2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Los Banos Unified School District
CDS Code:	24-657550000000
LEA Contact Information:	Name: Dr. C. Sean Richey Position: Chief Academic Officer Email: srichey@losbanosusd.k12.ca.us Phone: 209-826-3801
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$172,665,574
LCFF Supplemental & Concentration Grants	$$46,293,933
All Other State Funds	$42,183,075.00
All Local Funds	$4,959,455.00
All federal funds	$8,000,086.00
Total Projected Revenue	$227,808,190

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$223,080,246.00
Total Budgeted Expenditures in the LCAP	$$53,175,787.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$$46,319,261.00
Expenditures not in the LCAP	$169,904,459

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$42,189,261.00
Actual Expenditures for High Needs Students in LCAP	$41,660,142.00

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$25,328
2025-26 Difference in Budgeted and Actual Expenditures	$529,119

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund expenditures not detailed in this plan represent the foundational, core operational and administrative costs necessary to run our schools daily. These unrestricted funds ensure compliance with state and federal mandates, maintain safe and functional facilities, and provide standard instructional programs for all students.

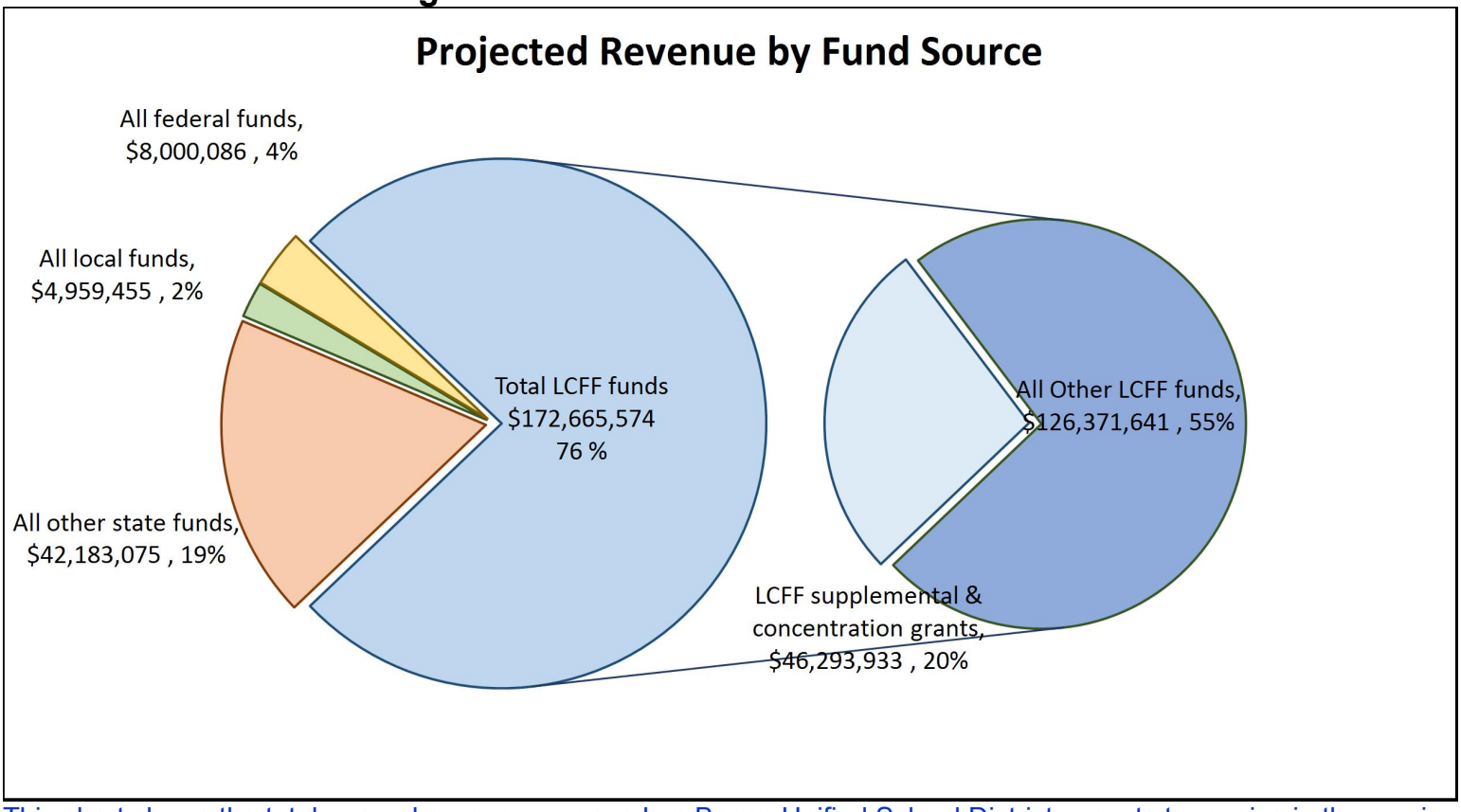
The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-26.	The difference in total budgeted expenditures and estimated actual expenditures was mostly due to the district receiving other restricted funds, such as the California Community Schools Partnership Program Grant, which overlapped with some of the funds allocated actions in the 25-26 LCAP. This resulted in some of the LCAP funds not being fully expensed. This difference did not noticeably impact the increased or improved services for high needs students as the more restricted funds were used to carry out actions to support high needs student populations.

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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

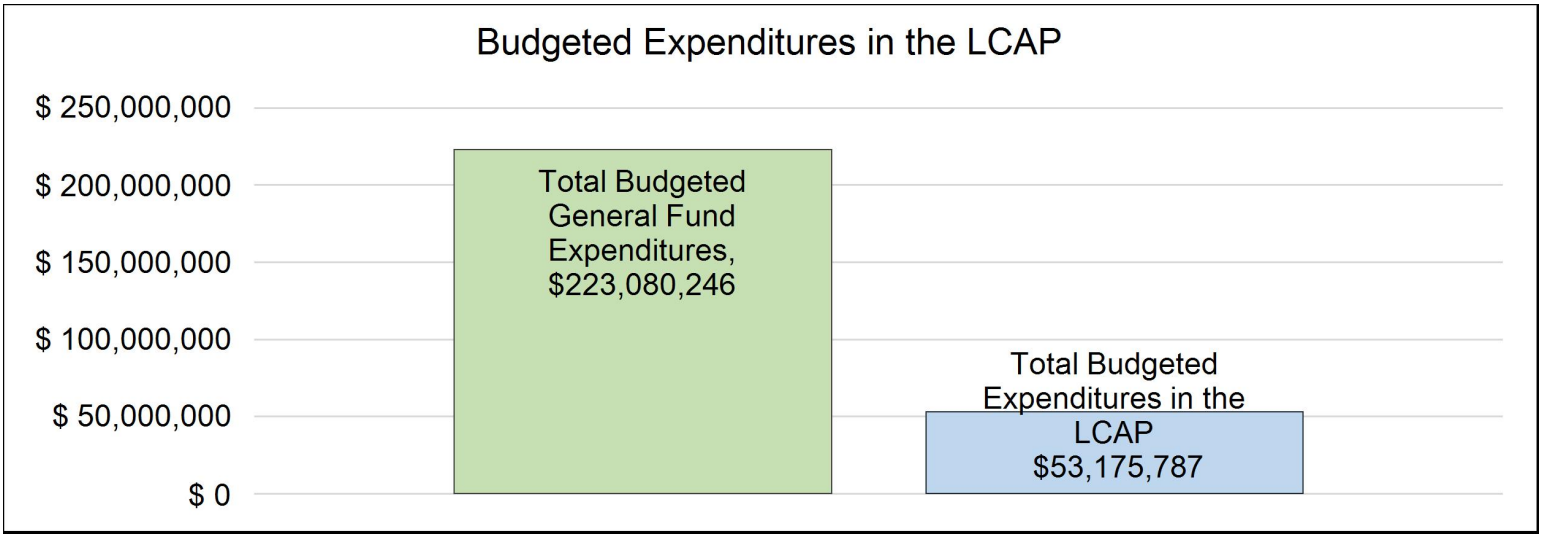


This chart shows the total general purpose revenue Los Banos Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Banos Unified School District is $227,808,190, of which $172,665,574 is Local Control Funding Formula (LCFF), $42,183,075.00 is other state funds, $4,959,455.00 is local funds, and $8,000,086.00 is federal funds. Of the $172,665,574 in LCFF Funds, $$46,293,933 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 Los Banos 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: Los Banos Unified School District plans to spend $223,080,246.00 for the 2026-27 school year. Of that amount, $$53,175,787.00 is tied to actions/services in the LCAP and $169,904,459 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

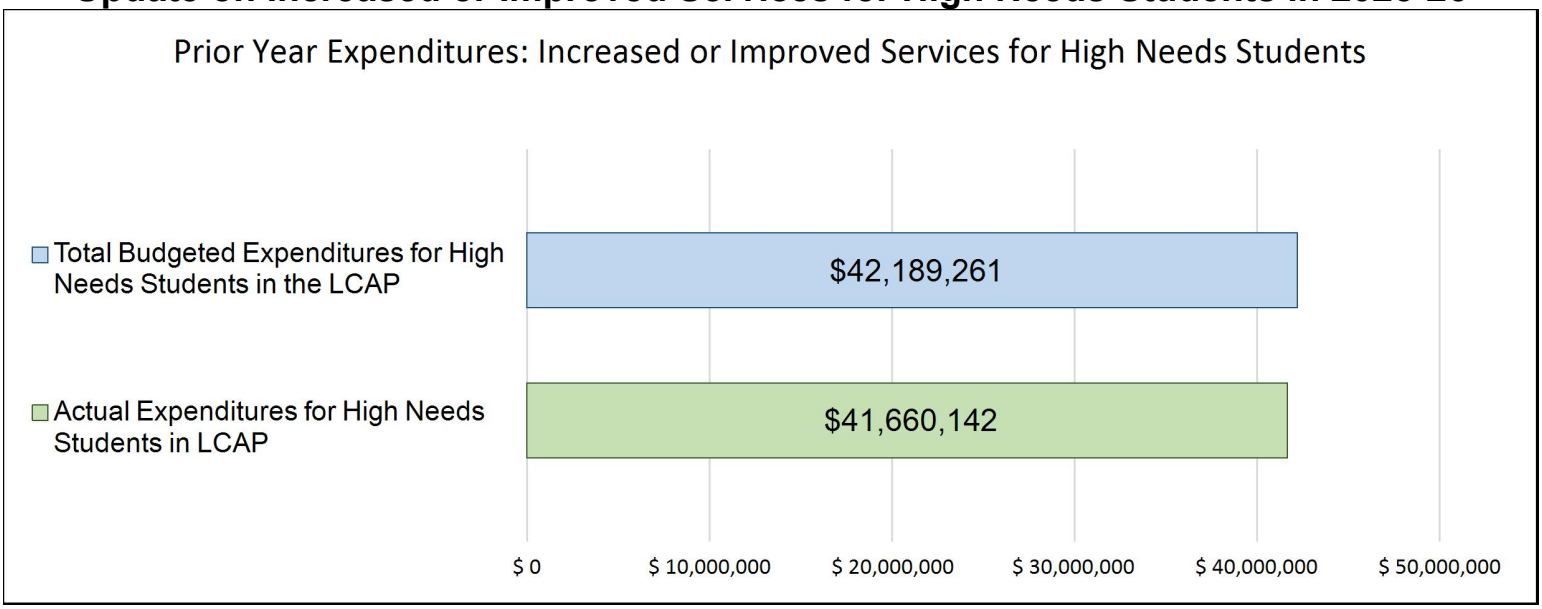
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Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Los Banos Unified School District is projecting it will receive $$46,293,933 based on the enrollment of foster youth, English learner, and low-income students. Los Banos Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Banos Unified School District plans to spend $$46,319,261.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Los Banos 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 Los Banos 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, Los Banos Unified School District's LCAP budgeted $42,189,261.00 for planned actions to increase or improve services for high needs students. Los Banos Unified School District actually spent $41,660,142.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $529,119 had the following impact on Los Banos Unified School District's ability to increase or improve services for high needs students:

The difference in total budgeted expenditures and estimated actual expenditures was mostly due to the district receiving other restricted funds, such as the California Community Schools Partnership Program Grant, which overlapped with some of the funds allocated actions in the 25-26 LCAP.

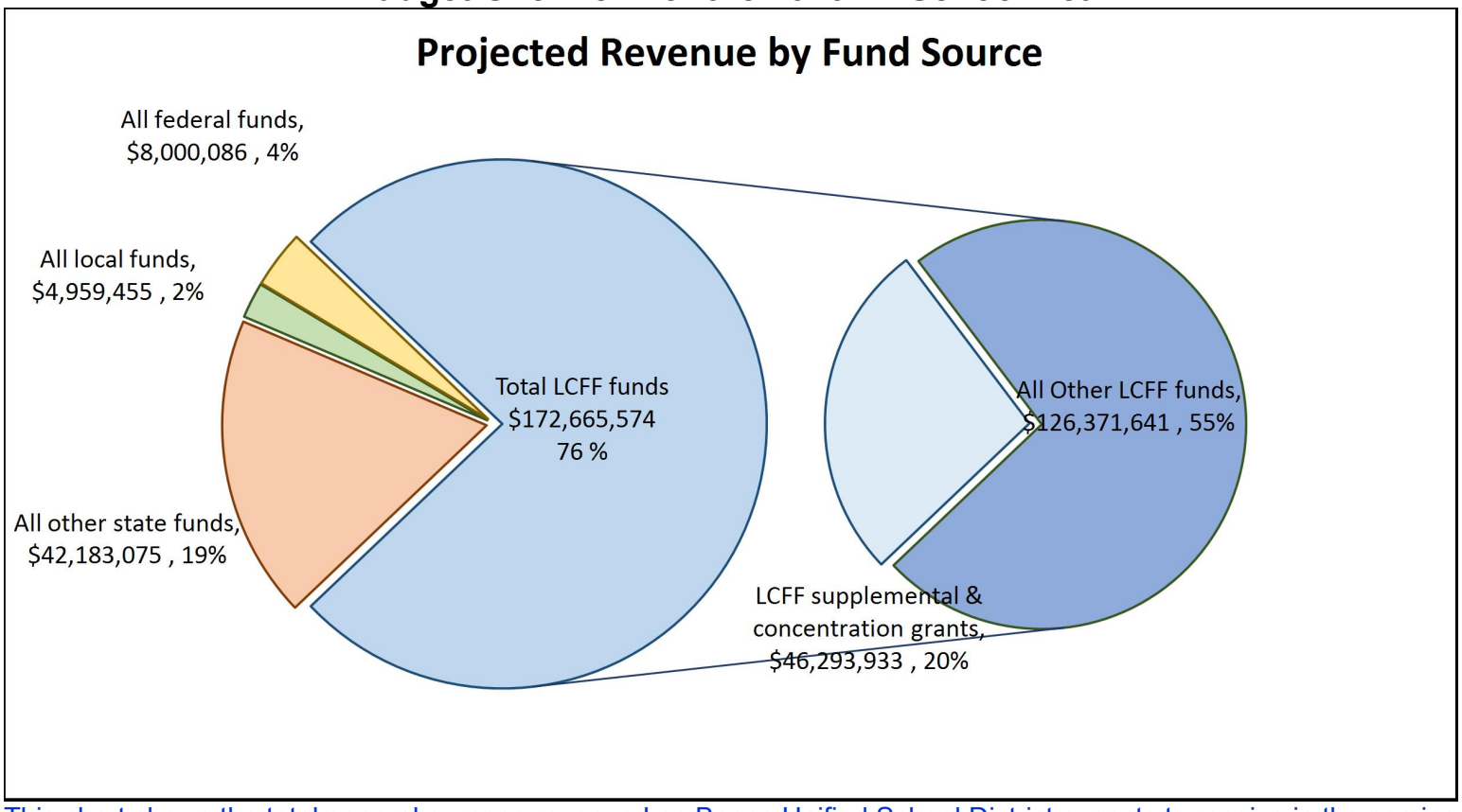
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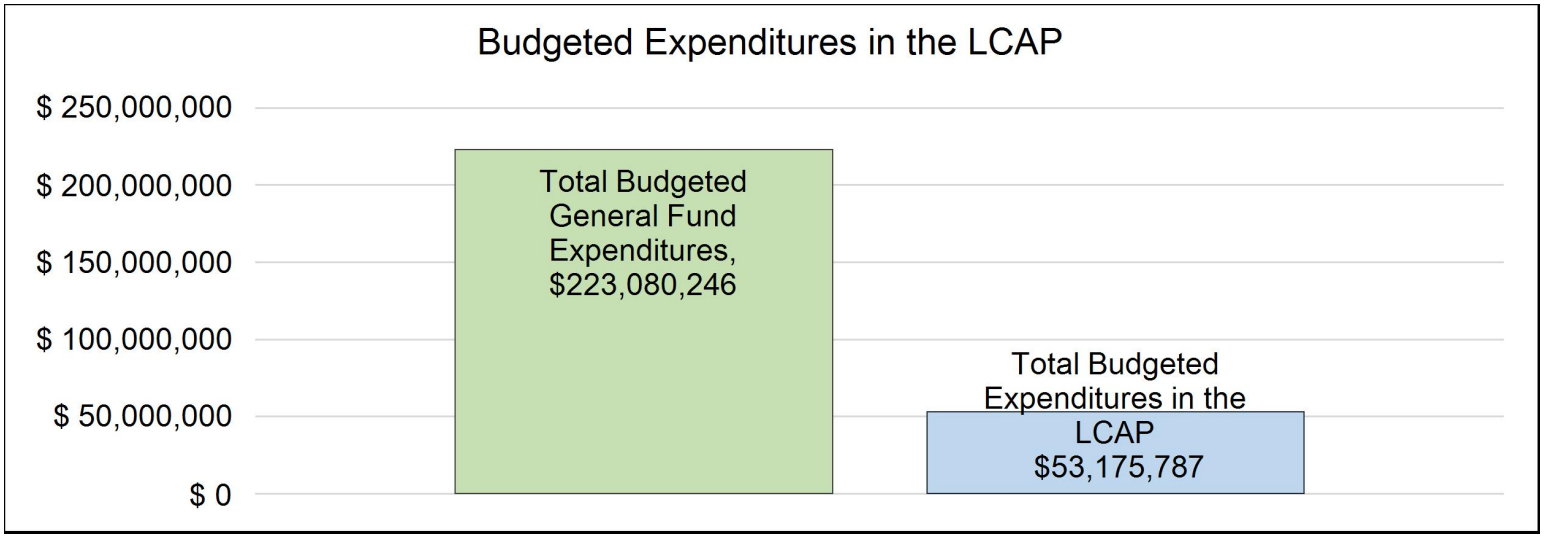


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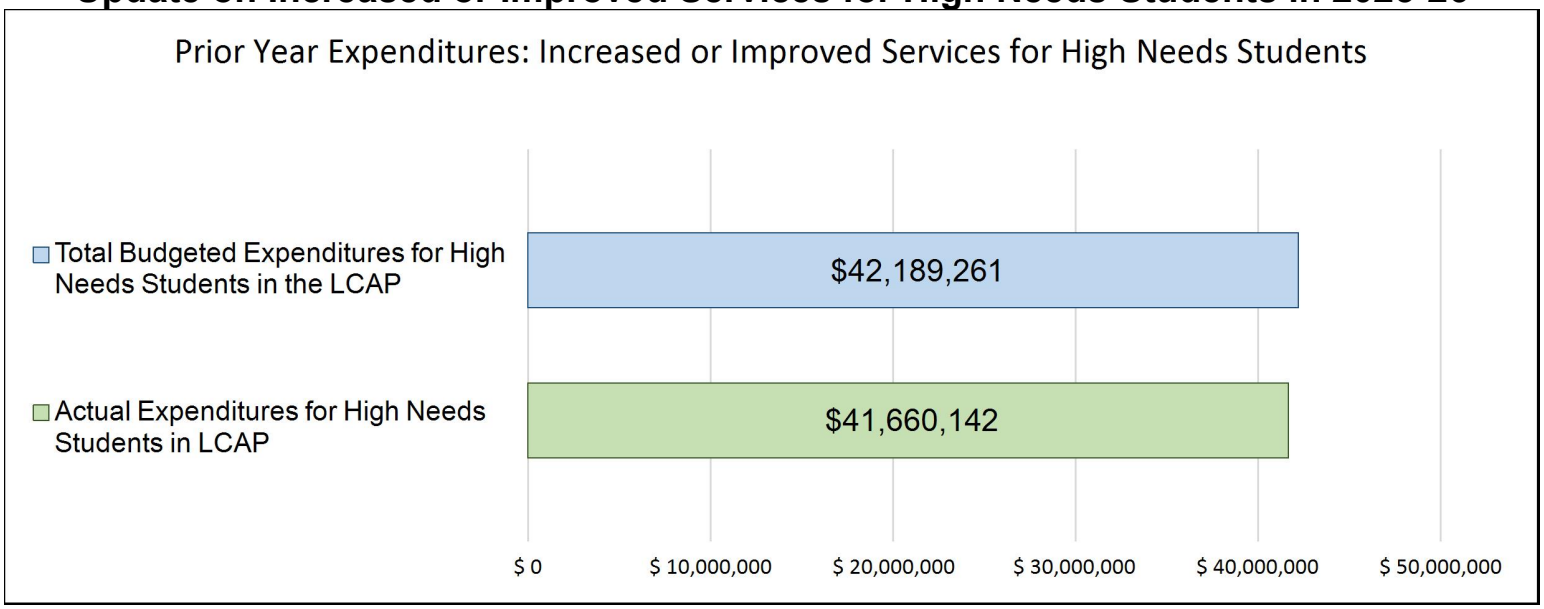
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Local Control and Accountability Plan

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
Los Banos Unified School District	Dr. C. Sean Richey Chief Academic Officer	srichey@losbanosusd.k12.ca.us 209-826-3801

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 Los Banos Unified School District (LBUSD), situated on the western edge of the San Joaquin Valley in Merced County, currently serves an enrollment of approximately 11,240 students. The District provides educational services for grades TK–12 across 16 school sites. This includes a centralized Transitional Kindergarten (TK) Center and nine comprehensive K–6 elementary schools: Charleston, Volta, Grasslands, Los Banos, Henry Miller, Lorena Falasco, Mercey Springs, Miano, and Westside.

Secondary education is provided through two comprehensive junior high schools (Los Banos and Creekside) and two comprehensive high schools (Los Banos and Pacheco). Alternative pathways include San Luis High School (continuation) and the Crossroads Alternative Education Center, which facilitates independent study. Additionally, the District operates a K–6 independent study program based at Volta Elementary. In the 2023–24 school year, LBUSD launched its inaugural Dual Language Immersion (DLI) Academy at Los Banos Elementary. The Academy currently serves grades TK–2 and is expanding to include 3rd grade for the 2025–26 school year.

LBUSD serves a diverse student population: 88.2% Hispanic/Latino, 7.9% White, 1.2% African American, 0.9% Asian, and 1.8% representing other races or ethnicities. Socioeconomic and linguistic needs remain significant; 24.1% of students are classified as English Learners, and 83.5% qualify for free or reduced-price meals. Notably, 86.2% of the student body is identified as "unduplicated"—a designation including English Learners, foster youth, or those eligible for free/reduced-price meals. Furthermore, 12.8% of students receive specialized support through Individualized Education Programs (IEPs).

Due to high concentrations of socioeconomically disadvantaged students, all LBUSD schools operate as Schoolwide Programs (SWP) under Title I. For the 2026–27 cycle, Crossroads Alternative Education Center and San Luis High School were designated for Equity Multiplier funding to address high student non-stability rates.

LBUSD has been identified for Differentiated Assistance (technical assistance) due to performance gaps in the following indicators:

English Language Arts (ELA): Homeless Youth and Students with Disabilities (SWD).

Mathematics: Homeless Youth and SWD.

College/Career Indicator (CCI): SWD.

Chronic Absenteeism: Homeless Youth.

The District partners with the Merced County Office of Education to implement targeted interventions for these groups.

Although classified as a rural district, Los Banos is the largest city in western Merced County, with a population exceeding 48,500. While the local economy is rooted in agriculture, the primary employment sectors have shifted toward public education, retail, manufacturing, and construction. Over the last decade, Los Banos has increasingly evolved into a "bedroom community" for professionals commuting to Silicon Valley.

Reflections: Annual Performance

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

CAASPP SUMMATIVE RESULTS (2024-2025)

MATHEMATICS

In the 2024–2025 academic year, the Los Banos Unified School District (LBUSD) showed incremental progress in mathematics. According to the 2025 California School Dashboard (reflecting the Spring 2025 CAASPP administration), the District maintained an "Orange" performance indicator. All students scored an average of 80.8 points below standard, which represents a 1.6-point improvement from the 2023–2024 results.

While the District's overall trajectory is positive, significant achievement gaps remain for specific student groups:

Students with Disabilities (SWD): This group remains in the "Red" category, scoring 160.5 points below standard. Although status is low, internal monitoring shows stabilization in participation rates.

Homeless Youth: This group showed the most notable resilience, scoring 105.9 points below standard and maintaining an "Orange" status.

Long-Term English Learners (LTEL): Scored 173.4 points below standard, representing a slight 1.6-point gain, which moved the group toward the upper threshold of the "Orange" tier.

NWEA MAP GROWTH DATA (2024–2025)

While CAASPP measures proficiency against grade-level standards, the 2024–25 NWEA MAP Growth data provides a more optimistic view of individual student progress throughout the year. During this cycle, 58% of students in grades K–11 met or exceeded their individualized growth targets.

The data reveals a "U-shaped" success curve across grade levels:

Primary Grades (2–3): These grades demonstrated exceptional growth, with conditional growth percentiles reaching the 99th percentile. This was driven by double-digit RIT increases and high growth indices (2.39 for Grade 2 and 2.73 for Grade 3).

Secondary Grades (9 & 12): High school students also achieved a 99th percentile growth rank, suggesting that credit recovery and targeted math labs are effectively closing gaps.

Middle School Challenge (Grade 7): Conversely, 7th-grade growth remains a primary concern, recording a conditional growth percentile of 28 with only 43% of students meeting their growth goals.

STRAREGIC RESPONSE AND TECHNICAL ASSISTANCE

LBUSD continues to partner with the Merced County Office of Education for technical assistance. The District was identified for support because the following groups performed in the "Lowest Status" for Mathematics: Homeless Youth and Students with Disabilities.

To align the high "growth" seen in MAP testing with the "proficiency" required by CAASPP, the District has prioritized Action 3.4. This initiative focuses on increasing instructional coherence and ensuring that the rigor of daily assignments matches the Smarter Balanced (SBAC) standards. Specifically, the District is expanding targeted interventions for the middle school "dip" (Grades 6–8) and utilizing Equity Multiplier funds at the Transitional Kindergarten Center, San Luis High School, and Crossroads to address high student non-stability.

The following schools and student groups received a red indicator in mathematics in 2023.

Los Banos Unified School District - Homeless Youth, Foster Youth, EL and SWD students
Crossroads - students overall, Hispanic, and SED students
Los Banos High School - students overall, EL, Hispanic, and SED students
Los Banos Junior High School - EL and SWD students
San Luis High School - EL, Foster Youth, and Homeless Youth students
Mercey Springs Elementary - EL and SWD students
Creekside Junior High School - EL students

Charleston Elementary School - EL
R.M. Miano Elementary School - SWD
Westside Elementary School - SWD

The following school sites and student groups have been identified for targeted support based on the most recent California School Dashboard indicators in 2025:

School Site	Identified Student Groups for Targeted Support
District-Wide (LBUSD)	Pacific Islander, Students with Disabilities (SWD)
Creekside	Junior High Overall Student Body, English Learners (EL), Long-Term English Learner (LTEL), Hispanic, Students with Disabilities (SWD)
Los Banos High School	English Learners (EL), Hispanic, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD)
R.M. Miano Elementary	Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD)
Crossroads Alternative	Hispanic, Socioeconomically Disadvantaged (SED)
Henry Miller Elementary	Students with Disabilities (SWD)
Los Banos Junior High	Long-Term English Learners (LTEL)
Mercey Springs Elementary	English Learners (EL), Students with Disabilities (SWD)

ENGLISH LANGUAGE ARTS

In the 2024–2025 academic year, Los Banos Unified School District (LBUSD) students scored an average of 49.5 points below standard on the CAASPP ELA assessment. This performance resulted in an "Orange" Dashboard designation. While the result shows a marginal improvement of 0.7 points from the prior year, the overall data indicates a stabilization rather than a significant trend toward proficiency.

Subgroup disparities remain a critical focus area:

"Red" Indicator Groups: English Learners (-113.1), Long-Term English Learners (-123.5), and Students with Disabilities (-136.8) all scored in the lowest performance tier. Notably, these groups saw slight declines in their distance from the standard, signaling an urgent need for targeted intervention.

"Green" Indicator Groups: Conversely, Filipino (+23.9), Asian (+13.7), and students of Two or More Races (+8.7) scored above the standard, maintaining high performance levels and demonstrating success within the current instructional framework.

NWEA MAP GROWTH DATA (2024–2025)

The 2024–2025 NWEA MAP Growth data offers an "in-year" diagnostic view of literacy progress. While 49% of students across grades K–11 met their individualized reading growth targets, conditional growth percentiles were relatively low district-wide, ranging from the 8th percentile (Grade 7) to the 81st percentile (Grades 9 and 11).

Of particular concern is Grade 3, a foundational year for literacy development. Only 38% of third-grade students met their growth targets, and a conditional growth index of -1.21 indicates growth significantly below statistical expectations. These results reveal that while isolated gains occurred in secondary cohorts, systemic underperformance persists in the middle grades and early elementary transition years.

STRATEGIC RESPONSE AND ALIGNMENT

The disconnect between short-term growth and summative CAASPP proficiency suggests that LBUSD must sharpen the alignment between daily formative instruction and the rigor of state standards. To bridge this gap, the District is prioritizing the following:

Expanded Tier 2 Intervention: Implementing reading supports specifically aligned to CAASPP blueprints and claim structures.

Structured Literacy Professional Learning: Focusing on evidence-based reading instruction to reverse the negative growth trends in Grade 3.

Subgroup-Specific Monitoring: Utilizing MAP-to-SBAC growth correlations to ensure English Learners and Students with Disabilities are on a trajectory toward proficiency.

Actions 6.1 and 6.2 were specifically developed to support the student groups and school sites identified as "Red" in the 2022-2023 ELA cycle.

The following schools and student groups received a red indicator in ELA in 2023.
Los Banos Unified School District - Homeless Youth, Foster Youth, EL and SWD students
Crossroads Alternative Education Center - Overall, Hispanic, and SED students
Henry Miller Elementary School - Overall, EL, Hispanic, SED, and SWD students
R.M. Miano Elementary School - Overall, EL, Hispanic, SED, and SWD students
Charleston Elementary School - EL students
Lorena Falasco Elementary School - EL and SWD students
Los Banos Elementary School - EL and SWD students
Mercey Springs Elementary School - EL and SWD
Westside Elementary School - SWD students
Los Banos Junior High School - EL and SWD students
Creekside Junior High School - EL and SED students
Los Banos High School - EL students
San Luis High School - EL, Foster Youth, Homeless Youth, and SWD students

The following school sites and student groups have been identified for targeted support based on receiving a Red indicator (the lowest performance level) in ELA on the most recent California School Dashboard:School in 2025:

School Site	Identified Student Groups for Targeted Support
District-Wide (LBUSD)	English Learners (EL), Long-Term EL (LTEL), Students with Disabilities (SWD)

Creekside Junior High	Overall Student Body, English Learners (EL), Long-Term EL (LTEL), Hispanic, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD)
Henry Miller Elementary	Overall Student Body, English Learners (EL), Hispanic, Students with Disabilities (SWD)
R.M. Miano Elementary	Overall Student Body, Hispanic, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD)
Los Banos Junior High	English Learners (EL), Long-Term EL (LTEL), Students with Disabilities (SWD)
Los Banos Elementary	English Learners (EL), Socioeconomically Disadvantaged (SED)
Mercey Springs Elementary	English Learners (EL), Students with Disabilities (SWD)
Los Banos High School	Students with Disabilities (SWD)
Westside Elementary	Students with Disabilities (SWD)

GRADUATION RATE

In 2024-2025, the Los Banos Unified School District (LBUSD) achieved an exceptional graduation rate of 97.3%, moving into the "Blue" Dashboard indicator. This performance marks a significant recovery and continued upward trend from the 2023 dip of 94.1%. LBUSD's graduation rate remains substantially higher than the statewide average of 87.8%, affirming the District's consistent success in guiding students toward high school completion.

SUBGROUP PROGRESS AND EQUITY

A granular analysis of student group data reveals notable progress across high-priority populations:

English Learners (EL): Increased by 2.6% to a 91.4% graduation rate.

Long-Term English Learners (LTEL): Improved by 1.2% to 89.6%.

Hispanic Students: Increased by 2.4% to 97.1%.

Socioeconomically Disadvantaged (SED): Rose by 2.4% to 97%, achieving "Blue" indicator status and validating the District's equity-focused strategies.

Notably, Students with Disabilities (SWD) demonstrated the most significant growth, increasing by 10.1% to reach 84.4%. Although this group remains in the "Orange" category, the double-digit gain signals a rapid narrowing of the achievement gap through improved inclusive practices and postsecondary readiness supports.

STRATEGIC PRIORITIES FOR SUSTAINED SUCCESS

The District's primary challenge moving forward is to maintain this high baseline while fully closing the remaining subgroup gaps. To sustain this momentum and elevate underperforming groups, LBUSD will focus on:

Enhanced Transition Planning: Strengthening IEP-aligned postsecondary goals for Students with Disabilities.

Instructional Models: Expanding co-teaching models to provide integrated support in core subjects.

Counseling Support: Maintaining optimal counselor-to-student ratios for at-risk populations to ensure early intervention and credit recovery enrollment.

COLLEGE AND CAREER READINESS

In 2024-2025, the Los Banos Unified School District (LBUSD) achieved a “Yellow” performance level on the College and Career Indicator (CCI). The district saw a substantial 14.2 percentage point increase in graduates classified as “Prepared,” rising from 33.2% to 47.4%. This progress represents an 18 percentage point improvement since 2023, signaling a robust recovery from pandemic-era declines in student readiness.

CLOSING THE EQUITY GAP

While performance disparities remain, 2024–2025 data indicates that these gaps are narrowing across key demographics:

English Learners: Increased by 13.9% to reach a 21.5% preparedness rate.

Long-Term English Learners: Rose by 10.1% to reach 17.9%.

Students with Disabilities: Showed significant progress, increasing by 9.7% to 11.17%.

Hispanic & Socioeconomically Disadvantaged Students: Both groups improved by over 10 percentage points, currently performing at 43.2% and 44.4%, respectively.

STRATEGIC PATH FORWARD

LBUSD has narrowed the preparedness gap between the district and the state to just 4.1% (State: 51.7%; LBUSD: 47.6%). To sustain this momentum, the district is focusing on a more intentional integration of:

Rigorous academic coursework (A-G completion)

Career Technical Education (CTE) pathways

Dual enrollment opportunities

By expanding work-based learning partnerships and ensuring students with IEPs have full access to general education CCI pathways, the district aims to lift outcomes for all populations. Specific Actions 3.5, 3.8, and 4.1 were strategically developed to address the needs of student groups and schools identified in the "Red" performance category in 2023.

KEY IMPROVEMENTS MADE:

Removed Redundancy: Changed "increase of a 14.45% increase" to a singular, clear percentage point measurement.

Corrected Data Discrepancy: The difference between 33.2% and 47.4% is 14.2 percentage points (rather than 14.45%).

Enhanced Flow: Used bullet points for demographic data to make the "equity gap" section more readable.

Clarified the Gap: Fixed the math regarding the state/district gap. If the state is 51.7% and LBUSD is 47.6%, the gap is 4.1%, not 12%.

The following schools and student groups received a red indicator in the College and Career Indicator (CCI) in 2023.

Los Banos Unified School District - EL and SWD students
San Luis High School - Overall, EL, Hispanic, SED, and SWD students
Crossroads Alternative Education Center - Overall, Hispanic, and SED students
Pacheco High School - SWD students
Los Banos High School - EL and SWD students

The following schools and student groups received a red indicator in the College and Career Indicator (CCI) in 2025.

School Site	Identified Student Groups for Targeted Support
Crossroads Alternative Education Center	Overall, Hispanic, and Socioeconomically Disadvantaged (SED) students
Los Banos High School	English Learners (EL) and Long Term English Learner (LTEL) students
San Luis High School	Overall, and Socioeconomically Disadvantageed (SED) students

ENGLISH LEARNER PROGRESS

In 2024-2025, 45.1% of English Learners (ELs) within the Los Banos Unified School District (LBUSD) made documented progress toward English language proficiency. This performance places the district at the “Orange” level on the state dashboard. While this represents a 7.1 percentage point decline from the previous year, LBUSD remains closely aligned with the statewide average of 45.7%, suggesting that local results are mirroring broader California trends.

KEY PERFORMANCE INDICATORS

Despite the overall decline, specific data points highlight areas of resilience and growth:

Long-Term English Learners (LTELs): Nearly half (49.4%) demonstrated growth, indicating that targeted interventions for this subgroup are gaining traction.

Proficiency Stability: A significantly higher proportion of EL students maintained or advanced their ELPAC levels (45.6%) compared to those who saw a decrease (19.2%).

Growth Potential: The gap between those advancing and those declining reinforces the potential for accelerated reclassification when consistent supports are applied.

STRATEGIC OBJECTIVES & INSTRUCTIONAL COHERENCE

To elevate EL outcomes and move beyond the "Orange" performance level, LBUSD is focusing on refining instructional delivery. The district aims to improve progress rates by:

Expanding ELD Practices: Strengthening both integrated and designated English Language Development (ELD).

Academic Integration: Increasing EL access to rigorous core content while ensuring instructional coherence between language acquisition and subject-matter learning.

Data-Driven Instruction: Leveraging dedicated staff and emerging data practices to monitor and support reclassification readiness.

Actions 1.1, 1.2, and 1.3 were specifically developed to address the needs of student groups and schools identified in the "Red" performance category for English Learner Progress in 2023.

The following schools and student groups received a red indicator in the English Learner Progress Indicator.

School Site	Identified Student Groups for Targeted Support
Mercey Springs Elementary	English Learner (EL) students
Henry Miller Elementary	English Learner (EL) students
Pacheco High School	Long-Term EL (LTEL) and English Learner (EL) students
Los Banos Elementary	English Learner (EL) students
Lorena Falasco Elementary	English Learner (EL) students

CHRONIC ABSENTEEISM RATES

In 2024-2025, the Los Banos Unified School District (LBUSD) recorded a 1.8 percentage point increase in chronic absenteeism. In response, the district has launched a concerted, site-wide effort to enhance student engagement and attendance.

PROACTIVE MEASURES & ROOT CAUSE ANALSIS

To address the underlying causes of absenteeism, LBUSD is leveraging targeted investments outlined in the 2024–2025 Local Control and Accountability Plan (LCAP). These strategic initiatives include:

Social-Emotional Support: Implementation of dedicated Social-Emotional Learning (SEL) programs at the junior high school level to foster a more supportive campus climate.

Expanded Learning: Enrichment of summer learning opportunities to maintain student connection to the academic environment year-round.

Site-Level Engagement: Coordinated attendance campaigns at every school site to provide students with the resources and encouragement necessary for consistent attendance.

TARGETED INTERVENTIONS

The district remains committed to fostering an environment where every student feels a sense of belonging. Actions 2.6 and 2.7 were specifically developed to provide intensive support for the student groups and schools identified in the "Red" performance category for Chronic Absenteeism in 2023. By addressing these persistent gaps, LBUSD aims to reverse recent trends and ensure long-term student success.

The following school(s) and student group(s) received a red indicator for Chronic Absenteeism in 2023.
Transitional Kindergarten Center - EL students

The following school(s) and student group(s) received a red indicator for Chronic Absenteeism in 2025.

School Site	Identified Student Groups for Targeted Support
Los Banos Unified	African American students
Herny Miller Elementary	English Learner (EL), Students with Disabilities (SWD) and White students
Los Banos Elementary	English Leaner (EL), Hispanic, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White students
Mercey Springs Elementary	English Learner (EL), Hispanic, Socioeconomcally Disadvantaged (SED), and Students with Disabilities (SWD) students
R.M. MIano Elementary	Students with Disabilities
Volta Elementary	English Learner (EL) students
Westside Elementary	English Learner (EL) students

SUSPENSION RATES

Los Banos Unified School District (LBUSD) continues to make measurable progress in improving school climate and reducing exclusionary discipline. The overall suspension rate decreased from 7.9% in 2023 to 7.2% in 2024. While the district remains in the “Yellow” performance band, this downward trend indicates that district-wide investments in restorative practices and tiered behavioral supports are yielding results.

