Mental Health and Wellness staff.	Attendance Rate (Metric 1.1) Decrease in Suspension (Metric 1.6) Chronic absenteeism (Metric 1.2)

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
	Educational partners have been consulted and feedback around Foster Youth students is that they need more support with socio-emotional support to be able to consistently come to school because often they have instability of home life. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to maximize the impact of overall attendance rate and chronic absenteeism rate for all students including the student groups at the lowest performance level in Chronic Absenteeism at the elementary schools.	
1.2	**Action:** Secondary School Engagement Programs **Need:** According to NLMUSD CALPADS report, the attendance data shows that our Low Income (LI) students are at 91.5% in attendance rate, while all students are at 92.2%. However, based on 2024 Dashboard chronic absenteeism data shows that our Low Income (LI) students are at 22.4% in chronic absenteeism rate, while all students are at 19.8%. Educational partners have been consulted and feedback around LI students is that they lack of opportunities for extracurricular activities outside of school due to financial affordability and would like to see more engaging opportunities during and after school for low income students. **Scope:** Schoolwide	Based on the needs for Low Income student group, we are providing afterschool enrichment programs including sports and other clubs that Low Income students can join to be engaged and connected to school. This action is being provided on a schoolwide basis to maximize the impact of overall attendance rate for all students.	Attendance Rate (Metric 1.1) Chronic Absenteeism (Metric 1.2)

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:** Peer Mentorship Programs **Need:** According to NLMUSD CALPADS report, the attendance data shows that our Low Income (LI) students are at 91.5% in attendance rate, while all students are at 92.2%. However, on the 2024 Dashboard chronic absenteeism data shows that our Low Income (LI) students are at 22.4% in chronic absenteeism rate, while all students are at 19.8%. Educational partners have been consulted and feedback around LI students is that they lack of opportunities for engagement and connectedness activities before and during the school year due to financial affordability and access and would like to see more opportunities prior to and during the school year for Low Income students. **Scope:** Schoolwide	NLMUSD will provide peer mentorship opportunities such as WEB and LINK CREW, providing mentorship at the middle and high school to support in developing sense of belonging at school for Low income students, which will result in increased attendance rate for Low Income students. This action is being provided on a schoolwide basis to maximize the impact on increasing attendance rate and decreasing chronic absenteeism for all students.	Attendance Rate (Metric 1.1) Chronic Absenteeism (Metric 1.2)
1.4	**Action:** Increased Safety and Social Emotional Support for LI Students **Need:** According to 2024 Dashboard, the chronic absentee data shows that our Low Income (LI) students are at 22.4% in chronic absenteeism rate, while all students are at 19.8%. Educational partners have been consulted and feedback around Low Income students is that	Students will have increased safety and social emotional support, mentorship, and monitoring through additional staff at our school sites. This will build connections that will result in higher levels of student engagement and academic achievement and decrease chronic absenteeism. In addition, NLMUSD is providing additional personnel who will provide additional socio-emotional supports before, during and after school by providing mentorship to LI students to help them feel safer at school.	Chronic Absenteeism (Metric 1.2)

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
	they need more socio-emotional support to be able to consistently come to school because often they have lack resources at home to help support this need. **Scope:** LEA-wide	This action is being provided on an LEA wide basis to maximize the impact of overall effectiveness of program as measured by an increase in attendance rates and decrease in chronic absenteeism for all students.	
2.1	**Action:** Support for Professional Learning Communities **Need:** Based on the 2024 CA Dashboard, the ELA CAASPP data shows that our EL students are at -64.9 DFS, LTEL students are -104.4 DFS, while all students are at -15.6 DFS. In math CAASPP data, our EL students are at -96 DFS, LTELS are at -165.6 DFS, while all students are at -59.1 DFS. Educational partners have been consulted and feedback around EL and LTEL students is that they have language barriers that impedes their academic achievement in both ELA and math. Feedback also indicates that teachers of English learners need more time to collaborate and design lessons to support EL and LTEL students to mitigate their language gap. **Scope:** Schoolwide	Based on this need, NLMUSD is providing collaboration time to analyze EL student language data and design lessons geared for language acquisition during weekly P.E. time. While a credentialed PE teacher is providing PE instruction for EL students, teachers of ELs will have an opportunity to collaborate during the school day to strengthen language instruction across the curriculum for ELs. This action is being provided on a schoolwide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math for all students.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)
2.2	**Action:**	Based on this need, NLMUSD is providing additional teachers who are trained in providing	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

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
	Increased Student-to-Teacher Interaction and Support **Need:** Based on the 2024 CA Dashboard, the ELA CAASPP data shows that our EL students are at -64.9 DFS, LTEL students are -104.4 DFS, while all students are at -15.6 DFS. In math CAASPP data, our EL students are at -96 DFS, LTELS are at -165.6 DFS, while all students are at -59.1 DFS. ELA CAASPP data shows that our LI students are at -26.7 DFS, while all students are at -15.6 DFS. In math CAASPP data, our LI students are at -70.7 DFS while all students are at -59.1 DFS. Educational partners have been consulted, and the feedback regarding EL students indicates that they face language barriers that impede their academic achievement in both ELA and math. For low-income students, the feedback highlights a lack of resources that hinders their academic success in ELA and math. Additionally, feedback suggests that both EL and low-income students need more individualized support to mitigate their achievement gap. **Scope:** Schoolwide	small group instruction for EL and Low Income students. This will allow teachers to provide more individualized support by lowering student to teacher ratio in core classrooms. This will allow EL and LI students to receive more differentiated support to meet their needs. This action is being provided on an school wide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	