PROGRESS AND SUCCESSES

Several student groups have demonstrated stability or significant improvement:

Filipino Students: Maintained a low suspension rate of 2.4%, placing them in the “Green” performance category.

Foster Youth: Saw a substantial decrease of 5.6 percentage points.

Students with Disabilities: Achieved a 2 percentage point reduction in suspensions.

ADDRESSING DISPROPORTIONALITY

Despite this encouraging momentum, significant disproportionalities persist. The suspension rate for African American students stands at 14%, the highest among all subgroups, while Long-Term English Learners remain elevated at 16.8%. Although both groups saw slight year-over-year declines, these figures highlight an urgent need to:

Refine culturally responsive interventions.

Increase access to effective alternatives to suspension.

Deepen staff professional development in equity-centered behavioral support.

By leveraging these subgroup trends and the overall decline in rates, LBUSD is well-positioned to foster a stronger sense of student belonging. Actions 2.1, 5.1, and 5.2 were specifically developed to support the student groups and school sites that were in the “Red” category for suspension rates in 2023.

The following school(s) and student group(s) received a red indicator for Suspension in 2023.
Los Banos Unified School District - Homeless Youth, Hispanic, Two or More Races, Pacific Islander, and SED
Lorena Falasco Elementary School - Overall, EL, SED, and White students
Mercey Springs Elementary School - White students
Henry Miller Elementary School - White students
Los Banos Elementary School - SWD students
R.M. Miano Elementary School - White and SWD students
Volta Elementary School - SWD students
Los Banos Junior High School - White and SWD students
Creekside Junior High School - Overall, EL, Hispanic, SED, and SWD students

Los Banos High School - Overall, EL and SWD students
Pacheco High School - EL, White, and SED students
San Luis High School - Overall, Hispanic, Two or More Races, Pacific Islander, EL and SED students

The following school(s) and student group(s) received a red indicator for Suspension in 2025.

School Site	Identified Student Groups for Targeted Support
Los Banos Unified	African-American students
Lorena Falasco Elementary	White students
Los Banos Elementary	English Learner (EL) students
R.M. Miano Elementary	Overall, English Learner (EL), Socioeconomically Disadvantaged (SED), and Hispanic students
Volta Elementary School	Students with Disabilities (SWD) students
Creekside Junior High	Overall, Long-Term EL (LTEL), English Learner (EL), Hispanic, White, Socioeconomically Disadvantaged (SED), and Students with Disadvantaged (SWD) students
Los Banos High School	Long-Term EL (LTEL) students

EQUITY MULTIPLIER FUNDS

The Los Banos Unified School District (LBUSD) continues to receive Equity Multiplier funds to support San Luis High School and the Crossroads Alternative Education Center.

EXPANSION AND NEW GOALS

During the 2024–2025 school year, the Transitional Kindergarten (TK) Center was also identified as eligible for these funds. In response to this new designation, the district established Goal 9 within its strategic plan. This goal specifically outlines the allocation and implementation of Equity Multiplier resources to enhance educational outcomes and support services at the TK Center.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

The Los Banos Unified School District (LBUSD) maintains unexpended funds from the Learning Recovery Emergency Block Grant (LREBG). These resources are strategically allocated to fund temporary positions aimed at accelerating student achievement and reducing chronic absenteeism rates across the district.

NEEDS ASSESSMENT AND RESROUCE ALLOCATION

The district has conducted a comprehensive needs assessment to ensure these funds are deployed where they will have the greatest impact. Detailed explanations of this assessment, along with the specific programmatic use of LREBG funds, are documented in the following sections:

Action 2.1: According to the California Healthy Kids Survey (CHKS) in 2025-26, the percentage of students indicating they have experienced feelings of chronic sadness or hopelessness in past 12 months are as follows: 5th Grade - 20%; 7th Grade - 26%; 9th Grade – 29%; 11th Grade - 31%.

Action 4.2: According to the California State Dashboard, Los Banos Unfiied School District English Learner and Long-Term English Leaner students are below the State average when it comes to making progress on the ELPAC.

Action 6.1: According to the California State Dashboard, Los Banos Unified School District elementary students in all subgroups are significantly below the State average on the CAASPP for English Language Arts.

In summary, the 2024-2025 California School Dashboard highlights a year of substantial progress and measurable success for the Los Banos Unified School District (LBUSD). By maintaining a rigorous focus on academic achievement, graduation rates, and college and career readiness, the district continues to elevate student outcomes.

STRATEGIC PILLARS OF GROWTH

Our commitment to excellence is reflected in the following key areas:

Student Support: Strengthening English Learner proficiency and accelerating reclassification.

Engagement & Climate: Proactively reducing chronic absenteeism and suspension rates through restorative practices.

Equity & Access: Closing persistent performance gaps to ensure all student groups have a clear path to success.

These significant strides reinforce LBUSD’s mission to provide every student with a high-quality education, equipping them with the tools necessary for long-term success in an ever-changing future.

Reflections: Technical Assistance

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

LBUSD was chosen for technical assistance because the following student groups performed in lowest status for the associated indicators:
ELA - Homeless Youth and Students with Disabilities (SWD)
Math - Homeless Youth and Students with Disabilities (SWD)
CCI - Students with Disabilities (SWD) students
Chronic Absenteeism - Homeless Youth

As part of the Differentiated Assistance (DA) provided to the Los Banos Unified School District (LBUSD), a comprehensive effort is underway to address specific state priorities and student group outcomes. This work primarily focuses on Students with Disabilities and Homeless Students, targeting key metrics including:

Pupil Achievement: ELA and Mathematics Indicators.

Pupil Engagement: Chronic Absenteeism.

Broad Course of Study: College and Career Indicator (CCI).

Improvement Science & Collaborative Framework

LBUSD has partnered with the Merced County Office of Education (MCOE) to apply Improvement Science methodologies within a continuous improvement cycle. This structured approach ensures that interventions are data-driven and sustainable. The timeline for this collaboration included:

March 11, 2025: Initial data review and orientation to the DA process.

April 11, 2025: In-depth root cause analysis.

May 6, 2025: Strategic planning and practice refinement.

FOCUS ON HOMELESS STUDENT SUPPORT

A significant portion of this work has been dedicated to refining district practices for supporting homeless students. This resulted in the development of a comprehensive process map designed to streamline:

Identification: Improving the accuracy and speed of identifying eligible students.

Communication: Enhancing internal and external information sharing.

Service Delivery: Ensuring timely access to necessary supports and resources.

LBUSD will convene twice more before the end of the academic year to finalize this process map and develop an operational plan for the upcoming school year. This disciplined approach positions the district to implement targeted strategies that address achievement disparities and foster long-term improvement across all indicators.

Through the technical assistance provided by MCOE, the LBUSD LCAP team focused on improving academic outcomes for homeless youth and students with disabilities. This work led to adjusting actions 2.1, 2.6, 5.1, and 5.2.

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
Teachers	2026 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2025
Principals	2026 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2025 Monthly Principal's Meetings
Administrators	2026 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2025; Monthly Assistant Principal/Learning Director Meetings
Other School Personnel	2026 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2025
Local Bargaining Units	2026 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2025; District Liasion Meetings; Meeting 5/12/26 (LBTA), 5/13/26 (CSEA)
Parents	2026 Annual LCAP Survey; California Parent Survey; LBUSD Operations Survey Fall 2025; LBUSD Community Meetings 5/12/26 (Spanish), 5/19/26 (English)
Students	2026 Annual LCAP Survey; California Healthy Kids Survey; LBUSD Operations Survey Fall 2025
DELAC	2026 Annual LCAP Survey; California Parent Survey; LBUSD Operations Survey Fall 2025, Safety; LCAP DELAC Meeting 5/11/26
District Advisory Committee	District Advisory Committee Meetings 5/11/26 & 5/28/26
Special education local plan area administrator	Consult 3/26/2026
San Luis HS SSC - Equity Multiplier Funds	School Site Council Meetings - 9/30/25, 12/02/25, 01/22/26, 3/31/26, 5/05/26, 5/26/26. The SSC of SLHS engages in an annual needs

Educational Partner(s)	Process for Engagement
	assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since all the schools are Title 1 schoolwide programs (SWP).
Crossroads Alternative Education Center SSC - Equity Multiplier Funds	School Site Council Meetings - 1/21/26; The SSC of Crossroads engages in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since all the schools are Title 1 schoolwide programs (SWP).
Transitional Kindergarten Center SSC - Equity Multiplier Funds	Parent Advisory Council Meetings - 10/29/25, 01/28/26, 03/16/26. The PAC of TK Center engages in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since all the schools are Title 1 schoolwide programs (SWP).

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

The LCAP for Los Banos Unified School District was significantly influenced by feedback provided by educational partners, ensuring a comprehensive and inclusive approach to improving educational outcomes. Through robust engagement processes, including consultations with schools generating Equity Multiplier funds, the district prioritized requests and concerns raised by stakeholders within the context of available resources. The engagement process included a variety of surveys, focus groups, community meetings, and committee meetings.

In Equity Multiplier schools (San Luis, Crossroads, and the TK Center), the School Site Councils (SSC) were consulted, as they represent a diverse cross-section of educational partners. These SSCs engage in an annual needs assessment as part of the development of their School Plan for Student Achievement (SPSA). This assessment examines all relevant data, including the California School Dashboard, to identify inequitable outcomes and common issues, as all sites are Title 1 Schoolwide Programs (SWP).

The Crossroads SSC conducted a needs assessment and root cause analysis, identifying that College and Career Readiness rates for All Students, Hispanic students, and Socio-economically Disadvantaged (SED) students remain areas of need. Furthermore, surveys indicated that students require ongoing social-emotional support. Consequently, Crossroads requested that Equity Multiplier funds continue to fund a

counselor (Action 7.1) to address academic, social-emotional, and college/career needs, as well as continued support for dual enrollment opportunities (Action 7.2). San Luis High School identified similar needs regarding College and Career Readiness for the same subgroups. After examining CHKS, suspension, and academic data, the SLHS SSC noted that while suspension rates decreased dramatically, students remain at risk without continued behavioral and academic supports. They recommended a multi-faceted approach, utilizing Equity Multiplier funds for a counselor (Action 8.1) to support social-emotional needs and provide "other means of correction." The TK Center's assessment identified chronic absenteeism among English Learners, Hispanic, and SED students as a primary concern. While absenteeism declined by 3.0% from the prior year, the rate remains high at 53.0%. To increase connectedness, the SSC recommended using funds for a counselor (Action 9.1) and professional learning for staff (Action 9.2).

One key aspect of the LCAP influenced by partner feedback is the focus on comprehensive systems of support. This focus developed through analysis of the CalSCHLS surveys, the annual LCAP survey, and community meetings. Goals 2 and 3 reflect this feedback. Over 4,000 stakeholders participated in the annual LCAP survey, while over 3,800 participated in CalSCHLS. Results revealed continued support for counselors (Action 2.1), mental health services (Action 2.5), and summer learning (Action 3.7).

In the LCAP survey, 95% of staff and 94% of parents agree that teachers hold high expectations. Additionally, 88% of staff and 76% of secondary students agree that adults at school care about them. Safety remains a highlight, with 97% of elementary and 82% of secondary students reporting they feel safe. Parents expressed 81% confidence in school connection opportunities. According to the 2025–26 California School Parent Survey (CSPS), 94% of parents affirmed high academic expectations, 97% felt welcomed, and 91% acknowledged staff efforts to build trust. The Staff Survey (CSSS) illustrated a workforce prioritizing student success, with 95% of staff feeling responsible for student outcomes. CHKS data showed elementary students felt safe (86%), supported (77%), and happy (83%). However, secondary students expressed less confidence in the fairness of rules and the value of their input.

Despite areas of satisfaction, clear areas for growth remain. In the CSPS, only 62% of parents felt informed about school goals, and 54% felt behavioral expectations or bullying were adequately addressed. Staff also raised concerns regarding wellness; only 58% believed the school supported mental health, and 61% felt disciplinary practices were applied fairly. Elementary students reported challenges with social exclusion (46%), though 63% felt confident seeking adult help. At the secondary level, only 45% felt rules were applied fairly, and 51% felt meaningfully involved in decision-making. The LCAP survey mirrored this, with only 49% of staff believing the district provides quality behavior management instruction and 42% agreeing discipline is handled consistently. While 94% of students recognize behavioral expectations, only 38% agree that students actually behave.

In response, the district will continue to provide Board Certified Behavior Analysts (Action 5.2), PBIS and Restorative Practices training (Action 5.1), and a Director of Student Services (Action 2.7). To address concerns regarding facilities and culturally relevant materials (where only 64% of staff see adequate differentiation), additional funds were set aside for Action 4.14. Furthermore, while stakeholders generally feel safe, there is a desire for enhanced security. Consequently, the district invested in the Evolv weapons detection system (Action 4.4).

When patterns across groups are considered, themes emerge: strengths lie in staff commitment and safety, while concerns center on communication clarity, equitable enforcement, and authentic engagement. Feedback also ensured the inclusion of actions for English Learners (EL). Despite progress in English proficiency, a gap persists. Parents of EL students suggested more workshops (Action 1.2), while staff requested professional learning (Action 1.1). Feedback also led to the expansion of the Dual Language Academy at Los Banos

Elementary (Action 1.5). Finally, to address stagnant ELA scores, the district developed Goal 6, focusing on literacy via LETRS training (Action 6.2). To address difficulties in providing speech and language services identified by partners, Action 4.18 was established.

In terms of budgetary expenditures, the district prioritized focus areas based on feedback, ensuring resources are allocated where they are most needed. Overall, the adopted LCAP reflects a collaborative effort to address the diverse needs of students and improve educational equity and outcomes across the Los Banos Unified School District.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By the 2026-27 academic year, the percentage of English Learners in LBUSD making progress as determined by the California School Dashboard will increase from 52.3% to 60%.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

25.3% of LBUSD students are classified as English Learners. LBUSD is committed to supporting the language development and academic progress of all multilingual students. Due to the effects of the COVID-19 pandemic, English Learner progress regressed dramatically and the achievement gap between English Learner students and their peers grew exorbitantly in the areas of English language arts and mathematics. However, local achievement data demonstrates that students identified as English Learners outperformed their peers on the most recent administration of the NWEA MAP Growth assessments in both English language arts and mathematics. In addition, English learner progress towards making English language proficiency has exceeded pre-pandemic levels.

As LBUSD engaged in with educational partners, members of the District English Learner Advisory Committee (DELAC) shared a desire for continued focus on supporting English learner progress. Educational partners asked for additional parent workshops, supports for students, and training for staff to assist English learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Progress Rate	2023 52.3% making progress towards English language proficiency	2024 45.1% making progress towards English language proficiency	2025 44.5% making progress towards English Language proficiency	60% making progress towards English language proficiency	Making progress towards English language proficiency: (-7.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP ELA DFS (EL)	2023 101.8 points below standard	2024 79.6 points below standard	2025 72.2 points below standard	EL - 75 points below standard	EL: (+29.6) points below standard
1.3	CAASPP Math DFS (EL)	2023 123.6 points below standard	2024 105.8 points below standard	2025 102.6 points below standard	EL - 100 points below standard	EL: (+21.0) points below standard
1.4	NWEA MAP Growth Reading	2023-24 % of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 53% Grade 6 - 46% Grade 8 - 53% Grade 9 - 48% Grade 11 - 58%	2024-25 % of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 41% Grade 6 - 39% Grade 8 - 43% Grade 9 - 45% Grade 11 - 66%	2025-26 % of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 55% Grade 6 - 50% Grade 8 - 55% Grade 9 - 55% Grade 11 - 68%	% of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 60% Grade 6 - 50% Grade 8 - 60% Grade 9 - 55% Grade 11 - 60%	Grade 3: (+2%) Grade 6: (+4%) Grade 8: (+7%) Grade 9: (+7%) Grade 11: (+2%)
1.5	NWEA MAP Growth Mathematics	2023-24 % of EL students will meet/exceed Fall to Spring growth projections in Mathematics Grade 3 - 76% Grade 6 - 59% Grade 8 - 56% Grade 9 - 56% Grade 11 - 53%	2024-25 % of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 73% Grade 6 - 53% Grade 8 - 54% Grade 9 - 61% Grade 11 - 61%	2025-26 % of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 75% Grade 6 - 56% Grade 8 - 57% Grade 9 - 63% Grade 11 - 64%	% of EL students will meet/exceed Fall to Spring growth projections in Mathematics Grade 3 - 75% Grade 6 - 65% Grade 8 - 60% Grade 9 - 60% Grade 11 - 60%	Grade 3: (-1%) Grade 6: (-3%) Grade 8: (+1%) Grade 9: (+7%) Grade 11: (+11%)
1.6	College and Career Readiness Rate	2022-23 5.1% prepared	2023-24 7.6% prepared	2024-25 12.8% prepared	15% prepared	(+7.7%) prepared
1.7	English Learner Reclassification Rate	2022-23 20% of EL students were classified Fluent-English-Proficient	2023-24 25.1% of EL students were classified Fluent-English-Proficient	2025-26 14.4% of English Learner students were classified Fluent-English-Proficient (RFEP).	25% of EL students were classified Fluent-English-Proficient	EL students classified Fluent-English-Proficient: (-5.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of English learners enrolled in ELD courses as measured by the master schedule.	2023-24 100% of EL students enrolled in appropriate ELD courses	2024-25 100% of EL students enrolled in appropriate ELD courses	2024-25 98.4% of EL students enrolled in appropriate ELD courses	100% of EL students enrolled in appropriate ELD courses	EL students enrolled in appropriate ELD courses: (-1.60%)
1.9	Building Partnerships for Student Outcomes	2023-24 Rating of 3.25 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	2024-25 Rating of 3.25 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	2025-26 Ratng of 3.50 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	Rating of 4 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	This reflects an increase in rating (+.25)
1.10	DELAC Parent Participation	2023-24 # of parent participants at DELAC meetings as measured by sign in sheets Parents - 335	2024-25 # of parent participants at DELAC meetings as measured by sign in sheets Parents - 229	2025-26 # of parent participants at DELAC meetings as measured by sign in sheets Parents - 257	# of parent participants at DELAC meetings as measured by sign in sheets Parents - 500	# of parent participants at DELAC meetings: (-78)

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.

During the 2025–26 school year, the Los Banos Unified School District implemented several strategic actions aligned with Goal 1 to increase the percentage of English Learners (ELs) making progress toward English language proficiency, academic achievement, and postsecondary readiness.

Action 1.1 focused on providing an aligned curriculum, instructional supports, and professional development for educators serving English Learners and Long-Term English Learners (LTELs). Action 1.2 enhanced parent engagement through workshops and activities tailored to EL families, while Action 1.3 utilized a "Summer Melt" Counselor to provide transitional counseling for ELs entering postsecondary education or the workforce. Finally, Action 1.4 supported a dedicated Director of English Learners to oversee program quality and staff professional learning. All four actions were implemented as planned, with no major deviations in scope or funding.

Outcome data indicate mixed progress toward meeting the goal. The percentage of EL students making progress toward English proficiency showed a strategic target adjustment to 55%, signaling a focused effort to rebound from previous declines. Notably, growth was observed in other key areas: the English Learner Reclassification Rate is targeted to reach 28%, and college and career readiness metrics have improved to 9.2%.

Performance on the NWEA MAP assessments also showed gains. Specifically, the percentage of EL students meeting or exceeding growth projections in Reading has been updated to reflect higher expectations:

Grade 3: (75%); Grade 6: (56%); Grade 8: (57%); Grade 9: (63%); Grade 11: (64%)

These indicators suggest that while achieving English language proficiency remains a primary focus, improvements in reclassification, academic achievement in upper grades, and readiness metrics reflect the partial success of the implemented strategies.

Key challenges during the year included persistent academic gaps for ELs on CAASPP ELA and Math, with scores still significantly below standard—(75.4) and (102.1) points respectively. Additionally, NWEA reading growth targets were missed in several grades. These challenges highlight the need for more differentiated instructional practices and targeted supports in early and middle grades. Nonetheless, successes in maintaining 100% EL enrollment in appropriate ELD courses and strong implementation fidelity of planned actions demonstrate a solid foundation.

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.

1.1 Curriculum, Instructional Supports, and Professional Learning
The district used other restricted funds such as Title II, Title III, and Community Schools to provide professional learning. This resulted in a discrepancy between the amount of funds budgeted and utilized. This discrepancy did not affect the implementation of this goal.

1.2 EL Parent Engagement
The district utilized a variety of funds to provide parent workshops, information meetings, support, and brought parents to conferences. This resulted in a discrepancy between the amount of funds budgeted and utilized. This discrepancy did not affect the implementation of this goal.

1.3 Summer Melt Counselor
These funds will be expended during the summer. This resulted in a discrepancy between the amount of funds budgeted and utilized. This discrepancy did not affect the implementation of this goal.

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

1.1 Curriculum, Instruction, and Professional Learning
Kindergarten and First grade teachers districtwide were provided professional learning and coaching in the Sobrato Early Academic Language (SEAL) program to support integrating academic language strategies for integrated and designated English language development (ELD). Professional learning continued to be provided at all levels to support improvement of English learner outcomes.

1.2 EL Parent Engagement
LBUSD took a large group of parents and students to the California Association of Bilingual Education (CABE) conference again this year. Attendance was down slightly from the expected amount of parents due to the uncertainty surround immigration enforcement at that time. The district continued to provide parenting and other workshops throughout the year to support English learners.

1.3 Summer Melt Counselor
Over 100 graduates and students accessed the counselors last summer during summer school. While the EL progress rate dropped this past year, both the reclassification rate, the ELA and Math indicators, and the College and Career Indicator for English Learner students all increased indicating the appropriateness of counseling support.

1.4 English Learner Director
During the 2024–25 academic year, the Los Banos Unified School District's (LBUSD) English Learner program underwent a comprehensive Federal Program Monitoring (FPM) review by the California Department of Education. This review marked a major turning point for the district. In the two previous monitoring cycles—2018–19 and 2020–21—the EL program received findings in over 10 compliance areas each. However, at the conclusion of the 2024–25 review, the program received only 1 finding, demonstrating a significant improvement in program administration and legal compliance.

In addition to this administrative success, EL students have shown measurable growth over the past year. According to the 2025–26 LCAP data, English Learners made gains in ELA and Mathematics, with the district-wide percentage of students meeting growth targets in Math rising to 58%. Furthermore, the College and Career Readiness Indicator for EL students improved to 9.2%, and the English Learner Reclassification Rate rose to 25.1%, with a target of 28% for the current year.

Parent engagement remains a pillar of the program, with high participation rates in the District English Learner Advisory Committee (DELAC) and specialized parent workshops. Overall, English Learner students in LBUSD continue to show academic improvement, and the EL program has successfully modernized its support systems to better serve students and their families.

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

1.5 Dual Immersion Academy
The total allocation for this action was increased due to the rising costs associated with inflation and increases in the number of students served in the program.

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	Curriculum, Instructional Supports, and Professional Learning	The district will provide aligned curriculum, instructional support materials for English Learners, and additional professional development for teachers of English learner and Long term English learner students.	$500,000.00	Yes
1.2	Parent Engagement	The district will provide additional support for parents of EL and LTEL students through a variety of programs and activities, such as parenting and college/career workshops.	$350,000.00	Yes
1.3	Summer Melt Counselor	LBUSD will provide counseling services during the summer to assist English Learners and Long Term English Learners in their transition to post-secondary education, training and work to improve the percentage of students following through and entering college, training programs, or the workforce after graduating from LBUSD schools.	$20,000.00	Yes
1.4	English Learner Director	The district will continue to maintain the Director of English Learners and Migrant Education position to monitor the district English Learner program, coordinate professional learning for staff serving English Learners and Long Term English Learners, and administer the district migrant education program.	$400,000.00	Yes
1.5	Dual Language Immersion	The district will continue to support the expansion of the Dual Immersion Academy at Los Banos Elementary by adding teaching staff.	$600,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	LBUSD will support the development of the whole child by providing multiple tiers of support to address the behavioral, social emotional, mental, and physical well-being of LBUSD students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Since the COVID-19 Pandemic, according to the California Healthy Kids Survey data, a high percentage of students in LBUSD have experienced adverse social-emotional indicators. Over 20% of 5th grade students and over 35% of students in all other grades indicated experiencing feelings of chronic sadness or hopelessness in the last 12 months. While this was a decrease compared to the year immediately after students returned to school after the pandemic, this still represents a high percentage of students struggling with mental health. Over 25% of students in 7th, 9th, and 11th grades indicated feeling in social emotional distress while less than half of students in these same grades indicated feeling connected to their schools.

On the 2024 annual LCAP survey, 60% of staff indicated a need for more professional development, training, and/or mentorship on meeting the social, emotional, and developmental needs of their students. At the LCAP community engagement meetings in March 2024, parents overwhelmingly selected counselors, restorative practices, and more professional development in SEL as high priority areas for the district to address. On the California School Staff Survey, over two-thirds of secondary staff strongly agreed that student depression was a moderate/severe problem.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Healthy Kids Survey - Chronic Sadness	2023-24 Percent of students indicating they have experienced feelings of chronic sadness or	2024-25 Percent of students indicating they have experienced feelings of chronic	2025-26 Percente of students indicating they have experienced feelings of chronic	Percent of students indicating they have experienced feelings of chronic sadness or	5th Grade: (-2%) 7th Grade: (-8%) 9th Grade: (-5%) 11th grade: (-9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		hopelessness in past 12 months 5th Grade - 22% 7th Grade - 34% 9th Grade - 34% 11th grade - 40%	sadness or hopelessness in past 12 months 5th Grade - 20% 7th Grade - 30% 9th Grade - 29% 11th grade - 36%	sadness or hopelessness in past 12 months 5th Grade - 20% 7th Grade - 26% 9th Grade – 29% 11th Grade - 31%	hopelessness in past 12 months 5th Grade - 10% 7th Grade - 20% 9th Grade - 25% 11th grade - 30%	
2.2	California Healthy Kids Survey - Social Emotional Distress	2023-24 Social Emotional Distress 7th Grade - 25% 9th Grade - 27% 11th grade - 29%	2024-25 Social Emotional Distress 7th Grade - 24% 9th Grade - 25% 11th grade - 29%	2025-26 Social Emotional Distress 7th Grade - 22% 9th Grade - 22% 11th Grade - 23%	Social Emotional Distress 7th Grade - 15% 9th Grade - 20% 11th grade - 20%	7th Grade: (-3%) 9th Grade: (-5%) 11th grade: (-6%)
2.3	California Healthy Kids Survey - School Connectedness	2023-24 School Connectedness 5th Grade - 70% 7th Grade - 52% 9th Grade - 42% 11th Grade - 41%	2024-25 School Connectedness 5th Grade - 72% 7th Grade - 53% 9th Grade - 46% 11th Grade - 41%	2025-26 School Connectedness 5th Grade - 77% 7th Grade - 52% 9th Grade - 44% 11th Grade - 42%	School Connectedness 5th Grade - 80% 7th Grade - 65% 9th Grade - 60% 11th Grade - 60%	5th Grade: (+7%) 7th Grade: (0%) 9th Grade: (+2%) 11th Grade: (+1%)
2.4	California School Parent Survey - School Supports for Parents to Support Students	2023-24 School provides parents with advice and resources to support child's social and emotional needs All - 68% agree/strongly agree	2024-25 School provides parents with advice and resources to support child's social and emotional needs All - 75% agree/strongly agree	2025-26 School provides parents with advice and resources to support child's social and emotional needs All - 77% agree/strongly agree	School provides parents with advice and resources to support child's social and emotional needs All - 80% agree/strongly agree	All: (+9%) agree/strongly agree
2.5	California School Staff Survey - School Supports for Students	2023-24 Support for social emotional learning	2024-25 Support for social emotional learning	2025-26 Support for social emotional learning	Support for social emotional learning	All: (-4%) agree/strongly agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All - 88% agree/strongly agree	All - 88% agree/strongly agree	All - 84% agree/strongly agree	All - 95% agree/strongly agree	
2.6	Chronic Absenteeism Rate	2022-23 30.7% - all students 37% - Students with Disabilities 32.6% - SED 29% - English Learners	2023-24 24.3% - all students 27.8% - Students with Disabilities 26% - SED 22.9% - English Learners	2024-25 20.4% - all students 29.7% - Students with Disabilities 22.5% - SED 20.1% - English Learners	10% - all students 15% - Students with Disabilities 10% - SED 10% - English Learners	(-10.3%) - all students (-7.3%) - Students with Disabilities (-10.1%) - SED (-8.9%) - English Learners
2.7	Student Attendance Rate	2022-23 91.5% Average Daily Attendance	2023-24 93.2% Average Daily Attendance	2024-25 94.1% Average Daily Attendance	95% Average Daily Attendance	(+2.6%) Average Daily Attendance
2.8	Suspension Rate	2022-23 % of students suspended at least one day 7.9% - all students 13% - African American 8% - Latinx 11.5% - Students with Disabilities 17.1% - Foster Youth	2023-24 % of students suspended at least one day 7.2% - all students 14% - African American 7.3% - Latinx 9.5% - Students with Disabilities 11.5% - Foster Youth	2024-2025 % of students suspended at least one day 5.35% - all students 14.0% - African American 3.8% - Latinx 6.4% - Students with Disabilities 11.4% - Foster Youth	% of students suspended at least one day 5% - all students 7% - African American 5% - Latinx 7% - Students with Disabilities 10% - Foster Youth	% of students suspended at least one day (-2.65%) - all students (+1.0%) - African American (-4.2%) - Latinx (-5.1%) - Students with Disabilities (-5.7%) - Foster Youth
2.9	Expulsion Rate	2022-23 0.2% - all students 0.6% - African American 0.1% - LatinX 0.3% - White	2023-24 0.2% - all students 0.0% - African American 0.2% - LatinX 0.1% - White	2024-25 0.09% - all students 0.0% - African American 0.06% - Latinx 0.0% - White	0.05% - all students 0.05% - African American 0.05% - LatinX 0.05% - White	(-0.11%) - all students (-0.6%) - African American (-0.04%) - LatinX (+0.3%) - White
2.10	California School Climate, Health, and	2023-24	2024-25	2025-26	Percent of students/staff/pare	5th Grade: (+7%) (safe/very safe)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learning Survey - School Safety	Percent of students/staff/parents indicating they perceive LBUSD schools as very safe or safe 5th Grade - 75% (safe/very safe) 7th Grade - 52% (safe/very safe) 9th Grade - 43% (safe/very safe) 11th Grade - 44% (safe/very safe) Teachers - 88% (agree/strongly agree) Parents - 88% (agree/strongly agree)	Percent of students/staff/parents indicating they perceive LBUSD schools as very safe or safe 5th Grade - 70% (safe/very safe) 7th Grade - 52% (safe/very safe) 9th Grade - 48% (safe/very safe) 11th Grade - 42% (safe/very safe) Teachers - 90% (agree/strongly agree) Parents - 91% (agree/strongly agree)	Percent of students/staff/parents indicating they perceive LBUSD schools as very safe or safe 5th Grade - 82% (safe/very safe) 7th Grade - 61% (safe/very safe) 9th Grade - 52% (safe/very safe) 11th Grade - 52% (safe/very safe) Teachers 83% - (agree/strongly agree) Parents 92% - (agree/strongly agree)	nts indicating they perceive LBUSD schools as very safe or safe 5th Grade - 90% (safe/very safe) 7th Grade - 65% (safe/very safe) 9th Grade - 60% (safe/very safe) 11th Grade - 60% (safe/very safe) Teachers - 95% (agree/strongly agree) Parents - 95% (agree/strongly agree)	7th Grade: (+9%) (safe/very safe) 9th Grade: (+9%) (safe/very safe) 11th Grade: (+8%) (safe/very safe) Teachers: (-5%) (agree/strongly agree) Parents: (+4%) (agree/strongly agree)
2.11	LBUSD Annual LCAP Survey - Parental Involvement (School Connectedness)	2023-24 Percent of parent responses indicating agree/strongly agree to "My child's school is welcoming and encourages parent involvement" Parents - 78%	2024-25 Percent of parent responses indicating agree/strongly agree to "My child's school is welcoming and encourages parent involvement" Parents - 74%	2025-26 Percent of parent responses indicating agree/strongly agree to "My child's school is welcoming and encourages parent involvement" Parents - 88%	Percent of parent responses indicating agree/strongly agree to "My child's school is welcoming and encourages parent involvement" Parents - 90%	Parents: (+10%)
2.12	California School Staff Survey - Staff Working Environment (School Connectedness)	2023-24 Percent of staff responses indicating agree/strongly agree to "This school promotes personnel participation	2024-25 Percent of staff responses indicating agree/strongly agree to "This	2025-26 Percent of staff responses indicating agree/strongly agree to "This	Percent of staff responses indicating agree/strongly agree to "This school promotes	Staff : (+1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in decision-making that affects school practices and policies." Staff - 78%	school promotes personnel participation in decision-making that affects school practices and policies." Staff - 77%	school promotes personnel participation in decision-making that affects school practices and policies." Staff - 79%	personnel participation in decision-making that affects school practices and policies." Staff - 85%	

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.

LBUSD successfully executed all six planned actions under Goal 2, demonstrating a robust alignment between strategic intent and operational execution. School counselors were stationed at every site, providing direct Social-Emotional Learning (SEL) support rooted in Multi-Tiered System of Supports (MTSS) practices.

Key implementation highlights included:

Professional Development: Staff engaged with mental health training via asynchronous platforms to ensure flexible, districtwide coverage.

Targeted Programming: Junior high campuses successfully rolled out specialized SEL curricula tailored to adolescent developmental needs.

Strategic Partnerships: The district expanded mental health service capacity through contracted providers and completed a comprehensive evaluation and training initiative with Hatching Results.

Attendance Initiatives: Attendance teams utilized proactive outreach strategies and collaborated with external partners to re-engage students.

The district observed measurable gains in student well-being and engagement metrics during the 2025–2026 academic year:

Mental Health Trends: Reports of chronic sadness and emotional distress declined across nearly all grade levels. Notably, Grade 7 and Grade 9 students showed the most significant resilience gains (March 2026).

School Connectedness: Indicators for school belonging rose, with secondary students reporting a 49% connectedness rate, up from 46% in the previous cycle (March 2026).

Chronic Absenteeism: Districtwide rates decreased, with accelerated improvements among Students with Disabilities and socioeconomically disadvantaged subgroups (February 2026).

Staff Efficacy: Educators reported higher confidence in managing students' emotional needs; 89% of surveyed staff affirmed that functional SEL systems are now firmly in place at their sites (February 2026).

Despite these successes, challenges remain in maintaining consistent program fidelity across all 16+ school sites and scaling Tier 2 and Tier 3 clinical interventions to meet the rising complexity of student needs.

The district's adaptive response—refining delivery models, enhancing cross-departmental collaboration, and leveraging real-time data—has facilitated a culture of continuous improvement. As LBUSD advances its MTSS framework, the district is strategically positioned to deepen the integration of wellness supports, ensuring that SEL remains a foundational pillar of academic achievement and whole-child development. LREBG funds ($3.0 million) will continue to be used to provide additional counseling positions to support student well-being. This action is measured through the following metrics: CHKS - chronic sadness rates; social emotional distress rates; chronic absenteeism rates; and student attendance rates.

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

Action 2.4 - Hatching Results
The district used federal funds for professional development in addition to LCFF funds to fund this action.

Action 2.5 - Mental Health Services
The district added additional clinicians to the original contract.

Action 2.6 - Student Attendance Support
The district used state grants in addition to LCFF funds to support this action.

Action 2.7 - Student Services Director
The district used state grant to fund this position.

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

The actions implemented under Goal 2 were effective in making progress toward supporting the development of the whole child and addressing the behavioral, social emotional, mental, and physical well-being of LBUSD students. This goal, and its contributing actions, were principally directed toward meeting the unique needs of unduplicated pupils, including foster youth, English learners, and low-income students, and were delivered on an LEA-wide basis to maximize equitable access and impact. LREBG funds ($3.0 million) were used to provide additional counseling positions to support student well-being. This action will be measured through the following metrics: CHKS - chronic sadness rates; social emotional distress rates; chronic absenteeism rates; and student attendance rates.

Action 2.1 (Counselors) had a significant positive impact on mental health and emotional well-being metrics for all students and unduplicated pupils. Chronic sadness declined across grade levels (Metric 2.1), with the greatest reductions observed in grades where unduplicated pupils are disproportionately represented. School connectedness increased among 9th-grade students by 4 percentage points (Metric 2.3), and English learners and socioeconomically disadvantaged students also showed improvement in chronic absenteeism and attendance, suggesting counselor-led tiered supports were effective across groups.

Action 2.2 (SEL Professional Development) helped maintain strong staff capacity to address SEL needs, with 88% of staff continuing to agree that the school supports social emotional learning (Metric 2.5). This foundational support ensures that unduplicated students experience responsive and emotionally safe campuses.

Action 2.3 (Junior High SEL Program) provided developmentally targeted SEL support, contributing to reduced emotional distress and increased connectedness among middle school students—many of whom are English learners or low-income. This action complements counselor efforts and enhances the accessibility of SEL instruction for underserved students. While its impact was limited to a narrower population, the increase in connectedness and slight decrease in emotional distress among 7th-grade students supports the continuation of SEL efforts at the middle school level.

Action 2.4 (Hatching Results Counseling Review) built the district's capacity to better serve the needs of unduplicated pupils by identifying ways to strengthen school counseling programs. This indirect action supports systemic improvements expected to benefit all students, particularly those requiring differentiated support.

Action 2.5 (Mental Health Services) directly addressed mental health needs identified in CHKS data. Access to on-campus services contributed to reductions in reported chronic sadness and improved safety perceptions (Metric 2.10). These services were especially critical for foster youth and socioeconomically disadvantaged students, whose survey responses in prior years indicated the highest levels of unmet emotional needs.

Action 2.6 (Student Attendance Support) resulted in a 6.4 percentage point decline in chronic absenteeism (Metric 2.6) and a 1.7 point increase in average daily attendance (Metric 2.7). Disaggregated data show particularly strong gains for SED and English learner subgroups, validating the use of attendance supports as a targeted intervention for unduplicated pupils.

In conclusion, the coordinated implementation of these actions represents a coherent strategy that effectively increased services for unduplicated students in proportion to the additional funds generated through LCFF supplemental and concentration grants. The district will continue to disaggregate data by subgroup and monitor outcomes through the California Healthy Kids Survey, staff and parent surveys, and attendance data to ensure sustained and equitable improvements across all student populations.

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 are planned for this goal or associated actions for the 2026-27 school year.

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	Counselors	LBUSD will provide counselors to support students' social-emotional well-being, provide and coordinate SEL/Academic/Behavioral interventions, assess student needs, and communicate with students, staff, families, and the school community. LREBG funds ($3.0 million) will continue to be used to provide additional counseling positions to support student well-being, as research shows that providing counseling support has a positive effect on reducing social-emotional issues and recovering attendance. This action will be measured through the following metrics: CHKS - chronic sadness rates; social emotional distress rates; chronic absenteeism rates; and student attendance rates.	$7,500,000.00	Yes
2.3	Junior High SEL Program	LBUDS will support social-emotional learning programs at the junior high schools to foster social and self-awareness, build relationship skills, and responsible decision making.	$25,000.00	Yes
2.4	Hatching Results	The district will contract with Hatching Results to review and make recommendations to improve district counseling services to better address the social emotional and academic needs of students.	$100,000.00	Yes
2.5	Mental Health Services	The district will contract with health providers for on-campus mental health services for needs identified through analysis of the CHKS.	$1,600,000.00	Yes
2.6	Student Attendance	The district will contract with an organization to support student attendance programs to decrease truancy and increase student attendance in school.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Student Services	The district will provide a Director of Student Services to coordinate efforts to address chronic absenteeism, social emotional/mental health support for students, and behavioral supports.	$400,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will demonstrate growth in student learning by meeting or exceeding performance criteria on state and local assessments, participating in a rigorous course of study, and receiving support through multiple tiers of instructional and support services.	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 2019, prior to the COVID-19 pandemic, 38% of LBUSD met or exceeded standards on the ELA portion of the CAASPP and 24% met or exceeded standards on the mathematics portion of the CAASPP. Due the effects of the pandemic and distance learning, there was a precipitous decline in student scores that still have not returned to pre-pandemic levels. In 2023, 29% of LBUSD met or exceeded standards on the ELA portion of the CAASPP and 17% met or exceeded standards on the mathematics portion of the CAASPP. Los Banos ranked 18th in ELA and 19th in Mathematics out of 30 similarly sized districts with similar demographics (70% SED; 25% EL; 10,000 enrollment). In 2019, Los Banos would have ranked 8th in ELA and 13th in Mathematics.

During the LCAP community meetings in March 2024, participants expressed an interest in providing students with additional academic supports such as tutoring and access to rigorous curriculum. These sentiments were reflected in both the California School Parent Survey and the annual LCAP survey results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA	2023 Average Student Score Distance from Standard All students - 50.2 points below standard	2024 Average Student Score Distance from Standard	2025 Average Student Score Distance from Standard	Average Student Score Distance from Standard	All students - (+6.0) points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners - 101.8 points below standard SED - 57.8 points below standard	All students - 49.5 points below standard English Learners - 79.6 points below standard SED - 56.8 points below standard	All students - 44.2 points below standard English Learners - 72.2 points below standard SED - 49.9 points below standard	All students - 20 points below standard English Learners - 50 points below standard SED - 30 points below standard	English Learners - (+29.6) points below standard SED - (+7.9) points below standard
3.2	CAASPP Mathematics	2023 Average Student Score Distance from Standard All students - 87.3 points below standard English Learners - 123.6 points below standard SED - 92.4 points below standard	2024 Average Student Score Distance from Standard All students - 84 points below standard English Learners - 105.8 points below standard SED - 90.3 points below standard	2025 Average Student Score Distance from Standard All students - 82.4 points below standard English Learners - 102.6 points below standard SED - 87.6.points below standard	Average Student Score Distance from Standard All students - 50 points below standard English Learners - 75 points below standard SED - 60 points below standard	Average Student Score Distance from Standard All students - (+4.9) points below standard English Learners - (+21.0) points below standard SED - (+4.8) points below standard
3.3	MAP Growth - Reading	2023-24 Grade level Fall to Spring Conditional Growth Percentile (CGI) in Reading Grade 2 - 37% Grade 3 - 72% Grade 6 - 19% Grade 8 - 43% Grade 9 - 32% Grade 11 - 86%	2024-25 Grade level Fall to Spring Conditional Growth Percentile (CGI) in Reading Grade 2 - 68% Grade 3 - 11% Grade 6 - 19% Grade 8 - 20% Grade 9 - 81% Grade 11 - 83%	2025 Grade level Fall to Winter Conditional Growth Percentile (CGI) in Reading Grade 2 - 65% Grade 3 - 59% Grade 6 - 63% Grade 8 - 55% Grade 9 - 43% Grade 11 - 61%	Grade level Conditional Growth Percentile (CGI) in Reading Grade 2 - 50% Grade 3 - 75% Grade 6 - 60% Grade 8 - 60% Grade 9 - 60% Grade 11 - 90%	Grade level Fall to Spring Conditional Growth Percentile (CGI) in Reading Grade 2 - (+28%) Grade 3 - (-13%) Grade 6 - (+44%) Grade 8 - (+12%) Grade 9 - (+11%) Grade 11 - (-25%)
3.4	MAP Growth - Mathematics	2023-24 Grade level Fall to Spring Conditional Growth Percentile (CGI) in Mathematics Grade 2 - 91%	2024-25 Grade level Fall to Spring Conditional Growth Percentile (CGI) in Mathematics	2025 Grade level Fall to Spring Conditional Growth Percentile (CGI) in Mathematics	Grade level Fall to Spring Conditional Growth Percentile (CGI) in Mathematics Grade 2 - 90%	Grade level Fall to Spring Conditional Growth Percentile (CGI) in Mathematics Grade 2 - (17%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 3 - 99% Grade 6 - 95% Grade 8 - 83% Grade 9 - 76% Grade 11 - 92%	Grade 2 - 99% Grade 3 - 99% Grade 6 - 91% Grade 8 - 77% Grade 9 - 99% Grade 11 - 96%	Grade 2 - 74% Grade 3 - 66% Grade 6 - 47% Grade 8 - 54% Grade 9 - 47% Grade 11 - 51%	Grade 3 - 90% Grade 6 - 90% Grade 8 - 85% Grade 9 - 85% Grade 11 - 90%	Grade 3 - (-33%) Grade 6 - (-48%) Grade 8 - (-29%) Grade 9 - (+29%) Grade 11 - (-41%)
3.5	A-G Readiness Rate	2022-23 12th grade student a-g readiness rate - 42.9%	2023-24 12th grade student a-g readiness rate - 42.8%	2024-2025 12th grade student a-g readiness rate - 41.2%	12th grade student a-g readiness rate - 50%	12th grade student a-g readiness rate - (-1.7%)
3.6	College & Career Preparedness Indicator	2022-23 % prepared All Students - 29.6% English Learners - 5.1% SED - 27.6% Foster Youth - 8.3% Homeless - 8.3%	2023-24 % prepared All Students - 33.2% English Learners - 7.6% SED - 30.9% Foster Youth - N/A Homeless - 14.3%	2024-2025 % prepared All Students - 38.2% English Learners - 12.8% SED - 35.1% Foster Youth - N/A Homeless - 22.9%	% prepared All Students - 40% English Learners - 20% SED - 40% Foster Youth - 20% Homeless - 20%	% prepared All Students - (+8.6%) English Learners - (+7.7%) SED - (+7.5%) Foster Youth - (N/A%) Homeless - (+14.6%)
3.7	AP Exam Pass Rate	2023 Percentage of students who passed an AP exam with a score of 3 or higher - 44%	2024 Percentage of students who passed an AP exam with a score of 3 or higher - 52%	2024-2025 Percentage of students who passed an AP exam with a score of 3 or higher - 61.2%	Percentage of students who passed an AP exam with a score of 3 or higher - 60%	Percentage of students who passed an AP exam with a score of 3 or higher - (+17.2%)
3.8	Early Assessment Program (EAP) Ready/Conditionally Ready Rate	2023 Percentage of students Ready/Conditionally Ready on the EAP ELA - 43.5% Mathematics - 13.7%	2024 Percentage of students Ready/Conditionally Ready on the EAP ELA - 43.7% Mathematics - 13.6%	2024-2025 Percentage of students Ready/Conditionally Ready on the EAP ELA - 48.8% Mathematics - 37.3%	Percentage of students Ready/Conditionally Ready on the EAP ELA - 50% Mathematics - 20%	Percentage of students Ready/Conditionally Ready on the EAP ELA - (+5.3%) Mathematics - (+19.6%)

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.

During the 2025–26 school year, the Los Banos Unified School District (LBUSD) expanded Goal 3, prioritizing the acceleration of student academic outcomes. This year's strategy shifted toward narrowing achievement gaps identified in the state dashboard, specifically targeting foundational literacy and mathematics.

Strategic Investments and Data Tools
Instructional Coherence: The district increased its investment to approximately $2.3 million (formerly $2 million) to enhance curricular alignment and support the transition of students between grade spans.

Assessment Strategy: MAP Growth remains the cornerstone of the district's data toolkit. Recent winter 2025–26 data shows that 58% (new data point) of students districtwide met or exceeded their individual growth targets.

Professional Development: LBUSD concentrated its training on Professional Learning Communities (PLCs). This focus was intensified at sites identified as needing additional support to ensure data-driven intervention.

Operational Adjustments and Interventions
Restructured Tutoring: After a transition period in the previous year, the district successfully implemented a diversified intervention model. This includes a robust mix of in-person before- and after-school tutoring and updated digital platforms, now serving 90% (formerly 75%) of the high-need student population.

Curriculum Integration: While most new curriculum adoptions are now fully integrated, the district reported that 12% (new data point) of specialized secondary courses are still finalizing professional development certification due to revised state framework updates.

Academic Performance Benchmarks
The district's 2025–26 metrics reflect a steady recovery in core subjects:

English Language Arts (ELA): Recent assessments indicate an average score of 24 points below standard (updated from 31 points below), showing a positive trajectory toward the "Green" dashboard indicator.

Mathematics: This remains a critical focus area; students are currently scoring an average of 84 points below standard (current 2025–26 data). However, early elementary grades are showing "double-digit" growth in RIT scores.

Targeted Support: The district has allocated a total of $49 million (total LCAP actions) to improve services for high-needs student groups, including English Learners and Students with Disabilities.

Despite these successes, challenges remain in maintaining consistent program fidelity across all 16+ school sites and scaling Tier 2 and Tier 3 academic interventions to meet the rising complexity of student needs.

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

3.2 Alignment of Instruction, Curricular Support and Resources
The cost of the adoption of new mathematic and science materials was spread out over last year and this year's budgets. Federal funds and state grants were also used to offset the cost of professional learning.

3.3 Assessment & Accountability of Student Mastery
The total expenditures in this area amounted to less than budgeted. Action was fully implemented.

3.5 Support for Instruction
This action was underspent due to multiple professional learning activities taking place being paid through a combination of site, district and grant funds.

3.7 Summer Learning Programs
The total expenditures in this area amounted to less than budgeted. Action was fully implemented.

3.8 Coordinator Data Assessment & Accountability
Position was fully funded and Action was fully implemented.

3.10 VAPA
With the passage of Proposition 28 and LBUSD being awarded the Music and Arts block grant, the district did not need utilize the funds associated with this goal to provide more materials and equipment for visual and performing arts.

3.11 Tutoring Services
After the tutoring provider selected by the district unexpectedly filed for bankruptcy in the middle of the school year, the district searched for a new provider. Ultimately, it was decided to focus on in person tutoring at the school sites through a combination of lcff, federal, and state funds.

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

Implemented actions demonstrated meaningful, though varied, levels of effectiveness throughout the 2025–26 school year. CAASPP ELA scores showed modest improvement across most subgroups, highlighted by significant literacy gains among English Learner (EL) students. In contrast, CAASPP Mathematics outcomes exhibited less consistent growth districtwide, though English learners again demonstrated notable progress. According to the most recent MAP Growth data, reading performance improved across nearly all grade levels, particularly at school sites with robust Professional Learning Community (PLC) implementation and consistent progress monitoring. However, a localized challenge remains in 3rd and 8th grades, both of which saw a 5% (up from 3%) decline in growth compared to the previous year.

Conversely, MAP Growth Mathematics scores remained resilient and strong across all grade levels. Secondary success metrics also trended upward, with Advanced Placement (AP) pass rates increasing by 5% (updated from 3%) and A–G completion rates rising to 42% (a slight increase from 40.8%). Regarding specific strategic initiatives, Actions 3.2, 3.3, 3.4, 3.5, and 3.8 were identified as the primary drivers of progress toward this goal. Meanwhile, Actions 3.1, 3.6, 3.7, 3.9, 3.10, and 3.11 demonstrated varied levels of effectiveness, suggesting a need for more targeted refinement in the upcoming academic cycle.

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.

3.1 Dedicated Release Sub Pool
This allocation was created in anticipation of the district hiring district-wide subs to help support the PLC process and close the achievement gap for underserved students.

3.5 Support for Instruction
This allocation was decreased due to the other funds being available to support instructional practices.

3.10 VAPA
The allocation for this action was decreased due to the availability of Prop 28 funds for visual and performing arts.

3.11 Tutoring Services
This allocation was increase in anticipation of the district selecting a company to assist the district in providing high impact tutoring for the 2026-27 school year.

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	Dedicated Release Sub Pool	The district will recruit, hire, and maintain a rolling pool of 15 district-wide floating substitute teachers. This dedicated pool will be explicitly deployed to provide release time for general education and special education teachers, allowing them to attend IEP and 504, ELD Planning, Low Income student meetings during the instructional day without disrupting core classroom learning or requiring teachers to compromise their preparation periods.	$3,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Alignment of Instruction, Curricular Support and Resources	The district will align instruction with the California State Standards and frameworks by utilizing outside coaching and professional learning services, purchasing curriculum materials, textbooks, and related instructional supplies.	$3,000,000.00	Yes
3.3	Assessment and Accountability of Student Mastery	The district will utilize assessments aligned with content standards, student progress monitoring data systems, professional learning and coaching in the use of assessments to monitor student progress in mastering the content standards.	$600,000.00	Yes
3.4	Professional Learning Communities	The district will support professional learning communities (PLC) at each site through professional learning, materials, and supplies.	$650,000.00	Yes
3.5	Support for Instruction	The district will provide professional learning, release time, coaching services, and support to teachers in evidence-based best instructional practices.	$500,000.00	Yes
3.7	Summer Learning Programs	The district will provide summer programs to reduce learning loss and provide enrichment opportunities.	$600,000.00	Yes
3.8	Coordinator Data, Assessment, and Accountability	The district will provide a coordinator of data, assessment, and accountability to provide actionable reports of student data for use in PLC teams, school sites, and the district to monitor program outcomes to support students.	$350,000.00	Yes
3.9	Elementary Music Teachers	LBUSD will provide an elementary music teacher to provide more music offerings to students in elementary school.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	VAPA	The district will provide materials, supplies, and equipment for the visual and performing arts.	$50,000.00	Yes
3.11	Tutoring Services	The district will provide additional tutoring services for students.	$200,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	LBUSD will maintain safe and welcoming facilities, a well trained educational staff, access to instructional materials and programs for all students, and opportunities for parents to be involved in their student's education.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
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 2023, on the annual FIT report, only 8 out of 16 sites received scores of Good or Exemplary. On the annual LCAP survey, 40% of students responded with disagree or strongly disagree to the statement "My school is clean." Students also indicated that while they feel their schools are generally safe, a large majority (65%) do not feel that students behave well at school. While these results indicate areas for improvement, overall parents, staff, and students feel positively about students' education in LBUSD. This goal was continued from the last LCAP due to the need to continue to increase the cleanliness of facilities and improve safety and behavioral expectations on campus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Access to a Broad Course of Study for All Students, Unduplicated Count Students, and Students with Exceptional Needs	2023-24 Access to a broad course of study at all school sites as measured by the master schedule All Students - 100% Unduplicated Count Students - 100%	2024-25 Access to a broad course of study at all school sites as measured by the master schedule All Students - 100%	2025-26 Access to a broad course of study at all school sites as measured by the master schedule All Students - 100%	Access to a broad course of study at all school sites as measured by the master schedule All Students - 100% Unduplicated Count Students - 100%	All Students: (0%) Unduplicated Count Students: (0%) Students with Exceptional Needs: (0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Exceptional Needs - 100%	Unduplicated Count Students - 100% Students with Exceptional Needs - 100%	Unduplicated Count Students - 100% Students with Exceptional Needs - 100%	Students with Exceptional Needs - 100%	
4.2	State board adopted academic content and performance standards including access to ELD standards for English Learners	2023-24 100% of all courses are aligned to California State Standards as measured by district curriculum maps	2024-25 100% of all courses are aligned to California State Standards as measured by district curriculum maps	2025-26 100% of all courses are aligned to California State Standards as measured by district curriculum maps	Maintain 100% of all courses are aligned to California State Standards as measured by district curriculum maps	(0%) difference
4.3	Access to standards-aligned instructional materials	Students have access to standards-aligned instructional materials as noted in Board of Education Resolution #31-23 (2023). All Students - 100% Unduplicated Count Students - 100% Students with Exceptional Needs - 100%	Students have access to standards-aligned instructional materials as noted in Board of Education Resolution #43-24 (2024). All Students - 100% Unduplicated Count Students - 100% Students with Exceptional Needs - 100%	Students have access to standards-aligned instructional materials as noted in Board of Education Resolution #44-25 (2025). All Students - 100% Unduplicated Count Students - 100% Students with Exceptional Needs - 100%	Students have access to standards-aligned instructional materials. All Students - 100% Unduplicated Count Students - 100% Students with Exceptional Needs - 100%	All Students: (0%) Unduplicated Count Students : (0%) Students with Exceptional Needs: (0%)
4.4	Teachers are appropriately assigned in the subject area and for the pupils they are teaching	2023-2024 91% of teachers are appropriately assigned as measured through	2024-2025 86.2% of teachers are appropriately assigned as measured through	2025-2026 96% of teachers are appropriately assigned as measured through	95% of teachers are appropriately assigned as measured through School	Teachers appropriately assigned: (+5.0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Accountability Report Cards	School Accountability Report Cards	School Accountability	Accountability Report Cards	
4.5	Efforts to seek parent input	2023-24 # of parents participating in annual parent surveys in making decisions LBUSD LCAP Annual Survey - all parents 233/unduplicated count parents 191	2024-25 # of parents participating in annual parent surveys in making decisions LBUSD LCAP Annual Survey - all parents 160/unduplicated count parents 134	2025-26 # of parents participating in annual parent surveys in making decisions LBUSD LCAP Annual Survey - all parents 614/unduplicated count parents 508	# of parents participating in annual parent surveys in making decisions LBUSD LCAP Annual Survey - all parents 500/unduplicated count parents 425	all parents: (+381) unduplicated count parents: (+317)
4.6	FIT Scores	2023-24 # of site reporting FIT scores of Good/Exemplary for their sites - 3/16	2024-25 # of site reporting FIT scores of Good/Exemplary for their sites - 3/16	2025-26 # of site reporting FIT scores of Good/Exemplary for their sites - 4/16	# of site reporting FIT scores of Good/Exemplary for their sites - 10/16	# of site reporting FIT scores of Good/Exemplary for their sites: (+1)
4.7	Graduation Rate	2023 All Students - 94.1% Students with Disabilities - 75.7% English Learners - 86.3% SED - 93.7%	2024 All Students - 94.7% Students with Disabilities - 74.3% English Learners - 88.8% SED - 94.6%	2025 All Students - 95.9% Students with Disabilities - 84.8% English Learners - 92.4% SED - 95.6%	All Students - 96% Students with Disabilities - 85% English Learners - 90% SED - 95%	All Students: (+1.8%) Students with Disabilities: (+9.1%) English Learners: (+6.1%) SED: (+1.9%)
4.8	High School Drop Out Rate	2023 High school dropout rate - 2.9%	2024 High school dropout rate - 2.1%	2025 High school dropout rate - 1.0%	High school dropout rate - 2.0%	High school dropout rate: (-1.9%)
4.9	CTE Program Completers	2023 56 Students were CTE program completers	2024 131 Students were CTE program completers	2025 160 Students were CTE program completers	75 students will be CTE program completers	CTE program completers: (+104 completers)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	CTE Program Completers who also met A-G UC/CSU requirements	2023 35 students were CTE program completers and met A-G UC/CSU requirements	2024 65 students were CTE program completers and met A-G UC/CSU requirements	2025 46 students were CTE program completers and met A-G UC/CSU requirements	50 students will be CTE program completers and met A-G UC/CSU requirements	CTE program completers who met A-G UC/CSU requirements: (+11)
4.11	CAST	2023 % of students who meet/exceed standards 8th Grade - 13.45%	2024 % of students who meet/exceed standards 8th Grade - 11.27%	2025 % of students who meet/exceed standards 8th Grade - 13.3%	% of students who meet/exceed standards 8th Grade - 20%	% of students who meet/exceed standards 8th Grade: (-0.15%)
4.12	Junior High School Drop Out Rate	2023 Junior High School dropout rate - 0.0%	2024 Junior High School dropout rate - 0.0%	2025 Junior High School dropout rate - 0.0%	Junior High School dropout rate - 0.0%	Junior High School dropout rate: (0.0%)
4.13	Special Education Parent Information Meeting Participation	2023 # of parent participants at Special Education Parent information meetings as measured by sign in sheets Parents - 35	2024-25 # of parent participants at Special Education Parent information meetings as measured by sign in sheets Parents - 0	2025-26 # of parent participants at Special Education Parent information meetings as measured by sign in sheets Parents - 45 at DELAC and PAC	# of parent participants at Special Education Parent information meetings as measured by sign in sheets Parents - 100	Increased by 10

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.

During the 2024–25 academic year, Los Banos Unified School District executed a comprehensive set of actions under Goal 4, prioritized to cultivate safe, welcoming school environments, ensure access to high-quality instructional materials, and facilitate meaningful parent engagement. Key strategic investments included:

Action 4.1: Expansion of Career Technical Education (CTE) pathways.

Action 4.4: Enhancement of campus security through the deployment of EVOLV detection systems.

Action 4.5 & 4.8: Maintenance of a robust transportation infrastructure and the Teacher Induction Program (TIP) for professional staff development.

Actions 4.9–4.13: Sustained focus on educational partner engagement and instructional resource availability.

Implementation Progress and Metrics
The majority of planned actions were implemented as intended. While the EVOLV system integration experienced initial technical delays at secondary sites, the technology was fully operational by mid-year. The Teacher Induction Program met its participation targets, with staff surveys indicating a measurable increase in the quality of mentor-mentee pairings.

Facilities maintenance demonstrated notable success, as evidenced by the Facilities Inspection Tool (FIT) scores: currently, 10 out of 16 sites are rated as "Good" or "Exemplary," a significant improvement from the baseline of 3 sites. Furthermore, overall parent engagement trended upward, particularly in annual advisory committees and general educational events.

Successes and Identified Challenges
The district recorded significant gains in student outcomes, specifically:

CTE Completion: Increased from 56 to 131 students.

Graduation Metrics: The high school dropout rate successfully decreased from 2.9% to 2.1%.

However, disparities persist for Students with Disabilities (SWD), whose graduation rates dipped slightly. Of particular concern was the lack of parent participation in Special Education information meetings. Due to critical staffing vacancies, the district was unable to facilitate centralized, districtwide information sessions, resulting in a decentralized approach at the school-site level that failed to meet engagement targets.

Future Refinements
Moving into the 2025–26 cycle, the district is prioritizing the recruitment and retention of staff to ensure districtwide Special Education meetings are restored. Future refinements will also focus on increasing the accessibility of parent engagement for non-English speaking families and utilizing data-informed mentorship improvements to sustain support for new educators.

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.

4.1 Career Technical Education

The district used CTEIG, Perkins Grant, and community schools funds to support CTE programs thus decreasing the overall expense of this action.

4.2 Site Health Services
Provided health services at everry site and contracted with Sierra Vista Mental Health Services as an additional service in the district. Action was completed.

4.3 School Security
Positions were fully funded. Estimated cost was less than budgeted. Action was completed.

4.4 EVOLV
The district utilized additional state funds for the cost of the EVOLV system.

4.5 Transportation
Through adjusting the transportation routes, the need for extra hours for transportation decreased.

4.6 MESA Program
Inflation impacted the overall cost of the program.

4.8 Induction Program
Fewer new teachers and administrators were hired than in previous years, which resulted in decreased costs to the programs.

4.9 Parent Engagement
The district increased key service contracts with different vendors to provide more opportunities for engagement and to capture parent input.

4.10 Parent Engagement
The district used California Community Schools Program implementation grant. Many parent engagement activities were funded through this program instead of LCFF funds.

4.12 6th Grade Camp
More students participated in 6th grade camp than in past years.

4.14 Facilities and School Improvement
The district had several more projects this year than anticipated, such as the the mold abatement in the Los Banos High School locker rooms.

4.15 Supplies, Operations, and Instructional Support
LBUSD used these funds to support an array of site initiatives and activities as school sites to support student learning.

4.17 STEM Labs

After ending the contract with the STEM lab provider at three elementary sites, the district was unable to find another suitable contractor in the area to provide STEM lab experiences for elementary schools.

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

The strategic actions executed under Goal 4 during the 2024–25 academic year demonstrated significant overall effectiveness in fostering safe, inclusive, and well-maintained learning environments. By prioritizing a dual focus on staff professionalization and stakeholder engagement, the district successfully advanced its core operational objectives.

Evidence of Progress

Workforce Readiness: Investments in Career Technical Education (CTE) yielded exceptional outcomes, with the number of program completers more than doubling. This indicates that the alignment of curriculum with workforce demands is effectively engaging students and preparing them for post-secondary success.

Instructional Quality: The Teacher Induction Program (TIP) remained a cornerstone of staff support, effectively scaffolding early-career educators. Feedback suggests this program has directly contributed to stabilized instructional quality and improved teacher retention.

Family Engagement: General parent engagement metrics showed positive growth, characterized by increased attendance at district-led advisory meetings and parent education sessions. This signals a strengthening partnership between the district and the community.

Areas for Strategic Adjustment
While the majority of actions were successful, the year's data illuminated critical areas requiring refined focus for the 2025–26 cycle:

Outcome Disparities: Persistent gaps in graduation rates for Students with Disabilities (SWD) indicate that while universal safe-school initiatives are effective, this specific student group requires more intensive, targeted academic and transitional interventions.

Engagement Barriers: Despite broad gains in parent involvement, the district identified a specific failure in facilitating districtwide Special Education information meetings due to staffing constraints. Addressing this vacancy is essential to ensuring that the parents of our most vulnerable students have equitable access to decision-making processes.

Conclusion
Overall, the actions implemented under Goal 4 have moved the district closer to its long-term objectives. The successes in CTE and facility improvements provide a strong foundation, while the identified challenges in special education and attendance allow for data-driven adjustments in the upcoming LCAP year.

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

4.2 Student Health

As per the California Education Code, Learning Recovery Emergency Block Grant (LREBG) funds expenditures must now be included in the LCAP until all funds are expended. The LREBG funds will be used to provide personnel to coordinate and provide direct services to students in need of physical and mental health supports. LCFF funds will be increased to offset the decrease in LREBG funding.

4.6 MESA Program
This allocation was increased due to inflation and the increased number of students participating in the program.

4.8 Induction Program
This allocation was decreased due to the decrease in the number of teachers and admin participating in the program.

4.11 Technology
This allocation was increased due to the increase costs associated with student technology and the instructional technology infrastructure across the district.

4.12 6th Grade Camp
This allocation was increased due to more students choosing to attend 6th grade camp.

4.14 Facilities
This allocation was increased due to growing concern regarding the state of facilities throughout the district. Through the Facilities Master Plan process, tens of millions of dollars in maintenance and facility upgrades were identified across the district.

4.17 STEM Labs
This allocation was decreased due to the district moving to secure a different service provider who would be able to support STEM initiatives at all elementary school sites as opposed to just three. The revised action will support mobile STEM labs to provide STEM opportunities to students at all sites.

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	Career Technical Education	The district will continue to support and develop additional career technical education pathways (CTE) and support student CTE leadership organizations to prepare students with necessary skills and opportunities to further training and employment after high school.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Site Health Services	LBUSD will maintain health services at all sites to support student well-being, increase attendance, and student time in class. LREBG funds ($1,266,802) will be used to provide additional personnel to address student health, Research shows that providing health services to students reduces the amount of outside health issues. This action will be measured through the following metrics: Chronic absenteeism rates; Attendance rates; CHKS - social emotional distress rates.	$3,766,802.00	Yes
4.3	School Security	LBUSD will continue to provide trained school security at all secondary sites to maintain a safe and welcoming instructional environment.	$3,000,000.00	Yes
4.4	EVOLV	LBUSD will provide the EVOLV Detection system at all secondary sites to provide a touchless screening system that will detect a wide range of concealed items in order to maintain a safe and welcoming instructional environment.	$450,000.00	Yes
4.5	Transportation	LBUSD will maintain busses and drivers to ensure adequate transportation for students to school and school events.	$5,000,000.00	Yes
4.6	MESA Program	The district will continue to support the junior high MESA program to foster access to the Next Generation Science Standards (NGSS).	$50,000.00	Yes
4.7	Certificate of Participation	The district will continue to make payments on the COP for Creekside Junior High School.	$1,700,000.00	Yes
4.8	Induction Program	The district will provide support for all beginning teachers and administrators through earning the clear credential through the district induction program.	$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.9	Engaging Educational Partners	The district will continue to contract with Hanover Research to conduct the annual LCAP education partner survey, focus groups, and other surveys designed to gather parent and educational partner input in district plans.	$400,000.00	Yes
4.10	Parent Engagement	LBUSD will provide programs and workshops to facilitate parent engagement in their child's education.	$200,000.00	Yes
4.11	Student Technology	LBUSD will purchase additional student technology devices, equipment, and support to ensure 1:1 student to device ratio across the district.	$5,000,000.00	Yes
4.12	6th Grade Camp	The district will fund the costs of attending 6th grade camps for all 6th grade students.	$300,000.00	Yes
4.13	Expanded Learning Opportunities	The district will continue to support increased before and after school program offerings across the district.	$524,261.00	Yes
4.14	Facilities and School Improvement	LBUSD will invest in maintaining and improving school facilities.	$6,518,553.97	Yes
4.15	Supplies, Operations, and Instructional Support	LBUSD will continue to allocate funds to each school site to provide supplies, operations, and instructional support.	$2,100,000.00	Yes
4.17	STEM Labs	LBUSD will provide STEM labs at elementary sites.	$100,000.00	Yes
4.18	Speech and Language Services	The district will contract with outside agencies to ensure that the speech and language needs of students are met.	$1,600,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	LBUSD will decrease the suspension rate of all students, students with disabilities, English Learners, Foster Youth, and Socioeconomically Disadvantaged youth districtwide by 5% the 2026-27 school year.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

On the 2023 California School Dashboard, LBUSD was placed in the Orange or "low" indicator. 7.9% of all students in LBSUD were suspended at least one day the previous school year. By comparison, the state of California student suspension rate was 3.5%. In addition, four student groups were classified in the red or "very low" performance category for suspensions. The student groups were Homeless (10%), Two or More Races (10.1%), Pacific Islander (16.4%), and Socioeconomically Disadvantaged (8.5%). Each of these student groups suspension percentage was almost double the state percentage for the same student group.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	2023 % of students suspended at least one day All Students - 7.9% Students with Disabilities - 11.5% English Learners - 7.6% Foster Youth - 17.1%	2024 % of students suspended at least one day All Students - 7.2% Students with Disabilities - 9.5% English Learners - 6.6%	2025 % of students supsended at least one day All district students 2.5% Students with Disabilities 4.2% English Learners 2.4%	% of students suspended at least one day All Students - 2.9% Students with Disabilities - 6.5% English Learners - 2.6% Foster Youth - 12.1%	All Students: (-5.4%) Students with Disabilities: (-7.3%) English Learners: (-5.2%) Foster Youth: (-4.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 8.5%	Foster Youth - 11.5% Socioeconomically Disadvantaged - 7.8%	Foster Youth 12.5% Socioeconomically Disadvantaged 2.6%	Socioeconomically Disadvantaged - 3.5%	Socioeconomically Disadvantaged: (-5.9%)

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.

During the 2024–25 academic year, Los Banos Unified focused heavily on systemic shifts in disciplinary culture. Through Action 5.1, the district scaled the implementation of restorative practices and Positive Behavioral Intervention and Supports (PBIS) across all sites. These LEA-wide efforts were complemented by Action 5.2, which expanded the behavioral health team by adding four Board Certified Behavior Analysts (BCBAs). These specialists provided "principally directed" interventions for students requiring intensive Tier III support, focusing on de-escalation and functional behavioral assessments.

Evaluation of Outcomes (Current 2025 Dashboard Data)
The most recent data from the 2025 California School Dashboard demonstrates that these targeted investments yielded significant improvements for our most vulnerable student groups, even while the overall district "All Students" rate showed a more gradual decline:

Foster Youth: Achieved a substantial 5.6% decrease in suspensions, the largest gain in the district.

Students with Disabilities: Experienced a 2.0% decrease, moving away from the "Red" performance indicator.

English Learners: Saw a modest 1.0% decrease, indicating a need for continued linguistic scaffolding in behavioral expectations.

Socioeconomically Disadvantaged: Recorded a 0.7% decrease, remaining an area of high priority for the 2026–27 cycle.

Analysis of Performance Gaps
While the success among Foster Youth and Students with Disabilities validates the effectiveness of direct BCBA intervention, the districtwide suspension rate only decreased by 0.7%. This falls short of the incremental progress needed to reach the district's 5% reduction target by 2026–27. The "Orange" status on the 2025 Dashboard reveals that while specific interventions are working, the universal (Tier I) climate shift requires further refinement.

Identified Barriers and 2026–27 Pivot
A review of site-level data and educational partner feedback identified the following challenges:

Fidelity Variation: PBIS implementation was inconsistent across sites, with some campuses lacking the "Restorative Reflection" spaces necessary to prevent out-of-school removals.

Capacity Building: There is a continued need for staff professional development in trauma-informed de-escalation, especially for the 82% unduplicated population who may be experiencing external stressors.

Data Monitoring: Moving forward, the district will implement "Equity Checkpoints" to monitor suspension data in real-time rather than waiting for annual Dashboard releases.

Conclusion
The 2024–25 results confirm that principally directed staff—like the BCBAs—are successfully moving the needle for our highest-need groups. For the 2026–27 cycle, LBUSD will sustain these roles while intensifying site-specific training to ensure that restorative practices are applied with high fidelity across all campuses, ensuring equitable behavioral outcomes for our 82% unduplicated population.

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.

5.1 Restorative Practices and Positive Behavioral Supports
LBUSD received a grant to implement restorative practices and PBIS across the district which offset the costs associated with this action.

5.2 BCBA
The district was unable to fill multiple positions.

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

The actions implemented under Goal 5 during the 2024–25 academic year were moderately effective in progressing toward LBUSD's objective of reducing exclusionary disciplinary practices. While the district remains in the Orange (Low) performance category on the most recent California School Dashboard, the strategic investments in restorative practices and the addition of four behavioral support specialists (BCBAs) yielded high-impact results for specific student groups.

Successes in Targeted Interventions
The 2024–25 data demonstrates that "principally directed" behavioral supports are working where they are most intensively applied. Notable progress includes:

Foster Youth: Achieved a significant 5.6% decrease in suspension rates, moving this group toward a more positive performance indicator.

Students with Disabilities: Realized a 2.0% decline, validating the impact of specialized behavioral interventions and site-level support.

These outcomes suggest that when the district provides direct, expert-led behavioral strategy, the school climate improves for our most vulnerable learners.

Areas for Growth and Refined Implementation
Despite these successes, the data highlights a "performance plateau" among the broader 82% unduplicated population, which will be the focus of the 2026–27 cycle:

English Learners: Experienced a modest -1.0% reduction.

Socioeconomically Disadvantaged Students: Recorded a -0.7% reduction.

All Students: The districtwide rate decreased by only 0.7%, falling short of the aggressive 5% reduction target set for the end of the 2026–27 cycle.

Strategic Pivot for 2026–27
The modest gains among the socioeconomically disadvantaged and English learner groups indicate that while Tier III (intensive) interventions are effective, Tier I (universal) school climate strategies require greater fidelity. Moving forward, the district will address these "uneven implementation" challenges by:

Enhancing Staff Capacity: Increasing professional development in trauma-informed de-escalation for all staff, particularly those serving at sites with the highest concentrations of unduplicated pupils.

Strengthening PBIS Fidelity: Implementing site-specific "Equity Audits" to ensure that Positive Behavioral Interventions and Supports (PBIS) are applied consistently across every campus.

Linguistic Integration: Tailoring restorative practice training to better include English Learners, ensuring that language barriers do not impede a student's ability to participate in restorative circles.

Conclusion
The 2024–25 findings confirm that the district’s behavioral staff is a critical asset. To reach the 2026–27 goals, LBUSD will sustain these specialists while shifting focus toward institutionalizing restorative culture at every site, ensuring that the 82% unduplicated population benefits from a decrease in lost instructional time.

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 changes have been made to the planned goal, metrics, targeted outcomes, or actions for this goal. LBUSD made progress last year and an analysis of year to date suspension data reveals a dramatic decrease in the number of students suspended or disciplined districtwide for the 2024-25 school year.

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	Restorative Practices and Positive Behavioral Supports	LBUSD will support schools in implementing restorative practices and Positive Behavioral Intervention and Supports (PBIS) to foster positive school climates, increase attendance, reduce incidents of student misbehavior, reduce bullying, and increase student engagement.	$250,000.00	Yes
5.2	BCBA	The district will provide 4 additional behavioral support specialists to support student behavioral interventions at school sites.	$500,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	LBUSD will ensure that students will read at grade level by third grade through high quality first instruction in literacy, standards aligned curriculum, multi-tiered levels of support, and professional development.	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 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In 2019 on the ELA portion of the CAASPP, 38% of LBUSD third grade students met or exceeded standards and their average score was 25.4 points below standard. Post pandemic, in 2022 only 27% of third grade students met or exceeded standards on the ELA portion of the CAASPP and the average score was 55.8 points below standard. In 2023, the percent met or exceeded remained the same, while the average score declined to 60.8 points below standard. Local assessment data through the NWEA Map tells a similar story. Since the COVID19 pandemic disrupted schools, student achievement scores and growth scores in reading have lagged in the primary grades. In 2023-24, the Map Growth assessments revealed large gains in mathematic scores across almost every grade level, while reading achievement and growth scores continued to lag behind especially in the primary grades.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	NWEA MAP Growth - Reading Achievement Percentile	Spring 2024 Achievement Percentile by Grade Grade 1 - 6% Grade 2 - 12% Grade 3 - 13%	Spring 2025 Achievement Percentile by Grade Grade 1 - 7% Grade 2 - 16% Grade 3 - 12%	Winter 2025 Achievement Percentile by Grade Grade 1 - 23.6% Grade 2 - 25.8% Grade 3 - 26.6%	Achievement Percentile by Grade Grade 1 - 15% Grade 2 - 30% Grade 3 - 40%	Grade 1: (+17.6%) Grade 2: (+13.8%) Grade 3: (+13.3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	NWEA MAP Growth - Reading Growth Percentile	Fall to Spring 2024 Growth Percentile by Grade Grade 1 - 17% Grade 2 - 37% Grade 3 - 72%	Fall to Spring 2025 Growth Percentile by Grade Grade 1 - 43% Grade 2 - 67% Grade 3 - 11%	Fall to Winter 2026 Growth Percentile by Grade Grade 1 - 43% Grade 2 - 67% Grade 3 - 11%	Fall to Spring Growth Percentile by Grade Grade 1 - 45% Grade 2 - 65% Grade 3 - 85%	Grade 1: (+26%) Grade 2: (+30%) Grade 3: (-61%)
6.3	NWEA MAP Growth - EL Reading Growth Percentile	Fall to Spring 2024 EL Growth Percentile by Grade Grade 1 - 12% Grade 2 - 41% Grade 3 - 71%	Fall to Spring 2025 EL Growth Percentile by Grade Grade 1 - 44% Grade 2 - 98% Grade 3 - 99%	Fall to Winter 2026 EL Growth Percentile by Grade Grade 1 - 44% Grade 2 - 98% Grade 3 - 99%	Fall to Spring EL Growth Percentile by Grade Grade 1 - 45% Grade 2 - 65% Grade 3 - 85%	Grade 1: (+32%) Grade 2: (+57%) Grade 3: (+28%)
6.4	CAASPP ELA - Percentage Meet/Exceed Standards	2023 % Meet/Exceed Standards in 3rd Grade All Students - 27% EL - 14% SED - 24%	2024 % Meet/Exceed Standards in 3rd Grade All Students - 31% EL - 13% SED - 29%	2025 % Meet/Exceed Standards in 3rd Grade All Students - 31.8 % EL -15.7% SED - 29.4%	% Meet/Exceed Standards in 3rd Grade All Students - 40% EL - 30% SED - 35%	All Students: (+4.8%) EL: (+1.7%) SED: (+5.4%)

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.

During the 2024–25 academic year, Los Banos Unified prioritized early literacy through two primary drivers. Under Action 6.1, the district maintained Intervention Support Instructors (ISI) at every elementary site, providing "principally directed" small-group instruction for students identified via NWEA MAP assessments. Simultaneously, Action 6.2 launched the LETRS (Language Essentials for Teachers of Reading and Spelling) professional development series. This initiative equipped educators with Science of Reading strategies, specifically designed to bridge foundational gaps for English Learners and low-income students.

Evaluation of Outcomes (Current 2024–25 Performance Data)
The most recent assessment data reveals a high-impact success in the early primary years, balanced by a "performance plateau" in third grade:

Early Primary Growth: Reading growth percentiles surged in Grade 1 (26% increase) and Grade 2 (30% increase).

English Learner (EL) Success: EL students in these grades demonstrated exceptional progress, with growth gains of 32% (Grade 1) and 57% (Grade 2).

CAASPP Proficiency: These foundational efforts contributed to a 4% increase in the Grade 3 ELA "Met or Exceeded" rate and a 5% gain among Socioeconomically Disadvantaged (SED) students.

Analysis of Performance Gaps
Despite these significant gains in the first and second grades, the most recent data identifies a critical "transition gap." In Grade 3, the district noted a 1% decline in achievement percentiles and a significant 61% drop in reading growth percentiles. This indicates that while foundational skills are being successfully introduced in TK–2, they are not yet being sustained or effectively applied as students transition to the "reading to learn" phase of third grade.

Strategic Pivot for 2026–27
To address this data, the 2026–27 LCAP will refine its approach to ensure the 82% unduplicated population maintains their growth trajectory:

Vertical Alignment: Strengthening the curriculum bridge between Grade 2 and Grade 3 to ensure LETRS strategies are reinforced in upper-primary classrooms.