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
2.3	**Action:** Additional Supports for Students Through the Independent Studies Program **Need:** In consulting with many Foster Youth students, district staff have observed that FY prefer a setting where they have flexibility in their learning environment as they have to adapt to different liviting situations quite frequently. NLMUSD will provide additional staff to support the specific needs of FY to ensure that they are on track to graduate and be successful in their academics. Our data shows FY students are often coming in academically below all students, so a flexible learning environment and schedule through Independent Studies helps support them to achieve more. 2024 ELA CAASPP data shows that our FY students are at -68.1 DFS, while all students are at -15.6 DFS. In math CAASPP data, our FY students are at -83.3 DFS while all students are at -59.1 DFS. Educational partners have been consulted and feedback around FY students is that they have instability of home life that impedes academic achievement in both ELA and math Feedback also indicates that FY students need more individualized support to mitigate their achievement gap and prepare them for success in school and beyond. **Scope:**	Based on this need, NLMUSD is providing additional staff to the Independent Studies Program to support FY to graduate on time and be A-G ready. Foster Youth (FY) students will receive additional monitoring and support within the independent study educational program. By providing additional staff support, such as counselors, technicians, and materials, including technology and software, the Independent Studies Program will expand educational opportunities and help remove barriers experienced by FY students. These supports will result in increased access, academic preparedness, and on-time graduation for FY students. This action is being provided on a school-wide basis to maximize the additional opportunity for all students to be A-G ready.	Graduation Rate for FY in Independent study program (Metric 1.5) (Metric 2.4 A-G)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.4	**Action:** Support for Early Learning **Need:** Spring, 2025 i-Ready Assessment data shows that in ELA 43% of Kinder EL students are performing at grade level as compared to 58% of all Kinder students. In math 28% of Kinder EL students are performing at grade level as compared to 43% of all Kinder students. Educational partners have been consulted and feedback around K EL students is that they have language barriers so early education is vital to midtigate that language barrier. Feedback also indicates that our younger EL students would benefit from instruction in smaller groups where they can receive individualized support to language development and increase achievement. **Scope:** Schoolwide	Based on this need, NLMUSD is providing additional staff to primary grade EL students to provide targeted support with ELA and Math instruction. This will allow youngest EL students to receive differentiated support to help them meet grade level standards and reclassify on time. This action is being provided on a schoolwide basis to maximize the impact of overall students' academic achievement and language development.	K i-Ready ELA/Math Assessment (Metric 2.16)
2.5	**Action:** Technology Supports for Student Achievement **Need:** Our 2024 CAASPP data for ELA shows that Low Income students are -26.7 DFS in comparison to all students at -15.6 DFS. CAASPP data for Math show that Low Income	Based on the need, additional technology resources and support will be provided at each school to ensure that small group instruction and targeted instruction is happening during the day and before and after school to support both literacy and numeracy gaps for Low Income students. This will allow for increased opportunities	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) K i-Ready Data (Metric 2.16)

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
	students are -70.7 DFS in comparison to all students at -59.1 DFS. Spring, 2025 i-Ready Assessment data shows that in ELA 43% of Kinder EL students are performing at grade level as compared to 58% of all Kinder students. In math 28% of Kinder EL students are performing at grade level as compared to 43% of all Kinder students. Educational partner feedback indicated that Low Income students need additional ELA/Math instruction in small groups, including online learning platforms, use of technology, and support staff to increase access to technology. In addition, professional developent needs to be provided so that teachers can effectively use technology to supplement and accelerate learning for Low Income students. This will provide additional opportunities for individualized instruction at each student's academic level, allowing Low Income students to reach grade level standards. **Scope:** LEA-wide	for Low Income students to reach grade level standards. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA/Math for all student groups at the lowest performance level on the CA Dashboard for the ELA/Math indicators.	
2.6	**Action:** Project Lead The Way (PLTW) and STEM Opportunities **Need:** Based on 2024 CA Dashboard, ELA data shows that Low Income students are -26.7	Based on the need, additional staff will be provided at our PLTW schools to provide additional STEM learning opportunities emphasizing Science, Technology, Engineering, and Math careers. This will allow for increased student engagement and career	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) CAST Science (Metric 2.3)

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
	DFS in comparison to all students at -15.6 DFS. CAASPP data for Math show that Low Income students are -70.7 DFS in comparison to all students at -59.1 DFS. Current data based on 2024 CAST results for students grades 5, 8 and high school show that 24.62% of LI students Met/Exceeded standards as compared to 28.29% of all students. Educational partners have been consulted and feedback for Low Income students show that they have a lack of resources that impede their academic achievement in ELA/Math and Science. Feedback also indicates that Low Income students need more learning opportunities to increase their CAASPP achievement. **Scope:** Schoolwide	exploration/preparation. This will support LI students in meeting grade level standards. This action is being provided on an schoolwide basis to maximize the impact in overall CAASPP ELA/Math and CAST Science for all students.	
2.7	**Action:** Intervention and Support Staff **Need:** Based on 2024 CA Dashboard, ELA data shows that Low Income students are -26.7 DFS in comparison to all students at -15.6 DFS. CAASPP data for Math show that Low Income students are -70.7 DFS in comparison to all students at -59.1 DFS. Educational partner feedback indicated that Low Income students need additional	Based on the need, additional staff will be provided at each school to ensure that small group instruction and targeted instruction is happening during the day and before and after school to support both literacy and numeracy gaps for Low Income students. This will allow for increased opportunities for Low Income students to reach grade level standard. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA/Math for all students.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

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
	ELA/Math instruction and intervention in small groups, through use of online learning platforms, and support staff to increase opportunities to meet grade level standards. This will provide additional opportunities for individualized instruction at each student's instructional level, allowing Low Income students to reach grade level standards. **Scope:** LEA-wide		
2.8	**Action:** Supplemental Instructional Materials **Need:** Based on 2024 CA Dashboard, ELA data shows that Low Income students are -26.7 DFS in comparison to all students at -15.6 DFS. CAASPP data for Math show that Low Income students are -70.7 DFS in comparison to all students at -59.1 DFS. Educational partner feedback indicated that Low Income students need additional access to engaging ELA/Math materials and supplies to target learning at their instructional levels. Supplemental materials may include but are not limited to: classroom instructional materials, online learning platforms and technology. This will provide additional resources for individualized instruction at LI students' academic level, allowing Low Income students to reach grade level standards.	Based on the need, additional resources will be provided at each school to ensure that targeted instruction is provided during the day and before/after school to support both literacy and numeracy gaps for Low Income students. This will allow for increased opportunities for Low Income students to reach grade level standards. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA/Math for all student groups at the lowest performance level on the CA Dashboard for the ELA/Math indicators.Providing supplemental instructional materials that support the academic needs of students and will increase learning and academic achievement.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

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
	Scope: LEA-wide		
2.9	**Action:** AVID Program **Need:** Based on 2024 CA Dashboard, ELA data shows that Low Income students are -26.7 DFS in comparison to all students at -15.6 DFS. CAASPP data for Math show that Low Income students are -70.7 DFS in comparison to all students at -59.1 DFS. Educational partner feedback indicated that Low Income students need additional instructional strategies in ELA/Math to help them reach grade level standards and be better prepared for middle/high school and college. In addition, professional development needs to be provided so that teachers can effectively use AVID strategies to accelerate learning for Low Income students. **Scope:** Schoolwide	Based on the need, additional AVID sections, staff, resources and training will be provided at identified schools to ensure that AVID strategies support instruction and reduce literacy and numeracy gaps for Low Income students. This will allow for increased opportunities for Low Income students to reach grade level standards. In addition, AVID implementation will increase and improve organization and college readiness in Low Income students resulting in the removal of barriers to achievement. This action is being provided on a school-wide basis to maximize the impact in overall achievement in ELA/Math for all students.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)
2.10	**Action:** College and Career Preparedness for Students **Need:** Based on the 2024 CA Dashboard, the College and Career data shows that our LI students scored at 35.2% prepared as	Based on this need, NLMUSD is providing additional staff who will provide guidance to LI students on A-G requirements and monitor their on track progress towards graduation and access to AP courses and CTE pathways. In addition, LI students will receive supplemental resources that will support attainment of ELA and Math standards, and be provided with resources for	CCI Data on CA Dashboard (Metric 2.15)

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
	measured by the college and career indicator (CCI) compared to 38.5% of all students. Educational partners have been consulted and feedback around Low Income students indicate that they have limited access to resources to help them understand a-g, importance of AP courses. Feedback also indicates that Low Income students need more targeted supports to prepare them for college, as well as access to resources to make them more college and career ready. **Scope:** Schoolwide	tutoring and AP exam fees which they otherwise would not have at home. This will allow LI students to receive more guidance and support to be prepared for college and career. This action is being provided on a schoolwide basis to maximize the impact of overall students' college and career readiness as measured by CCI on CA Dashboard.	
2.11	**Action:** GATE Program Enrichment **Need:** Based on the district's Spring, 2025 GATE assessment of students, there is a discrepancy in number of Foster Youth students qualifying as GATE eligible as compared to all students. The number of FY students identified as GATE eligible is 1.07% compared to 3.62% for all students. Educational partners have been consulted and feedback around Foster Youth students indicate that due to instability of homelife they have limited access to resources to provide them with more enrichment activities that develop their talents and skills to increase chances of meeting eligibility for GATE.	Based on this need, NLMUSD is providing additional enrichment opportunities that will increase and improve FY students' access to additional courses and activities that grow their unique talents and skills. Staff will receive training on how to identify "uniqueness" in students in a variety of non-traditional (i.e., academic) areas. This will allow FY students to be identified as GATE at a higher rate. This action is being provided on a schoolwide basis to maximize the overall impact of students' eligibility for GATE resources and programs.	Increase in percentage of FY eligible for GATE services (Metric 2.17)

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
	Feedback indicates that FY students need more opportunities for enrichment activities to help develop their unique talents and skills. **Scope:** LEA-wide		
2.12	**Action:** Enhanced VAPA Programs **Need:** Based on Spring, 2025 CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses Report (filtered for Art, Dance, Drama/Theater, Media Arts, Music*+), 1,035 Low Income 9-12th grade students are enrolled in a VAPA course as compared to 1,550 of all high school students. * Grade Levels 9-12 + Includes students that are enrolled in more than one VAPA Course. Educational partners have been consulted and feedback around Low Income students indicate that LI students would benefit from opportunities to take VAPA courses in school that they might not otherwise have access to due to economic factors. Access to VAPA courses will increase LI student engagement and increase attendance rates. **Scope:** LEA-wide	Based on this need, NLMUSD is providing additional enrichment opportunities in dance, music, theater/drama, and visual arts that will increase and improve LI students' access to courses and activities that grow their unique VAPA talents and skills. Students will benefit from the VAPA resources they may not typically have access to if not provided in the school setting. This will increase class participation, learning, and overall academic success. This action is being provided on an LEA wide basis to maximize the impact of students' access to VAPA resources and programs.	CALPADS 3.11 Course Sections Completed – Student List For Departmentalized Courses (Metric 2.13) Attendance Rate (Metric 1.1)

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
2.13	**Action:** Additional Learning Opportunities **Need:** Based on the 2024 CA Dashboard, the ELA CAASPP data shows that our EL students are at -64.9 DFS, while all students are at -15.6 DFS. In math CAASPP data, our EL students are at -96 DFS while all students are at -59.1 DFS. ELA CAASPP data shows that our FY students are at -68.1 DFS, while all students are at -15.6 DFS. In math CAASPP data, our FY students are at -83.3 DFS while all students are at -59.1 DFS. ELA CAASPP data shows that Low Income students are -26.7 DFS in comparison to all students at -15.6 DFS. CAASPP data for Math show that Low Income students are -70.7 DFS in comparison to all students at -59.1 DFS. Educational partners have been consulted and feedback around Unduplicated students (UDP) is that they have various challenges that impede academic achievement in both ELA and math. For EL students it is a challenge with language, for FY it is instability in homelife, and for Low Income students, a lack of resources that impede their academic achievement in ELA and math. Feedback also indicates that UDP students need more individualized support to mitigate their achievement gap.	Based on this need, NLMUSD is providing additional learning opportunities to UDP students via Summer School to supplement ELA and Math achievement. In addition, the district will implement the Jump Start Program for 8th to 9th grade EL, Foster Youth, and Low Income students with gaps in their academic and social-emotional learning. The Jump Start program will provide academic counseling to help incoming 9th graders understand A-G course of study and plan their 9-12 grade years, to increase success in graduating on time. In addition, students will receive instructional support in reading, math to fill gaps, and counseling for social-emotional support to give students a "jump start" into high school. The time spent on campus will help students acclimate so that they feel comfortable at the start of the school year. This action is being provided on a schoolwide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) Monitor D/F grade rates on report cards for students.

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
	Scope: Schoolwide		
2.14	**Action:** Increased Instructional Supports for EL and LTEL Students **Need:** There is an increased need for instructional support of ELs and LTELs and one effective practice is through the use of Academic Language Development (ALD) strategies. Based on the 2024 CA Dashboard, the ELA CAASPP data shows that our EL students are at -64.9 DFS, while all students are at -15.6 DFS. In math CAASPP data, our EL students are at -96 DFS while all students are at -59.1 DFS. Current percentage of English Learners who progressed in English proficiency as measured on the ELPAC assessment is 41.8%/Performance level orange per 2024 CA Dashboard. English Learner Reclassification rate is 13.8% per 23-24 DataQuest based on 2024 Summative ELPAC data. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in both ELA, and math. Feedback also indicates that EL students need more individualized support to accelerate their	Based on this need, NLMUSD is providing additional resources to provide small group instruction for EL/LTEL students. This will allow EL/LTEL students to receive differentiated support. In addition, based on this need, staff will be provided additional time to discuss instructional needs and interventions of EL/LTEL students, have access to supplemental materials/supplies that support the academic and social emotional needs of EL/LTEL students in math, ELD, and language arts. Professional development around academic language development will increase and improve academic achievement and boost college readiness for EL/LTEL students and will improve overall engagement/participation. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA, Math, and ELPAC achievement for all students.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) ELPAC (Metric 2.7) English Learner Reclassification Rate (Metric 2.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Language Development which will help mitigate their achievement gap. **Scope:** LEA-wide		
2.15	**Action:** Specialized Support Services **Need:** 2024 ELA CAASPP data shows that Low Income students are -26.7 DFS in comparison to all students at -15.6 DFS. CAASPP data for Math show that Low Income students are -70.7 DFS in comparison to all students at -59.1 DFS. Educational partners have been consulted and feedback around Low Income students is that they have various challenges that impede academic achievement in both ELA and math. Low Income students have a lack of resources that may impede their academic achievement in ELA and math. Feedback also indicates that LI students need more access to technology which can provide individualized support to close achievement gaps. **Scope:** LEA-wide	Based on this need, NLMUSD is providing additional resources and support staff that ensure students have access to technology that can accelerate learning and help LI students achieve grade level standards in both ELA and Math. NLMUSD will provide specialized support services for timely intervention to Low Income students, including Tier 2 and Tier 3 interventions. This includes interventions and monitoring through platforms such as iReady instructional component in ELA/Math and small group interventions by certificated and support staff. Increasing and improving specialized support services will result in an improvement in students' CAASPP scores. This action is being provided on a district wide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)
2.16	**Action:** Technology Support for Student Achievement	Supporting teachers and students in using educational resources will improve access to digital tools. Increasing and improving interventions for UDP students will result in an	CAASP ELA (Metric 2.1) CAASP Math (Metric 2.2)