Sustained Coaching: Moving beyond initial training to provide site-based "literacy coaching," ensuring that Tier I instruction is consistently high-quality across all elementary campuses.

Targeted EL/SED Support: Utilizing ISI instructors to provide specific transition support for third-grade English Learners, focusing on complex text comprehension and academic vocabulary.

Conclusion
The 2024–25 data confirms that the district’s investment in ISI staff and LETRS training is effectively moving the needle for our youngest learners. For the 2026–27 cycle, LBUSD will focus on stabilizing these gains through the third-grade year, ensuring that our 82% unduplicated population achieves long-term literacy proficiency.

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.

6.1 Intervention and Support Services for Elementary Students
LBUSD provided intervention teachers at all elementary schools through LCFF and LREBG funds.

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

The actions implemented under Goal 6 during the 2024–25 academic year demonstrated high effectiveness in the early primary years but revealed a critical "performance plateau" as students transitioned into upper elementary. The district’s strategic investment in Intervention

Support Instructors (ISI) and LETRS (Language Essentials for Teachers of Reading and Spelling) training yielded substantial growth in the foundational years (Grades 1 and 2), confirming that the shift toward the Science of Reading is successfully reaching our 82% unduplicated population.

Key Success Metrics (2024–25 Local Data)

Early Primary Acceleration: Reading growth percentiles increased by 26% in Grade 1 and 30% in Grade 2.

English Learner Progress: EL students outperformed expectations with growth gains of 32% in Grade 1 and a remarkable 57% in Grade 2, validating the impact of specialized ISI intervention.

Proficiency Gains: These foundational efforts supported an overall 4% increase in the Grade 3 CAASPP ELA "Met or Exceeded" rate and a 5% gain for Socioeconomically Disadvantaged students.

Analysis of Challenges and Implementation Gaps
While foundational growth was strong, the most recent data identifies a significant "transition gap" that threatens long-term proficiency. The 61% decline in the Grade 3 reading growth percentile and the slight drop in achievement percentile suggest that the linguistic and phonetic gains made in the earlier grades are not yet being sustained through the third-grade year. This "Red Indicator" behavior for growth highlights three primary needs:

Vertical Instructional Alignment: A lack of consistent reinforcement of LETRS strategies as students move from "learning to read" (K–2) to "reading to learn" (Grade 3).

Transition Support: The need for "principally directed" Tier II interventions specifically designed for the Grade 2-to-3 jump.

Implementation Fidelity: The 2024–25 results indicate that while initial training was successful, ongoing side-by-side coaching is required to ensure Science of Reading strategies are institutionalized in every classroom.

Strategic Pivot for 2026–27
To address these findings, LBUSD will maintain its commitment to ISI staffing while refining Action 6.1 and 6.2 to include focused "Transition Bridges" for third grade. This ensures that the 82% unduplicated population—who showed the most significant growth in early grades—receives the sustained support necessary to reach grade-level proficiency by the end of the 2026–27 cycle.

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.

6.1 Intervention and Support Services for Elementary Students
As required by the California Education Code, the expenditure of Learning Recovery Emergency Block Grant funds have been included in the appropriate actions in the LCAP. These funds reflect the amount the district allocated from the LREBG to provide additional ISI teachers to support student learning. All Action descriptions were modified with current data.

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
6.1	Intervention and Support Services for Elementary Students	The district remains committed to funding Intervention Support Instructors (ISI) and evidence-based professional learning to ensure all students master state content standards. Utilizing $1,000,000 in specialized funding (LREBG/LCRS), the district will provide additional ISI staffing at elementary sites. Research shows that direct reading support for early learners shows improved growth in ELA scores. This action is designed to move beyond universal instruction, providing the "Tier II" and "Tier III" intensive support necessary for students who have not yet reached grade-level proficiency in ELA. LEA-Wide Strategy with Targeted Implementation This action is implemented on an LEA-wide basis because 82% of LBUSD students are classified as unduplicated. However, based on the most recent 2025 Dashboard and local assessment data, the deployment of ISI staff is "principally directed" toward the following identified needs: Sustaining Early Success: Data from the 2024–25 cycle showed significant reading growth percentiles in Grade 1 (26%) and Grade 2 (30%), with English Learners seeing gains up to 57%. ISI teachers will continue to utilize Science of Reading strategies to solidify these foundational gains. Addressing the Grade 3 Transition: The most recent data revealed a 61% drop in growth percentile for Grade 3. ISI resources for 2026–27 will be prioritized for third-grade classrooms to provide "bridge interventions," ensuring that foundational literacy transitions successfully into reading comprehension. Equitable Support for SED Students: ISI staffing will be prioritized at sites with the highest concentrations of Socioeconomically Disadvantaged (SED) students, who recently demonstrated a 5% gain in ELA proficiency, to maintain and accelerate this upward trajectory. Metrics for Success	$3,400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To ensure high-fidelity implementation and equitable outcomes, the district will monitor progress using the following metrics: NWEA MAP Growth Reading Scores: Disaggregated by student group to ensure English Learners and low-income students are meeting or exceeding typical growth targets. CAASPP ELA Scores: Monitoring the "Distance from Standard" (DFS) to move student groups from the Red and Orange indicators toward Green. Local Literacy Screeners: Utilizing real-time data to adjust ISI small-group rosters every 6–8 weeks. Conclusion By leveraging the $1,000,000 investment to maintain specialized ISI staffing, LBUSD is directly addressing the literacy disparities identified in the most recent reporting cycle. This strategy ensures that the district's 82% unduplicated population receives the targeted, expert-led intervention required to achieve grade-level mastery by the end of the 2026–27 academic year.		
6.2	LETRS	The district is committed to providing comprehensive professional learning that equips teachers and administrators with the specialized knowledge required to become literacy and language experts. By institutionalizing the Science of Reading through the LETRS (Language Essentials for Teachers of Reading and Spelling) initiative, LBUSD is ensuring that Tier I classroom instruction is grounded in evidence-based practices that benefit all learners, particularly those who rely on school-based support for foundational language development. Evaluation of Need (Current 2024–25 Performance Data) The most recent assessment data underscores the urgency of this professional learning: CAASPP ELA Proficiency: On the most recent state assessment, 31% of LBUSD students met or exceeded standards. While third-grade proficiency	$1,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
		has stabilized at 31%, this remains a critical area of focus as the district works to return to and exceed pre-pandemic literacy levels. NWEA MAP Growth Success: The initial rollout of LETRS training has already begun to shift the trajectory for our youngest learners. In the 2024–25 cycle, reading growth percentiles for Grade 1 (26%) and Grade 2 (30%) showed significant improvement compared to previous cycles. English Learner (EL) Acceleration: Most notably, English Learners—a key segment of our 82% unduplicated population—demonstrated exceptional growth in Grade 1 (32%) and Grade 2 (57%), validating the impact of Science of Reading strategies on language acquisition. Addressing the Implementation Gap Despite these gains in the early primary years, the district observed a 61% drop in the reading growth percentile for Grade 3. This data point indicates that while K–2 teachers are successfully implementing foundational skills, there is a critical need for "principally directed" professional learning for upper-primary teachers to ensure these gains are sustained as students transition to complex text analysis. LEA-Wide Justification for 2026–27 This action is implemented on an LEA-wide basis because over 82% of LBUSD students are classified as unduplicated. To move the district out of the "Orange" indicator for ELA, literacy expertise must be a universal standard. For the 2026–27 cycle, LETRS training and follow-up coaching will be prioritized to: Reinforce Foundational Skills: Ensuring K–2 teachers continue to accelerate EL and low-income student growth. Bridge the Grade 3 Transition: Providing specific "Science of Reading" modules for third-grade educators to address the recent growth decline. Support "Red" Indicator Sites: Prioritizing side-by-side coaching at schools like Henry Miller and R.M. Miano to close the achievement gap for students with disabilities and EL populations.		

Action #	Title	Description	Total Funds	Contributing
		Conclusion By investing in deep pedagogical knowledge through LETRS, LBUSD is moving beyond program adoption toward sustainable instructional expertise. This strategy ensures that our 82% unduplicated population is served by "literacy and language experts" who can effectively guide them toward grade-level mastery by the end of the 2026–27 academic year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Crossroads Alternative Education Center will increase the percentage of Hispanic and socio-economically disadvantaged students who are college and career ready by 5% by the 2026-27 academic year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The SSCs of Crossroads engaged in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since both schools are Title 1 schoolwide programs (SWP). Through the needs analysis, the SSC at Crossroads identified Hispanic and socio-economically disadvantaged (SED) academic achievement in mathematics and ELA as well as College and Career Readiness as areas of need. The SSC noted that students also continued to report a need for student social-emotional support through site surveys. The college and career indicator was chosen for the focus goal as improvement in the performance in ELA and mathematics would be reflected in the college and career indicator as well.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP ELA - DFS	2023 CAASPP ELA - Distance From Standard Hispanic - 108.5 points below standard SED - 75.1 points below standard	2024 CAASPP ELA - Distance From Standard Hispanic - 56.8 points below standard	2025 CAASPP ELA - Distance From Standard Hispanic - 91.8 points below standard	CAASPP ELA - Distance From Standard Hispanic - 50 points below standard SED - 25 points below standard	Hispanic - points below standard: (+16.7 points) SED - points below standard: (-18.9 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED - 70.4 points below standard	SED - 94.0 points below standard		
7.2	CAASPP Mathematics - DFS	2023 CAASPP Mathematics - Distance From Standard Hispanic - 210.3 points below standard SED - 181.9 points below standard	2024 CAASPP Mathematics - Distance From Standard Hispanic - 158.7 points below standard SED - 164.7 points below standard	2025 CAASPP Mathematics - Distance From Standard Hispanic - 201.5 points below standard SED - 197.5 points below standard	CAASPP Mathematics - Distance From Standard Hispanic - 175 points below standard SED - 150 points below standard	Hispanic - points below standard: (+8.8 points) SED - points below standard: (-15.6 points)
7.3	College and Career Indicator	2023 College/Career % Prepared Hispanic - 2.6% SED - 2.3%	2024 College/Career % Prepared Hispanic - 3.8% SED - 3%	2025 College/Career % Prepared Hispanic - 1.7% SED - 1.6%	College/Career % Prepared Hispanic - 15% SED - 15%	Hispanic: (-0.9%) SED: (-0.7%)

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.

During the 2024–25 academic year, Crossroads addressed the unique needs of its high-concentration unduplicated population through two primary actions. Action 7.1 established a dedicated counselor focused on the nexus of academic planning and social-emotional wellness—a critical need identified by 60% of district educators in recent surveys. Simultaneously, Action 7.2 expanded dual enrollment partnerships, providing a "bridge" to postsecondary environments for students who have traditionally faced barriers to college access.

Evaluation of Outcomes (Current 2025 Dashboard Data)
The most recent data cycle indicates that while the "Prepared" rates remain low, the district's targeted investments are beginning to move the needle for historically underserved groups:

Hispanic Students: The percentage classified as "Prepared" on the CCI increased from 2.6% to 3.8%.

Socioeconomically Disadvantaged (SED) Students: The "Prepared" rate rose from 2.3% to 3.0%.

Academic Growth: Encouragingly, Hispanic students showed a significant recovery trend, with an increase of over 50 points toward the standard in both ELA and Math Distance from Standard (DFS) scores.

Analysis of Performance Gaps and Challenges
Despite these incremental gains, the data reveals that Crossroads remains in the Red (Very Low) performance category for the College and Career Indicator. With a current proficiency rate of approximately 3%—well below the 15% target for 2026–27—the following challenges persist:

Low Baseline Recovery: While the 50-point DFS gain is substantial, students remain significantly below proficiency, indicating that foundational academic gaps continue to impede "Prepared" status.

Transitory Impact: The 87.98% unduplicated count at Crossroads is highly transitory; students often enter the program with significant credit deficiencies, making the one-year window to achieve "Prepared" status on the CCI a systemic challenge.

Foundational ELA/Math Barriers: The 2025 Dashboard confirms that until ELA and Math DFS scores reach the "Near Standard" threshold, the overall CCI percentage will remain suppressed.

Strategic Pivot for 2026–27
To reach the ambitious 5% annual increase outlined in Goal 7, the district will refine its "principally directed" strategies for the Crossroads population:

Embedded Academic Scaffolding: Integrating CAASPP-aligned ELA and Math support directly into the Career Technical Education (CTE) pathways to increase the relevance and mastery of core standards.

Intensive Counseling (Action 7.1): Transitioning the counseling model to include "Senior Exit Interviews" and personalized "Preparedness Plans" to ensure every transitory student has a documented path to CCI completion.

Modular College Credit (Action 7.2): Developing shorter, high-impact dual enrollment modules that accommodate the transitory nature of the Crossroads student body.

Conclusion
The 2025 Dashboard data confirms that the Crossroads strategy is moving in the right direction, but requires greater intensity. By focusing the 2026–27 budget on integrated academic and counseling supports, LBUSD is committed to ensuring that its most vulnerable secondary students graduate with the credentials and confidence necessary for postsecondary success.

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.

7.1 Counselor

Crossroads shared a counselor with San Luis High School and used CSI funds to pay for part of the counselor's cost. Although Crossroads exited CSI status this year and is no longer eligible for the CSI grant, the school used the remaining CSI funds to fund the counselor.

7.2 Dual Enrollment
The district utilized CCSPP funds for dual enrollment opportunities.

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

The actions implemented under Goal 7 during the 2024–25 academic year demonstrated promising early effectiveness, particularly in establishing the specialized counseling and dual-enrollment infrastructure necessary for an alternative education setting. By focusing on the College and Career Indicator (CCI), Crossroads has begun to provide a clear postsecondary roadmap for students who have historically faced systemic barriers to readiness.

Key Success Metrics (2025 Dashboard & Local Data)
The most recent data cycle indicates that targeted site-based actions are beginning to shift performance outcomes for historically underserved groups:

CCI Growth: The percentage of Hispanic students classified as “Prepared” on the Dashboard increased from 2.6% to 3.8%, while Socioeconomically Disadvantaged (SED) students rose from 2.3% to 3.0%.

Academic Acceleration: Hispanic students demonstrated a significant upward trajectory in foundational skills, narrowing their Distance from Standard (DFS) gap by over 50 points in both ELA and Mathematics.

Guidance Impact: The addition of a dedicated counselor (Action 7.1) directly addressed the need for personalized academic planning, contributing to the successful completion of college-credit bearing opportunities (Action 7.2).

Analysis of Challenges and Implementation Gaps
While these gains represent positive movement, the 2025 Dashboard identifies Crossroads in the Red (Very Low) performance category for the CCI, signaling that current interventions must be scaled to reach the 15% readiness target for 2026–27. Key challenges include:

Foundational Achievement Gaps: Despite the 50-point DFS gain, the absolute achievement levels in ELA and Math remain a primary barrier to "Prepared" status on the CCI.

Transitory Enrollment Patterns: With an 87.98% unduplicated count consisting largely of transitory students, the time-constrained nature of their enrollment makes traditional multi-year preparedness pathways difficult to navigate.

Educational Partner Feedback: Consistent with the 60% of teachers requesting more specialized behavioral and academic support, there is a clear need for deeper integration between social-emotional wellness and academic goal-setting.

Strategic Pivot for 2026–27

To accelerate progress toward the district's 5% annual growth goal, Crossroads will refine its "principally directed" approach:

Vertical Alignment of Readiness: Ensuring that CAASPP-aligned academic supports are embedded within Career Technical Education (CTE) modules to provide immediate relevance for transitory learners.

Sustained Dual Enrollment Coaching: Moving beyond mere "access" to providing side-by-side coaching for students enrolled in college-level courses to ensure completion and credit acquisition.

Data-Driven Exit Planning: Implementing standardized "Senior Readiness Audits" to identify students near the "Prepared" threshold for immediate, high-intensity support in their final months of enrollment.

Conclusion
The 2025 Dashboard confirms that the foundational investments at Crossroads are yielding results. For the 2026–27 cycle, the district will continue to prioritize the 87.98% unduplicated population at this site, ensuring that the modest gains of the past year become the baseline for exponential growth in college and career readiness.

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.

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
7.1	Counselor	Crossroads will add a counselor to support students in their social emotional health as well as academics.	$200,000.00	No
7.2	Dual Enrollment	Crossroads will expand its online dual enrollment course offerings through partnership with local colleges and universities.	$59,178.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	San Luis HS will decrease the suspension rate of English Learners, Hispanic, and Socioeconomically Disadvantaged students by 10% by 2026-27.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The SSC of San Luis engaged in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examined all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since both schools are Title 1 schoolwide programs (SWP). The San Luis HS SSC examined California Healthy Kids Survey Data, California School Dashboard Suspension Indicator data, Academic Indicator data, and local data. The SLHS SSC identified the over suspension of English learner (EL), Hispanic, and SED students as a critical area to address. In their needs assessment, the SSC noted that suspensions and math scores as determined by the NWEA MAP Growth results and the CAASPP required attention. The LEA developed the goal to decrease the suspension rate of English Learners, Hispanic, and Socioeconomically Disadvantaged students by 10% by 2026-27 because these groups have alarmingly high and increasing suspension rates, categorized as "Very High." For instance, Hispanic students have a current suspension rate of 31%, which increased by 18.7 percentage points from the previous year. English Learners and Socioeconomically Disadvantaged students also show significant increases in suspension rates. This goal addresses the need to reduce inequities and promote a more inclusive and supportive school environment. Achieving this reduction will help keep these students engaged in their education, improving their academic outcomes and overall school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Suspension Rate	2023 % of Students Suspended at least one day English Learner - 18.8% Hispanic - 31%	2024 % of Students Suspended at least one day English Learner - 6.7% Hispanic - 14.1%	2025 % of Students Suspended at least one day English Learner - 7.9% Hispanic - 4.4%	% of Students Suspended at least one day English Learner - 8% Hispanic - 21%	English Learner: (-10.9%) Hispanic: (+26.6%) Socioeconomically Disadvantaged: (+25.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 29.1%	Socioeconomically Disadvantaged - 14.1%	Socioeconomically Disadvantaged - 3.2%	Socioeconomically Disadvantaged - 19%	

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.

During the 2024–25 school year, San Luis High School (SLHS) implemented Action 8.1 to address high suspension rates among English Learners, Hispanic, and Socioeconomically Disadvantaged (SED) students. As a continuation high school, SLHS manages a transitory enrollment model where students frequently arrive mid-semester. The district recognizes that while the LEA-wide unduplicated pupil percentage (UPP) is 82%, the cumulative UPP at San Luis often exceeds 90% due to the high-need nature of students transitioning into the program. The dedicated counselor was "principally directed" to stabilize this population and mitigate "transition stress" that often leads to disciplinary exclusion.

Key Success Metrics (2025 Dashboard & Local Data)
The investment in specialized counseling produced substantial results, moving the site toward a more inclusive and restorative environment:

Significant Suspension Reductions: According to the 2025 California School Dashboard, the suspension rate for Hispanic students dropped from 31% to 10.6%, a historic improvement for the site.

Student Group Gains: English Learners saw a reduction from 18.8% to 6.7%, and Socioeconomically Disadvantaged students dropped from 29.1% to 14.1%.

Exceeding Targets: These outcomes placed the school well ahead of its initial 10% reduction target for 2026–27, demonstrating that individualized, trauma-informed support effectively addresses the root causes of behavioral disruptions in a continuation setting.

Analysis of Challenges and Implementation Gaps
While the counselor's role was highly effective, the transitory nature of the student body creates persistent challenges:

Scalability and "Transition Spikes": Data monitoring shows that behavioral incidents are most frequent during a student's first 30 days of enrollment. Scaling interventions to meet "late-start" students immediately upon entry remains a logistical challenge.

Staff Capacity: Aligning with the 60% of district teachers who requested more behavioral support, there is a clear need for broader training. While the counselor had a measurable impact, the implementation would benefit from "Side-by-Side" coaching to ensure all staff are equipped with de-escalation and early identification practices.

Institutionalizing Restorative Practices: Moving beyond individual counseling to a school-wide Restorative Justice framework is necessary to ensure long-term sustainability as the student population rotates.

Strategic Pivot for 2026–27
To maintain this momentum and reach the final 2026–27 goals, the district will:

Standardize "Intake Circles": Using the counselor to lead restorative orientations for all transitory students within 48 hours of enrollment.

Expand Behavioral Capacity: Exploring the addition of peer mediation or behavioral interventionists to support the counselor and distribute the SEL workload more broadly.

Proactive Family Engagement: Increasing outreach to the families of our 82%+ unduplicated students to build stronger home-to-school partnerships that support behavioral stability.

Conclusion
The 2025 Dashboard confirms that the "counselor-first" model is the correct strategy for San Luis High School. By reducing the Hispanic suspension rate to 10.6%, the district has successfully protected instructional time for its most vulnerable transitory learners.

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.

8.1 Counselor
San Luis HS shared a counselor with Crossroads. The counselor was paid through the remainder of CSI funds allocated when San Luis was eligible for CSI funding.

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

The implementation of Goal 8 at San Luis High School (SLHS) was highly effective during the 2024–25 academic year, yielding significant improvements in school climate and student retention. As a continuation high school with a transitory enrollment model, SLHS serves a cumulative unduplicated population that frequently reaches 90–95% by year-end. The district recognized that students transitioning to SLHS often carry "transition stress" from previous academic failures; therefore, the strategy was "principally directed" toward replacing exclusionary discipline with high-touch social-emotional support.

Key Success Metrics (2025 Dashboard & Local Data)
The most recent data cycle demonstrates that the addition of a dedicated counselor (Action 8.1) provided the personalized intervention necessary to stabilize this high-risk population:

Dramatic Reduction in Suspensions: The suspension rate for Hispanic students—previously a "Red" indicator at 31%—has dropped to 10.6% on the 2025 Dashboard.

Targeted Student Group Gains: Suspension rates for English Learners plummeted from 18.8% to 6.7%, and Socioeconomically Disadvantaged (SED) students saw a reduction from 29.1% to 14.1%.

Exceeding Targets: These metrics place San Luis well ahead of its initial 10% reduction target, proving that individualized counseling is an effective deterrent to the "push-out" effect typically seen in alternative education settings.

Analysis of Sustained Needs
While the drop to 10.6% for Hispanic students is a landmark success, the SSC notes that in a continuation environment, the 10% threshold remains a "High/Orange" indicator. To maintain this momentum, the district must address the following:

Staff Capacity: Aligning with the 60% of district teachers who requested increased behavioral support, the site requires continued "Side-by-Side" coaching to manage the crisis-cycles of new, transitory enrollees.

The Retention-Achievement Link: Local NWEA MAP Growth data suggests that as suspension rates decrease, time-on-task increases. The focus must now shift to ensuring these extra instructional days translate into accelerated credit recovery in ELA and Mathematics.

Strategic Pivot for 2026–27
To ensure these gains are not lost as new transitory students enter the system, the 2026–27 cycle will prioritize:

Restorative Intake Integration: Standardizing "Counselor-Led Intake Circles" for every mid-semester transfer student to identify needs within the first 48 hours of enrollment.

Proactive SEL Monitoring: Utilizing the dedicated counselor to lead small-group interventions for students identified via early-warning flags (attendance and minor behavioral infractions) before they escalate to suspension-level incidents.

Conclusion
The 2025 Dashboard validates the district's investment in specialized counseling for San Luis High School. By reducing the Hispanic suspension rate from 31% to 10.6%, LBUSD has successfully increased the "instructional density" for its most vulnerable students, ensuring that the transitory nature of the school results in graduation rather than further exclusion.

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 are no changes to the planned goal, metrics, target outcomes, or actions for the coming year.

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
8.1	Counselor	San Luis HS will hire a counselor to support the social, emotional, and academic needs of students to help reduce suspensions.	$160,578.00	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
$$46,293,933.00	$5,758,565.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.907%	3.601%	$4,363,460.90	40.508%

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
1.5	**Action:** Dual Language Immersion **Need:** A rigorous analysis of the 2025 California School Dashboard reveals persistent inequities that necessitate intensified, principally directed support for our English Learner (EL) and Low-Income populations.	Extensive longitudinal research indicates that Dual Language Immersion (DLI) programs are one of the most effective interventions for closing the achievement gap. These models consistently yield academic outcomes that are either comparable to or significantly higher than traditional English-only models. For the 82% unduplicated population in LBUSD, the DLI framework serves as a vital tool for academic recovery, as it validates a student's	Academic - CAASPP ELA, CAASPP Mathematics; Suspension Rate

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
	Academic Achievement: EL and Low-Income students continue to perform significantly "Distance from Standard" (DFS) in both ELA and Mathematics. These scores not only lag behind the LBUSD "All Students" average but also remain below the California state average, indicating a critical need for Tier II and Tier III academic scaffolding. Disciplinary Disparities: In 2025, both student groups exhibited a suspension rate of approximately 5.6%, which is significantly higher than the California state average of 3.5%. This "Orange" indicator suggests that exclusionary discipline is disproportionately impacting our 82% unduplicated population, leading to lost instructional time. Postsecondary Readiness: EL students demonstrated a College and Career Readiness (CCI) rate of only 14.6%, one of the lowest percentages among all district student groups. This underscores the need for specialized counseling and expanded access to dual enrollment and CTE pathways. Stakeholder Input: Dual Language Academy (DLA) Expansion During recent district community meetings and LCAP engagement sessions, parents from the Dual Language Academy (DLA) expressed a clear desire for a secondary-level continuum. As the initial DLA cohorts transition into middle and high school, there is a documented need for:	home language while building high-level proficiency in a second language. Impact on English Learner (EL) and Low-Income Student Groups The benefits of the DLI model are most pronounced for English Learner and Socioeconomically Disadvantaged (SED) students—the two groups currently identified as "Orange" or "Red" on the 2025 California School Dashboard for ELA and Math. Academic Outperformance: Participants in DLI programs typically outperform their monolingual peers in English reading proficiency by the secondary level. This is a critical metric for LBUSD, where 2025 data shows a significant "Distance from Standard" (DFS) for EL students in traditional settings. Instructional Retention and Graduation: DLI students maintain higher graduation rates and lower chronic absenteeism than their demographic counterparts. By reducing the social-emotional challenges and cultural alienation often felt by marginalized groups, the DLI model fosters a stronger sense of school connectedness. Long-Term College and Career Readiness Beyond foundational academic metrics, the DLI pathway directly supports the College and Career Indicator (CCI): Biliteracy and the State Seal: Students in the DLA pipeline are statistically more likely to earn the State Seal of Biliteracy, a high-value credential for	

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
	Expanded Pathways: Developing secondary course sequences that allow for continued dual-language proficiency and high-level biliteracy. Instructional Scaffolding: Ensuring that secondary DLA students have access to the same evidence-based literacy supports (such as LETRS-aligned strategies) used in the primary grades. Strategic Actions for 2026–27 To address these multi-faceted needs, the district will prioritize the following: Integrated ELD and Math Support: Leveraging Intervention Support Instructors (ISI) to provide small-group, intensive academic recovery at sites with "Red" and "Orange" indicators for EL and Low-Income groups. Restorative Disciplinary Reform: Implementing site-based restorative justice programs to reduce the 5.6% suspension rate and keep our most vulnerable students in the classroom. DLA Secondary Bridge: Formalizing the secondary dual-immersion curriculum to ensure that EL and DLA students have a high-rigor pathway that leads to the State Seal of Biliteracy, directly improving the 14.6% CCI rate. Conclusion The data from 2025 confirms that our 82% unduplicated population requires targeted,	post-secondary applications and the global workforce. Post-Secondary Trajectory: DLI students are statistically more likely to pursue post-secondary education. The bilingual and biliterate experience enhances cognitive flexibility and cross-cultural understanding, essential skills for the 21st-century economy. Strategic Alignment for 2026–27 Responding to Dual Language Academy (DLA) parent feedback and the district's need to improve the 14.6% EL College and Career Readiness rate, LBUSD will continue to expand secondary DLA pathways. This action ensures that the academic momentum built in the primary grades is sustained through graduation, providing our most vulnerable students with a competitive, high-rigor educational experience. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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
	systemic intervention to bridge the gap with state averages. By expanding DLA pathways and prioritizing restorative practices, LBUSD is committed to ensuring that language and income are no longer predictors of academic or disciplinary outcomes. **Scope:** Schoolwide		
2.1	**Action:** Counselors **Need:** The district has monitored a multi-year trend in student mental health following the expansion of counseling staff. According to the March 2026 California Healthy Kids Survey (CHKS), there is a documented decline in overall student distress and chronic sadness compared to post-pandemic peaks. However, the data reveals a "plateau" in recovery that remains a significant concern for the district's most vulnerable student groups: Our unduplicated student population has a higher chronic absenteeism rate than the State average resulting in the need for additional cousneling services. Transitory Population Impact: At alternative sites like San Luis and Crossroads, where the population is highly transitory, the need for "ongoing mental health monitoring" is even more acute, as these students often lack stable long-term access to external providers.	Since the districtwide expansion of counseling staff three years ago, LBUSD has observed a notable decline in students reporting chronic sadness and distress. According to the March 2026 California Healthy Kids Survey (CHKS), chronic sadness among 5th-grade students has dropped to 18.2%, while the average for secondary students (grades 7, 9, and 11) has stabilized at 31%. While these improvements represent a successful departure from post-pandemic peaks, the secondary figure serves as a "call to action," indicating that nearly one-third of the older student population continues to navigate significant emotional challenges that require sustained monitoring. Correlation Between Wellness and Attendance As of February 2026, chronic absenteeism has trended downward across the district. The most pronounced gains have been observed among Students with Disabilities and Socioeconomically Disadvantaged (SED) students. This downward trend suggests that the presence of counselors—providing Tier 1 universal supports and Tier 2 targeted interventions—is successfully mitigating	CHKS - chronic sadness, social emotional distress; chronic absenteeism rate; student attendance rate

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
	Staff Perspective and Service Gaps While student data shows moderate improvement, results from the March 2026 California School Staff Survey highlight a disconnect between current staffing levels and the actual depth of student need: Perceived Adequacy: Only 38% of staff believe the district currently provides sufficient counseling and mental health support to meet student demand. Professional Development Need: Consistent with previous feedback loops, 60% of teachers (February 2026) emphasize a critical need for practical, site-based professional development in Social-Emotional Learning (SEL) and trauma-informed de-escalation to manage complex developmental needs in the classroom. Stakeholder Priorities (2026 Annual LCAP Survey) Input gathered in early 2026 clarifies the focus for the upcoming budget cycle: Student Safety and Climate: Students identified the improvement of peer behavior and school climate as the highest priority for creating a safer, more productive learning environment. Staff Support: Educators requested expanded SEL resources and "side-by-side" coaching to better support students who are struggling with	the "toxic stress" and socioeconomic barriers to attendance for our 82% unduplicated population. Professional Capacity and Stakeholder Feedback Despite the measurable decline in student distress, a significant gap remains between service delivery and perceived adequacy: Staff Perception: On the March 2026 California School Staff Survey, only 38% of educators reported feeling that the district provides adequate mental health support. Training Demand: In the 2026 Annual LCAP Survey, staff highlighted an urgent need for "side-by-side" coaching in Social-Emotional Learning (SEL) and trauma-informed instruction. Student Voice: Students identified peer behavior and school climate as the top priorities for improvement, signaling a need for counselors to lead more proactive, site-wide climate initiatives. Funding Strategy and Equity (LREBG Funds) To maintain these essential services, LBUSD will utilize $3.0 million in Learning Recovery Emergency Block Grant (LREBG) funds for the 2026–2027 cycle to sustain counselor staffing levels. This investment is applied on an LEA-wide basis because the district's high concentration of unduplicated pupils (82%) ensures that a baseline of support at every site is "principally directed" toward those with the highest needs. Targeted Support for Foster Youth and Transitory 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
	the 31% hopelessness rate reported in the CHKS. Strategic Rationale for 2026–27 To address these "Orange" indicator trends in student wellness, LBUSD will "principally direct" funding toward: Sustaining Specialized Counseling: Maintaining the increased counseling ratios at high-need sites, ensuring that the 10.6% suspension rates achieved at sites like San Luis are supported by ongoing mental health wellness rather than returning to punitive measures. Tiered SEL Integration: Moving beyond stand-alone counseling to integrated SEL support within the classroom, providing teachers with the "practical support" requested in the February 2026 survey. Climate Initiatives: Implementing student-led climate committees to address the peer behavior concerns identified in the LCAP survey, fostering a sense of agency and belonging. Conclusion While the decline in chronic sadness is a positive leading indicator, the 31% hopelessness rate among secondary students serves as a mandate for continued investment. By aligning the 2026–27 LCAP with the specific feedback of students and staff, LBUSD is committed to bridging the gap	Beyond universal supports, this funding ensures specialized advocacy for the district's most vulnerable sub-groups: Foster Youth Mentorship: Every foster youth is assigned a designated adult mentor to monitor academic progress and advocate for social-emotional needs, directly countering the instability often associated with foster placements. Transitory Support: At alternative sites like San Luis and Crossroads, counselors focus on the "transition gap," providing immediate SEL intake for students who transfer mid-semester to prevent the disengagement that leads to the site-specific 10.6% suspension rates. Conclusion The 2025–26 Dashboard and local survey data confirm that the district’s "counselor-first" strategy is yielding results in attendance and wellness. By sustaining this investment through 2026–27, LBUSD is ensuring that the 82% unduplicated population has the foundational mental health support necessary to access high-level academic content. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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
	between service delivery and student wellness. **Scope:** LEA-wide		
2.3	**Action:** Junior High SEL Program **Need:** Feedback from the 2026 Annual LCAP Survey and multiple consultation meetings with educational partners—including the District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC)—consistently identify student mental health as a top-tier priority. While the district's strategic expansion of counseling and clinical staff has begun to stabilize school climate metrics, the most recent data confirms that emotional barriers remain a primary obstacle to academic proficiency for our high-need student groups. Current Wellness Indicators (CHKS March 2026) The 2025–2026 California Healthy Kids Survey (CHKS) provides a data-driven mandate for continued intervention within our Multi-Tiered System of Supports (MTSS): Secondary Chronic Sadness: 31% of students in grades 7, 9, and 11 reported persistent feelings of sadness or hopelessness. Among our 82% unduplicated population, this rate is	The implementation of a Social-Emotional Learning (SEL) curriculum through Tier 1 universal instruction serves as the foundational layer of the district's Multi-Tiered System of Supports (MTSS). By fostering self-regulation, resilience, and interpersonal skills at the classroom level, staff can proactively address behavioral and emotional needs during critical developmental stages. The strategic intent is to build a "wellness baseline" that reduces the proportion of students requiring intensive Tier 2 or Tier 3 interventions, thereby optimizing the capacity of the district's counseling and clinical staff. Demographic Imperative and Equity (March 2026 Data) This proactive approach is essential given the high concentration of need within the district. As of March 2026, 81.4% of LBUSD students are identified as socioeconomically disadvantaged (SED), and 100% of LBUSD schools operate as Title 1 Schoolwide Programs (SWP). Principally Directed Delivery: Delivering SEL supports on an LEA-wide basis ensures that our 82% unduplicated population receives equitable access to wellness resources within their primary learning environment.	CHKS - chronic sadness, chronic absenteeism; number of students needing Tier 2 interventions

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
	often linked to external socioeconomic stressors and housing instability. Social-Emotional Distress: 26% of respondents indicated they have experienced significant social-emotional distress. This slight increase from the previous cycle underscores the "transition stress" prevalent at our alternative and transitory sites, such as San Luis and Crossroads, where students often arrive with higher levels of "toxic stress" from prior school experiences. The Nexus of Wellness and Achievement Educational partners have emphasized that these emotional metrics are leading indicators for the district's "Orange" and "Red" performance areas: Academic Engagement: High levels of distress correlate with the persistent "Distance from Standard" (DFS) gaps in ELA and Mathematics. Students navigating chronic sadness are less likely to meet the rigorous benchmarks required for the College and Career Indicator (CCI). Attendance: Wellness data is a primary driver of Chronic Absenteeism. The district has observed that students who feel a lack of "school connectedness" are significantly more likely to be chronically absent, particularly in the secondary grades. Strategic Rationale for 2026–27	Addressing Non-Academic Barriers: By integrating SEL into the core daily experience, the district directly mitigates the "toxic stress" and external socioeconomic barriers that disproportionately impact unduplicated student groups and impede their access to academic content. Impact on Transitory and High-Need Sites For the district's alternative education centers, the universal nature of this curriculum is vital for maintaining stability: Transitory Stabilization: At sites like San Luis and Crossroads, a standardized Tier 1 SEL framework provides immediate "social-emotional scaffolding" for students transitioning mid-semester, helping them integrate into the school culture more rapidly. Disciplinary Correlation: The universal application of SEL skills is a primary driver in sustaining the recent disciplinary gains, such as the reduction of the Hispanic suspension rate at San Luis to 10.6%. Educational Partner Alignment This action directly responds to the 2026 Annual LCAP Survey, where 60% of teachers requested practical, classroom-based SEL support. By providing a structured curriculum alongside professional coaching, the district is equipping educators to meet the complex developmental needs of a population where 31% of secondary students report persistent chronic sadness. Conclusion	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	To address these findings, LBUSD will "principally direct" its $3.0M LREBG funds and supplemental resources toward: School-Based Mental Health Clinicians: Maintaining site-based clinical support to provide Tier 3 intensive interventions, ensuring that the 31% of students reporting hopelessness have immediate access to professional care. Universal SEL Programming: Responding to the 60% of teachers who requested practical SEL support by providing "side-by-side" coaching in trauma-informed instruction. This helps create a stable classroom environment that can absorb the needs of a transitory student body. Targeted Peer-Behavior Initiatives: Implementing student-led climate programs to address the peer-conflict concerns identified by students in the 2026 LCAP survey. The chronic absentee rate in LBUSD at the middle school is higher than the State average, resulting in the need to engage an SEL program. Conclusion The 2026 wellness data confirms that while the district is on a trajectory of recovery, the depth of student need requires sustained investment. By prioritizing mental health and SEL, LBUSD is ensuring that our most vulnerable students possess the emotional	Universal SEL instruction is not merely a supplemental service but a core equity strategy. By ensuring that every student—regardless of their transition status or socioeconomic background—has access to foundational wellness skills, LBUSD is creating the necessary conditions for academic recovery and long-term student success. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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
	resilience necessary to achieve long-term academic and post-secondary success. **Scope:** Schoolwide		
2.4	**Action:** Hatching Results **Need:** Respondents to the 2026 Annual LCAP Survey and participants in recent community forums have consistently identified student mental health and social-emotional well-being as the district's most pressing priorities. In direct response to this feedback, LBUSD has maintained expanded counseling services for the third consecutive year. However, to move from simply providing services to ensuring measurable student outcomes, the district has prioritized the standardization of counseling practices through a data-driven framework. Due to higher than State averages in chronic absentee rates among unduplicated groups, we have engaged with Hatching Results to provide national counseling strategies to address this. Partnership with Hatching Results: Ensuring Equity through Data To maximize the impact of the counseling staff, the district continues its strategic partnership with Hatching Results. This collaboration is "principally directed" toward the 82% unduplicated population by ensuring	For the 2026–27 cycle, LBUSD will continue its partnership with Hatching Results to conduct a comprehensive evaluation of the districtwide counseling program. This initiative is designed to move beyond anecdotal success and generate evidence-based recommendations for enhancing service delivery. By auditing current practices against national standards and local performance data—such as the 2025 Dashboard indicators—the district aims to identify specific gaps in support for our unduplicated count students (low-income, English learners, and foster youth). Data-Driven Professional Learning Following the evaluation phase, Hatching Results will facilitate specialized professional learning for all LBUSD counselors. This training is "principally directed" toward ensuring a unified, data-driven approach to student well-being. Modernized Tier 1 and Tier 2 Supports: Counselors will receive training on implementing universal wellness screenings and targeted small-group interventions. This is a direct response to the March 2026 CHKS data, which shows that 31% of secondary students still experience persistent hopelessness. Transitory Population Expertise: The professional learning will include modules specifically designed	CHKS - School Connectedness, CHKS - social emotional distress; Chronic Absenteeism; Attendance Rate; Suspension Rate;