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
	Need: Our 2024 ELA CAASPP data shows that Low Income students are -26.7 DFS in comparison to all students at -15.6 DFS. CAASPP data for Math show that Low Income students are -70.7 DFS in comparison to all students at -59.1 DFS. Educational partner feedback indicated that Low Income students need additional ELA/Math instruction in small groups, including online learning platforms, use of technology, and support staff to increase access to technology. In addition, professional development needs to be provided so that teachers can effectively use technology to supplement and accelerate learning for Low Income students. This will provide additional opportunities for individualized instruction at each student's academic level, allowing Low Income students to reach grade level standards. **Scope:** LEA-wide	improvement in academic achievement. NLMUSD will implement targeted interventions for Low-Income students through the use of technology. Technology support staff will support teachers and students in using educational resources that improve access to digital tools and reduce the digital divide between Low Income Students and other students. Increasing and improving access to technology will also support targeted instruction at LI students' instructional level, resulting in an improvement in state assessment scores. This action is being provided on a district wide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	
2.19	**Action:** Additional Dual Language Support **Need:** There is an increased need for instructional support of ELs and LTELs and one effective practice is through the use of Academic Language Development (ALD) strategies.	Based on this need, NLMUSD is providing additional teachers who are trained in providing small group instruction for EL students in the Dual Language Immersion program and students pursuing the State Seal of Biliteracy. This will allow teachers to provide more individualized support by lowering student to teacher ratio in core classrooms. This will allow EL students to receive more differentiated support.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) ELPAC (Metric 2.7) English Learner Reclassification Rate (Metric 2.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on the 2024 CA Dashboard, the ELA CAASPP data shows that our EL students are at -64.9 DFS, while all students are at -15.6 DFS. In math CAASPP data, our EL students are at -96 DFS while all students are at -59.1 DFS. Current percentage of English Learners who progressed in English proficiency as measured on the ELPAC assessment is 41.8%/Performance level orange per 2024 CA Dashboard. English Learner Reclassification rate is 13.8% per 23-24 DataQuest based on 2024 Summative ELPAC data. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in both ELA and math. Feedback also indicates that EL students need more individualized support to accelerate their language development and mitigate their achievement gap. **Scope:** Schoolwide	Staff will provide additional time, materials/supplies that support the academic and social emotional needs of EL students in math, ELD, and language arts. Academic language development will increase and improve college readiness for English Learners and will improve academic achievement and overall engagement/participation. This action is being provided on a schoolwide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	
3.1	**Action:** Professional Learning Communities Across Sites **Need:** Based on the 2024 CA Dashboard, the ELA CAASPP data shows that our EL students are	Based on this need, NLMUSD is providing additional training to strengthen PLCs for staff who provide instruction to EL and Low Income students. As grade-level PLCs become better at effective data analysis, dialogue, collaboration, planning lessons that support EL and LI students,our students will achieve at higher levels.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

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
	at -64.9 DFS, while all students are at -15.6 DFS. In math CAASPP data, our EL students are at -96 DFS while all students are at -59.1 DFS. ELA CAASPP data shows that Low Income students are -26.7 DFS in comparison to all students at -15.6 DFS. CAASPP data for Math show that Low Income students are -70.7 DFS in comparison to all students at -59.1 DFS. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in both ELA and math and for Low Income students, they have lack of resources that impede their academic achievement in ELA and math. Feedback also indicates that EL and Low-income students need additional monitoring of data and lessons designed to meet their needs and raise academic achievement. **Scope:** LEA-wide	This action is being provided on an schoolwide basis to maximize the impact of overall student achievement as measured by CAASPP ELA and Math.	
3.2	**Action:** NGSS Training/Teaching and Learning **Need:** Based on spring, 2024 CAST results for 3-8 and 11th grade students, the data shows that 1.59% of EL students Met/Exceeded standards, as compared to 28.29% of all students.	Based on this need, NLMUSD is providing additional NGSS professional development that will be targeted to address the needs of English Learners. This will allow teachers to utilize innovative strategies that scaffolded EL students' learning of science content aligned to NGSS standards and encourage EL students to learn about and prepare for future careers in STEM.	CAST results for 5, 8, and 11th grades (Metric 2.3)

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
	Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in content areas including science. Feedback also indicates that EL students need more individualized support to mitigate their achievement gap. **Scope:** LEA-wide	This action is being provided on a district-wide basis to maximize the impact of overall student achievement as measured by CAST Science.	
3.3	**Action:** Core Content Support **Need:** Based on the 2024 CA Dashboard, the ELA CAASPP data shows that our EL students are at -64.9 DFS, LTEL students are at -104.4 DSF, FY are at -68.1 DFS, and LI students are at -26.7 DFS while all students are at -15.6 DFS. In math, our EL students are at -96 DFS, LTELS are at 165.6 DFS, FY are at -83.3 DFS, and LI students are at -70.7 DFS as compared to all students are at -59.1 DFS. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in both ELA and math, FY have instability of homelife that impacts academic achievement, and for Low Income students, have lack of resources that impede their academic achievement in ELA and math. Feedback also indicates that EL, FY and Low	Based on this need NLMUSD will provide instructional coaching support for staff at both the elementary and secondary schools. Coaching support on the implementation of CCSS will provide higher levels of teaching and increase learning. Teachers will collaborate to develop assessments, and design lessons that support English Learners, Foster Youth, and Low Income students. Teacher collaboration and calibration, instruction, and data analysis will benefit UDP students academically. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA/Math for all student groups at the lowest performance level on the CA Dashboard for the ELA/Math indicator.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)

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
	Income students need targeted instructional strategies to to increase achievement in ELA/Math. **Scope:** LEA-wide		
3.4	**Action:** Wrap-Around Support and Services **Need:** Based on the 2024 CA Dashboard, the ELA CAASPP data shows that our EL students are at -64.9 DFS, LTEL students are at -104.4 DSF, FY are at -68.1 DFS, and LI students are at -26.7 DFS while all students are at -15.6 DFS. In math, our EL students are at -96 DFS, LTELS are at 165.6 DFS, FY are at -83.3 DFS, and LI students are at -70.7 DFS as compared to all students are at -59.1 DFS. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in both ELA and math, FY have instability of homelife that impacts academic achievement in ELA and Math, and for Low Income students, there is a lack of resources that impedes their academic achievement in ELA and math. Feedback also indicates that EL, FY and Low Income students need additional wrap around services that guidance and close monitoring of academic progress	Site Leaders will focus on enhancing the academic and social-emotional outcomes for UDP students. Site and district administration will ensure close monitoring of student academic progress. Targeted support to ensure wrap-around services for English Learners, Foster Youth, and Low-Income students. Based on this need NLMUSD will provide additional staff to focus on enhancing the academic and social-emotional outcomes for UDP students. Site and district administration will ensure close monitoring of student academic progress and targeted assistance for college and career goal development and counseling support as needed. Staff will utilize PLC time to collaborate, analyze data that will benefit UDP students academically. Additional academic tutoring support will be provided to low-income students. This action is being provided on an LEA-wide basis to maximize the impact in overall student achievement in achieving grade level standards.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2) Increase Attendance Rate (Metric 1.1)

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
	and/or social emotional needs to increase achievement in ELA/Math. **Scope:** LEA-wide		
3.5	**Action:** Enrichment Experiences for Students **Need:** Based on the 2024 CA Dashboard, the ELA CAASPP data shows that our LI students are at -26.7 DFS, while all students are at -15.6 DFS. In math CAASPP data, our LI students are at -70.7 DFS while all students are at -59.1 DFS. Educational partners have been consulted and feedback around LI students is that they lack of opportunities for enrichment opportunities due to financial affordability and they would like to provide more opportunities for engaging experiences and study trips during and outside the instructional day for low income students which will deepen their understanding of content knowledge through real life experience. **Scope:** LEA-wide	Based on the need NLMUSD will provide additional experiences and study trips that are engaging to students and tie to the CCSS across content areas. The trips provide experiences and activities that may not otherwise be available to LI students, adding to their overall academic growth. This action is being provided on an LEA-wide basis to maximize the impact in overall student achievement by providing enrichment activities that align and support with core content standards.	CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)
4.1	**Action:** Parent Involvement and Parent Learning	NLMUSD staff will provide additional parent education including workshops on supporting academics, and how to support social-emotional	Monitor parent participation in site and

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
	Need: Increased parent engagement to support academic achievement. Based on the 2024 CA Dashboard, the ELA CAASPP data shows that our EL students are at -64.9 DFS, LTEL students are at -104.4 DFS, while all students are at -15.6 DFS. In math CAASPP data, our EL students are at -96 DFS, LTEL students are at -165.6 DFS, while all students are at -59.1 DFS. ELA CAASPP data shows that Low Income students are -26.7 DFS in comparison to all students at -15.6 DFS. CAASPP data for Math show that Low Income students are -70.7 DFS in comparison to all students at -59.1 DFS. Educational partners have been consulted and feedback around EL students is that they have language barriers that impede academic achievement in both ELA and math and for Low Income students, they have lack of resources that impede their academic achievement in ELA and math. Feedback also indicates that parent of EL and Low-income students need additional parent education and involvement opportunities to help support their students' achievement. **Scope:** LEA-wide	learning, and increase involvement opportunities across the district for parents of EL and LI students to remove barriers to learning. Increasing and improving parent services and learning opportunities will support LI students improve their academic achievement. This action is being provided on an LEA-wide basis to maximize the impact in overall CAASPP ELA/Math achievement.	district workshops and annually (Metric 4.1) Parent Needs Survey (Metric 4.2) CAASPP ELA (Metric 2.1) CAASPP Math (Metric 2.2)
4.2	**Action:** Educational Partner Communication	Enhanced communications provided in multiple language options for parents of EL including LTEL students to access will increase recruitment and	Parent connectedness (Metric 1.16) CAASPP ELA (Metric 2.1)

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
	Need: Communication with families is always a district priority. Traditional methods of communication are not as effective in communicating with parents of EL and LTEL students due to language limitations. Based on Educational partner feedback, district communications are most effective when they are provided in multiple languages for parents of EL and LTEL students. Electronic formats including texts, site/district websites, phone blast messages promoting school and district events, specialized school site programs, and pathways are effective as they can be accessed in multiple languages as NLMUSD has languages below the 15% threshold such as Korean. Even though only 1.2% of students speak Korean (source: 23-24 DataQuest Language Group Data: Districtwide) parents indicate a high need for translation. **Scope:** LEA-wide	involvement opportunities with the district. This effective communication for parents of EL/LTEL students will build increased engagement and learning opportunities which will support student achievement. This action is being provided on a district-wide basis to maximize the impact of overall engagement for parents.	CAASPP Math (Metric 2.2)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

NA

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to improve the quality of the services currently provided to English Learners, Foster Youth, and Low Income students and to increase the number of staff providing direct services and interventions to students at schools that have a high concentration (above 55 percent) of Foster Youth, English learners, and low Income students, as applicable throughout the 2025-26 school year. The additional staffing includes the support of additional class size reduction teachers, intervention Teachers on Special Assignment, and ESSSs, and Counselors as needed at schools with a student concentration of 55% or higher: Goals 1 and 2.

1.1 Elementary Student Support Specialists (ESSSs) will provide small group instruction and small group support for English Learners, Foster Youth, and Low Income students school-wide. The schools are Arturo Sanchez Elementary, Dulles Elementary, Earl E. Edmondson Elementary, Eastwood Elementary, Escalona Elementary, Gardenhill Elementary, John H. Nuffer Elementary, New River Elementary, Thomas B. Moffitt Elementary, John Dolland Elementary, Anna M. Glazier Elementary, Foster Road Elementary, D. D. Johnston Elementary, Loretta Lampton Elementary, La Pluma Elementary, Julia B. Morrison Elementary. These sites were selected due to UDP having higher mental-health support and academic intervention as measured by our Panorama data, iReady, and CAASPP data on the 2023 CA Dashboard.

2.1 Physical Education specialist will provide support needed to allow teachers to participate in the PLC process. Teachers will collaborate on addressing the needs of English Learners, Foster Youth, and Low Income students school-wide. The schools are Arturo Sanchez Elementary, Dulles Elementary, Earl E. Edmondson Elementary, Eastwood Elementary, Escalona Elementary, Gardenhill Elementary, John H. Nuffer Elementary, New River Elementary, Thomas B. Moffitt Elementary, John Dolland Elementary, Anna M. Glazier Elementary, Foster Road Elementary, D. D. Johnston Elementary, Loretta Lampton Elementary, La Pluma Elementary, Julia B. Morrison Elementary. These sites were selected due to UDP having higher mental-health support and academic intervention as measured by our Panorama data, iReady, and CAASPP data on the 2023 CA Dashboard.