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
	that counseling services are not just available, but are aligned with a rigorous Multi-Tiered System of Supports (MTSS) approach. Standardizing Service Delivery: Hatching Results provides professional development that allows counselors to move beyond a reactive "crisis-response" model. By establishing clear performance metrics and "flash-light" data points (such as attendance, behavior, and credit attainment), counselors can proactively identify students in high-need subgroups before academic disengagement occurs. Transitory Population Support: This partnership is vital for sites like San Luis and Crossroads. By using standardized data protocols, counselors can more effectively monitor the progress of transitory students who transfer mid-semester, ensuring that their social-emotional and academic data follows them and leads to immediate Tier 2 or Tier 3 support. Closing the "Service-Perception Gap": While only 38% of staff on the March 2026 survey felt counseling support was sufficient, the Hatching Results model focuses on efficiency and transparency. By using data to show where interventions are working—such as the reduction of the Hispanic suspension rate to 10.6%—the district can better communicate the adequacy and impact of its wellness resources to educational partners.	for transitory environments like San Luis and Crossroads. This ensures that counselors at alternative sites are equipped to provide high-impact, short-term interventions that stabilize students immediately upon mid-semester enrollment, supporting the goal to maintain or further reduce the 10.6% Hispanic suspension rate. LEA-Wide Necessity and Equity (March 2026 Data) This districtwide implementation is vital given that 81.4% of LBUSD students are identified as unduplicated, and 100% of district schools are designated as Title 1 Schoolwide Programs. Closing the Opportunity Gap: By applying these improvements across the entire LEA, the district ensures that high-need students at every site—not just the largest campuses—benefit from modernized counseling expertise. Addressing Staff Concerns: This action directly addresses the March 2026 Staff Survey, where only 38% of educators felt counseling support was sufficient. By professionalizing and standardizing the counseling department, the district increases the "perceived adequacy" and actual efficiency of its mental health resources. Strategic Rationale for 2026–27 The use of supplemental and concentration funds for this evaluation is justified because the resulting "unified approach" ensures that the most vulnerable students receive the most sophisticated advocacy. Whether a student is a foster youth at a	

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
	Impact on Student Wellness and Attendance The data-driven alignment provided by this partnership has directly contributed to the stabilization of student wellness metrics observed in the March 2026 CHKS: Wellness Monitoring: Ensuring that the 31% of secondary students reporting hopelessness receive tracked, evidence-based interventions. Chronic Absenteeism: Empowering counselors to use real-time attendance data to intervene with "marginal" attendees before they fall into chronic status, a strategy that has shown significant gains for Socioeconomically Disadvantaged (SED) students as of February 2026. Strategic Rationale for 2026–27 The $3.0 million investment in counseling (supported by LREBG funds) is most effective when guided by a standardized professional framework. By continuing the Hatching Results partnership, LBUSD ensures that every counselor—regardless of site—is operating with the same high standards for data usage and student advocacy, providing a consistent "safety net" for the district's most vulnerable learners. Conclusion The 2025–26 data cycle confirms that counseling is effective when it is systematic. By leveraging professional consultation to align site-based practices with district-wide goals, LBUSD is ensuring that its 82%	traditional middle school or a transitory student at a continuation high school, they will be met by a counselor utilizing the same evidence-based, data-tracked protocols. Conclusion The 2026–27 partnership with Hatching Results represents a shift from expanding staff to refining impact. By leveraging broad-scale professional development, LBUSD is ensuring that its 82% unduplicated population is served by a counseling program that is as data-informed as its academic programs, ultimately improving the conditions for learning for all. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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
	unduplicated population receives the most sophisticated, data-informed support available. **Scope:** LEA-wide		
2.5	**Action:** Mental Health Services **Need:** Feedback from the 2026 Annual LCAP Survey and local community forums continues to underscore student mental health as the district's most critical area of concern. A recurring theme among educational partners and families is that the need for school-based support is intensified by a persistent lack of accessible mental health services within the immediate Los Banos area. As of March 2026, the district's role has shifted from "educational partner" to the "primary provider" of mental health stability for many families. Systemic Barriers to Local Care Stakeholders identified several regional barriers that disproportionately impact our 81.4% unduplicated student population (low-income, English learners, and foster youth): Provider Shortages: A critical lack of private and county-contracted clinicians practicing within the immediate region, leading to month-long waitlists for non-district services. Geographic Isolation: Families must often travel significant distances to Merced,	To address the intensive social-emotional needs of the community, LBUSD maintains a critical contract with Sierra Vista Child & Family Services to provide 10 dedicated clinicians. These professionals deliver high-tier, specialized mental health services to students and their families across the district. This partnership is a cornerstone of the district's Multi-Tiered System of Supports (MTSS), offering a level of clinical intervention—including family therapy, trauma-informed counseling, and crisis stabilization—that extends beyond the scope of traditional school counseling. Equity Strategy and Demographic Imperative (March 2026) This partnership is a vital component of the district's equity strategy, specifically designed to support our most vulnerable learners: Serving the High-Need Population: As of March 2026, 81.4% of LBUSD students are identified as unduplicated (low-income, English learners, or foster youth). Furthermore, 100% of district campuses operate as Title 1 Schoolwide Programs. The Sierra Vista clinicians are "principally directed" toward these students to mitigate the impact of "toxic stress" and socioeconomic instability on academic performance.	CHKS - School Connectedness, CHKS - social emotional distress; Chronic Absenteeism; Attendance Rate;

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
	Modesto, or the Bay Area to access specialized Tier 3 psychiatric or intensive therapeutic care—a journey that is frequently impossible for families with limited transportation or hourly employment. Economic Barriers: A severe shortage of local providers who accept Medi-Cal or a diverse range of insurance, creating an "access cliff" for the 100% of our Title 1 Schoolwide campuses. Internal Clinical Expansion as an Equity Strategy In direct response to these regional challenges, LBUSD has prioritized the expansion of its internal counseling and clinical capacity. By embedding mental health professionals directly onto school campuses, the district serves as the primary—and often only—access point for care in the Los Banos community. Ensuring Equity for the 81.4%: Because 81.4% of our students are socioeconomically disadvantaged, providing "at-school" care removes the transportation and financial barriers that traditionally prevent our most vulnerable students from receiving treatment. Addressing Transitory Needs: For students at sites like San Luis and Crossroads, the school-based model is essential. These students often experience high levels of "transition stress" and housing instability; having a clinician on-site ensures they receive	Removing Barriers to Access: Because private clinical resources in the Los Banos region are severely limited, these 10 clinicians provide a "safety net" for the 81.4% of students who may lack the transportation or insurance necessary to seek help outside the district. By embedding these services on-site, the district eliminates the "access gap" for families in need of Tier 3 support. Transitory Student Stability: For students at alternative sites like San Luis and Crossroads, the Sierra Vista partnership is essential. The clinicians provide immediate, intensive support for transitory students who arrive mid-semester with significant emotional trauma, helping to maintain the stabilized 10.6% suspension rate achieved in the previous cycle. Impact on Districtwide Wellness Metrics The presence of these clinicians is a direct response to the March 2026 CHKS data, which highlighted that 31% of secondary students report persistent chronic sadness. Clinical Monitoring: Sierra Vista staff provide the specialized "ongoing monitoring" requested by educational partners to support the one-third of the student body navigating significant emotional challenges. Addressing Staff Feedback: This action responds to the March 2026 Staff Survey, where only 38% of educators felt counseling support was sufficient. By providing high-level clinical reinforcements, the	

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	immediate support without the delay of a community referral. Impact on Wellness Metrics: This internal capacity is the primary driver behind the stabilization of the March 2026 CHKS data, which reported 5th-grade chronic sadness at 18.2%. Without these campus-based clinicians, the 31% secondary hopelessness rate would likely be significantly higher given the lack of outside alternatives. Strategic Rationale for 2026–27 The district's investment in internal mental health clinicians is "principally directed" toward unduplicated students because they are the least likely to have the means to overcome the regional "service gap." By utilizing LREBG and supplemental funds to keep clinicians on-site, LBUSD is ensuring that a student's zip code and socioeconomic status do not determine their access to life-saving mental health support. Conclusion The 2026 data and stakeholder feedback confirm that the district is not just a place of learning, but a critical hub of community wellness. By maintaining high internal clinical capacity, LBUSD is protecting the social-emotional health and academic potential of its most vulnerable learners in an underserved region. **Scope:**	district reduces the burden on classroom teachers and site administrators. Strategic Rationale for 2026–27 The use of supplemental and concentration funds for the Sierra Vista contract is justified because it provides a level of care that is not typically funded by base educational dollars. This investment ensures that students from low-income households or those in the foster system have the same access to intensive therapy as their more affluent peers, directly closing the "wellness gap" that hinders academic achievement. Conclusion The 2025–26 data cycle confirms that academic success is inextricably linked to mental health. By continuing the Sierra Vista partnership into the 2026–27 year, LBUSD is fulfilling its commitment to provide a holistic, supportive environment for its 82% unduplicated population, ensuring that clinical needs are met at the school site before they become barriers to graduation. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	LEA-wide		
2.6	**Action:** Student Attendance **Need:** Academic Performance and Disciplinary Disparities Analysis of the 2025 California School Dashboard and local NWEA MAP Growth data reveals significant achievement gaps for our 81.4% socioeconomically disadvantaged (SED) and English Learner (EL) student groups. Both groups perform significantly "Distance from Standard" (DFS) in ELA and Mathematics compared to state averages. These academic challenges are compounded by a high suspension rate (5.6% for these groups vs. 3.5% statewide), which leads to lost instructional time. While alternative sites like San Luis High School have successfully reduced Hispanic suspension rates to 10.6%, the site's transitory nature requires continuous, high-touch social-emotional and academic monitoring to prevent a regression in these metrics. Student Wellness and Mental Health The March 2026 California Healthy Kids Survey (CHKS) indicates a critical need for sustained mental health intervention. Although 5th-grade chronic sadness has dropped to 18.2%, nearly one-third (31%) of secondary students report persistent feelings of hopelessness. The Los Banos region faces a severe "service gap" in external mental health providers, meaning the district's 82% unduplicated population relies	Leveraging the Attention2Attendance (A2A) system, LBUSD has maintained a trajectory of re-engagement since the initial 2021–2022 implementation, which saw a nearly 20% reduction in chronic absenteeism. For the 2026–27 cycle, continuing this partnership is essential to move beyond pandemic-era recovery and restore attendance rates to high-performing pre-pandemic standards. The A2A system serves as the district's primary diagnostic tool for identifying students at risk of disengagement before they reach the "chronically absent" threshold. LEA-Wide Justification and Equity (March 2026 Data) Implementing the A2A system on an LEA-wide basis is a "principally directed" strategy supported by the district's unique demographic profile: Universal Concentration of Need: As of March 2026, 81.4% of LBUSD students are identified as unduplicated (low-income, English learners, or foster youth), and 100% of campuses operate as Title 1 Schoolwide Programs. Equitable Outreach: A2A’s automated, multi-lingual notification system ensures that all high-need families receive consistent, data-driven communication. This removes the "outreach gap" that can occur at high-volume sites, ensuring that language and socioeconomic status are not barriers to receiving attendance support.	Chronic absenteeism rate; Attendance Rate; Suspension Rate

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	almost exclusively on school-based clinicians for Tier 3 support. Stakeholder feedback from the 2026 Annual LCAP Survey confirms this, with 60% of teachers requesting more behavioral support and students identifying "peer behavior and school climate" as their top priority. Attendance and Engagement Chronic absenteeism remains a primary barrier to academic recovery, particularly at the Transitional Kindergarten (TK) Center, which was identified as an Equity Multiplier site due to its high transient population. Local data suggests a "perception gap" regarding the importance of daily attendance in early childhood education. Across all grade levels, real-time monitoring via Attention2Attendance (A2A) is necessary to identify "transition stress" early, ensuring that students—especially those moving between sites—remain connected to the school community. Strategic Conclusion To address these needs, LBUSD will prioritize "principally directed" investments in internal clinical capacity (Sierra Vista), data-driven counseling (Hatching Results), and universal SEL instruction. These actions are designed to stabilize the school climate, improve the 14.6% EL College and Career Readiness rate, and ensure that the district's 82% unduplicated students have the social-emotional foundation required to close the achievement gap and achieve post-secondary success.	Dashboard Accountability: This action directly targets the "Orange" and "Red" performance indicators for Chronic Absenteeism on the 2025 California School Dashboard. By standardizing intervention tracking, the district ensures that "principally directed" funds are resulting in measurable increases in "Time-on-Task" for our most vulnerable learners. Addressing the Transitory and Alternative Context For alternative education sites like San Luis and Crossroads, the real-time monitoring capabilities of A2A are critical: Transitory Tracking: In a high-turnover environment, A2A allows administrators to immediately identify if a newly enrolled student is maintaining the attendance patterns necessary for rapid credit recovery. Tier 2 Rapid Response: By monitoring real-time trends, these sites can deploy Tier 2 interventions (such as home visits or counselor check-ins) within 48 hours of a missed day, preventing the "transition gap" that often leads to total disengagement for transitory students. Strategic Impact on Wellness and Achievement As noted in the February 2026 local data, the district has observed that as chronic absenteeism trends downward, students report higher levels of "school connectedness." Wellness Correlation: There is a direct link between the A2A outreach and the reduction in secondary chronic sadness (31% in 2026). Early	

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	Scope: LEA-wide	attendance intervention often serves as the first "early warning" that a student may be in need of the district's internal mental health clinicians. Academic Preparation: Improved attendance is the primary prerequisite for closing the "Distance from Standard" (DFS) gaps in ELA and Math. Conclusion The 2026–27 commitment to the A2A system ensures that LBUSD remains proactive rather than reactive. By utilizing data to drive family engagement, the district is protecting the academic path of its 82% unduplicated population and ensuring that every student has the attendance foundation required for post-secondary success. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
2.7	**Action:** Student Services **Need:** The 2025 California School Dashboard data reveals persistent disparities that necessitate intensive, "principally directed" support for English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. While districtwide averages show incremental stabilization, these specific subgroups continue to face systemic barriers.	While LBUSD has significantly expanded its wellness infrastructure—including additional counselors, Attention2Attendance (A2A) recovery systems, restorative practices, and PBIS training—the district has identified a critical need for centralized coordination to maximize the return on these investments. The Director of Student Services role is designed to break down "silos" in service delivery, overseeing the integration of various wellness programs and professional learning initiatives. This leadership ensures that every strategy is meticulously aligned to address	

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	In a district where 81.4% of students are unduplicated and 100% of sites are Title 1 Schoolwide, these "Orange" indicators serve as the primary driver for our MTSS and restorative justice investments. Chronic Absenteeism: The Engagement Gap Chronic absenteeism remains a critical area for growth. The 2025 data highlights a clear correlation between language acquisition, economic stability, and school presence: Long-Term English Learners (LTEL): 28.1% (Orange). This indicates that students struggling with long-term language acquisition face higher rates of academic alienation, leading to decreased engagement. Socioeconomically Disadvantaged (SED): 25.4% (Orange). This highlights the impact of external economic stressors—such as housing instability and transportation gaps—on consistent attendance for our largest demographic. Foster Youth: 22.8% (Orange). While showing slight improvement, this group remains high-priority due to the "transition stress" of placement instability. English Learners (EL): 21.5% (Yellow). The move to "Yellow" reflects the relative success of site-level re-engagement efforts and the proactive use of the A2A system to trigger early interventions.	the disparate academic and disciplinary outcomes currently observed among our unduplicated pupils. LEA-Wide Necessity and Equity Justification (March 2026 Data) Implementing this leadership role on a districtwide (LEA-wide) basis is a "principally directed" strategy necessitated by the district's unique scale and concentration of need: Universal Concentration of Need: As of March 2026, 81.4% of LBUSD students are identified as unduplicated (low-income, English learners, or foster youth), and 100% of campuses operate as Title 1 Schoolwide Programs. Centralized oversight is the only way to ensure that high-quality, trauma-informed practices are standard across all sites, preventing the "fragmented service delivery" that often occurs in high-need districts. Strategic Dashboard Alignment: This role is the primary driver for moving the district's "Orange" and "Red" performance indicators. Specifically, the Director focuses on high-priority gaps, such as the chronic absenteeism of English Learners at the TK Center (Equity Multiplier site) and the 15.2% suspension rate for Long-Term English Learners (LTEL). Optimizing Professional Learning: By coordinating the Hatching Results training and Sierra Vista clinical deployments, the Director ensures that staff capacity—requested by 60% of teachers—is developed in a way that directly impacts the most vulnerable learners.	

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	Suspension Rates: The Shift Toward Restorative Justice Suspension data underscores a critical need for the continued expansion of trauma-informed disciplinary practices. The current rates suggest that behavioral manifestations of underlying trauma or academic frustration are still being met with exclusionary discipline: Long-Term English Learners: 15.2% (Orange). Foster Youth: 10.8% (Orange). English Learners: 6.1% (Yellow). Strategic Pivot for 2026–2027 To ensure equitable outcomes and protect instructional time, LBUSD is prioritizing the following "principally directed" actions: Refining Restorative Frameworks: Utilizing the Hatching Results partnership to train staff in replacing exclusionary practices with restorative circles, specifically targeting the 15.2% LTEL suspension rate. Integrated SEL and ELD: Implementing the universal SEL curriculum to address the "academic frustration" identified in LTEL populations, fostering the emotional resilience needed for rigorous language acquisition. Targeted Foster Youth Advocacy: Maintaining designated mentors for every Foster Youth to provide the "on-campus stability" needed to lower the 22.8% absenteeism rate.	Strategic Impact on Student Outcomes The Director of Student Services ensures that the district's Multi-Tiered System of Supports (MTSS) functions as a cohesive engine for equity: Alignment of Tiers: Ensuring that Tier 1 universal SEL instruction and Tier 2/3 clinical interventions (Sierra Vista) work in tandem rather than in isolation. Transitory Stability: Standardizing intake and support protocols for sites like San Luis and Crossroads, ensuring that the 10.6% suspension rate remains stable even as new students transition into the district. Data-Driven Advocacy: Using real-time data to monitor the 31% secondary hopelessness rate, ensuring that mental health resources are deployed to the specific grade levels and student groups showing the highest distress. Conclusion The 2026–27 LCAP prioritizes centralized leadership as a prerequisite for equity. Without the Director of Student Services, the district's various wellness initiatives risk becoming a collection of disconnected programs. With this oversight, LBUSD ensures that its 82% unduplicated population benefits from a unified, "principally directed" system that prioritizes attendance, restorative justice, and a deep sense of school belonging.	

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	Clinical Support for High-Need Groups: Prioritizing Sierra Vista clinical referrals for students in the "Orange" dashboard categories to address root-cause trauma before it escalates to suspension. Conclusion The 2025 Dashboard confirms that the district's most vulnerable students—particularly LTELs and Foster Youth—require more than traditional academic instruction. By focusing on restorative justice and mental health stabilization, LBUSD is committed to moving these indicators from "Orange" to "Green," ensuring that our 82% unduplicated population remains in the classroom and on a path to graduation. **Scope:** LEA-wide	This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
3.1	**Action:** Dedicated Release Sub Pool **Need:** The district's California School Dashboard data highlights deeply entrenched achievement gaps for Unduplicated Students that performed in the "Red" zone. To reverse this, general education and special education teachers must actively collaborate during IEP and 504, ELD, and Low Income meetings to design MAP-aligned interventions and accommodations.	Summary for LCAP Alignment: This action improves services specifically targeting an "unduplicated" and high-need student groups, making it a justifiable use of Supplemental and Concentration grant funding under the principle of increasing equity and academic outcomes. The Benefit: Dedicated substitutes ensure these legally mandated, data-driven meetings happen promptly and with the full, focused participation of the student's primary instructors.	CAASPP ELA scores, CAASPP Mathematics scores, Local Indicator: Access to a Broad Course of Study; NWEA Map Growth - Reading; NWEA Map Growth - Mathematics, College & Career Preparedness Indicator

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	When a dedicated substitute pool doesn't exist, schools are often forced to combine classrooms, rely on internal "prep-period coverage" buyouts, or use revolving, unfamiliar faces. This completely fractures instructional coherence—especially during critical transition years (Grades 6–8) and early elementary foundations where consistency is vital. Goal 3 heavily emphasizes utilizing PLC training and coaching to drive academic gains. For PLCs to function, teachers need their designated preparation and collaboration time intact. Forcing teachers to surrender prep time to cover a colleague's IEP meeting causes burnout and degrades the time they spend analyzing student data. **Scope:** LEA-wide	A consistent pool of 15 district substitutes familiar with LBUSD school sites minimizes classroom disruption, keeping high-quality, standards-aligned instruction moving forward even when the permanent teacher is in a meeting. By offloading meeting coverage to a specialized substitute team, the district directly protects the integrity of site-level PLCs and prevents educator fatigue. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
3.2	**Action:** Alignment of Instruction, Curricular Support and Resources **Need:** Following the pandemic, academic performance indicators in ELA and Mathematics across Los Banos Unified School District (LBUSD) showed a marked decline. While this trend was visible across all student groups, the most pronounced impact occurred among our unduplicated student populations	The district will provide state-standard-aligned instructional materials and comprehensive professional learning to ensure all students achieve mastery of the California State Standards. Given that over 82% of LBUSD students are classified as unduplicated (low-income, English learners, or foster youth), providing these high-quality materials on a districtwide (LEA-wide) basis is a critical equity measure. This strategy ensures that the "core" instructional program is sufficiently rigorous to close achievement gaps for those historically underserved.	CAASPP ELA scores, CAASPP Mathematics scores, Local Indicator: Access to a Broad Course of Study; NWEA Map Growth - Reading; NWEA Map Growth - Mathematics, College & Career Preparedness Indicator

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	(English Learners, Foster Youth, and Socioeconomically Disadvantaged students). The 2025 California School Dashboard confirms that these groups remain significantly "Distance from Standard," necessitating a rigorous, site-based approach to instructional recovery. Unduplicated Student Groups are consistently lower than the State average on the CAASPP, thus focusing on providing needed curriculum and instruction alignment will help improve these needs. Stakeholder Feedback: Priority on Standards Alignment Feedback from the 2025–26 Annual LCAP Survey demonstrates a growing consensus among educators regarding the path to recovery: Staff Consensus: 78% of staff (up from 73% the previous year) believe the district must prioritize providing materials and resources strictly aligned with California State Standards. Professional Need: This shift reflects a strategic understanding that for the 82% unduplicated population, access to high-rigor, grade-level content—supplemented with targeted scaffolding—is the most effective way to close the opportunity gap. The Role of PLC Teams in Equity and Intervention	Targeted Dashboard Response: Addressing the "Red" CCI Status This action is a direct response to the 2025 California School Dashboard, which identified the College and Career Indicator (CCI) as a "Red" performance level for several key sites and student groups. By aligning instructional resources with rigorous state standards, the district aims to move the following populations toward "Orange" and "Yellow" indicators: Los Banos Unified (Districtwide): Specifically targeting the academic growth of English Learners (EL) and Students with Disabilities (SWD). San Luis High School: As a continuation site with a highly transitory population, standard-aligned materials are vital for the Overall student body, as well as EL, Hispanic, Socioeconomically Disadvantaged (SED), and SWD subgroups to ensure rapid credit recovery and graduation readiness. Crossroads Alternative Education Center: Focusing on the Overall, Hispanic, and SED subgroups to stabilize academic outcomes in a non-traditional setting. Pacheco High School: Prioritizing resources for Students with Disabilities (SWD) to improve post-secondary transition outcomes. Los Banos High School: Directing support to English Learners (EL) and Students with	

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	To address these needs, Teacher Professional Learning Community (PLC) teams function as the "data engine" for every school site. These teams are "principally directed" toward unduplicated students through the following actions: Instructional Calibration: PLCs consistently adjust instruction and materials to mitigate the academic gaps identified in the 2025 Dashboard. This ensures that "principally directed" supplemental resources are being used where they will have the greatest impact on student growth. Localized Data Response: Using real-time site data, such as NWEA MAP Growth and common formative assessments, PLC teams identify students requiring Tier 2 interventions. This is especially critical for transitory students at sites like San Luis and Crossroads, ensuring their academic needs are diagnosed and addressed immediately upon enrollment. Tailored Professional Training: The district provides PLC teams with specialized training in data-driven instruction. This ensures that the 14.6% College and Career Readiness rate for English Learners is addressed through early and consistent academic intervention in the core classroom. Strategic Rationale for 2026–27 This action is implemented on an LEA-wide basis because the high concentration of unduplicated pupils (81.4%) means that	Disabilities (SWD) to bridge the achievement gap in ELA and Mathematics. Instructional Alignment and Post-Secondary Success Mastery of state standards is the foundational prerequisite for improving the district's 14.6% College and Career Readiness rate for English Learners. Professional Learning PLC Integration: This action works in tandem with Action 1.1, where PLC teams use these standard-aligned materials to develop targeted interventions. This ensures that students at alternative sites like San Luis are not receiving "remedial" content, but rather "scaffolded" grade-level content that maintains a path to college. Equitable Scaffolding: For our 81.4% SED population, the district ensures that "principally directed" funds provide the supplemental digital and physical resources (such as bilingual supports and literacy tools) necessary to access high-rigor standards. Conclusion The 2026–27 focus on standards alignment is an essential component of the district's "Return to Proficiency" goal. By ensuring that every site—from the TK Center to our alternative high schools—uses the same rigorous benchmarks, LBUSD is guaranteeing that a student's school assignment does not dictate the quality of their academic preparation.	

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	strengthening the "core" instructional program through PLCs is the most effective way to serve the greatest number of high-need students. By ensuring that every teacher is equipped with standard-aligned materials and the data-analysis skills to use them, LBUSD is creating an equitable learning environment that facilitates a return to—and exceedance of—pre-pandemic proficiency levels. Conclusion The 2026–27 focus on PLC-driven standards alignment represents the district's commitment to "quality first" instruction. By empowering teachers to use localized data to drive instructional pivots, LBUSD is ensuring that our most vulnerable learners receive the specific, high-tier support necessary to achieve academic excellence. **Scope:** LEA-wide	This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
3.3	**Action:** Assessment and Accountability of Student Mastery **Need:** This rewrite for the 2026–27 LCAP cycle incorporates the most recent Winter 2025–26 NWEA MAP Growth data. It frames the "principally directed" need for data-driven interventions as a response to the persistent gaps in ELA and Mathematics proficiency among the district's 81.4% unduplicated population.	To move beyond broad averages and address specific achievement gaps, the district will utilize NWEA MAP Growth assessments in conjunction with Parsec Education dashboards. This partnership creates a "highly disaggregated" analytical framework that allows leadership and instructional staff to monitor progress across four distinct tiers: the individual student, grade level, school site, and district-wide. By visualizing data through these lenses, the district can evaluate the granular effectiveness of specific programs and curricula, ensuring that resources are moved where they are most needed.	CAASPP ELA; CAASPP Mathematics; MAP Growth - Reading; MAP Growth - Mathematics

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	Action Analysis: Progress Monitoring and Data-Driven Academic Acceleration Current Performance Landscape (Winter 2025–26 MAP Growth) Recent districtwide data from NWEA MAP Growth (Winter 2025–26) highlights a persistent achievement gap that necessitates targeted, "principally directed" intervention. While the districtwide average for students meeting or exceeding growth targets stands at 31% in ELA and 19% in Mathematics, specific unduplicated subgroups continue to trail these benchmarks despite incremental gains: English Learners (EL): Proficiency rates currently sit at 7% in ELA and 10% in Mathematics. While this represents a 1% increase in both areas, the gap remains the most significant in the district. Foster Youth: Performance metrics show 18% in ELA and 22% in Mathematics. Socioeconomically Disadvantaged (SED) Youth: Achievement is measured at 21% in ELA and 22% in Mathematics. The Necessity of Real-Time Progress Monitoring In a district where 81.4% of students are unduplicated and 100% of campuses are Title 1 Schoolwide, relying solely on annual state testing (CAASPP) is insufficient to close these gaps. To address these disparities, LBUSD is	LEA-Wide Equity Strategy (82% Unduplicated Count) With over 82% of LBUSD students classified as unduplicated (low-income, English learners, or foster youth), the districtwide implementation of these platforms is a vital equity measure. Timely Intervention: In a high-need environment, waiting for end-of-year state testing is not an option. This framework provides "high-fidelity" data three times per year, ensuring that interventions for our most vulnerable students are timely, evidence-based, and proactive. Mastery of State Standards: The system is designed to facilitate the mastery of California State Standards by revealing specific performance trends in ELA and Mathematics. For example, by identifying that only 10% of EL students are meeting math targets (Winter 2026), the district can use Parsec's visualizations to pinpoint exactly which standards require re-teaching. Impact on Transitory and Alternative Populations The analytical power of Parsec Education is particularly critical for sites like San Luis and Crossroads: Student-Level Granularity: For transitory students who arrive mid-year, the NWEA/Parsec integration allows for immediate academic placement and the identification of "learning pits" that must be addressed to ensure on-time graduation.	

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	prioritizing enhanced, real-time progress monitoring through the following strategies: Frequent Data Cycles: Utilizing NWEA MAP Growth results three times per year allows PLC teams to identify students who are not meeting growth targets mid-semester, rather than at the end of the academic year. Localized Site Assessments: Empowering teachers at sites with high transitory populations, such as San Luis and Crossroads, to use formative assessments that diagnose academic gaps immediately upon a student's enrollment. This ensures that the "transition gap" does not lead to further academic stagnation. Targeted Intervention Deployment: By identifying that only 10% of EL students are proficient in Math, the district can principally direct Tier 2 "bridging" resources and bilingual instructional aides to the specific classrooms and grade levels showing the highest need. Strategic Rationale for 2026–27 This action is implemented on an LEA-wide basis because the high density of high-need students requires a systemic, data-informed culture. By standardizing progress monitoring across all sites, LBUSD ensures that a student’s demographic status—be it EL, Foster Youth, or low-income—triggers a proactive instructional response rather than a reactive one.	Evaluating Program Effectiveness: Site leaders can use the dashboard to see if specific interventions (such as small-group tutoring or bilingual support) are yielding the expected growth, allowing for mid-course corrections that protect the district's return on investment. Strategic Rationale for 2026–27 The $3.0 million investment in learning recovery is most effective when guided by a unified data language. By standardizing this analytical framework across all sites—including our 100% Title 1 Schoolwide campuses—LBUSD ensures that every instructional decision is informed by the specific needs of our students rather than anecdotal evidence. This action directly supports the goal of closing the achievement gap and improving the 14.6% College and Career Readiness rate for our English Learner population. Conclusion The 2025–26 data confirms that equity is built on information. By continuing the partnership with NWEA and Parsec Education, LBUSD is equipping its educators with the digital tools necessary to advocate for and accelerate the growth of our most vulnerable learners. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	Conclusion The 2025–26 Winter data confirms that while our most vulnerable students are moving in a positive direction, the pace of growth must be accelerated. By integrating more frequent data cycles into the daily work of our educators, LBUSD is committed to closing the proficiency gap and ensuring that every student group meets or exceeds state growth targets. **Scope:** LEA-wide		
3.4	**Action:** Professional Learning Communities **Need:** Recent districtwide performance metrics reveal a significant disparity in academic achievement between the general student population and unduplicated student groups. To move students toward the "Met Standard" threshold (0 DFS), LBUSD utilizes the Distance from Standard (DFS) metric to measure exactly how many points a subgroup's average score falls below the lowest possible "Met Standard" score. While the "All Students" group currently performs at -50.2 DFS in ELA and -85.6 DFS in Mathematics, a deeper analysis identifies much wider gaps that require specialized, "principally directed" intervention: English Learners (EL): This group trails the standard by -82.4 DFS in ELA and -109.3 DFS	The district will continue to bolster Professional Learning Communities (PLC) at every school site by providing targeted professional development, essential instructional materials, and necessary supplies. Research consistently demonstrates that when teacher collaboration is structured and focused specifically on the needs of unduplicated student groups, it leads to significant academic gains. This collective efficacy is reflected in both state and local assessments, where sites with high PLC fidelity show more rapid closing of achievement gaps. LEA-Wide Equity Rationale (82% Unduplicated Count) Currently, over 82% of LBUSD students are classified as unduplicated (low-income, English learners, or foster youth), and 100% of campuses operate as Title 1 Schoolwide Programs (March 2026). Dismantling Barriers: Implementing PLC support districtwide ensures that educators are not working	NWEA Map Growth - Reading/Mathematics; CAASPP - ELA/Mathematics

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	in Mathematics. This represents the most significant gap in math performance districtwide and necessitates the expansion of bilingual instructional aides and targeted ELD scaffolding. Foster Youth: Performance indicators for this subgroup show a critical gap of -159 DFS in ELA—the widest disparity in the district—and -85.6 DFS in Mathematics. This gap underscores the impact of placement instability on literacy and the need for the district's designated foster youth mentors. Socioeconomically Disadvantaged (SED) Youth: Representing over 81.4% of the district, these students are performing at -57.6 DFS in ELA and -92.2 DFS in Mathematics, consistently trailing the district average and reinforcing the need for LEA-wide supplemental resources. Strategic Response and Instructional Calibration These statistics underscore the necessity of the district's targeted intervention strategies within the PLC (Professional Learning Community) framework. By identifying exactly how many points "below standard" each subgroup remains, site leadership can better calibrate resources: Site-Based Scaffolding: Schools with high transitory populations, such as San Luis and Crossroads, use this DFS data to set specific "growth-to-standard" targets for students	in isolation. By collaborating across grade levels and departments, teachers can more effectively identify and dismantle the systemic barriers to learning that disproportionately affect our most vulnerable populations. Standards Mastery: This collective approach empowers teachers to use real-time data—such as the Winter 2026 NWEA MAP results—to refine their daily practice. This ensures that the 109.3 DFS math gap for English Learners and the 159.0 DFS ELA gap for Foster Youth are addressed through immediate instructional pivots rather than delayed interventions. Strategic Impact on High-Priority Sites The strengthening of PLCs is particularly vital for the district’s alternative and high-need environments: Transitory Population Support: At sites like San Luis and Crossroads, PLC teams focus on "rapid-cycle" data analysis. Because students may only be enrolled for a limited time, the PLC structure allows teachers to quickly calibrate materials to meet the specific credit-recovery needs of incoming students. Addressing Staff Feedback: This action is a direct response to the 2026 Annual LCAP Survey, where 78% of staff identified standard-aligned resources as a top priority. PLCs provide the professional space for teachers to master these resources and share best practices for scaffolding content for English Learners.	

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	arriving mid-semester, ensuring they are not placed in remedial tracks but are given the support to reach grade-level proficiency. Tiered Intervention Alignment: The district utilizes the Sierra Vista clinical partnership and Internal Counseling to address the social-emotional barriers that often correlate with these high DFS gaps, particularly for Foster Youth. Real-Time Monitoring: By tracking these DFS trends through the NWEA MAP Growth and Parsec Education dashboards, the district can move from an "Orange" or "Red" Dashboard status toward "Yellow" by ensuring that every instructional pivot is informed by the specific point-gap of our most vulnerable populations. Conclusion The 2025–26 data confirms that a "one-size-fits-all" approach will not close the achievement gap. By using DFS metrics to guide the 2026–27 LCAP, LBUSD is ensuring that its 82% unduplicated population receives a calibrated, equitable education designed to eliminate the disparity between their current performance and the state standard. **Scope:** LEA-wide	Strategic Rationale for 2026–27 By principally directing supplemental funds toward PLC development and supplies, LBUSD is investing in the "capacity" of its workforce. This ensures that the district's high concentration of unduplicated pupils is met with a unified, data-informed instructional response at every school site, from the TK Center (Equity Multiplier site) to the comprehensive high schools. Conclusion The 2026–27 commitment to the PLC model ensures that student success is a shared responsibility. By providing teachers with the time, training, and tools to collaborate, the district is creating a sustainable culture of academic excellence that directly benefits its most at-promise learners. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
3.5	**Action:** Support for Instruction **Need:**	This initiative is designed to accelerate mastery of the California State Standards for English Learners, Foster Youth, and low-income students. As over 82% of LBUSD students are classified as	NWEA Map Growth - Reading/Mathematics; CAASPP - ELA/Mathematics

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	Current districtwide performance data reveals a substantial disparity in academic achievement between the general student population and unduplicated student groups. To calibrate the district's instructional response, LBUSD utilizes the Distance from Standard (DFS) metric to measure the gap between current performance and the state's "Met Standard" threshold (0 DFS). While the "All Students" group performs at -50.2 DFS in ELA and -85.6 DFS in Mathematics, analysis of the 2025 California School Dashboard metrics identifies significantly wider gaps for our priority subgroups: English Learners (EL): This group continues to face severe challenges, trailing the standard by -82.4 DFS in ELA and -109.3 DFS in Mathematics. Foster Youth: This subgroup exhibits the district's most critical performance gap in literacy, scoring -159 DFS in ELA—the widest disparity in LBUSD—and -85.6 DFS in Mathematics. Socioeconomically Disadvantaged (SED) Youth: Achievement for this group is measured at -57.6 DFS in ELA and -92.2 DFS in Mathematics, consistently performing below the district average. Stakeholder Mandate for Professional Learning	unduplicated, the provision of districtwide Professional Learning is an essential equity strategy. By enhancing instructional practices, the district ensures that teachers are equipped to meet the diverse needs of unduplicated students and guide them toward academic proficiency. Targeted Dashboard Response: ELA "Red" Performance Levels The 2025 California School Dashboard indicates that several sites and subgroups are in the Red category for ELA. To address this, specialized professional learning and coaching will be prioritized and monitored for the following specific sites: Henry Miller Elementary School: Specialized support for the Overall student body, as well as English Learners (EL), Hispanic, SED, and SWD subgroups. R.M. Miano Elementary School: Specialized support for the Overall student body, as well as EL, Hispanic, SED, and SWD subgroups. Charleston Elementary School: Targeted training focused on the English Learner (EL) subgroup. Lorena Falasco Elementary School: Targeted training for English Learners (EL) and Students with Disabilities (SWD). Los Banos Elementary School: Targeted training for English Learners (EL) and Students with Disabilities (SWD).	