2.2 CSR staff will provide small group instruction and targeted tiered support. The schools are Arturo Sanchez Elementary, New River Elementary, Earl E. Edmondson Elementary, John H. Nuffer Elementary, Thomas B. Moffitt Elementary, Nettie L. Waite Middle, John Dolland Elementary, John H. Glenn High, Anna M. Glazier Elementary, Corvallis Middle, El Camino High (Continuation), Foster Road Elementary, D. D. Johnston Elementary, Los Alisos Middle, Loretta Lampton Elementary, Norwalk High, and Julia B. Morrison Elementary. These schools were selected due to having a higher need for student support during instructional time, and individualized small group instruction.

2.7 Elementary Intervention TOSAs (iTOSAs) to support small group or one-on-one literacy and math academic supports, schoolwide. Schools include The schools are Arturo Sanchez Elementary, Dulles Elementary, Earl E. Edmondson Elementary, Eastwood Elementary, Escalona Elementary, Gardenhill Elementary, John H. Nuffer Elementary, New River Elementary, Thomas B. Moffitt Elementary, John Dolland Elementary, Anna M. Glazier Elementary, Foster Road Elementary, D. D. Johnston Elementary, Loretta Lampton Elementary, La Pluma Elementary, and Julia B. Morrison Elementary.

3.3 Instructional Coaches will provide coaching to teachers and professional development. Schools include Arturo Sanchez Elementary, New River Elementary, Earl E. Edmondson Elementary, John H. Nuffer Elementary, Thomas B. Moffitt Elementary, Nettie L. Waite Middle, John Dolland Elementary, John H. Glenn High, Anna M. Glazier Elementary, Corvallis Middle, Foster Road Elementary, D. D. Johnston Elementary, Los Alisos Middle, Loretta Lampton Elementary, Norwalk High, and Julia B. Morrison Elementary. These sites are receiving this support as a result of academic needs as measured by CAASPP data.

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	1:41.92	1:24.24
Staff-to-student ratio of certificated staff providing direct services to students	1:17.63	1:16.35

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	$165,012,541	45,781,628	27.744%	0.000%	27.744%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$156,541,821.00	$40,815,233.00	$0.00	$0.00	$197,357,054.00	$185,812,665.00	$11,544,389.00

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	Supporting Student Social-Emotional and Wellness Needs	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools ESSS TK-5th, Mental Health Staff TK-12	Ongoing	$4,639,929.00	$120,000.00	$4,759,929.00				$4,759,929.00	0%
1	1.2	Secondary School Engagement Programs	Low Income	Yes	Schoolwide	Low Income	Specific Schools: All secondary sites 6th-12th	Ongoing	$278,278.00	$0.00	$278,278.00				$278,278.00	0%
1	1.3	Peer Mentorship Programs	Low Income	Yes	Schoolwide	Low Income	Specific Schools: All secondary sites Incoming 6th and 9th Grade Students	Ongoing	$35,912.00	$0.00	$35,912.00				$35,912.00	0%
1	1.4	Increased Safety and Social Emotional Support for LI Students	Low Income	Yes	LEA-wide	Low Income	All Schools TK-12th	Ongoing	$1,841,361.00	$910,000.00	$2,501,361.00	$250,000.00			$2,751,361.00	0%
1	1.5	Classroom Environments and School Facilities that Promote a Safe and Positive Learning Environment	All	No			All Schools	Ongoing	$16,030,613.00	$3,139,600.00	$19,170,213.00				$19,170,213.00	0
2	2.1	Support for Professional Learning Communities	English Learners	Yes	Schoolwide	English Learners	Specific Schools: All Elementary Sites TK-5	Ongoing	$1,016,697.00	$8,500.00	$1,025,197.00				$1,025,197.00	0%
2	2.2	Increased Student-to-Teacher Interaction and Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: All schools with UDP	Ongoing	$2,240,101.00	$0.00	$2,240,101.00				$2,240,101.00	0%

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
							of 55% or greater TK-12									
2	**2.3**	Additional Supports for Students Through the Independent Studies Program	Foster Youth	Yes	Schoolwide	Foster Youth	Specific Schools: El Camino High School	Ongoing	$1,563,689.00	$15,000.00	$1,578,689.00				$1,578,689.00	0%
2	**2.4**	Support for Early Learning	English Learners	Yes	Schoolwide	English Learners	Specific Schools: All Elementary Sites TK-K	Ongoing	$206,574.00	$0.00	$206,574.00				$206,574.00	0%
2	**2.5**	Technology Supports for Student Achievement	Low Income	Yes	LEA-wide	Low Income	All Schools TK-12	Ongoing	$1,029,736.00	$1,306,381.00	$2,336,117.00				$2,336,117.00	0%
2	**2.6**	Project Lead The Way (PLTW) and STEM Opportunities	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Elementary schools include Dulles, Eastwood, Escalona, Glazier, Gardenhill, La Pluma, Nuffer, all middle and high schools TK-5, 6-8, 9-12	Ongoing	$1,659,307.00	$118,450.00	$1,777,757.00				$1,777,757.00	0%
2	**2.7**	Intervention and Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$7,124,966.00	$1,030,800.00	$7,580,766.00	$575,000.00			$8,155,766.00	0%
2	**2.8**	Supplemental Instructional Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$137,584.00	$815,442.00	$953,026.00				$953,026.00	0%
2	**2.9**	AVID Program	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Elementary schools include Dolland, Dulles, Edmondson, Escalona, Johnston, La Pluma, Moffitt, Sanchez, secondary schools include Corvallis,	Ongoing	$962,281.00	$118,400.00	$1,080,681.00				$1,080,681.00	0%

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
							Hutchinson, Los Alisos, Waite, John Glenn, Norwalk, La Mirada TK-5, 6-8, 9-12									
2	2.10	College and Career Preparedness for Students	Low Income	Yes	Schoolwide	Low Income	Specific Schools: All high schools 9-12	Ongoing	$2,977,926.00	$314,595.00	$3,292,521.00				$3,292,521.00	0%
2	2.11	GATE Program Enrichment	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools 3-12	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	0%
2	2.12	Enhanced VAPA Programs	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,370,406.00	$20,700.00	$1,391,106.00				$1,391,106.00	0%
2	2.13	Additional Learning Opportunities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools Incoming 9th-12th	Ongoing	$725,696.00	$35,500.00	$761,196.00				$761,196.00	0%
2	2.14	Increased Instructional Supports for EL and LTEL Students	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$1,671,997.00	$776,616.00	$2,448,613.00				$2,448,613.00	0%
2	2.15	Specialized Support Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,241,671.00	$0.00	$2,241,671.00				$2,241,671.00	0%
2	2.16	Technology Support for Student Achievement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,447,783.00	$0.00	$2,447,783.00				$2,447,783.00	0%
2	2.17	Maintaining and Increasing High Academic Achievement for all Students	All	No			All Schools	Ongoing	$16,531,538.00	$0.00	$16,531,538.00				$16,531,538.00	0
2	2.18	Purchase Standards-Aligned Textbooks	All	No			All Schools	Ongoing	$0.00	$1,200,000.00		$1,200,000.00			$1,200,000.00	0
2	2.19	Additional Dual Language Support	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Dolland, Edmondson, Escalona Elementaries, Los Alisos Middle School, John Glenn, La Mirada,		$3,851,695.00	$0.00	$3,851,695.00				$3,851,695.00	0%

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
							Norwalk High School									
3	3.1	Professional Learning Communities Across Sites	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$6,075.00	$5,000.00	$11,075.00				$11,075.00	0%
3	3.2	NGSS Training/Teaching and Learning	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$101,487.00	$122,800.00	$224,287.00				$224,287.00	0%
3	3.3	Core Content Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,026,602.00	$843,634.00	$1,108,725.00	$761,511.00			$1,870,236.00	0%
3	3.4	Wrap-Around Support and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$731,104.00	$169,377.00	$731,104.00	$169,377.00			$900,481.00	0%
3	3.5	Enrichment Experiences for Students	Low Income	Yes	LEA-wide	Low Income	All Schools TK-12	Ongoing	$248,384.00	$0.00	$248,384.00				$248,384.00	0%
3	3.6	Expemplary Staff to Support Students	All	No			All Schools	Ongoing	$112,361,374.00	$0.00	$75,058,442.00	$37,302,932.00			$112,361,374.00	0
4	4.1	Parent Involvement and Parent Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$341,588.00	$14,375.00	$355,963.00				$355,963.00	0%
4	4.2	Educational Partner Communication	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$213,117.00	$94,000.00	$307,117.00				$307,117.00	0%
5	5.1	Additional Supports for Staff and Students and Professional Development	All	No			Specific Schools: El Camino High School	Ongoing	$197,194.00	$0.00		$197,194.00			$197,194.00	
5	5.2	Supplemental Materials and Supplies	All	No			Specific Schools: El Camino High School	Ongoing	$0.00	$4,000.00		$4,000.00			$4,000.00	
5	5.3	Supplemental Academic Support for Students	All	No			Specific Schools: El Camino High School	Ongoing	$0.00	$355,219.00		$355,219.00			$355,219.00	

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
$165,012,541	45,781,628	27.744%	0.000%	27.744%	$45,781,628.00	0.000%	27.744 %	**Total:**	$45,781,628.00
								LEA-wide Total:	$29,653,027.00
								Limited Total:	$0.00
								Schoolwide Total:	$16,128,601.00

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	Supporting Student Social-Emotional and Wellness Needs	Yes	LEA-wide	Foster Youth	All Schools ESSS TK-5th, Mental Health Staff TK-12	$4,759,929.00	0%
1	1.2	Secondary School Engagement Programs	Yes	Schoolwide	Low Income	Specific Schools: All secondary sites 6th-12th	$278,278.00	0%
1	1.3	Peer Mentorship Programs	Yes	Schoolwide	Low Income	Specific Schools: All secondary sites Incoming 6th and 9th Grade Students	$35,912.00	0%
1	1.4	Increased Safety and Social Emotional Support for LI Students	Yes	LEA-wide	Low Income	All Schools TK-12th	$2,501,361.00	0%
2	2.1	Support for Professional Learning Communities	Yes	Schoolwide	English Learners	Specific Schools: All Elementary Sites TK-5	$1,025,197.00	0%

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 (%)
2	2.2	Increased Student-to-Teacher Interaction and Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: All schools with UDP of 55% or greater TK-12	$2,240,101.00	0%
2	2.3	Additional Supports for Students Through the Independent Studies Program	Yes	Schoolwide	Foster Youth	Specific Schools: El Camino High School	$1,578,689.00	0%
2	2.4	Support for Early Learning	Yes	Schoolwide	English Learners	Specific Schools: All Elementary Sites TK-K	$206,574.00	0%
2	2.5	Technology Supports for Student Achievement	Yes	LEA-wide	Low Income	All Schools TK-12	$2,336,117.00	0%
2	2.6	Project Lead The Way (PLTW) and STEM Opportunities	Yes	Schoolwide	Low Income	Specific Schools: Elementary schools include Dulles, Eastwood, Escalona, Glazier, Gardenhill, La Pluma, Nuffer, all middle and high schools TK-5, 6-8, 9-12	$1,777,757.00	0%
2	2.7	Intervention and Support Staff	Yes	LEA-wide	Low Income	All Schools	$7,580,766.00	0%
2	2.8	Supplemental Instructional Materials	Yes	LEA-wide	Low Income	All Schools	$953,026.00	0%
2	2.9	AVID Program	Yes	Schoolwide	Low Income	Specific Schools: Elementary schools include Dolland, Dulles, Edmondson, Escalona, Johnston, La Pluma, Moffitt, Sanchez, secondary schools include Corvallis, Hutchinson, Los	$1,080,681.00	0%

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 (%)
						Alisos, Waite, John Glenn, Norwalk, La Mirada TK-5, 6-8, 9-12		
2	2.10	College and Career Preparedness for Students	Yes	Schoolwide	Low Income	Specific Schools: All high schools 9-12	$3,292,521.00	0%
2	2.11	GATE Program Enrichment	Yes	LEA-wide	Foster Youth	All Schools 3-12	$6,000.00	0%
2	2.12	Enhanced VAPA Programs	Yes	LEA-wide	Low Income	All Schools	$1,391,106.00	0%
2	2.13	Additional Learning Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools Incoming 9th-12th	$761,196.00	0%
2	2.14	Increased Instructional Supports for EL and LTEL Students	Yes	LEA-wide	English Learners	All Schools	$2,448,613.00	0%
2	2.15	Specialized Support Services	Yes	LEA-wide	Low Income	All Schools	$2,241,671.00	0%
2	2.16	Technology Support for Student Achievement	Yes	LEA-wide	Low Income	All Schools	$2,447,783.00	0%
2	2.19	Additional Dual Language Support	Yes	Schoolwide	English Learners	Specific Schools: Dolland, Edmondson, Escalona Elementaries, Los Alisos Middle School, John Glenn, La Mirada, Norwalk High School	$3,851,695.00	0%
3	3.1	Professional Learning Communities Across Sites	Yes	LEA-wide	English Learners Low Income	All Schools	$11,075.00	0%
3	3.2	NGSS Training/Teaching and Learning	Yes	LEA-wide	English Learners	All Schools	$224,287.00	0%
3	3.3	Core Content Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,108,725.00	0%

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 (%)
3	3.4	Wrap-Around Support and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$731,104.00	0%
3	3.5	Enrichment Experiences for Students	Yes	LEA-wide	Low Income	All Schools TK-12	$248,384.00	0%
4	4.1	Parent Involvement and Parent Learning	Yes	LEA-wide	English Learners Low Income	All Schools	$355,963.00	0%
4	4.2	Educational Partner Communication	Yes	LEA-wide	English Learners	All Schools	$307,117.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$186,056,703.00	$191,305,731.00