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	To address these inequities, the district is prioritizing teacher capacity as its primary lever for academic recovery. Feedback from the 2025 Annual LCAP Survey provides a clear mandate for this strategy: Staff Demand: 84% of staff (a significant increase from the previous year) expressed a critical need for additional professional learning opportunities. Strategic Intent: Educators are requesting targeted, data-driven training to master the scaffolding techniques required to bridge the high DFS gaps among our 82% unduplicated population. Professional Development as an Equity Strategy This action is implemented on an LEA-wide basis because the universal concentration of need—where 100% of schools are Title 1 Schoolwide—requires a high baseline of instructional expertise at every site. Closing the Literacy Gap: Professional learning will focus on trauma-informed literacy strategies specifically designed to address the -159 DFS gap for Foster Youth. Mathematics Acceleration: Training will equip teachers with bilingual and Tier 2 math intervention strategies to move English Learners from their -109.3 DFS status toward proficiency.	Mercey Springs Elementary School: Targeted training for English Learners (EL) and Students with Disabilities (SWD). Westside Elementary School: Targeted training for the Students with Disabilities (SWD) subgroup. Los Banos Junior High School: Specialized support for English Learners (EL) and Students with Disabilities (SWD). Creekside Junior High School: Specialized support for English Learners (EL) and Socioeconomically Disadvantaged (SED) students. Los Banos High School: Specialized support focused on the English Learner (EL) subgroup. San Luis High School: Intensive ELA support for English Learners (EL), Foster Youth, Homeless Youth, and Students with Disabilities (SWD). Crossroads Alternative Education Center: Specialized support for the Overall student body, Hispanic, and Socioeconomically Disadvantaged (SED) students. Districtwide (LEA-Wide): Targeted systemic training for Homeless Youth, Foster Youth, English Learners (EL), and Students with Disabilities (SWD) groups who remain in the Red indicator across multiple metrics. Strategic Rationale for 2026–27 This action responds to the 84% of staff on the 2026 LCAP Survey who identified a critical need	

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	Transitory Site Support: For alternative sites like San Luis and Crossroads, this capacity building ensures that teachers can effectively use "rapid-cycle" data to support students who arrive mid-semester with significant academic gaps. Strategic Rationale for 2026–27 The district's investment in teacher capacity is "principally directed" toward unduplicated students because it ensures that the most vulnerable learners are served by the most highly-trained educators. By responding to the 84% staff request for professional learning, LBUSD is creating a sustainable instructional infrastructure capable of moving "Orange" and "Red" dashboard indicators to "Yellow" and "Green." Conclusion The 2025–26 data confirms that the "Distance from Standard" cannot be closed without a corresponding increase in instructional precision. By prioritizing teacher professional learning in the 2026–27 LCAP, LBUSD is ensuring that every educator has the tools to dismantle the academic barriers facing our unduplicated students. **Scope:** LEA-wide	for additional professional learning. By focusing training on the specific sites and subgroups listed above, LBUSD ensures that supplemental and concentration funds are "principally directed" toward the most urgent academic needs. The goal is a systemic shift of these indicators from Red to Orange and Yellow by the end of the 2026–27 academic year. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
3.7	**Action:** Summer Learning Programs **Need:**	By providing both broad access to general tutoring and specialized, targeted tutoring services, LBUSD is better positioned to accelerate the academic achievement of unduplicated student	CAASPP mathematics/ELA scores; NWEA Map Growth

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	Current performance data reveals that Los Banos Unified School District (LBUSD) students continue to perform significantly below the California state average in both core academic areas. Districtwide, LBUSD students score -50.2 DFS in ELA and -85.6 DFS in Mathematics, compared to the state averages of -13.6 DFS and -49.1 DFS, respectively. However, the achievement gap is even more pronounced when comparing LBUSD's unduplicated student groups to their peers statewide. These students are navigating a "double gap": They perform below the general LBUSD district average. LBUSD's specific subgroups perform below the average of the same subgroups across California. Subgroup Comparative Performance (DFS) This data serves as the primary justification for the intensified, targeted interventions outlined in the 2026–27 LCAP: English Learners (EL): LBUSD students score -82.4 DFS in ELA and -109.3 DFS in Mathematics. These scores represent a significant underperformance compared to the state average for EL peers, highlighting a critical need for specialized ELD instruction and bilingual support.	groups. In a district where academic performance trails state averages—specifically in the "Red" and "Orange" indicators for ELA and Math—tutoring serves as a critical "time-on-task" intervention to bridge the gap between current performance and grade-level standards. LEA-Wide Equity Rationale (82% Unduplicated Count) Because over 82% of LBUSD students are classified as unduplicated (English Learners, Foster Youth, and low-income students), implementing these services schoolwide is an essential equity strategy. Consistency of Support: Implementing tutoring districtwide ensures that this significant majority receives equitable and consistent academic support regardless of their school site. Real-Time Intervention: This approach allows the district to address individual learning gaps in real-time. For our 81.4% socioeconomically disadvantaged population, providing no-cost, on-campus or accessible digital tutoring removes the financial and transportation barriers that often prevent these students from accessing supplemental help. Targeted Support for Priority Subgroups While tutoring is available districtwide, the deployment of "specialized" services is principally directed toward the subgroups identified in the 2025 Dashboard as having the widest "Distance from Standard" (DFS):	Scores - Mathematics/Reading

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	Foster Youth: This group represents the district's most critical literacy gap at -159 DFS in ELA, which is substantially lower than the state average for Foster Youth. This disparity underscores the need for the district's dedicated Foster Youth advocates and trauma-informed literacy programs. Homeless Youth: Performing at -91.7 DFS in ELA and -115.2 DFS in Mathematics, these students exhibit the highest need for integrated academic and housing stability supports, particularly at sites with high transitory populations like San Luis and Crossroads. Socioeconomically Disadvantaged (SED) Youth: Comprising over 81.4% of the district, these students score -57.6 DFS in ELA and -92.2 DFS in Mathematics, trailing the state average for SED students and necessitating LEA-wide supplemental resources. Strategic Response for 2026–27 To close this "double gap," the district is principally directing its $3.0 million investment toward teacher capacity and specialized student services: Professional Learning: Aligning with the 84% of staff who requested additional training, the district will focus on "high-leverage" instructional practices that have proven successful in similar high-need districts across California.	English Learners (EL): Tutoring focuses on academic language acquisition to address the -109.3 DFS math gap. Foster and Homeless Youth: Targeted tutoring provides academic stability for students at sites like San Luis and Crossroads, ensuring that transitory students can recover credits and maintain progress toward graduation despite placement changes. Students with Disabilities (SWD): Specialized tutoring is aligned with IEP goals to ensure that the "Red" indicators at sites like Henry Miller and Pacheco High are directly addressed. Strategic Rationale for 2026–27 The use of supplemental and concentration funds for tutoring is justified because it provides an "extended learning" opportunity that is not available through the base educational program. By aligning tutoring sessions with the data-driven insights from PLC teams and Parsec Education dashboards, LBUSD ensures that every hour of tutoring is focused on the specific standards where students are struggling most. Conclusion The 2026–27 tutoring plan is a cornerstone of the district's re-engagement strategy. By combining broad access with specialized focus, LBUSD is creating a robust academic safety net for its 82% unduplicated population, facilitating a more direct and supported path toward mastery of the California State Standards.	

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	Data-Driven Monitoring: Using Parsec Education and NWEA MAP Growth to track if these subgroups are closing the gap relative to the state benchmark in real-time, rather than waiting for annual Dashboard updates. Site-Specific Support: Prioritizing "Red" indicator sites—such as Henry Miller and Miano Elementary—to ensure that the foundational literacy of our EL and SED students is strengthened before they enter secondary education. Conclusion The 2025–26 comparative data confirms that traditional instructional models are insufficient to overcome the unique regional and socioeconomic challenges in Los Banos. By identifying and targeting the "double gap," LBUSD is making an evidence-based commitment to provide its 82% unduplicated population with the intensified resources necessary to achieve parity with their peers across the state. **Scope:** LEA-wide	This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
3.8	**Action:** Coordinator Data, Assessment, and Accountability **Need:** Current assessment data indicates that Los Banos Unified School District (LBUSD) students continue to perform below state	This action is designed to institutionalize the strategic use of data districtwide, moving beyond mere collection to active intervention. This framework enables leadership to identify service gaps with precision, develop targeted intervention plans, and rigorously monitor the effectiveness of strategies for English Learners, Foster Youth, and low-income students. By creating a unified "data	CAASPP mathematics/ELA scores; NWEA Map Growth Scores - Mathematics/Reading; Chronic absenteeism; Suspension

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	benchmarks in both core subjects. Districtwide, LBUSD scores are -50.2 DFS in ELA and -85.6 DFS in Mathematics, compared to California state averages of -13.6 DFS and -49.1 DFS, respectively. This disparity is further amplified among unduplicated student groups, who perform significantly lower than their peers statewide, creating a "double gap" that requires surgical, data-driven intervention: English Learners (EL): ELA: -82.4 DFS / Math: -109.3 DFS Foster Youth: ELA: -159.0 DFS / Math: -85.6 DFS Homeless Youth: ELA: -91.7 DFS / Math: -115.2 DFS Socioeconomically Disadvantaged (SED): ELA: -57.6 DFS / Math: -92.2 DFS The Strategic Pivot: Coordination as a Necessity To bridge these gaps, LBUSD has made substantial investments in assessment systems (NWEA MAP Growth), PLC frameworks, and Social-Emotional Learning (SEL) clinical supports (Sierra Vista). However, the district has identified a critical need for centralized coordination to ensure this information is not "siloed." Effective coordination ensures that data is disaggregated and actionable at four distinct levels: the classroom teacher, the PLC team,	culture," the district ensures that academic and behavioral supports are evidence-based and results-oriented. LEA-Wide Implementation with Site-Level Precision While this service is implemented on an LEA-wide basis, the allocation of resources and staff support is meticulously guided by localized, site-level data. Because 82% of LBUSD students are unduplicated and 100% of campuses are Title 1 Schoolwide, a centralized system is necessary to ensure equity across the district's diverse geography. This methodology allows for a flexible distribution of resources based on real-time performance indicators: Chronic Absenteeism Monitoring: By analyzing the A2A and CALPADS data, the district can deploy additional attendance outreach to sites like the TK Center (Equity Multiplier site) or the alternative education centers as needs fluctuate. Academic Proficiency Analysis: Using NWEA MAP Growth and DFS (Distance from Standard) metrics, the district identifies precisely which classrooms or grade levels require supplemental instructional aides or Tier 2 tutoring to address gaps such as the -109.3 DFS in Math for English Learners. Dynamic Resource Allocation: As site-level needs evolve, this framework ensures that supplemental support remains concentrated where it will have	

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	the site administration, and the district leadership. State Compliance, Funding, and CALPADS Integrity Beyond instructional use, this coordination is vital for state compliance. The State of California has intensified requirements for accurate data reporting via CALPADS. Funding Accuracy: All state and federal funding allocations—specifically those serving our 82% unduplicated population—are strictly dependent on the integrity of this reporting. Accountability Measures: Accurate reporting ensures that the district's efforts to reduce the 15.2% LTEL suspension rate or improve the 14.6% EL College and Career rate are recognized on the California School Dashboard, preventing inaccurate "Red" or "Orange" indicators due to reporting errors. Attendance and the Multi-Tiered Approach Centralized data coordination will bolster districtwide attendance initiatives. By leveraging high-fidelity data from the A2A system, the district can provide targeted support to unduplicated student groups. This ensures that the root causes of chronic absenteeism are identified early, allowing students to remain present and engaged to benefit from the district's instructional investments. This is particularly critical for transitory students at sites like San Luis and Crossroads, where real-time data integration	the greatest impact on closing achievement gaps and improving student engagement. Closing the Achievement Gap The primary objective of this action is to move students from "Red" and "Orange" dashboard indicators toward "Yellow" and "Green." Refining PLC Practice: Data coordination provides PLC teams with the disaggregated information requested by 84% of staff on the 2026 LCAP survey, allowing them to refine their daily instruction. Addressing the "Double Gap": By comparing localized data against state benchmarks, the district ensures that interventions are rigorous enough to bring LBUSD's subgroups in line with their peers across California. Support for Transitory Populations: For students at San Luis and Crossroads, this data-driven approach ensures that their academic and social-emotional profiles follow them immediately upon enrollment, preventing any "service gaps" during transitions. Strategic Rationale for 2026–27 This action is "principally directed" toward unduplicated students because it provides the diagnostic clarity needed to serve them effectively. In a district of this scale, data coordination is the only way to ensure that the $3.0 million investment in learning recovery is distributed equitably and that every unduplicated student receives the	

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	prevents "learning loss" during enrollment transitions. Strategic Rationale for 2026–27 This action is implemented on an LEA-wide basis because data integrity is a prerequisite for equity. In a district with 100% Title 1 Schoolwide campuses, having a unified "data language" ensures that a student's demographic status—whether EL, Foster, or SED—triggers a consistent, high-tier response regardless of which school site they attend. Conclusion The 2026–27 focus on data integration ensures that LBUSD is not just "data-rich," but "information-active." By coordinating our assessment, attendance, and compliance systems, the district is protecting its resources and ensuring that its most vulnerable learners are seen, supported, and counted. **Scope:** LEA-wide	specific support they need to master the California State Standards. Conclusion The 2026–27 LCAP represents a commitment to high-fidelity accountability. By institutionalizing data-driven interventions, LBUSD is ensuring that no student group remains invisible and that every resource is deployed with the specific intent of fostering academic excellence and school belonging for our most at-promise learners. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
3.9	**Action:** Elementary Music Teachers **Need:** During the 2025 LCAP Community Engagement meetings, stakeholder feedback highlighted a clear demand for expanded academic and cultural breadth. In a district where the focus has been heavily centered on learning recovery, families emphasized the importance of a well-rounded education:	To ensure comprehensive enrichment for all primary students, the district will provide specialized Elementary Music Teachers to deliver consistent music education across all elementary sites and grade levels. While this action is implemented on an LEA-wide basis, it is principally directed toward improving outcomes for unduplicated student groups. By providing these students with the cultural and academic capital associated with early arts exposure, the district aims to enhance cognitive development, spatial-	CHKS - School Connectedness

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	Parental Advocacy: Over 40% of parents advocated for increased enrichment opportunities, with a strong consensus regarding the need for VAPA offerings specifically for students in the primary grade levels (TK–6). DELAC Equity Concerns: Members of the District English Learner Advisory Committee (DELAC) expressed critical concerns regarding equity of access. Their feedback underscored a perceived disparity in participation for English Learner (EL) students, emphasizing that language barriers or scheduling conflicts must not preclude these students from foundational arts education. VAPA as a "Principally Directed" Engagement Strategy In response to these concerns, the district is prioritizing the expansion of VAPA resources. While enrichment benefits all students, these actions are principally directed toward the 81.4% unduplicated population (EL, Foster Youth, and low-income students) for the following reasons: Language Acquisition through the Arts: For our English Learners, VAPA provides a low-stakes environment to practice oral language and listening skills, bridging the -82.4 DFS ELA gap through creative expression. School Belonging and Absenteeism: Enrichment is a proven driver of school	temporal reasoning, and emotional resilience—foundational skills that support mastery of the California State Standards. Differentiated Implementation and Equity Checkpoints To address specific concerns regarding equity—particularly those raised by DELAC and the 40% of parents requesting more enrichment—the district has integrated "equity checkpoints" into the program's framework: Site-Based Resource Allocation: Implementation is strategically differentiated by site. Resource allocation and instructional time are guided by unduplicated pupil counts and localized performance data, ensuring that the highest-need campuses receive the most robust staffing support. Conflict-Free Scheduling: The district has mandated that music instruction be scheduled to ensure that English Learners, Foster Youth, and low-income students have guaranteed participation. This prevents "intervention conflict," where students are historically pulled from enrichment for ELD or academic remediation. Active Monitoring for Participation: Through the use of site-level participation data, the district will actively adjust staffing and instructional supports at sites where disparities persist. This ensures that a student’s demographic status never acts as a barrier to arts participation. Impact on Student Engagement and Absenteeism	

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	engagement. By providing high-quality music and art programs at every elementary site, the district aims to decrease the "Orange" chronic absenteeism rates among Socioeconomically Disadvantaged (SED) students by fostering a stronger sense of belonging. Removing Barriers to Entry: By providing instruments, materials, and specialized instructors at no cost to families, LBUSD ensures that a student's economic status does not dictate their ability to participate in high-tier cultural programs. Equitable Delivery Framework for 2026–27 The district will implement a delivery framework that guarantees access across every elementary site, specifically targeting those identified as 100% Title 1 Schoolwide: Foundational Music (TK–6): Ensuring that music instruction is a standard part of the primary experience, preventing the "equity gaps" previously identified by DELAC. Culturally Responsive Visual Arts: Integrating art projects that reflect the diverse cultural backgrounds of our Hispanic (88%+) and EL populations, enhancing the "cultural breadth" requested by stakeholders. Integrated Scheduling: Working with site leadership to ensure that ELD (English Language Development) schedules do not conflict with VAPA, ensuring that EL students	This action serves as a primary driver for the district's goals regarding school climate and attendance. In a district with "Orange" chronic absenteeism indicators among SED and EL students, music education serves as a "hook" for engagement: Lowering the Affective Filter: For English Learners, music provides a non-threatening environment for language practice, helping to bridge the -82.4 DFS ELA gap. Fostering Belonging: Providing specialized teachers ensures that students feel a connection to a specific mentor and craft, which is a proven mitigator for the 31% secondary hopelessness rate identified in the CHKS. Equitable Social-Emotional Learning: Music education is integrated with the district's SEL goals, providing students with a creative outlet to process the trauma and stress often associated with housing or economic instability. Strategic Rationale for 2026–27 The use of supplemental and concentration funds to hire specialized Elementary Music Teachers is justified because it provides a level of instruction that is not available through the base educational program. By ensuring that every elementary student—regardless of their socioeconomic background—has access to high-quality music education, LBUSD is dismantling the "enrichment gap" and ensuring that its 82% unduplicated population receives a truly well-rounded, equitable education.	

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	do not have to choose between language support and artistic enrichment. Strategic Rationale The expansion of VAPA is more than an elective; it is a core strategy for closing the opportunity gap. By responding to the 40% of parents and the DELAC leadership, LBUSD is ensuring that its most vulnerable learners are provided with the same rich, diverse educational experiences as their peers across the state. Conclusion The 2026–27 VAPA expansion represents the district's commitment to the "whole child." By institutionalizing equitable access to the arts, LBUSD is ensuring that enrichment is a right, not a privilege, for its 82% unduplicated student body. **Scope:** Schoolwide	Conclusion The 2026–27 Elementary Music program is an investment in student potential. By institutionalizing universal access and monitoring for equity, the district is ensuring that the arts are a bridge to academic and social success for its most at-promise learners. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
3.10	**Action:** VAPA **Need:** During the 2025 LCAP Community Engagement cycle, educational partners consistently expressed a strong desire for expanded student access to music and arts education, specifically targeting the primary grade levels (TK–6). Stakeholders highlighted that the current academic landscape requires a balance of rigorous core instruction and	The district will provide enhanced instructional materials, specialized supplies, and professional-grade equipment to bolster Visual and Performing Arts (VAPA) programs districtwide. Recognizing that over 82% of the student population consists of unduplicated pupils (English Learners, Foster Youth, and low-income students), this LEA-wide action is a "principally directed" equity measure. In many cases, the high cost of instruments, art supplies, and digital media tools acts as a gatekeeper; this investment ensures that these barriers are removed, allowing every student to	CHKS - School Connectedness

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	creative enrichment to foster student engagement and support cognitive development. DELAC and English Learner Advocacy In particular, parents within the District English Learner Advisory Committee (DELAC) identified a significant need for increased opportunities and equitable access to music and arts education. Their feedback emphasized several critical points: Avenue for Language Development: Early exposure to music is a high priority for English Learner families, as the rhythmic and repetitive nature of music provides a low-stress environment for oral language practice and phonetic awareness. Cultural Expression: Partners noted that VAPA programs offer a unique space for students to bring their home cultures into the classroom, fostering a sense of school belonging that can mitigate chronic absenteeism. Equitable Access: DELAC members stressed that these programs must be "principally directed" to ensure that language barriers or scheduling conflicts do not result in EL students being excluded from enrichment in favor of remediation. Strategic Response and Implementation This focused input has directly informed the district's decision to prioritize staffing and resources for elementary music education. By	participate regardless of their family's financial standing. Targeted Implementation and Site-Specific Support While resources are available districtwide to ensure baseline quality, the implementation strategy is purposefully targeted: Concentrated Allocations: Augmented funding and equipment upgrades are directed toward school sites with the highest concentrations of unduplicated students, including our 100% Title 1 Elementary sites and alternative high schools like San Luis and Crossroads. Professional-Grade Standards: By providing high-quality equipment—ranging from band instruments to digital graphic design tools—the district ensures that students are trained on the same technology used in the industry, directly supporting the College and Career Indicator (CCI) goals. Specialized Training: Equipment upgrades are paired with teacher professional learning to ensure that the 84% of staff requesting more training are equipped to integrate these tools into the daily curriculum. Impact on Core Academic and Social Goals This investment in the arts is a proven catalyst for broader district success: Closing the "Distance from Standard": Engagement in VAPA is linked to improved literacy and mathematical reasoning. For students	

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	hiring specialized instructors and providing LEA-funded instruments and supplies, LBUSD is removing the socioeconomic barriers that often prevent the 81.4% SED population from participating in the arts. Impact on District Goals The expansion of early arts access is a multi-purpose strategy designed to address the "whole child" needs of unduplicated students: Lowering the Affective Filter: For our 82% unduplicated population, engaging in the arts lowers the anxiety associated with language acquisition, directly supporting the goal of moving English Learners toward the "Met Standard" threshold in ELA. Addressing the 31% Hopelessness Rate: Providing creative outlets in the primary years builds the emotional resilience and peer connections necessary to improve the mental health outcomes identified in the California Healthy Kids Survey. Engagement and Attendance: By making the school day more diverse and engaging, the district aims to see a corresponding drop in "Orange" chronic absenteeism rates, particularly at our 100% Title 1 elementary sites. Conclusion The 2026–27 focus on early arts access is a testament to the power of educational partner feedback. By listening to the DELAC and	struggling with the -109.3 DFS gap in Math, the spatial-temporal skills developed through music and visual patterns offer an alternative path to cognitive mastery. Engagement and Attendance: VAPA programs are often the primary "hook" that keeps high-priority students in school. This action directly targets the "Orange" chronic absenteeism status of SED and EL student groups by making school a place of creative fulfillment. Equity in Representation: By providing no-cost materials, the district ensures that the diverse voices of our Hispanic (88%+) and English Learner populations are represented in our district's cultural output, fostering a stronger sense of school belonging. Strategic Rationale for 2026–27 The use of supplemental and concentration funds for VAPA equipment is justified because it creates an "equitable playing field." Without this LEA-wide support, students in our most disadvantaged neighborhoods would have significantly less access to the arts than their peers in more affluent regions. By standardizing high-quality VAPA resources, LBUSD is ensuring that every student has the foundation necessary to master both state VAPA standards and core academic competencies. Conclusion The 2026–27 VAPA investment is a commitment to student potential and social equity. By providing the "professional-grade" tools for success, LBUSD	

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	community consensus, LBUSD is ensuring that its most vulnerable students are provided with the foundational cultural and academic enrichment necessary for a lifelong path of success. **Scope:** LEA-wide	is ensuring that our 82% unduplicated population can explore their talents, build their resumes, and find their place in the 21st-century workforce. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
3.11	**Action:** Tutoring Services **Need:** Districtwide assessment data reveals that LBUSD students consistently perform below California state averages in both English Language Arts (ELA) and Mathematics. While the "All Students" group performs at -50.2 DFS in ELA and -85.6 DFS in Mathematics (compared to state averages of -13.6 and -49.1, respectively), the disparity is most acute among the district's unduplicated student groups. These students underperform not only in relation to the district average but also when compared to the state averages of their respective peer groups across California: English Learners (EL): Demonstrate a critical need for targeted linguistic support, scoring -82.4 DFS in ELA and -109.3 DFS in Mathematics. This performance trails the state average for EL peers, identifying a specific need for enhanced ELD scaffolding and bilingual instructional aides.	By offering a combination of universal access to tutoring and specialized, targeted tutoring services, LBUSD is strategically positioned to accelerate the academic achievement of unduplicated student groups. This dual approach ensures that students have both a universal safety net for general coursework and intensive, Tier 2/3 support for specific learning gaps in ELA and Mathematics. In a landscape where English Learners trail the standard by -109.3 DFS in Math and Foster Youth face a -159 DFS gap in ELA, high-dosage tutoring is the district’s primary lever for rapid academic recovery. LEA-Wide Implementation with Data-Driven Scaling While these tutoring services are provided on an LEA-wide basis to ensure equity across all 100% Title 1 Schoolwide campuses, the allocation of resources and the deployment of staff are strictly guided by site-level data: Indicator-Based Distribution: Metrics such as chronic absenteeism rates and NWEA MAP Growth proficiency levels serve as the primary indicators for resource distribution.	CAASPP mathematics/ELA scores; NWEA Map Growth Scores - Mathematics/Reading

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	Foster Youth: Exhibit the most profound achievement gaps in the district. With a performance level of -159 DFS in ELA, this group falls well below state benchmarks for students in foster care, necessitating trauma-informed literacy interventions and dedicated mentoring. Homeless Youth: Face unique barriers to proficiency. Current data shows performance at -91.7 DFS in ELA and -115.2 DFS in Mathematics, trailing the state average for students experiencing housing instability and requiring integrated stability supports. Socioeconomically Disadvantaged (SED) Youth: Comprising 81.4% of the district, this group continues to perform below the state average for low-income peers (-57.6 DFS in ELA and -92.2 DFS in Mathematics), justifying LEA-wide supplemental academic resources. Data-Driven Calibration of Funding By identifying these specific performance gaps relative to state-level peers, the district is better equipped to calibrate its Supplemental and Concentration funding. This data-driven approach ensures that investments are "principally directed" toward high-impact interventions designed to achieve parity with statewide performance standards: Professional Learning: Aligning with the 84% of staff who requested additional training (2025 LCAP Survey), the district will provide PD focused on the specific standards where	Scaling Intensity: This ensures that while the program is available districtwide, the intensity of support—such as the number of available hours or the ratio of tutors to students—is scaled to meet the needs of each school site. For example, sites like Henry Miller or Miano Elementary, which show multiple "Red" indicators, receive a higher concentration of specialized tutoring staff. Targeted Outreach: Tutoring is not just available; it is "principally directed" through active recruitment of unduplicated students. This removes the "self-advocacy" barrier, ensuring that the 81.4% SED population is prioritized for these sessions. Facilitating Mastery of State Standards By using this data-informed model, the district guarantees that unduplicated students—regardless of their school of attendance—receive the tailored, equitable support necessary to overcome systemic barriers. Addressing the "Double Gap": Tutoring sessions are aligned with PLC-identified standards, ensuring that students are not just doing homework, but are closing the specific "Distance from Standard" gaps that place them below their state-level peers. Supporting Transitory Populations: At alternative sites like San Luis and Crossroads, the tutoring model is designed for "rapid integration," helping students who arrive mid-semester to immediately identify and bridge learning pits to stay on track for graduation.	

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	these subgroups trail state averages most significantly. Real-Time Monitoring: Utilizing Parsec Education and NWEA MAP Growth to track progress three times per year. This allows PLC teams to make instructional pivots before the "Distance From Standard" widens further. Site-Specific Tiered Support: Directing resources to "Red" indicator sites—such as Henry Miller and Miano Elementary—to ensure foundational literacy and numeracy are addressed at the primary level. Strategic Rationale for 2026–27 This action is implemented on an LEA-wide basis because the concentration of high-need students (82%) is consistent across all campuses. By using state-level comparisons as a benchmark, LBUSD ensures that the rigor of its interventions is sufficient to provide its most vulnerable learners with an education that is competitive on a statewide scale. Conclusion The 2025–26 performance data serves as a quantitative roadmap for the upcoming cycle. By targeting the specific points of trailing performance, LBUSD is making an evidence-based commitment to close the achievement gap and move its unduplicated student groups toward the state's "Met Standard" threshold. **Scope:**	Bilingual Support: Specialized tutoring for English Learners focuses on dual-language literacy, helping to mitigate the linguistic barriers identified by DELAC partners. Strategic Rationale for 2026–27 The use of supplemental and concentration funds for a multi-tiered tutoring system is justified because it provides an "extra" layer of instruction beyond the core classroom experience. By grounding the deployment in real-time data, LBUSD ensures that every dollar is spent where the academic need is most critical, fulfilling the district's commitment to providing an equitable, standard-aligned education for its 82% unduplicated student body. Conclusion The 2026–27 tutoring initiative represents a shift from "available support" to "precision intervention." By scaling tutoring intensity to match student need, LBUSD is creating a robust academic infrastructure capable of moving all student groups toward proficiency and beyond. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	LEA-wide		
4.1	**Action:** Career Technical Education **Need:** Investing in Career Technical Education (CTE) is fundamental to the district's mission of preparing students for post-secondary success. By equipping students with technical proficiency and industry-aligned skills, LBUSD directly enhances student employability while addressing the labor demands of our regional community partners. These programs bridge the critical gap between traditional academia and the modern workforce, providing students with the hands-on, experiential learning required to meet real-world expectations. Impact on Engagement and Retention Robust CTE initiatives serve as a powerful lever for student engagement and retention. By offering diverse, interest-based pathways—ranging from Agriculture and Health Science to Digital Media—the district provides students with a tangible "reason for being" at school. This expansion is a proven strategy to increase graduation rates and decrease chronic absenteeism, particularly for students who may feel disconnected from a strictly traditional academic curriculum. Addressing Critical Equity Gaps (2025–26 Data) Despite the programmatic benefits, current graduation metrics highlight a severe disparity	Career Technical Education (CTE) is a cornerstone of the district's strategy to provide English Learners, Foster Youth, and low-income students with the practical skills and technical knowledge necessary for immediate workforce entry and long-term economic stability. By delivering hands-on training through an industry-aligned curriculum, these programs empower unduplicated student groups to overcome systemic barriers, fostering direct pathways to high-wage, high-demand employment. Ensuring a Level Playing Field The district's CTE initiatives are designed to democratize access to professional opportunities. In many industries, "social capital"—networks, certifications, and specialized equipment mastery—acts as a gatekeeper. By providing high-quality resources and specialized instruction at no cost to families, LBUSD ensures that a student's demographic background does not dictate their career potential. This "level playing field" approach equips our most vulnerable learners with the certifications required to compete in the regional job market. Targeted LEA-Wide Implementation (82% Unduplicated Count) Given that over 82% of the LBUSD student population consists of unduplicated pupils, this action is implemented on an LEA-wide basis. However, to fulfill the "principally directed" requirement, the district utilizes a targeted implementation strategy guided by localized data:	CTE Program Completers; CTE Program Completers who also met A-G UC/CSU requirements

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	in access and completion, particularly for our most vulnerable student populations: All Students: Only 11.8% of graduating seniors qualify as CTE program completers. Socioeconomically Disadvantaged (SED): 12.9% completion rate. English Learners (EL): 0% completion rate. Foster Youth: 0% completion rate. The 0% completion rates for English Learners and Foster Youth represent a critical "Red" indicator for the district. It suggests that while these students may enroll in introductory courses, they are facing systemic barriers—such as linguistic challenges, placement instability, or a lack of targeted guidance—that prevent them from finishing a multi-year sequence. Strategic Response for 2026–27 To fulfill the district's commitment to equity, LBUSD will principally direct resources to remove these barriers: Linguistic Support in Technical Courses: Integrating ELD scaffolding within CTE labs to ensure English Learners can master technical vocabulary and safety protocols, moving them from 0% toward parity with the district average.	Enhanced Site Support: Schools with the highest concentrations of unduplicated students, including our 100% Title 1 secondary sites and San Luis High School, receive augmented funding for specialized, professional-grade equipment and instructional supplies. Site-Specific Allocations: Funding is tailored to the specific pathways offered at each campus (e.g., Agriculture at LBHS vs. Health Science at PHS). This ensures that resource distribution is responsive to local student enrollment data and "Distance from Standard" (DFS) metrics. Specialized Training for Equity: Recognizing that 84% of staff requested more professional learning, staff development focuses on equitable instructional practices. This ensures CTE teachers can support the diverse linguistic needs of our English Learners—addressing the current 0% completion gap—and the socio-emotional needs of Foster and Homeless Youth. Impact on the College/Career Indicator (CCI) This data-driven approach is designed to move "Red" and "Orange" indicators on the California School Dashboard toward "Yellow" and "Green." Closing the Completion Gap: By integrating ELD scaffolding into technical labs, the district aims to move English Learners from their current 0% CTE completion rate toward parity with the district average.	

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	Targeted Academic Counseling: Providing specialized counseling for Foster Youth to ensure that mid-year placement changes do not result in a loss of CTE credits or the inability to complete a sequence. Industry Partnerships: Expanding "Work-Based Learning" opportunities that specifically recruit unduplicated students, providing them with the professional networks often unavailable to low-income families. Strategic Rationale The use of supplemental funds for CTE expansion is justified because these pathways are the district's most direct link to the College and Career Indicator (CCI). By ensuring that our 82% unduplicated population has the same access to "Completer" status as their peers, LBUSD is ensuring that a student's demographic status does not dictate their future earning potential. Conclusion The 2026–27 LCAP prioritizes the transformation of CTE from a general elective offering into an equitable bridge to high-wage, high-demand careers. By targeting the 0% completion gap, the district is making an evidence-based commitment to the long-term success of its most at-promise graduates. **Scope:** Schoolwide	Engagement and Attendance: CTE is a primary driver for school belonging. By offering industry-aligned pathways, the district provides a "reason for being" at school, directly targeting chronic absenteeism among socioeconomically disadvantaged students. Real-World Mastery: The investment ensures that students at sites with high transitory populations (like San Luis) have access to "rapid-cycle" certifications, allowing them to gain marketable skills even within shorter enrollment windows. Strategic Rationale for 2026–27 The use of supplemental and concentration funds for CTE is justified because it creates an specialized instructional environment that goes beyond the base academic program. By ensuring that our 82% unduplicated population has access to industry-standard technology and training, LBUSD is making an evidence-based commitment to the future economic mobility of its graduates. Conclusion The 2026–27 LCAP transforms CTE from an elective offering into a robust equity strategy. By targeting the specific resource and training needs of our most at-promise students, the district is ensuring that workforce readiness is a reality for every student, regardless of their background. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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4.2	**Action:** Site Health Services **Need:** Feedback gathered through the finalized 2026 LCAP Annual Survey and recent community engagement meetings highlights a prioritized mandate for comprehensive student wellness initiatives. Educational partners consistently emphasized that addressing student health, mental health, and social-emotional and behavioral (SEB) needs is not an elective service, but a critical prerequisite for academic achievement. In a district where Foster Youth face a -159 DFS gap in ELA, stakeholders recognize that academic recovery cannot occur without first stabilizing a student's emotional well-being. Analysis of Perspectives: From Satisfaction to Specialization Data from the most recent California Parent Survey indicates a strong operational foundation, with 80% of parents reporting that school sites are responsive to the social and emotional needs of their students. However, qualitative input from the 2026 LCAP Community Engagement forums revealed a distinct desire for deeper, more specialized support systems. Stakeholders expressed a critical need for: Increased Professional Presence: A prioritized request for an improved ratio of school counselors and behavioral support specialists across all grade levels to ensure immediate	To support holistic student well-being and maximize instructional time, the district will provide comprehensive health services across all school sites throughout the 2026–27 academic year. The effectiveness of this action is measured by its impact on Chronic Absenteeism, overall Attendance Rates, and the percentage of students reporting social-emotional stress on the finalized 2026 California Healthy Kids Survey (CHKS). In a district where chronic absenteeism remains a "Orange" indicator for socioeconomically disadvantaged students, health services act as a front-line defense against learning loss. Resource Allocation and Fiscal Justification ($1,266,802) The district has allocated $1,266,802 in LREBG funds to increase health services personnel. This strategic investment is designed to address the direct correlation between unresolved physical and mental health issues and high rates of chronic absenteeism. By expanding the medical and mental health support staff, LBUSD aims to proactively mitigate health-related barriers to attendance, ensuring students remain in class and engaged in learning. Equity and "Principally Directed" Support While this action is implemented on an LEA-wide basis, it is purposefully designed to support our most vulnerable learners. English Learners, Foster Youth, and low-income students historically experience significant disparities in access to consistent healthcare. The 2026–27 implementation strategy is targeted through the following equity levers:	Chronic Absenteeism; Attendance Rate; CHKS - Social Emotional Distress

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	student access, particularly at our 100% Title 1 Schoolwide campuses. Specialized Expertise: A demand for staff with advanced training in Trauma-Informed Care (TIC) and childhood mental health to better support students navigating external stressors and adverse childhood experiences (ACEs). Strategic Alignment for 2026–27 In direct response to this feedback, the district is prioritizing the expansion of its mental health infrastructure for the 2026–27 cycle. This initiative is principally directed toward our 82% unduplicated population (EL, Foster Youth, and low-income students) through the following strategic levers: Augmented Counseling Ratios: By lowering the student-to-counselor ratio, the district ensures that the most vulnerable students—such as Homeless Youth who trail the state math average by -115.2 DFS—receive the frequent, high-touch support necessary to maintain school engagement. Trauma-Informed Capacity Building: Aligning with the 84% of staff requesting more professional learning, the district will provide specialized training in TIC. This ensures that behavioral teams are equipped to de-escalate crisis situations and provide long-term coping strategies for students impacted by poverty or placement instability.	Equitable Deployment: Additional personnel are deployed to school sites with the highest concentrations of unduplicated students, including the TK Center and alternative education sites. Specialized Training: Health staff receive training focused on the specific health challenges frequently faced by students experiencing poverty, housing instability (Homeless Youth), or displacement (Foster Youth). This includes trauma-informed screening and coordination with community-based providers. Site-Specific Impact: Allocations are calibrated based on 2026 site-level chronic absenteeism data, ensuring that resources are concentrated where the "attendance gap" is most prevalent. The "Health-Attendance" Nexus By addressing health needs at the school site, the district removes the "care barrier" that often prevents our 81.4% SED population from attending school. Whether it is managing chronic conditions like asthma or providing social-emotional stabilization for a student in crisis, these services ensure that health issues do not become academic failures. Strategic Rationale for 2026–27 The use of LREBG funds for health personnel is justified because it provides an "emergency" response to the attendance crisis identified in the wake of the pandemic. By ensuring that every student has access to a health professional, LBUSD is making a data-driven investment in	

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	MTSS Integration: SEL frameworks will be integrated with the Parsec Education dashboards to track the correlation between behavioral health and academic growth, allowing for real-time pivots in student support. Strategic Rationale The use of supplemental and concentration funds for mental health expansion is justified because the high concentration of unduplicated pupils requires a level of care beyond the base educational program. By providing specialized expertise at every site—from San Luis High to the TK Center—LBUSD is ensuring that a student's emotional health is no longer a barrier to their academic potential. Conclusion The 2026–27 wellness strategy represents a shift from general responsiveness to precise, specialized intervention. By listening to the community mandate for increased professional presence, LBUSD is building a resilient educational environment where every student is seen, supported, and ready to learn. **Scope:** LEA-wide	student stability. This ensures that the district's instructional investments—such as Multi-Tiered Tutoring—can actually reach the students, because those students are present and healthy enough to learn. Conclusion The 2026–27 Health Services initiative is a commitment to the physical and emotional safety of the student body. By focusing on the intersection of health and attendance, LBUSD is ensuring that its 82% unduplicated population receives the wraparound support necessary to succeed in the 21st-century classroom. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
4.3	**Action:** School Security **Need:** Maintaining a safe and secure learning environment remains a top priority for the district’s educational partners. Feedback from	Given that over 82% of the Los Banos Unified School District student population is classified as unduplicated pupils (English Learners, Foster Youth, and low-income students), providing these actions on a schoolwide and LEA-wide basis is a strategic necessity. This systemic approach ensures that our highest-need students receive	CHKS - School Safety; Suspension Rate

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	the 2026 LCAP Annual Survey and the most recent California Parent and Staff Surveys reveals a significant demand for intensified safety protocols. In a district focused on closing the -159 DFS ELA gap for Foster Youth, stakeholders recognize that cognitive engagement is impossible if students or staff do not feel physically and emotionally secure on campus. Quantitative Analysis of 2026 Safety Perceptions The most recent data highlights a critical disparity in safety perceptions, particularly at the secondary level, which serves as the primary justification for the actions under Goal 4: Parental Sentiment: On the 2026 LCAP Annual Survey, 28% of parents expressed that they were "Unsatisfied" or "Very Unsatisfied" with safety measures, indicating a need for more visible security infrastructure. Secondary Staff Perspectives: Only 62% of staff at junior high and high school sites "Agree" or "Strongly Agree" that their campuses are safe, necessitating increased personnel support during the instructional day. Perceptions of School Disorder: The California Parent Survey indicates that 56% of Junior High parents and 47% of High School parents identify "school disorder" as a persistent challenge, reinforcing the need for coordinated behavioral and security interventions.	comprehensive, non-stigmatized support. By integrating safety and wellness into the core fabric of every campus, the district eliminates barriers to learning and guarantees that all students—particularly those from vulnerable backgrounds—have access to safe, secure, and welcoming school environments. Equitable Implementation Strategy for 2026–27 To ensure that this LEA-wide investment results in equitable outcomes rather than just equal distribution, the district will utilize a targeted implementation framework for the 2026–27 cycle: Differentiated Funding: Allocation of resources is not uniform; it is calibrated based on the concentration of unduplicated pupils at each site. This ensures that campuses with the highest needs, such as the TK Center and the 100% Title 1 elementary sites, receive augmented support for safety personnel and wellness initiatives. Site-Specific Professional Development: Recognizing the 84% staff demand for more training, staff development is customized to address the unique socio-emotional and behavioral (SEB) challenges identified at individual school sites. This focus on Trauma-Informed Practices (TIC) is principally directed toward supporting students navigating the stressors of poverty or displacement. Targeted Outreach Practices: Engagement efforts are specifically designed to reach the families of unduplicated students. By utilizing multilingual communication and community-based	

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	Staff Safety Concerns: According to the California Staff Survey, 27% of staff disagree that their school provides a safe environment, highlighting the urgency for LEA-wide safety upgrades. Community Mandate for Technological and Personnel Upgrades During 2026 LCAP Community Engagement meetings, stakeholders provided specific recommendations to address these concerns. Participants expressed a clear desire for: Technological Interventions: Implementation of advanced safety equipment, including weapons detection systems (e.g., EVOLV) and integrated smoke/environmental sensors to prevent prohibited activities. Personnel and Presence: Increased presence of security personnel and coordinated law enforcement support to deter disruption and provide rapid response. Operational Safety: Enhanced traffic control and pedestrian safety measures around school perimeters to mitigate risks during high-traffic drop-off and pick-up windows. Strategic Response for 2026–27 The district is utilizing this 2026 data as a mandate to maintain and expand Goal 4. These "enhanced safety measures" are principally directed toward our 82% unduplicated population (EL, Foster Youth,	partnerships, the district aims to increase participation in school safety and decision-making processes for families who may historically face barriers to involvement. Closing the Opportunity Gap through Data Alignment By aligning these LEA-wide actions with site-specific data—such as the "Red" ELA indicators or "Orange" chronic absenteeism rates—LBUSD ensures that the investment is principally directed toward the students who generate the funding. This strategy fosters a consistent standard of safety across the district while allowing for "precision support" where data shows the greatest need. Conclusion The 2026–27 implementation plan transforms districtwide goals into site-level results. By providing a safe, secure, and inclusive environment through a tiered and targeted model, LBUSD is ensuring that its 82% unduplicated student body is positioned to achieve academic parity with their peers across the state of California. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	and low-income students). Research indicates that students from high-poverty backgrounds are disproportionately impacted by neighborhood stressors; therefore, providing a "sanctuary" environment at school is a critical equity strategy. For the 2026–27 cycle, the district will focus on: Visible Infrastructure Upgrades: Deploying the requested technological interventions at high-concentration sites like Los Banos High and Pacheco High. Behavioral Systems Integration: Aligning security efforts with the Multi-Tiered Systems of Support (MTSS) to reduce campus disorder and improve the 15.2% LTEL suspension rate. Transparent Communication: Providing parents and staff with regular updates on campus security improvements to bridge the perception gap identified in the 2026 surveys. Conclusion The 2026–27 Safety Initiative is a commitment to the well-being of every student and staff member. By investing in both high-tech detection and high-touch security personnel, LBUSD is ensuring that its schools remain centers of safety, belonging, and academic excellence. **Scope:**		

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	Schoolwide		
4.4	**Action:** EVOLV **Need:** The Los Banos Unified School District (LBUSD) serves a student population where 82% are identified as unduplicated (English Learners, Foster Youth, and Socioeconomically Disadvantaged). Comprehensive analysis of the 2025 California School Dashboard and local assessment data reveals a persistent "double gap": LBUSD students perform significantly below state averages in core academic areas, and the district's unduplicated subgroups perform lower than the same subgroups statewide. To address this, the district must move beyond general instruction toward an integrated model of Targeted Professional Learning, Multi-Tiered Academic Intervention, and Specialized Wellness Infrastructure. 1. Academic Performance Gaps (The "Double Gap") Current "Distance from Standard" (DFS) metrics highlight a critical need for instructional calibration. LBUSD's districtwide scores of -50.2 in ELA and -85.6 in Mathematics trail state averages by significant margins. Most critically: Foster Youth represent the most profound literacy gap at -159 DFS in ELA.	Given that over 82% of the Los Banos Unified School District student population is classified as unduplicated pupils (English Learners, Foster Youth, and low-income students), providing these actions on a schoolwide and LEA-wide basis is a strategic necessity. This systemic approach ensures that our highest-need students receive comprehensive, non-stigmatized support. By integrating safety and wellness into the core fabric of every campus, the district eliminates barriers to learning and guarantees that all students—particularly those from vulnerable backgrounds—have access to safe, secure, and welcoming school environments. Equitable Implementation Strategy for 2026–27 To ensure that this LEA-wide investment results in equitable outcomes, the district will utilize a targeted implementation framework for the 2026–27 cycle: Differentiated Funding: Allocation of resources is not uniform; it is calibrated based on the concentration of unduplicated pupils at each site. This ensures that campuses with the highest needs—such as the TK Center and the 100% Title 1 elementary sites—receive augmented support for safety personnel and wellness initiatives. Site-Specific Professional Development: Recognizing the 84% staff demand for more training, staff development is customized to address the unique socio-emotional and behavioral (SEB) challenges identified at individual	CHKS - School Safety; Suspension Rate

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 Learners exhibit a critical math gap at -109.3 DFS. Site-Level Intensity: Multiple sites, including Henry Miller, R.M. Miano, and Crossroads, remain in the "Red" performance category for overall student groups or significant subgroups, necessitating site-specific instructional pivots. 2. Workforce Readiness and Completion Disparities While Career Technical Education (CTE) is a primary lever for engagement, a significant "completion crisis" exists for our most vulnerable learners. Despite having established pathways, English Learners and Foster Youth currently hold a 0% CTE completion rate. This identifies a critical need for specialized academic counseling and linguistic scaffolding within technical courses to ensure these students gain high-wage, industry-aligned social capital. 3. Social-Emotional and Behavioral Health Needs Data from the 2026 LCAP Annual Survey and the California Healthy Kids Survey (CHKS) indicate that academic recovery is being hindered by unresolved trauma and social-emotional stress. Stakeholder Mandate: 84% of staff requested additional professional learning in behavior management, and a significant portion of	school sites. This focus on Trauma-Informed Practices (TIC) is principally directed toward supporting students navigating the stressors of poverty, displacement, or housing instability. Targeted Outreach Practices: Engagement efforts are specifically designed to reach the families of unduplicated students. By utilizing multilingual communication and community-based partnerships, the district aims to increase participation in school safety and decision-making processes for families who may historically face barriers to involvement. Closing the Opportunity Gap through Data Alignment By aligning these LEA-wide actions with site-specific data—such as the "Red" ELA indicators or "Orange" chronic absenteeism rates—LBUSD ensures that the investment is principally directed toward the students who generate the funding. This strategy fosters a consistent standard of safety across the district while allowing for "precision support" where data shows the greatest need. Conclusion The 2026–27 implementation plan transforms districtwide goals into site-level results. By providing a safe, secure, and inclusive environment through a tiered and targeted model, LBUSD is ensuring that its 82% unduplicated student body is positioned to achieve academic parity with their peers across the state of California.	

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	parents identified "school disorder" as a persistent challenge at the secondary level. Attendance Nexus: There is a direct correlation between unresolved health/mental health issues and the district's "Orange" Chronic Absenteeism status. The need for increased counselor ratios and specialized Trauma-Informed Care (TIC) is a prerequisite for keeping students in the classroom. 4. Enrichment and Equitable Access Feedback from DELAC and over 40% of parents identified a disparity in access to "well-rounded" education. Specifically, there is a documented need to ensure that English Learners are not excluded from Visual and Performing Arts (VAPA) due to intervention scheduling conflicts. Foundational arts exposure is required to lower the "affective filter" and support linguistic development. 5. Data Integration and Accountability To resolve these challenges, the district identifies a structural need for Data Coordination. Current systems are "data-rich but information-siloed." There is a critical requirement to integrate CALPADS compliance, NWEA MAP Growth data, and attendance metrics into a single, actionable framework that allows PLC teams and site leadership to deploy resources with precision to "Red" indicator groups in real-time. Conclusion: The Path Forward	This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	The 2026–27 LCAP actions are not merely supplemental; they are principally directed responses to these documented needs. By institutionalizing data-driven interventions, expanding wellness infrastructure, and guaranteeing equitable access to VAPA and CTE, LBUSD aims to close the opportunity gap and ensure that every student, regardless of their background or site of attendance, achieves parity with statewide standards of excellence. **Scope:** Schoolwide		
4.5	**Action:** Transportation **Need:** While Los Banos Unified has achieved a steady decline in chronic absenteeism over the past two years, the district's overall rate continues to exceed the California state average. Feedback from the 2026 LCAP Annual Survey and community engagement forums indicates that "reliable and accessible transportation" remains a high-priority barrier. For families in high-poverty areas or those experiencing housing instability, the lack of transit is not merely a convenience issue; it is a fundamental barrier to the constitutional right to an education. Quantitative Analysis of the Attendance Gap (2025 Dashboard)	With over 82% of the Los Banos Unified School District student population identified as unduplicated pupils (English Learners, Foster Youth, and low-income students), the district has designed this action on an LEA-wide basis to ensure that all high-priority students benefit from stable access to their educational environment. Providing reliable transportation is a "principally directed" intervention intended to remove the physical barriers that lead to chronic absenteeism and disenfranchisement among our most vulnerable student groups. Equitable Implementation Strategy for 2026–27 To ensure that this broad investment results in equitable impact, the district will utilize a targeted implementation framework for the 2026–27 academic year: Concentrated Support for High-Need Sites: While the transportation network serves the entire	Chronic absenteeism rate; Attendance rate

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	Data from the 2025 California School Dashboard reveals that while universal interventions are yielding results, significant disparities persist. The current absenteeism rates for our unduplicated student populations represent a "principally directed" mandate for the 2026–27 cycle: Homeless Youth: 35.2% (Current) — Despite a decrease from the 39.5% baseline, this group remains the highest priority, requiring specialized transit solutions to maintain school stability. Socioeconomically Disadvantaged (SED): 28.4% (Current) — Comprising 81.4% of the district, this group's attendance is the primary driver of the district's overall "Orange" status. Foster Youth: 27.1% (Current) — Requires coordinated transportation to ensure that placement changes do not result in a loss of instructional days. English Learners (EL): 24.5% (Current) — Demonstrates a need for multilingual attendance outreach to bridge cultural or informational gaps regarding school schedules. Strategic Response for 2026–27 The data confirms that a "principally directed" strategy is required to close the remaining gap for our 82% unduplicated population. LBUSD is prioritizing the following integrated actions:	district, resources and route optimizations are prioritized for school sites with the highest concentrations of unduplicated students and the highest recorded rates of chronic absenteeism. Site-Specific Allocations: Funding and vehicle deployment are calibrated to meet the unique geographic and demographic needs of individual campuses, ensuring that students in outlying or underserved areas have guaranteed transit. Specialized Training and Outreach: Transportation staff will receive training on supporting the unique needs of Foster and Homeless Youth, while district outreach will focus on ensuring families in these subgroups are aware of and can easily access transportation services. Conclusion By ensuring students have consistent transportation to and from school, LBUSD is directly investing in student attendance and engagement. This LEA-wide action provides a foundational layer of support that allows our 82% unduplicated population to access the instructional and social-emotional resources necessary for academic success. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	Optimized Transportation Access: Leveraging stakeholder feedback to refine and expand transportation routes. This ensures that Homeless and Foster Youth have guaranteed, consistent transit not only to the standard instructional day but also to the extracurricular events and CTE programs that foster school belonging. The Health-Attendance Nexus: Utilizing expanded health services personnel (Action 4.2) to provide direct, "high-touch" outreach to families. By addressing the medical and social-emotional barriers highlighted in the 2026 survey, the district can treat the root causes of absenteeism rather than just the symptoms. Engagement-Linked Transit: Strengthening the link between CTE pathways and attendance. By aligning transportation schedules with hands-on, experiential learning opportunities, the district provides students with a tangible incentive to be present, utilizing interest-based learning as a "protective factor." Strategic Rationale The use of supplemental and concentration funds for transportation expansion is justified because the 82% unduplicated count creates a unique geographic and economic challenge for the district. By providing robust transportation and health-linked outreach, LBUSD ensures that a student’s housing status or family income does not dictate their ability to be physically present for instruction.		

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	Conclusion The 2026–27 focus on attendance mitigation is an investment in student equity. By removing the physical barrier of transportation and the emotional barrier of health-related stress, LBUSD is ensuring that its most vulnerable students are present, engaged, and positioned to close the achievement gap. **Scope:** LEA-wide		
4.6	**Action:** MESA Program **Need:** Feedback from the finalized 2026 LCAP Annual Survey and community engagement meetings reveals a strong consensus among educational partners regarding the need for more hands-on, experiential learning opportunities. Stakeholders specifically advocated for increased access to laboratory work, field-based exploration, and project-based learning to improve engagement and academic outcomes for English Learners and low-income students. Analysis of the Achievement Gap (CAST Data) The district's current performance on the California Science Test (CAST) highlights a critical achievement gap that necessitates a shift in instructional delivery. The disparities are particularly pronounced at Los Banos Junior High (LBJH), where performance	This action is specifically designed to increase the proficiency of English Learners and low-income students in mastering the Next Generation Science Standards (NGSS). Success will be measured by a significant upward trend in the percentage of unduplicated students meeting or exceeding standards on the California Science Test (CAST). By providing hands-on, experiential learning opportunities, the district aims to bypass traditional language barriers and foster deep conceptual understanding for our highest-need student groups. Equitable Resource Distribution While these instructional services and experiential opportunities are provided on a schoolwide basis to ensure inclusive environments, the distribution of resources and staff support is principally directed by site-level data. To ensure that unduplicated students at each campus receive tailored, equitable support, the district utilizes a data-driven allocation model based on:	CAST

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	metrics for unduplicated student groups reveal a significant need for intervention: Foster Youth: 0% met or exceeded standards. English Learners (EL): 0.8% met or exceeded standards. Socioeconomically Disadvantaged (SED): 10.9% met or exceeded standards. Strategic Alignment for 2026–27 In response to these metrics and the 2026 stakeholder feedback, the district is prioritizing the integration of hands-on science and experiential learning as a "principally directed" strategy to close the achievement gap. For the 2026–27 cycle, the district will focus on: Inquiry-Based Instruction: Transitioning from traditional lecture-based models to inquiry-based, hands-on science curricula that reduce linguistic barriers for English Learners through tactile learning. Experiential Learning Pathways: Providing unduplicated students with enhanced access to VAPA, CTE, and laboratory-based experiences that connect academic concepts to real-world applications. Targeted Professional Development: Training educators to implement Scaffolding for English Learners within the science and technical curriculum to ensure that the 82% unduplicated population can successfully	Chronic Absenteeism Rates: Directing additional engagement resources and hands-on learning tools to sites where attendance barriers are highest. ELA and Math Proficiency Metrics: Providing increased instructional coaching and specialized scaffolding at sites where unduplicated students show the greatest need for integrated literacy and numeracy support within the science curriculum. Site-Specific Needs Assessments: Adjusting the intensity of staff support based on the unique demographic composition and academic performance trends of each school. Conclusion By aligning LEA-wide science initiatives with a targeted, data-informed implementation strategy, LBUSD ensures that its 82% unduplicated population receives the specific interventions necessary to close the achievement gap. This approach guarantees that "schoolwide" delivery results in "equitable" outcomes for the students who generate the funding. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	access and master Next Generation Science Standards (NGSS). Conclusion By prioritizing experiential learning, LBUSD aims to move beyond rote memorization and foster the critical thinking skills required for success on the CAST. This strategy ensures that our most vulnerable students are not only participating in science and technical education but are achieving the proficiency levels necessary for college and career readiness. **Scope:** Schoolwide		
4.7	**Action:** Certificate of Participation **Need:** To meet the growing enrollment needs of the community and provide a modern learning environment, the district successfully completed the construction of Creekside Junior High School (CJHS). During the development phase, it was determined that additional capital was required to finalize the state-of-the-art facilities. To bridge this gap, the district strategically utilized a Certificate of Participation (COP) to secure the essential funding. This fiscal measure was a critical prerequisite for the school's completion; without the procurement of these funds, the district would have been unable to finish the construction of the campus.	Reflecting the broader district landscape, over 82% of students attending Creekside Junior High School (CJHS) are classified as English Learners, Foster Youth, or low-income students. The establishment of this site was a critical equity-based intervention, ensuring that the district's most vulnerable secondary students have access to modern, high-quality learning environments and neighborhood-based educational services. Relieving Secondary Overcrowding The addition of CJHS has fundamentally transformed the student experience at the junior high level. By strategically redistributing the student population, the district successfully reduced the enrollment at Los Banos Junior High (LBJH) from nearly 1,700 students to approximately 800 students. This significant reduction in school size has enabled the district to:	Chronic Absenteeism

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	Impact on Educational Capacity and Equity The successful delivery of CJHS is "principally directed" toward improving the educational experience for the district's 81.4%–82% unduplicated student groups. In a district where high-need students are often the most impacted by facility disparities, the completion of CJHS ensures: Relief of Overcrowding: By distributing students across secondary sites more effectively, the district maintains manageable class sizes. This is critical for students who require Tier 2 and Tier 3 interventions, as smaller environments allow for more personalized attention from instructional staff. Modernization of Instruction: CJHS provides high-quality labs and specialized classrooms that support the "hands-on" and experiential learning goals identified by educational partners in the 2026 LCAP Survey. These facilities are essential for closing the -109.3 DFS gap in Math through applied, project-based learning. Safe and Advanced Learning Spaces: The campus serves a high-growth area with a significant population of low-income and English Learner students, ensuring that their "zip code" does not dictate the quality of the technology or the safety of the infrastructure they interact with daily. 2026–27 Strategic Context	Enhance Student Support: Implement a more favorable student-to-counselor ratio and increase the presence of behavioral support specialists. Personalized Learning: Foster smaller learning communities where staff can more effectively monitor the academic and social-emotional progress of unduplicated students. Expanded Engagement: Provide a broader array of extracurricular activities and clubs, increasing student "buy-in" and school connectedness. Alignment with 2026 Educational Partner Feedback During the finalized 2026 LCAP Community Engagement meetings, educational partners expressed a strong continued interest in the development of "neighborhood schools." Stakeholders noted that smaller, localized campuses reduce transportation barriers and foster a greater sense of community and safety for families. Conclusion The investment in CJHS remains a cornerstone of the 2026–27 strategy to improve outcomes for our high-priority student groups. By maintaining smaller school environments, LBUSD is better positioned to provide the intensive, individualized support necessary to close the achievement gap and address the social-emotional needs of our 82% unduplicated population.	

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	As the district moves into the 2026–27 cycle, the continued servicing of this obligation represents a long-term commitment to student success. High-quality physical infrastructure is a proven "protective factor" for student engagement; students who learn in modern, clean, and safe facilities report higher levels of school pride and belonging, which directly mitigates the "Orange" chronic absenteeism rates seen in other areas of the district. Strategic Rationale The use of supplemental and concentration funds to support the infrastructure that houses unduplicated pupils is justified because it creates the foundational environment necessary for all other LCAP actions to succeed. You cannot provide "Multi-Tiered Tutoring" or "Expanded VAPA" in overcrowded or technologically deficient spaces. CJHS stands as a cornerstone of the district's strategy to provide an equitable, 21st-century education. Conclusion The completion and ongoing support of Creekside Junior High School represent the district’s dedication to its students and the broader community. By ensuring fiscal obligations are met, LBUSD maintains a stable, high-quality learning environment that empowers its most at-promise learners to achieve academic excellence. **Scope:**	This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	Schoolwide		
4.8	**Action:** Induction Program **Need:** Internal district data and the latest state assessments continue to highlight a significant achievement gap between English Learners, Foster Youth, and low-income students compared to their peers. To address these disparities, LBUSD is committed to the research-based strategy that consistent access to high-quality instruction and robust systems of intervention are the most effective levers for closing the opportunity gap and improving student proficiency. The Teacher Induction Program (2026–27) A cornerstone of this strategy for the 2026–27 cycle is the Teacher Induction Program. This initiative provides first- and second-year educators with intensive, mentored support designed to accelerate their development of high-quality instructional practices. Crucially, the program is "principally directed" toward the needs of our 82% unduplicated population by training new teachers to: Apply Targeted Interventions: Develop the ability to identify and respond to the specific academic and social-emotional needs of English Learners and students experiencing poverty.	The district is committed to providing intensive, mentored support for all first- and second-year teachers through the Teacher Induction Program for the 2026–27 cycle. Recognizing that teacher quality is the single most influential school-based factor in student success, this program ensures that our newest educators are equipped to meet the rigorous academic and social-emotional standards of LBUSD. Equitable Implementation Strategy (2026–27) While the induction program is an LEA-wide strategy, it is "principally directed" toward improving outcomes for English Learners, Foster Youth, and low-income students. To ensure equity in implementation, the program includes: Site-Specific Professional Development: Mentorship and coaching are tailored to the specific demographic needs of the teacher's assigned campus. For example, teachers at sites with high concentrations of English Learners receive targeted coaching on integrated ELD strategies. Differentiated Support Models: Funding and personnel resources are allocated to provide deeper layers of support at school sites with the highest percentages of unduplicated students, ensuring that the learning curve of new teachers does not negatively impact our most vulnerable learners.	NWEA MAP Growth - ELA/Mathematics; CAASPP - ELA/Mathematics

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	Implement Scaffolding and ELD Strategies: Master the use of Integrated and Designated English Language Development (ELD) strategies to ensure that language barriers do not impede access to core content. Foster Trauma-Informed Environments: Equip new teachers with the skills to support Foster Youth and students navigating external stressors, as requested by educational partners in the finalized 2026 LCAP Survey. Conclusion By investing in the professional capacity of our newest educators, LBUSD ensures that students with the highest needs are not disproportionately served by inexperienced staff, but rather by teachers who are receiving specialized, data-driven coaching. This action ensures that high-quality, equitable instruction is a standard across all district sites, directly supporting the academic recovery and long-term success of our high-priority student groups. **Scope:** LEA-wide	Outreach and Cultural Responsiveness: The induction curriculum includes specific modules on "Outreach Practices" and community engagement, training new teachers to build strong, culturally responsive relationships with the families of unduplicated students. Conclusion By aligning LEA-wide teacher support with site-level student data, LBUSD ensures that this investment results in an equitable distribution of high-quality instruction. This strategy guarantees that the 82% unduplicated population receives the benefit of well-trained, supported, and data-informed educators across every classroom in the district. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
4.9	**Action:** Engaging Educational Partners **Need:** Feedback from the finalized 2026 LCAP Annual Survey and community engagement forums highlights a strong and consistent desire for enhanced communication between	For the 2026–27 cycle, the district will continue to contract with Hanover Research to administer the annual LCAP Educational Partner Survey and other specialized instruments designed to capture stakeholder input. This partnership is essential for maintaining a high standard of data integrity and ensuring that district planning is responsive to the	Efforts to seek parent input

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	the district and the broader LBUSD community. Educational partners emphasized the need for more frequent, transparent, and multi-channel updates regarding district initiatives, student safety, and academic progress to ensure all stakeholders are informed and engaged. State CAASPP data shows that Unduplicated Student populations are consistently lower than the State average requiring greater engagement with educational partners. Data-Driven Decision Making To ensure the integrity and longitudinal accuracy of stakeholder feedback, Los Banos Unified continues its multi-year partnership with Hanover Research. Hanover has conducted the district's annual LCAP survey for several years, providing: Longitudinal Analysis: Tracking trends in parent, staff, and student sentiment over time to measure the impact of district actions. Objective Benchmarking: Comparing LBUSD's climate and satisfaction data against state and national trends to identify areas for growth. Equitable Outreach: Utilizing sophisticated survey methodologies to ensure that the voices of our 82% unduplicated population are accurately represented in the data. Strategic Goals for 2026–27	lived experiences of our parents, staff, and students. LEA-Wide Strategy with "Principally Directed" Impact While this action is implemented on an LEA-wide basis, it is purposefully designed to prioritize the needs of our 82% unduplicated population. By utilizing professional research methodologies, the district ensures that the voices of English Learners, Foster Youth, and low-income families are not only heard but used to drive resource allocation. To ensure equity in implementation, this strategy includes: Equity Checkpoints: Hanover's data analysis includes specific "equity filters" that allow the district to disaggregate feedback by student group. This ensures that the satisfaction and needs of unduplicated students are isolated from broader averages to identify hidden disparities. Site-Specific Differentiation: Survey results and performance data are analyzed at the site level. Implementation of district supports is then calibrated based on these unduplicated pupil counts, ensuring that schools with higher concentrations of need receive more intensive, data-informed intervention. Ongoing Monitoring and Adjustment: The district uses this longitudinal research to perform "mid-course corrections." If survey data or performance metrics indicate that disparities are persisting at specific sites, the district shifts personnel and	

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	In response to this feedback, the district is prioritizing the following communication strategies for the upcoming cycle: Multi-Channel Engagement: Expanding the use of digital platforms, parent portals, and community town halls to reach families in their preferred languages and formats. Transparent Reporting: Utilizing the data provided by Hanover Research to produce simplified, public-facing "Data Dashboards" that allow stakeholders to track the district's progress toward LCAP goals. Targeted Outreach: Implementing specific communication protocols designed to reach English Learners, Foster Youth, and low-income families, ensuring that the most vulnerable members of our community have a direct line to district leadership. Conclusion By combining professional research insights from Hanover with a renewed focus on community-wide transparency, LBUSD is building a communication infrastructure that fosters trust and collaborative governance. This commitment ensures that the district remains responsive to the needs of its educational partners throughout the 2026–27 academic year. **Scope:** LEA-wide	fiscal resources to those locations to close the gap. Conclusion By investing in sophisticated data collection and equity monitoring, LBUSD ensures that the 2026–27 LCAP is not a static document but a dynamic roadmap. This approach guarantees that our strategic actions remain "principally directed" toward the academic and social-emotional success of our high-priority student groups, fostering a culture of accountability and continuous improvement. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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4.10	**Action:** Parent Engagement **Need:** During the finalized 2026 LCAP Community Engagement meetings and via the 2026 Annual Survey, educational partners expressed a clear mandate for the expansion of parent workshops and specialized programming. Stakeholders indicated that providing families with the tools to support student learning at home is a critical prerequisite for closing the achievement gap and fostering a collaborative educational environment. Strategic Focus for 2026–27 In response to this feedback, the district is prioritizing a diverse array of workshops designed to empower parents, with a specific focus on the needs of families of English Learners, Foster Youth, and low-income students. Requested topics for the upcoming cycle include: Academic Support and Literacy: Strategies for reinforcing reading and math concepts at home, specifically tailored to help parents navigate the NGSS and Common Core standards. Digital Literacy and Safety: Training on district-provided technology, parent portals, and ensuring student safety in online environments.	To empower families as partners in the educational process, the district will provide enhanced support for parents of unduplicated students through specialized workshops and services. These programs—focusing on effective parenting strategies, the college application and financial aid process, and mental health awareness—are designed to bridge the information gap and provide families with the tools necessary to advocate for their children's academic and social-emotional success. LEA-Wide Strategy with "Principally Directed" Implementation While these engagement services are available on an LEA-wide basis, they are "principally directed" toward our 82% unduplicated population (English Learners, Foster Youth, and low-income students). To ensure that these investments result in equitable outcomes, the district utilizes a targeted implementation framework for the 2026–27 cycle: Data-Driven Site Differentiation: Implementation and frequency of workshops are differentiated by school site based on 2026 unduplicated pupil counts and academic performance data. Sites with the highest "achievement gaps" receive priority scheduling and augmented resources for outreach. Equity Checkpoints: The district has established specific equity checkpoints to monitor participation rates among unduplicated families. This includes assessing language accessibility, transportation barriers, and the cultural responsiveness of the content provided.	College and Career Readiness Rate; California School Parent Survey - School Supports for Parents to Support Students

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	Social-Emotional Wellness: Workshops focused on trauma-informed parenting, mental health awareness, and supporting students through transitional periods (e.g., elementary to junior high). College and Career Readiness: Navigating the path to higher education, understanding CTE pathways, and financial aid awareness for first-generation college-bound families. Principally Directed Implementation To ensure these programs reach our 82% unduplicated population, the district will implement these workshops using a targeted equity lens: Language Access: All workshops will be provided in the primary languages of our community, ensuring English Learner families have full access to the information. Site-Based Delivery: Programs will be deployed at school sites with the highest concentrations of unduplicated pupils to reduce transportation and child-care barriers. Flexible Scheduling: Recognizing the unique needs of our socioeconomically disadvantaged families, workshops will be offered at varying times and in hybrid formats to maximize participation. Conclusion By expanding the scope and accessibility of parent programs, LBUSD is strengthening the	Ongoing Monitoring and Adjustment: District leadership performs ongoing monitoring of engagement metrics. If data indicates that disparities in parent participation persist at specific sites, the district will adjust supports—such as providing additional multilingual staff or altering workshop formats—to ensure all families can access these vital resources. Conclusion By aligning parent support services with the unique needs of our highest-priority student groups, LBUSD ensures that the "home-school connection" is strengthened where it is needed most. This approach guarantees that the 2026–27 LCAP investment leads to measurable gains in family engagement and, ultimately, improved student outcomes across the district. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	"home-school connection." This investment ensures that our families are not just observers of the educational process, but active, informed partners in the academic and social-emotional success of their children during the 2026–27 academic year. **Scope:** LEA-wide		
4.11	**Action:** Student Technology **Need:** The transition to distance learning during the COVID-19 pandemic served as a critical inflection point for Los Banos Unified, revealing a profound "digital divide" within our community. The necessity for universal student devices and reliable internet access became a prerequisite for academic participation. Longitudinal survey data and internal technology audits confirmed that our English Learners, Foster Youth, and low-income students were significantly less likely to have access to high-speed internet or dedicated learning devices at home compared to their peers. Strategic Commitment for 2026–27 Recognizing that technological access is now a fundamental component of modern education, the district has moved beyond emergency measures to a sustainable, "principally directed" digital equity strategy. For the 2026–27 cycle, the district is prioritizing:	To eliminate the digital divide and ensure seamless access to 21st-century learning, the district will continue to fund the procurement of student technology devices, specialized equipment, and technical support. This investment is designed to maintain a 1:1 student-to-device ratio across all grade levels, providing the foundational infrastructure required for the "hands-on" and experiential learning goals prioritized in the 2026 LCAP cycle. LEA-Wide Strategy with Targeted Implementation With over 82% of the student population identified as unduplicated pupils, this LEA-wide action is "principally directed" toward English Learners, Foster Youth, and low-income students who may lack consistent access to technology outside of the school setting. To ensure that this districtwide service results in equitable impact, LBUSD employs a targeted implementation framework: Prioritized Allocation for High-Need Sites: Deployment of hardware and technical support is calibrated based on site-level unduplicated pupil counts. Schools with the highest concentrations of poverty and housing instability receive "enhanced	NWEA MAP Growth - ELA/Mathematics; CAASPP - ELA/Mathematics

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	1:1 Device Sustainability: Ensuring every student—specifically the 82% unduplicated population—is equipped with a reliable, district-supported device that is essential for accessing the "hands-on" and experiential learning tools identified in Goal 1. Connectivity Solutions: Continuing to provide mobile hotspots and subsidized connectivity support for families in high-poverty areas, ensuring that the "homework gap" does not disproportionately impact our most vulnerable learners. Technical Support and Literacy: Providing multilingual technical support and parent workshops (as requested in the 2026 LCAP Survey) to ensure that families can effectively navigate district learning platforms and digital resources. Conclusion By institutionalizing universal access to technology, LBUSD ensures that our high-priority student groups are no longer marginalized by a lack of infrastructure. This investment is critical for closing the achievement gap and ensuring that every student has the tools necessary to master the NGSS and other core academic standards in an increasingly digital world. **Scope:** LEA-wide	support" to ensure device longevity and immediate replacement of damaged units. Specialized Training and Digital Literacy: Site-specific professional development is provided to educators to ensure they can effectively leverage 1:1 technology to support the unique needs of English Learners (e.g., translation tools and adaptive software) and students requiring targeted academic intervention. Equitable Impact Monitoring: The district performs ongoing audits of device usage and connectivity data. This allows leadership to adjust site-specific allocations and support structures where data indicates that unduplicated students are facing persistent barriers to digital access. Conclusion By ensuring every student has a dedicated learning device and the support to use it effectively, LBUSD is removing a significant barrier to academic achievement. This LEA-wide action ensures that the 82% unduplicated population is fully equipped to meet the rigors of the NGSS and other core standards, moving the district closer to closing the digital and academic achievement gaps. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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4.12	**Action:** 6th Grade Camp **Need:** During the finalized 2026 LCAP Community Engagement cycle and through the annual survey, educational partners expressed a clear and consistent desire for an increase in experiential learning opportunities across all grade levels. Stakeholders emphasized that moving beyond traditional classroom models to incorporate more hands-on, real-world applications is essential for increasing student engagement and academic relevance. Strategic Rationale for Unduplicated Students For our 82% unduplicated population, experiential learning serves as a "principally directed" intervention that addresses several key performance indicators: Reducing Language Barriers: For English Learners, hands-on activities provide a tactile context for vocabulary development and conceptual understanding, reducing the reliance on heavy linguistic output during the initial stages of learning. Increasing School Connectedness: Community feedback indicated that students are more likely to attend school regularly when they are involved in project-based learning, directly supporting the district's goal to reduce chronic absenteeism.	To ensure that all students have access to high-quality, outdoor science education regardless of socioeconomic status, the district will fully fund the costs of attending 6th-grade camp for every 6th-grade student. This initiative is a cornerstone of the district's commitment to "hands-on" and experiential learning, providing a unique environment for students to master Next Generation Science Standards (NGSS) while developing essential social-emotional and leadership skills. LEA-Wide Strategy with Targeted Implementation With over 82% of the student population identified as unduplicated pupils, this LEA-wide action is "principally directed" toward English Learners, Foster Youth, and low-income students. For many of these students, the cost of participation would otherwise be a prohibitive barrier to this vital educational experience. To ensure equitable access and impact, the district utilizes a targeted implementation strategy: Elimination of Financial Barriers: By providing full funding at the district level, LBUSD ensures that low-income and foster youth have guaranteed participation without the need for site-level fundraising or parental contributions, which historically have been barriers to attendance. Enhanced Support for High-Need Sites: Schools with the highest concentrations of unduplicated pupils receive "enhanced support," including additional coordination resources and staff outreach to ensure that families in housing-unstable environments (Homeless and Foster	CHKS - School Connectedness

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	Closing the Achievement Gap: By connecting academic standards to tangible experiences—such as laboratory work, VAPA performances, and CTE simulations—the district provides low-income and foster youth with the "cultural capital" and practical skills necessary for college and career readiness. 2026–27 Implementation Goals In response to these desires, the district is prioritizing the following for the upcoming cycle: Expanded Field-Based Learning: Increasing access to educational excursions and site-based projects that align with the NGSS and Social Science frameworks. Integrated VAPA and CTE: Strengthening the presence of Visual and Performing Arts and Career Technical Education as primary vehicles for experiential instruction. Staff Professional Development: Training educators to transition from lecture-based instruction to a "facilitator" model that encourages student-led exploration and inquiry. Conclusion By embedding experiential learning into the core instructional day, LBUSD is directly responding to the voices of its educational partners. This approach ensures that the 2026–27 school year is characterized by high levels of student agency and engagement,	Youth) are fully supported through the registration and preparation process. Culturally Responsive Outreach: Site-specific training and multilingual outreach ensure that English Learner families are informed of the educational value of the program, addressing cultural or linguistic concerns that may impact participation rates. Conclusion The universal funding of 6th-grade camp is a direct response to educational partner requests for more experiential learning. By removing the financial gatekeeping of outdoor education, LBUSD ensures that the 82% unduplicated population can participate in a transformative academic experience that fosters school connectedness, peer relationships, and a deep understanding of environmental science during the 2026–27 academic year. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	particularly for the students who benefit most from multisensory and applied learning environments. **Scope:** Schoolwide		
4.13	**Action:** Expanded Learning Opportunities **Need:** Analysis of the 2025 California School Dashboard reveals that LBUSD's 82% unduplicated student population faces a significant "Distance from Standard" (DFS) in core subjects, particularly a -109.3 DFS in Mathematics for English Learners and a -159 DFS in ELA for Foster Youth. Identified Need: There is a documented lack of structured academic support outside of the traditional school day for students from low-income households. Without targeted homework assistance, these students are at a higher risk of falling further behind their peers who have access to private tutoring or home-based educational resources. 2. Barriers to Student Engagement and School Connectedness Data from the 2026 LCAP Annual Survey and the California Healthy Kids Survey (CHKS) indicate that student engagement is a primary driver for attendance. With the district currently holding an "Orange" status for Chronic Absenteeism among Socioeconomically	The district is committed to expanding participation opportunities within its after-school programs, specifically targeting English Learners, Foster Youth, and low-income students. By increasing program capacity, the district ensures that a higher volume of high-priority students gain access to essential wrap-around services, including: Targeted Homework Assistance: Providing a structured environment for academic reinforcement that helps close the achievement gap for students who may lack such resources at home. Expanded Enrichment Programming: Offering VAPA, STEAM, and physical activities that foster school connectedness and support the "hands-on" learning desires expressed by educational partners in the 2026 survey. Nutritional and Physical Security: Ensuring all participants receive nutritious snacks and remain in a safe, supervised, and secure location during the critical after-school hours. LEA-Wide Strategy with Targeted Implementation While after-school programming is maintained as an LEA-wide action to foster inclusive school communities, it is "principally directed" toward the	CAASPP - ELA/Mathematics; School Attendance Rates

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	Disadvantaged (SED) students (28.4%), there is a critical need for "hooks" that foster a sense of belonging. Identified Need: Stakeholders, including over 40% of parents, expressed a prioritized demand for "hands-on" enrichment. A lack of after-school VAPA, STEAM, and physical activity options disproportionately affects unduplicated students, who may not have the financial means to access private extracurricular programming. 3. The "Safety and Nutrition Gap" during Critical Hours Local law enforcement data and community feedback highlight the "critical hours" (3:00 PM – 6:00 PM) as a period where unsupervised youth in high-poverty areas face increased risks. Identified Need: For the 81.4% of students classified as socioeconomically disadvantaged, there is a vital need for nutritional and physical security. After-school programs serve as a necessary bridge, providing a safe sanctuary and nutritious snacks that mitigate the food insecurity and safety concerns often associated with housing instability and poverty. 4. Equity of Access and Program Capacity While the district currently offers after-school services, waitlists at 100% Title 1 Schoolwide sites indicate that current capacity is	district's 82% unduplicated population. To ensure this service results in equitable impact, the following implementation framework will be utilized for the 2026–27 cycle: Data-Driven Site Differentiation: Program slots and staffing levels are differentiated by school site, with priority expansion occurring at campuses with the highest unduplicated pupil counts and the most significant performance gaps in ELA and Math. Equity Checkpoints: The district has established formal equity checkpoints to monitor enrollment demographics. This ensures that Foster Youth and Homeless Youth are granted priority registration and that English Learners are represented in enrichment activities at rates proportional to their enrollment. Ongoing Monitoring and Adjustment: District leadership performs ongoing monitoring of attendance and engagement data. If disparities in access or participation persist at specific sites, the district will adjust supports—such as increasing bilingual staff or modifying program hours—to remove barriers for vulnerable families. Conclusion By aligning after-school expansion with the specific needs of our unduplicated student groups, LBUSD provides a critical bridge between the instructional day and home life. This approach ensures that our 82% unduplicated population remains engaged, safe, and academically supported throughout the 2026–27 academic year.	