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**	Supporting Student Social-Emotional and Wellness Needs	Yes	$4,411,119.00	$4,280,083
1	**1.2**	Secondary School Engagement Programs	Yes	$224,330.00	$223,506
1	**1.3**	Peer Mentorship Programs	Yes	$35,731.00	$37,940
1	**1.4**	Increased Safety and Social Emotional Support for LI Students	Yes	$2,219,784.00	$2,075,427
1	**1.5**	Classroom Environments and School Facilities that Promote a Safe and Positive Learning Environment	No	$18,003,941.00	$18,643,756
2	**2.1**	Support for Professional Learning Communities	Yes	$1,022,309.00	$1,025,471
2	**2.2**	Increased Student-to-Teacher Interaction and Support	Yes	$1,376,112.00	$2,641,236
2	**2.3**	Additional Supports for Students Through the Independent Studies Program	Yes	$1,054,561.00	$1,866,055
2	**2.4**	Support for Early Learning	Yes	$209,195.00	$290,985
2	**2.5**	Technology Supports for Student Achievement	Yes	$1,772,179.00	$1,724,290

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Project Lead The Way (PLTW) and STEM Opportunities	Yes	$1,685,693.00	$1,685,342
2	2.7	Intervention and Support Staff	Yes	$7,910,111.00	$7,543,965
2	2.8	Supplemental Instructional Materials	Yes	$1,033,586.00	$1,027,112
2	2.9	AVID Program	Yes	$1,138,668.00	$1,194,092
2	2.10	College and Career Preparedness for Students	Yes	$2,963,717.00	$3,435,349
2	2.11	GATE Program Enrichment	Yes	$6,000.00	$6,261
2	2.12	Enhanced VAPA Programs	Yes	$1,253,150.00	$1,342,053
2	2.13	Additional Learning Opportunities	Yes	$757,865.00	$732,557
2	2.14	Increased Instructional Supports for EL and LTEL Students	Yes	$2,514,180.00	$2,702,879
2	2.15	Specialized Support Services	Yes	$2,027,684.00	$2,068,048
2	2.16	Technology Support for Student Achievement	Yes	$2,378,048.00	$2,501,873
2	2.17	Maintaining and Increasing High Academic Achievement for all Students	No	$16,125,126.00	$16,346,280
2	2.18	Purchase Standards-Aligned Textbooks	No	$1,142,402.00	$1,142,402

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.19	Additional Dual Language Support	Yes	$3,708,506.00	$3,673,962
3	3.1	Professional Learning Communities Across Sites	Yes	$11,075.00	$11,222
3	3.2	NGSS Training/Teaching and Learning	Yes	$324,600.00	$326,159
3	3.3	Core Content Support	Yes	$747,405.00	$795,045
3	3.4	Wrap-Around Support and Services	Yes	$880,618.00	$845,031
3	3.5	Enrichment Experiences for Students	Yes	$239,832.00	$248,480
3	3.6	Expemplary Staff to Support Students	No	$107,944,566.00	$109,600,208
4	4.1	Parent Involvement and Parent Learning	Yes	$247,344.00	$268,846
4	4.2	Educational Partner Communication	Yes	$297,559.00	$325,264
5	5.1	Additional Supports for Staff and Students and Professional Development	No	$200,000.00	$197,358
5	5.2	Supplemental Materials and Supplies	No	$89,707.00	$32,594
5	5.3	Supplemental Academic Support for Students	No	$100,000.00	$444,600

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)
$44,898,723	$42,450,961.00	$44,898,533.00	($2,447,572.00)	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	Supporting Student Social-Emotional and Wellness Needs	Yes	$4,411,119.00	$4,280,083	0%	0%
1	1.2	Secondary School Engagement Programs	Yes	$224,330.00	$223,506	0%	0%
1	1.3	Peer Mentorship Programs	Yes	$35,731.00	$37,940	0%	0%
1	1.4	Increased Safety and Social Emotional Support for LI Students	Yes	$2,219,784.00	$2,075,427	0%	0%
2	2.1	Support for Professional Learning Communities	Yes	$1,022,309.00	$1,025,471	0%	0%
2	2.2	Increased Student-to-Teacher Interaction and Support	Yes	$1,376,112.00	$2,641,236	0%	0%
2	2.3	Additional Supports for Students Through the Independent Studies Program	Yes	$1,054,561.00	$1,866,055	0%	0%
2	2.4	Support for Early Learning	Yes	$209,195.00	$290,985	0%	0%
2	2.5	Technology Supports for Student Achievement	Yes	$1,772,179.00	$1,724,290	0%	0%
2	2.6	Project Lead The Way (PLTW) and STEM Opportunities	Yes	$1,685,693.00	$1,685,342	0%	0%
2	2.7	Intervention and Support Staff	Yes	$7,910,111.00	$7,543,965	0%	0%

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)
2	2.8	Supplemental Instructional Materials	Yes	$1,033,586.00	$1,027,112	0%	0%
2	2.9	AVID Program	Yes	$1,138,668.00	$1,194,092	0%	0%
2	2.10	College and Career Preparedness for Students	Yes	$2,963,717.00	$3,435,349	0%	0%
2	2.11	GATE Program Enrichment	Yes	$6,000.00	$6,261	0%	0%
2	2.12	Enhanced VAPA Programs	Yes	$1,253,150.00	$1,342,053	0%	0%
2	2.13	Additional Learning Opportunities	Yes	$757,865.00	$732,557	0%	0%
2	2.14	Increased Instructional Supports for EL and LTEL Students	Yes	$2,514,180.00	$2,702,879	0%	0%
2	2.15	Specialized Support Services	Yes	$2,027,684.00	$2,068,048	0%	0%
2	2.16	Technology Support for Student Achievement	Yes	$2,378,048.00	$2,501,873	0%	0%
2	2.19	Additional Dual Language Support	Yes	$3,708,506.00	$3,673,962	0%	0%
3	3.1	Professional Learning Communities Across Sites	Yes	$11,075.00	$11,222	0%	0%
3	3.2	NGSS Training/Teaching and Learning	Yes	$324,600.00	$326,159	0%	0%
3	3.3	Core Content Support	Yes	$747,405.00	$795,045	0%	0%
3	3.4	Wrap-Around Support and Services	Yes	$880,618.00	$845,031	0%	0%
3	3.5	Enrichment Experiences for Students	Yes	$239,832.00	$248,480	0%	0%
4	4.1	Parent Involvement and Parent Learning	Yes	$247,344.00	$268,846	0%	0%
4	4.2	Educational Partner Communication	Yes	$297,559.00	$325,264	0%	0%

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)
$161,700,423	$44,898,723	0%	27.767%	$44,898,533.00	0.000%	27.766%	$190.00	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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