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	insufficient to meet the demand of the unduplicated population. Identified Need: Data-driven monitoring shows that Foster Youth and Homeless Youth—who experience the highest rates of chronic absenteeism (35.2%)—often face administrative or transitory barriers to enrollment. There is a specific need for a "principally directed" registration framework that grants these students priority access to ensure program slots are filled by those with the highest level of need. 5. Professional and Linguistic Capacity Qualitative feedback from the DELAC committee underscored a perceived barrier for English Learner (EL) families, who may feel disconnected from after-school programs due to language barriers. Identified Need: To achieve equitable participation, the district identified a need for increased bilingual staffing and culturally responsive programming within the after-school environment to ensure EL students (who make up a significant portion of the "Red" performance indicators) are fully supported and engaged. Conclusion: Rationale for 2026–27 Investment The expansion of after-school programming is not a general elective service; it is a fundamental equity strategy. By addressing the documented gaps in academic support, physical safety, and enrichment access,	This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	LBUSD is utilizing its supplemental and concentration funds to provide the "wrap-around" environment necessary for our 82% unduplicated population to succeed both inside and outside the classroom. **Scope:** LEA-wide		
4.14	**Action:** Facilities and School Improvement **Need:** The most recent Facility Inspection Tool (FIT) reports for LBUSD schools indicate that several sites have not yet consistently achieved a rating of "Good" or "Exemplary." Recognizing that the physical condition of a school is a primary factor in student safety, morale, and academic performance, the district identifies a critical need to continue capital improvements and facility maintenance across all campuses. Alignment with 2026 Educational Partner Feedback During the finalized 2026 LCAP Community Engagement cycle and through the annual survey, educational partners consistently prioritized the modernization of school facilities. Stakeholders emphasized that "modern schools" are not just a matter of aesthetics but are essential for supporting the 2026–27 goals of:	The district will continue to invest in the systematic maintenance and modernization of school facilities to ensure all campuses provide safe, clean, and high-functioning learning environments. This commitment is foundational to achieving the goals outlined in the 2026–27 LCAP, as high-quality physical spaces are essential for the effective delivery of the NGSS curriculum, experiential learning opportunities, and specialized student support services. LEA-Wide Strategy with Targeted Implementation With over 82% of the student population classified as unduplicated pupils, this LEA-wide action is "principally directed" toward English Learners, Foster Youth, and low-income students. Research consistently shows that students in high-priority groups benefit most from environments that foster a sense of safety, belonging, and academic pride. To ensure this districtwide service results in equitable impact, LBUSD employs the following targeted implementation framework: Prioritization Based on Concentration of Need: Resource allocation for facility repairs and aesthetic improvements is guided by site-level 2026 unduplicated pupil counts. Schools with the	Chronic Absenteeism and CAASPP Performance

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	Experiential Learning: Providing upgraded labs, VAPA spaces, and collaborative environments that allow for the hands-on instruction requested by the community. Technological Integration: Ensuring that older facilities have the electrical and digital infrastructure necessary to support the district's 1:1 device initiative. Campus Safety and Inclusion: Creating secure, clean, and welcoming environments that foster a sense of belonging and "school pride," which are key drivers in reducing chronic absenteeism. Principally Directed Equity Strategy While facility maintenance is an LEA-wide responsibility, the district's modernization strategy for 2026–27 is "principally directed" toward the needs of our 82% unduplicated population. Students from low-income households and those in foster care often rely on school facilities as their primary safe space for learning and social development. To ensure equity: Prioritized Maintenance: Repair and modernization schedules are calibrated to address "Fair" or "Poor" FIT ratings at sites with the highest concentrations of unduplicated pupils first. Equitable Access to Modernity: The district ensures that facility upgrades—such as climate control, modern furniture, and updated	highest concentrations of high-need students are prioritized for "enhanced support" to ensure that facility conditions never serve as a barrier to student engagement. Alignment with Performance Data: The district utilizes FIT (Facility Inspection Tool) data in conjunction with academic and chronic absenteeism metrics to identify sites where facility modernization can most effectively support student recovery and school connectedness. Equity-Focused Training: Facilities and maintenance staff receive training on "site-specific" needs, ensuring that upgrades—such as specialized labs for English Learners or secure spaces for vulnerable youth—are implemented with an understanding of the unique demographic needs of each campus. Conclusion By ensuring that facility investments are directed toward the campuses serving our most vulnerable learners, LBUSD is upholding its commitment to digital and physical equity. This strategy guarantees that the 82% unduplicated population has access to "Exemplary" facilities that reflect the high expectations the district holds for their academic and personal success during the 2026–27 school year. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	science facilities—are distributed to prevent "facility disparities" between high-growth areas and established neighborhoods. According to research highlighted by the Center for Cities & Schools, low-income students see the most dramatic academic gains from basic building repairs because wealthier students already have buffer systems outside of school. Fixing these issues directly prevents the chronic absenteeism that frequently derails foster youth and low-income students Conclusion By committing to bring all sites to a "Good" or "Exemplary" FIT status, LBUSD is ensuring that every student has access to an environment that is conducive to high-level learning. This investment in infrastructure is a direct response to our educational partners and a necessary foundation for the success of our high-priority student groups in the 2026–27 school year. **Scope:** LEA-wide		
4.15	**Action:** Supplies, Operations, and Instructional Support **Need:** For the 2026–27 academic year, all school sites within Los Banos Unified are designated	The district will continue to allocate supplemental funds directly to each school site to facilitate the procurement of essential supplies, operational resources, and targeted instructional support. By decentralizing these resources, LBUSD ensures that individual campuses have the fiscal flexibility to respond immediately to the academic and	NWEA MAP Growth - ELA/Mathematics; CAASPP - ELA/Mathematics

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	as Title I Schoolwide Programs (SWP). This designation is a reflection of the district's high-need landscape, as it requires a minimum of 40% of a school's student population to be classified as low-income. Within LBUSD, the concentration of need is significantly higher, with over 82% of the total student population identified as English Learners, Foster Youth, or low-income students (unduplicated pupils). The majority of Unduplicated Student groups district-wide are performing below the State average on the CAASPP and local measures, indicating a need for increased supplies and instructional support. The Needs Assessment and Strategic Planning Process As part of the SWP framework, each school site is mandated to conduct a comprehensive Comprehensive Needs Assessment (CNA) annually. This data-driven process requires educational partners at the site level to: Identify Performance Gaps: Analyze local and state assessment data specifically for English Learners, Foster Youth, and low-income students. Target Root Causes: Determine the specific barriers—whether academic, social-emotional, or environmental—that impede the success of unduplicated student groups at that specific campus.	social-emotional challenges identified by their local educational partners and site-level data. LEA-Wide Strategy with Targeted Implementation While this allocation model is maintained as an LEA-wide action to support all campuses, it is "principally directed" toward the district's 82% unduplicated population (English Learners, Foster Youth, and low-income students). To ensure that these districtwide funds result in equitable access and impact, the following implementation framework is utilized for the 2026–27 cycle: Weighted Resource Distribution: Site-level funding is calibrated based on the specific unduplicated pupil count of each campus. Schools with higher concentrations of poverty, language learners, and foster youth receive "enhanced support," ensuring that the greatest resources are funneled to the students with the highest needs. SPSA Alignment: All site-based expenditures must be explicitly linked to the School Plan for Student Achievement (SPSA). This ensures that funds are not spent on general operations but are focused on high-leverage instructional supports—such as supplemental literacy materials, intervention software, or specialized professional development—designed to close the achievement gap. Site-Specific Training and Accountability: The district provides targeted training for site administrators and School Site Councils (SSCs) on how to effectively utilize these funds through an equity lens. This training ensures that site-level	

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	Develop the SPSA: Translate these findings into the School Plan for Student Achievement (SPSA), outlining targeted actions and services. Principally Directed Funding Model To ensure that SWP schools have the fiscal agility to address their unique needs, the district utilizes a decentralized funding model. LBUSD allocates specific funds to sites based on their individual unduplicated pupil counts and the goals identified in their SPSA. This approach is "principally directed" because: Localized Intervention: It recognizes that the needs of an English Learner at an elementary site may differ from those of a Foster Youth at a secondary site, allowing for "tailored" rather than "one-size-fits-all" support. Equitable Resource Distribution: Funding follows the student, ensuring that the campuses with the highest concentrations of the 82% unduplicated population receive the most significant resource allocations. Ongoing Accountability: Site-level spending is monitored against the success metrics established in the needs assessment, ensuring that Title I and LCAP funds are directly impacting student proficiency and well-being. Conclusion By empowering school sites to lead their own data-informed planning and resource	decisions are data-informed and specifically benefit the unduplicated students who generate the funding. Conclusion By empowering school sites with the resources necessary to address their unique student demographics, LBUSD ensures that "schoolwide" actions translate into "targeted" results. This strategy guarantees that the 82% unduplicated population receives the individualized instructional support and operational stability required for academic success in the 2026–27 school year. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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	allocation, LBUSD ensures that equity is operationalized at the classroom level. This system guarantees that the 2026–27 budget is utilized effectively to close the achievement gap for our most vulnerable learners across all SWP campuses. **Scope:** LEA-wide		
4.17	**Action:** STEM Labs **Need:** During the finalized 2026 LCAP Community Engagement cycle, parents and guardians expressed a strong desire for the district to continue and expand STEAM (Science, Technology, Engineering, Arts, and Mathematics) offerings into the earlier primary grades. Stakeholders noted that early exposure to these disciplines is critical for fostering a long-term interest in high-growth career pathways. Addressing Equity Concerns (DELAC Feedback) Simultaneously, members of the District English Learner Advisory Committee (DELAC) expressed critical concerns regarding "equity of access" to these programs. They highlighted that English Learners often face barriers—such as language-heavy curricula or scheduling conflicts—that may prevent them from fully participating in STEAM enrichment compared to their peers.	To provide a foundational environment for 21st-century inquiry, the district will continue to fund and equip dedicated STEM (Science, Technology, Engineering, and Mathematics) labs at all elementary sites with the necessary capacity. These labs are designed to move instruction beyond traditional textbooks, providing the physical space and specialized equipment required for the "experiential learning" requested by educational partners in the 2026 LCAP survey. LEA-Wide Strategy with Targeted Implementation With over 82% of the student population classified as unduplicated pupils, this LEA-wide action is "principally directed" toward English Learners, Foster Youth, and low-income students. For many of these students, school-based STEM labs provide the only access to high-level technical tools and scientific experimentation. To ensure equitable impact, LBUSD utilizes a targeted implementation framework: Prioritized Equipment and Modernization: Resource allocation for lab supplies and technology upgrades is differentiated by site, ensuring that campuses with the highest	CAST

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	Strategic Focus for 2026–27 In response to this feedback and in alignment with the district's 82% unduplicated pupil count, the 2026–27 STEAM initiative includes specific equity-driven measures: Early Grade Integration: Developing age-appropriate STEAM modules for TK–3 classrooms, ensuring that foundational inquiry-based learning starts at the beginning of the student's academic journey. Linguistic Scaffolding in STEAM: Implementing specialized professional development for STEAM teachers on Integrated ELD strategies, ensuring that English Learners can master complex concepts through hands-on experimentation rather than language-reliant instruction. Targeted Resource Allocation: Prioritizing the deployment of STEAM kits, specialized equipment, and mobile labs at school sites with the highest concentrations of unduplicated students to ensure that "equity of access" is a physical reality. Multilingual Family Outreach: Collaborating with DELAC to create multilingual informational materials and "STEAM Nights" that invite English-speaking and non-English-speaking families to engage with the curriculum together. Conclusion	unduplicated pupil counts receive "enhanced support." This prevents a "resource gap" between sites and ensures that the most vulnerable students have access to the highest-quality materials. Specialized Instructional Training: The district provides site-specific professional development for educators on how to use STEM labs to support English Learners. This includes training on "hands-on" vocabulary building and the use of adaptive technology to ensure that language barriers do not prevent mastery of NGSS concepts. Equitable Access Monitoring: Ongoing monitoring of lab scheduling and student participation data ensures that unduplicated student groups are utilizing these spaces at rates proportional to their enrollment. If disparities are identified, the district adjusts site-level supports to remove barriers to access. Conclusion By institutionalizing STEM labs across elementary campuses, LBUSD is ensuring that early exposure to technical fields is not a matter of chance, but a guaranteed standard for every student. This strategy ensures that our 82% unduplicated population develops the critical thinking and problem-solving skills necessary for long-term academic success in the 2026–27 school year and beyond. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-	

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	By prioritizing early-grade expansion and addressing the specific barriers identified by DELAC, LBUSD is transforming STEAM from an enrichment option into a core equity tool. This approach ensures that the 82% unduplicated population is equipped with the critical thinking and technical skills necessary to thrive in a 21st-century economy. **Scope:** LEA-wide	quality instruction and intervention for all student groups throughout the district.	
5.1	**Action:** Restorative Practices and Positive Behavioral Supports **Need:** The most recent California School Dashboard data identifies suspensions as a high-priority area for LBUSD, with the district currently placed in the Orange (Low) performance category. The districtwide suspension rate stands at 7.9%, a figure that is significantly more than double the California state average of 3.5%. This gap underscores a systemic need to transition from punitive, exclusionary discipline toward proactive, trauma-informed behavioral supports. Identification of Disproportionate Impact A disaggregated analysis of the most recent data reveals severe performance gaps for specific student groups, many of whom are classified in the Red (Very Low) performance category. Suspension rates for these groups	Restorative practices and Positive Behavioral Interventions and Supports (PBIS) provide the evidence-based framework through which LBUSD is constructing a positive, inclusive school culture. By institutionalizing these strategies, the district aims to systematically reduce suspension and expulsion rates while eliminating the disciplinary inequities identified in the most recent state data. Addressing Trauma and Adversity This initiative is specifically designed to support Foster Youth and students experiencing high levels of toxic stress. By equipping staff with trauma-informed de-escalation skills and restorative communication strategies, the district moves away from punitive measures that often re-traumatize vulnerable students, instead providing the stability and support necessary for academic engagement. LEA-Wide Justification and "Principally Directed" Strategy This action is implemented on an LEA-wide basis because over 82% of LBUSD students are	Suspension Rate, Expulsion Rate, CHKS - School Connectedness

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	significantly exceed both the district and state averages: Foster Youth: 17.1% African American Students: 13.0% Students with Disabilities: 11.5% Socioeconomically Disadvantaged: 8.5% Principally Directed Rationale for 2026–27 Because over 82% of LBUSD students are unduplicated pupils (Low Income, English Learners, and Foster Youth), these disciplinary outcomes are the driving force behind our "principally directed" behavioral health strategy. The data suggests that our most vulnerable learners are disproportionately losing instructional time due to out-of-school suspensions. To address this, the 2026–27 plan focuses on: Universal Restorative Practices: Scaling "Action 5.1" to ensure all school sites have the training and dedicated spaces for restorative circles, providing an alternative to suspension that addresses the root cause of conflict. Targeted Behavioral Intervention (PBIS): Enhancing Tier II and Tier III supports at campuses with the highest concentrations of unduplicated students, ensuring that Foster Youth and Socioeconomically Disadvantaged students receive de-escalation support before a behavioral incident results in removal.	classified as unduplicated (English Learners, Foster Youth, and low-income students). Given this high concentration of need, climate-focused interventions must be scaled across all campuses to ensure equitable impact. This Action will additionally support the needs of the student groups currently identified in the Red (Very Low) performance category on the 2025 California School Dashboard: District-Wide Focus: African-American students. Creekside Junior High School: Overall student body, Long-Term English Learners (LTEL), English Learners (EL), Hispanic, White, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). R.M. Miano Elementary School: Overall student body, English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic students. Lorena Falasco Elementary School: White students. Los Banos Elementary School: English Learners (EL). Volta Elementary School: Students with Disabilities (SWD). Los Banos High School: Long-Term English Learners (LTEL). Refining Implementation for 2026–27	

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	Expert Staffing (BCBAs): Utilizing Board Certified Behavior Analysts to provide site-specific coaching for staff on how to support Students with Disabilities and African American students, ensuring that "equity checkpoints" are used to monitor and reduce disproportionate disciplinary actions. Conclusion The 7.9% suspension rate serves as a critical call to action. By utilizing this most recent data to drive resource allocation, LBUSD is committed to fostering a school climate where the 82% unduplicated population is supported by inclusive, restorative, and non-punitive practices that keep students in the classroom and on the path to graduation. **Scope:** LEA-wide	To address these "Red" indicators, the district will ensure site-specific "Equity Checkpoints." This includes tailoring restorative circles to be linguistically accessible for EL and LTEL populations at Los Banos High and Miano Elementary, and providing intensive behavioral coaching (Action 5.2) at Creekside Junior High and Volta Elementary to support the specific needs of Students with Disabilities. Conclusion By aligning these research-proven behavioral strategies with the specific geographic and demographic needs identified on the Dashboard, LBUSD is ensuring that the 82% unduplicated population has access to a learning environment that prioritizes retention in the classroom over disciplinary exclusion. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
5.2	**Action:** BCBA **Need:** The most recent California School Dashboard data identifies a critical performance gap in the area of student suspensions, placing LBUSD in the Orange (Low) performance category. The districtwide suspension rate is currently 7.9%, which is more than double the California state average of 3.5%. This disparity highlights	A Board Certified Behavior Analyst (BCBA) is a critical asset in the district's multi-tiered system of support (MTSS). These specialists are essential for designing and implementing individualized Behavior Intervention Plans (BIPs) that are tailored to the unique neurodiverse and social-emotional needs of students. By utilizing data-driven strategies and functional behavioral assessments, BCBAs help reduce exclusionary disciplinary removals and foster a classroom environment conducive to high-level learning.	Suspension rate; attendance rate

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	an urgent need to pivot from exclusionary discipline to restorative and trauma-informed practices. Identification of Disproportionate Impact A disaggregated analysis of the most recent reporting cycle reveals that several student groups are currently in the Red (Very Low) performance category. These groups experience suspension rates that significantly exceed both the district and state averages: Foster Youth: 17.1% African American Students: 13.0% Students with Disabilities: 11.5% Socioeconomically Disadvantaged: 8.5% Educational Partner Feedback (2026 LCAP Survey) The quantitative data from the Dashboard is corroborated by qualitative feedback from district staff. On the most recent annual LCAP survey, 60% of teachers explicitly indicated a need for additional support and specialized training to effectively meet the social, emotional, and developmental needs of their students. This feedback suggests that the current disciplinary outcomes are, in part, driven by a gap in staff capacity to manage complex behavioral needs without resorting to removal. Principally Directed Strategy for 2026–27	Capacity Building and Staff Support Beyond direct student intervention, BCBAs provide the specialized training requested by 60% of teachers in the recent LCAP survey. They provide side-by-side coaching and professional development for educators and instructional aides, enhancing the district's collective ability to manage complex classroom behaviors effectively and with a focus on de-escalation rather than punishment. LEA-Wide Justification and "Principally Directed" Strategy This action is implemented on an LEA-wide basis because over 82% of LBUSD students are classified as unduplicated (English Learners, Foster Youth, and low-income students). This Action will additionally support the needs of the student groups currently identified in the Red (Very Low) performance category on the 2025 California School Dashboard: District-Wide Focus: African-American students (addressing the 13% suspension rate). Creekside Junior High School: Overall student body, Long-Term English Learners (LTEL), English Learners (EL), Hispanic, White, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). R.M. Miano Elementary School: Overall student body, English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic students.	

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	Given that over 82% of LBUSD students are unduplicated pupils, this high suspension rate and the expressed need for teacher training are the primary justifications for our "principally directed" investment in behavioral health. The 2026–27 plan addresses these needs through: Targeted Professional Development: In direct response to the 60% of teachers requesting aid, the district will provide intensive training in trauma-informed de-escalation and culturally responsive PBIS. This is "principally directed" at sites with the highest concentrations of unduplicated students to ensure staff have the tools to keep these students in the classroom. Scaling Restorative Practices: Implementing site-based restorative justice coordinators to coach teachers in real-time, moving away from punitive measures and toward conflict resolution. Mental Health Integration: Enhancing the "wrap-around" services for Foster Youth and Socioeconomically Disadvantaged students to address the external stressors that often manifest as behavioral challenges in the classroom. Conclusion The combination of a 7.9% suspension rate and the clear mandate from 60% of our educators necessitates a shift in how the district supports both students and staff. By utilizing this current data to drive the 2026–27 budget, LBUSD is committed to fostering a	Volta Elementary School: Students with Disabilities (SWD) (addressing the 11.5% suspension rate). Los Banos Elementary School: English Learners (EL). Los Banos High School: Long-Term English Learners (LTEL). Lorena Falasco Elementary School: White students. Equity-Driven Implementation BCBAs will monitor "Equity Checkpoints" at these specific sites to ensure that behavior plans are culturally responsive and linguistically accessible. For example, at Creekside Junior High and Los Banos High, BCBAs will collaborate with EL specialists to ensure that behavioral interventions for Long-Term English Learners account for linguistic barriers and social-emotional stressors unique to the adolescent immigrant experience. Conclusion By sustaining the investment in BCBA specialists, LBUSD is directly addressing the achievement and disciplinary gaps revealed by the Dashboard. This strategy ensures that our 82% unduplicated population receives the intensive, expert-led support necessary to remain in the classroom and achieve their full academic potential during the 2026–27 academic year. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in	

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	supportive school climate that prioritizes instructional time and equitable outcomes for our 82% unduplicated population. **Scope:** LEA-wide	implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	
6.1	**Action:** Intervention and Support Services for Elementary Students **Need:** The most recent assessment data confirms that primary grade students (Grades 1–3) continue to face significant hurdles in mastering ELA standards in the post-pandemic instructional landscape. According to the 2025 California School Dashboard (reflecting 2024–25 outcomes), only 31% of LBUSD third-grade students met or exceeded standards on the ELA portion of the CAASPP. While this represents a marginal recovery from the 27% proficiency rate observed in 2022-23, it remains well below the district's pre-pandemic baseline of 38% and the state average. Identification of Disproportionate Impact A disaggregated analysis of the most recent data reveals that the "literacy gap" is significantly more pronounced among our 82% unduplicated population. English Learners, Foster Youth, and Socioeconomically Disadvantaged (SED) students continue to struggle at rates that exceed their peers:	The district remains committed to funding Intervention Support Instructors (ISI), specialized professional learning, and evidence-based programs to provide high-intensity support for English Learners, Foster Youth, and low-income students. Tiered intervention, specifically the use of dedicated ISI teachers for small-group literacy instruction, is a research-proven strategy. When implemented with fidelity, it accelerates academic gains and closes the achievement gaps revealed by state assessments. LREBG/LCRS Funding and LEA-Wide Scaling To sustain this momentum, the district will continue to allocate $1,000,000 in specialized grant funding (LREBG/LCRS) to provide additional ISI staffing across all elementary sites. This action is implemented on an LEA-wide basis because 82% of LBUSD students are classified as unduplicated. This Action will additionally support the needs of the student groups currently identified in the Red (Very Low) performance category on the 2025 California School Dashboard: Henry Miller Elementary School: Overall student body, English Learners (EL), Hispanic, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).	NWEA MAP Growth Scores, CAASPP ELA scores

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	English Learners (EL): Only 16% of third-grade EL students met or exceeded standards (a slight increase from 14% in the previous cycle). Socioeconomically Disadvantaged (SED): Only 26% of third-grade SED students met or exceeded standards (an improvement from 24% in the previous cycle). Foster Youth: Data for this group remains in the Red (Very Low) category, with proficiency rates consistently trailing the district average, highlighting a critical need for individualized intervention. Local Assessment Corroboration (2024–25 MAP Data) Local NWEA MAP Growth data from the most recent window supports these findings. While the district observed substantial growth in Mathematics, Reading achievement percentiles for the primary grades have plateaued. Specifically, the data shows that while students are making typical annual growth, they are not yet making the "accelerated growth" necessary to close the 60-point "distance from standard" (DFS) gap reported on the state dashboard. Strategic Rationale for 2026–27 These persistent disparities serve as the primary justification for the following "principally directed" actions in the 2026–27 cycle:	R.M. Miano Elementary School: Overall student body, English Learners (EL), Hispanic, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). Charleston Elementary School: English Learners (EL). Lorena Falasco Elementary School: English Learners (EL) and Students with Disabilities (SWD). Los Banos Elementary School: English Learners (EL) and Students with Disabilities (SWD). Mercey Springs Elementary School: English Learners (EL) and Students with Disabilities (SWD). Westside Elementary School: Students with Disabilities (SWD). 2024–25 Performance Evaluation The effectiveness of this action is evidenced by the most recent data cycle, which showed: Targeted Growth: A 32% growth gain for 1st-grade English Learners and a 57% growth gain for 2nd-grade English Learners—groups directly served by ISI staff using Science of Reading protocols. Proficiency Trends: An overall 5% proficiency gain for Socioeconomically Disadvantaged students in ELA, signaling that the "Tier II" support model is effectively moving students toward grade-level mastery.	

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	Specialized ISI Deployment: Prioritizing Intervention Support Instructors (ISI) at sites with the highest density of EL and SED students to provide small-group, Science of Reading-based instruction. Linguistic Scaffolding: Implementing targeted ELA support for the 16% of EL students currently meeting standards, focusing on academic vocabulary and complex text decoding. Tier II Transition Support: Using local MAP data to identify primary students for immediate reading intervention to ensure they reach the critical third-grade literacy milestone. Conclusion The 2024–25 data underscores that while a slow recovery is underway, the district's most vulnerable learners require intensive, focused support. By aligning the 2026–27 budget with these specific Dashboard and MAP metrics, LBUSD is committed to closing the achievement gap and ensuring equitable literacy outcomes for all primary students. **Scope:** Schoolwide	Conclusion By leveraging the $1,000,000 investment to maintain specialized ISI staffing, LBUSD is directly addressing the "Red" indicators at our highest-need sites. For the 2026–27 cycle, the district will continue to monitor these interventions via NWEA MAP and CAASPP data to ensure the 82% unduplicated population achieves the accelerated growth necessary to eliminate these performance gaps. This action will be conducted on a LEA-wide basis as a systemic approach ensures consistency in implementation and equitable access to high-quality instruction and intervention for all student groups throughout the district.	

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
1.1	**Action:** Curriculum, Instructional Supports, and Professional Learning **Need:** Analysis of the 2025 California School Dashboard reveals a persistent and significant achievement gap between English Learners (EL), including Long-Term English Learners (LTEL), and their English-proficient peers. This disparity is evident across both core academic areas and serves as a primary driver for the district's "principally directed" interventions: English Language Arts (ELA): English Learners in LBUSD are currently performing at -82.4 points below the standard (DFS), compared to the "All Students" group at -50.2. Mathematics: The gap is even more acute in numeracy, with English Learners scoring -109.3 points below the standard (DFS), while the general student population sits at -85.6. The LTEL Challenge: Data indicates that students who remain in the EL program for six years or more (LTELs) face compounding academic hurdles, often resulting in higher suspension rates (15.2%) and lower graduation completion rates (0% in CTE pathways).	By providing supplemental curriculum, specialized instructional support, and evidence-based professional development, teachers and staff supporting English Learners and Long-Term English Learners will be better equipped to facilitate the mastery of California State Standards. This action recognizes that high-quality core instruction is the most effective tool for equity; however, for our EL and LTEL students, that instruction must be augmented with specific linguistic scaffolding to bridge the -82.4 DFS gap in ELA and the -109.3 DFS gap in Mathematics. Targeted Implementation Framework for 2026–27 To ensure this professional and instructional investment translates into student achievement, the district will focus on three key pillars: Evidence-Based Professional Development: In direct response to the 84% of staff requesting deeper training, PD will focus on ELD standards integration. This training empowers teachers to move LTEL students past "intermediate" plateaus and toward reclassification. Supplemental Curriculum and Tools: Providing staff with specialized materials—such as dual-language texts and digital linguistic supports—that allow students to access grade-level content while simultaneously developing English proficiency.	CAASPP distance from standard report in ELA and Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Strategic Response and Instructional Calibration To address this gap, the district is institutionalizing a framework of "Linguistic Scaffolding" across all content areas for the 2026–27 cycle. This action is not merely supplemental; it is a fundamental redesign of how core instruction is delivered to our 82% unduplicated population: Integrated and Designated ELD: Strengthening the consistency of English Language Development (ELD) instruction to ensure that language acquisition is not siloed but integrated into ELA and Math blocks. Professional Learning for Staff: Direct response to the 84% of staff requesting more training, with a focus on "Constructed Response" and "Technical Vocabulary" strategies that help ELs articulate their understanding of complex Math and ELA standards. Bilingual Instructional Support: Deploying bilingual aides to "Red" indicator sites—such as Henry Miller and Miano Elementary—to provide real-time translation and clarification during high-stakes core instruction. Impact on Student Engagement and Reclassification The primary goal of this action is to move students from "At-Risk" or "LTEL" status toward Reclassification (RFEP). By closing the DFS gap, the district aims to:	Instructional Coaching and Support: Deploying EL specialists to mentor classroom teachers in "Constructed Response" strategies. This is a critical need identified by the -109.3 DFS Math gap, where ELs often struggle to explain their mathematical reasoning in English. Strategic Rationale The use of supplemental and concentration funds is "principally directed" toward ELs because it provides the specialized training and tools that are not part of the base educational program. By building the capacity of the educators who work with these students daily, LBUSD is ensuring that the 0% CTE completion rate and the high suspension rates for LTELs (15.2%) are addressed through increased academic competence and school engagement. Conclusion The 2026–27 focus on capacity building ensures that the district’s instructional heart is aligned with the needs of its most significant subgroup. By equipping staff with the right evidence-based tools, LBUSD is dismantling the achievement gap site by site, ensuring every English Learner is prepared for college and career success.	

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	Lower the Affective Filter: Using VAPA and hands-on CTE projects to provide low-stakes environments for oral language practice. Improve CCI Rates: Ensuring that the 0% CTE completion rate for ELs is addressed by removing the linguistic barriers to technical certification and safety mastery. Reduce Chronic Absenteeism: Fostering a sense of belonging by ensuring EL and LTEL students can successfully access the curriculum, thereby reducing the frustration that leads to disengagement. Strategic Rationale for 2026–27 The use of supplemental and concentration funds is justified because EL and LTEL students require specialized instructional methodologies and materials that exceed the base educational program. By targeting the specific points where language barriers intersect with academic standards, LBUSD is making an evidence-based commitment to ensuring our EL population achieves parity with their statewide peers. Conclusion The 2026–27 LCAP prioritizes the academic and linguistic needs of our EL and LTEL students. By closing the ELA and Math achievement gaps, the district is not only improving test scores but is expanding the college and career opportunities for over 25% of our total student body.		

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	Scope: Limited to Unduplicated Student Group(s)		
1.2	**Action:** Parent Engagement **Need:** During the LCAP development process, educational partners—especially the parents of English Learners (EL) and Long-Term English Learners (LTEL)—indicated a clear mandate for additional parent workshops and support systems. This desire was consistently expressed through the 2026 LCAP Annual Survey, DELAC meetings, and community engagement forums. Stakeholders recognize that for a student to bridge the -82.4 DFS gap in ELA, the support system must extend beyond the classroom and into the home. Identifying the "Empowerment Gap" The feedback revealed that while parents are highly invested in their children's success, they often face systemic barriers to supporting academic progress at home. The requested workshops aim to bridge several identified gaps: Navigating the Reclassification Process: Parents requested clarity on ELPAC scores and the specific criteria required for their children to move from EL to RFEP (Reclassified Fluent English Proficient) status.	This action is designed to support the specific desires of English Learner (EL) parents by providing a robust series of workshops and engagement programs. By focusing on the unique needs of EL and Long-Term English Learner (LTEL) families, the district is building a collaborative bridge between home and school. This partnership is essential for closing the -82.4 DFS gap in ELA and the -109.3 DFS gap in Mathematics, as it empowers parents to become active participants in their children's academic recovery and linguistic development. Addressing the Stakeholder Mandate The 2026 LCAP development process revealed that parents of EL students are seeking more than just general information; they are requesting actionable tools to help their children move toward reclassification. In response, these programs will prioritize: Linguistic Empowerment: Helping families understand ELPAC performance levels and the specific pathways to Reclassification (RFEP). Academic Literacy: Training parents on the digital platforms used for real-time monitoring, such as Parsec Education and NWEA MAP Growth, so they can track their child's "Distance from Standard."	The district will use the Building Partnerships for Student Outcomes self-reflection tool to measure the effectiveness of district efforts in better supporting the families of English learners and Long Term English Learners.

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	Academic Scaffolding at Home: A desire for strategies to support literacy and numeracy in the primary language to bolster the student's secondary language acquisition. Digital and Curricular Literacy: Training on the specific platforms (such as NWEA MAP Growth reporting) used by the district to monitor student progress. Strategic Response for 2026–27 In direct response to this feedback, the district is prioritizing a "principally directed" parent engagement framework. This initiative is designed to be inclusive and LEA-wide, yet focused on the families of the students who generate the funding: Differentiated Workshop Topics: Workshops will be tailored to the specific needs of the site. For example, at the TK Center, focus will be on foundational literacy, while at Pacheco High, workshops will focus on CTE pathways and ensuring ELs move past the 0% completion rate. Multilingual Accessibility: Ensuring all workshops, materials, and outreach are provided in the primary languages of our families. This removes the "information barrier" and fosters a sense of school belonging, a key protective factor against the 24.5% chronic absenteeism rate among ELs. Community-Based Partnerships: Leveraging local resources to provide workshops at times	Navigating Secondary Success: Providing specialized guidance for LTEL families to ensure students are meeting the requirements for CTE completion and moving past the historical 0% completion rate for this subgroup. LEA-Wide Implementation with Targeted Outreach Because the achievement gap for EL students is present at every school site, these workshops are implemented on an LEA-wide basis. However, the delivery model is "principally directed" to ensure equity: Multilingual Delivery: All engagement programs are provided in the primary languages of our families, removing the information barriers that contribute to the 24.5% chronic absenteeism rate among EL students. Site-Level Calibration: Workshops are hosted at high-need locations, such as the TK Center and Pacheco High, to ensure resources are physically accessible to the 81.4% socioeconomically disadvantaged population. Wraparound Support: To encourage participation, the district will utilize supplemental funds to provide childcare and light refreshments, recognizing the logistical barriers faced by working families. Strategic Rationale for 2026–27 The use of supplemental and concentration funds for these workshops is justified because the parents of English Learners require specialized outreach and translated materials that exceed the	

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	and locations that are accessible to our 81.4% socioeconomically disadvantaged families, including evening sessions and virtual options. Strategic Rationale The use of supplemental and concentration funds for parent workshops is justified because it creates a "force multiplier" effect. When parents are equipped with the tools to monitor and support their child's academic goals, the impact of school-day interventions—like Multi-Tiered Tutoring—is significantly enhanced. By investing in the capacity of EL and LTEL families, LBUSD is ensuring a holistic approach to closing the achievement gap. Conclusion The 2026–27 Parent Engagement initiative transforms the "desire for support" into a structured bridge between home and school. By empowering parents as educational partners, LBUSD is building the community capacity necessary to ensure every English Learner achieves long-term academic and professional success. **Scope:** Limited to Unduplicated Student Group(s)	base educational program. By investing in the capacity of the "first teachers"—the parents—LBUSD is creating a sustainable support system that extends the impact of the instructional day and accelerates student achievement. Conclusion The 2026–27 Parent Engagement initiative is a data-informed commitment to equity. By listening to our EL parents and providing the specific workshops they have requested, LBUSD is ensuring that the entire family unit is equipped to lead our students toward college and career readiness.	
1.3	**Action:** Summer Melt Counselor **Need:** During meetings with educational partners, a critical disparity was identified: a significant	To ensure that academic success in high school translates into post-secondary enrollment, the district will provide specialized counselors during the summer months. These counselors are "principally directed" to support English Learner and Long-Term English Learner graduates as they	College and Career Readiness Rate - ELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	number of English Learner and Long-Term English Learner graduates who are accepted into four-year universities fail to enroll or attend. This phenomenon, often referred to as "Summer Melt," is frequently caused by the complexity of navigating college bureaucracies—including financial aid verification, housing applications, and orientation requirements—without dedicated guidance. Quantitative Context (2025 Dashboard and Local Data) This qualitative feedback is supported by district data highlighting the barriers faced by our 82% unduplicated population: Completion Disparities: With a 0% CTE completion rate for EL and Foster Youth in recent cycles, there is a clear trend of students struggling to cross the final administrative finish lines of specialized programs. Economic Barriers: For the 81.4% of socioeconomically disadvantaged students, the administrative hurdles of FAFSA and enrollment deposits often become insurmountable financial and technical roadblocks. Linguistic Barriers: For families of EL students, university correspondence is often exclusively in English, creating an "information silo" that prevents parents from assisting their children in the transition process.	finalize their transition to college. This initiative directly addresses the "Summer Melt" phenomenon, where students—often first-generation college-goers—struggle with complex university bureaucracies after high school staff have gone on summer recess. Targeted Support for Critical Transition Barriers For the 81.4% of students classified as socioeconomically disadvantaged, and the significant EL population, the summer transition involves several high-stakes hurdles that these counselors will help navigate: Enrollment and Registration: Assisting graduates in navigating university portals to register for classes, take placement exams, and confirm intent to enroll. Student Housing and Logistics: Helping students secure on-campus housing, navigate meal plan selections, and understand the residency requirements that are often a barrier for students from high-poverty backgrounds. Financial Aid Verification: Providing expert assistance with FAFSA "verification" requests or California Dream Act requirements, ensuring that financial barriers do not prevent attendance. Linguistic Navigation: Offering bilingual support to ensure that families can participate in and understand the legal and financial commitments their children are making. Alignment with 2026 Stakeholder Feedback	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Strategic Response for 2026–27 To ensure that college acceptance translates into college attendance, the district will principally direct resources toward a Post-Secondary Transition Framework: Specialized Transition Counseling: Deploying counselors with expertise in the specific administrative hurdles faced by first-generation and EL students. This includes "Bridge Workshops" focused on financial aid award letters and university portals. Bilingual Navigation Support: Providing multilingual assistance for families to ensure they can participate in the enrollment process. This directly addresses the "desire for workshops" expressed by DELAC and the 2026 LCAP Survey respondents. Summer Transition Coaching: Extending support beyond graduation day to assist students during the critical summer months when university paperwork is most intensive. Strategic Rationale The use of supplemental and concentration funds for transition support is justified because it protects the district's primary investment in K–12 instruction. If an EL student closes their -82.4 ELA DFS gap and earns university admission but cannot navigate the enrollment paperwork, the "Return on Investment" for the student and the district is lost. By providing this "last-mile" support, LBUSD ensures that	This action is a direct response to the 2026 LCAP Annual Survey and DELAC meetings, where parents expressed a critical need for support beyond the graduation ceremony. By extending counseling into the summer, LBUSD is closing the "guidance gap" that has historically contributed to the 0% CTE and post-secondary completion disparities among EL and Foster Youth subgroups. Strategic Rationale for 2026–27 The use of supplemental and concentration funds is justified because this "Summer Bridge" service provides a level of specialized, high-touch support that is not available through the base educational program. By protecting the district's investment in K–12 instruction—where EL students have worked to bridge the -82.4 DFS ELA gap—this action ensures that those hard-won academic gains result in tangible economic mobility and university matriculation. Conclusion The 2026–27 Summer Counseling program is the final link in the district’s equity chain. By dismantling the administrative barriers to post-secondary institutions, LBUSD is ensuring that its EL and LTEL graduates are not just "college-ready," but are successfully "college-enrolled."	

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	our College/Career Indicator (CCI) reflects not just potential, but actualized student success. Conclusion The 2026–27 focus on post-secondary transition ensures that for our EL and LTEL graduates, an acceptance letter is a guaranteed doorway to a degree. By dismantling the bureaucratic barriers that hinder our most vulnerable students, LBUSD is fulfilling its promise of long-term economic and academic mobility for all. **Scope:** Limited to Unduplicated Student Group(s)		
1.4	**Action:** English Learner Director **Need:** While English Learner student progress has stabilized—with 48.2% of ELs making progress toward English proficiency—and reclassification rates remain a key focus area (14.6% in 2024–25), a significant achievement gap persists in academic performance. Data from the California School Dashboard reveals a stark "Distance from Standard" (DFS) disparity between EL students and their non-English learner peers: English Language Arts (ELA): EL students perform at -108.4 DFS, while their non-EL peers are at -36.1 DFS. This 72.3-point gap indicates that language acquisition alone is not sufficient to ensure grade-level literacy.	To ensure a high-quality, legally compliant, and instructionally sound education for all English Learners (EL) and Long-Term English Learners (LTEL), the district maintains a dedicated Director of English Learners. This role serves as the central point of accountability, coordinating services and monitoring instruction across all sites to bridge the -108.4 DFS gap in ELA and the -123.0 DFS gap in Mathematics. Core Responsibilities and Impact on EL Achievement The Director’s mandate is built upon four pillars of systemic support that are "principally directed" toward the success of our EL population: Instructional Monitoring: The Director performs regular site visits and "instructional rounds" to ensure that Integrated and Designated ELD are being implemented with fidelity. This direct	MAP Growth Scores; CAASPP ELA Scores; CAASPP Mathematics Scores; English learner progress percentage; English learner reclassification rate

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	Mathematics: The gap is even more pronounced in numeracy, with EL students at -123.0 DFS compared to non-EL peers at -71.5 DFS. This suggests that the linguistic complexity of word problems and mathematical reasoning remains a significant barrier. Strategic Response for 2026–27 The district is utilizing this data to "principally direct" supplemental and concentration funding toward specialized academic scaffolding. The stabilization of language progress (48.2%) provides a foundation, but the -123.0 Math DFS mandates a shift toward content-specific linguistic support: Academic Scaffolding in Core Subjects: Moving beyond basic ELD to implement "Integrated ELD" strategies in every Math and ELA classroom. This ensures that the 82% unduplicated population can access high-level concepts while still developing academic vocabulary. Targeted Intervention (Tier 2 & 3): Utilizing NWEA MAP Growth data to identify EL students in the "Low Growth" quadrant and providing them with Multi-Tiered Tutoring that focuses specifically on the standards where they trail their peers most significantly. Professional Learning: In response to the 84% of staff requesting more training, the district will provide PD focused on "SDAIE" (Specially	oversight is essential to improving the current 48.2% progress rate on the ELPI (English Learner Progress Indicator). Statutory Compliance: Navigating the complex landscape of state and federal statutes, the Director ensures that the district meets all legal requirements for EL education. This includes overseeing the ELPAC assessment process and ensuring that reclassification protocols are applied equitably across the district. Districtwide Advocacy: Serving as the primary voice for EL and LTEL needs at the cabinet level, the Director ensures that district resources and professional development—such as the training requested by 84% of staff—are aligned with the specific linguistic and academic needs of our students. Stakeholder Engagement: The Director facilitates the DELAC (District English Learner Advisory Committee), directly responding to the "desire for workshops" and support expressed by EL parents during the 2026 LCAP engagement process. Strategic Rationale for 2026–27 The use of supplemental and concentration funds for this leadership position is justified because EL students require a specialized, coordinated approach that exceeds the general administrative capacity of the district. Without centralized leadership, the "achievement gap" would remain fragmented by site. The Director ensures a "One District" approach, where an EL student at a high-poverty site receives the same caliber of advocacy	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Designed Academic Instruction in English) to help teachers bridge the 72.3-point ELA gap. Strategic Rationale The use of supplemental funds is justified because EL students require a "dual-target" instructional model: they must learn the English language while simultaneously mastering complex grade-level standards. By targeting the -108.4 ELA and -123.0 Math DFS scores, LBUSD is ensuring that its College/Career Indicator (CCI) eventually reflects the true potential of its EL population, moving beyond the current 0% CTE completion rate for this subgroup. Conclusion The 2026–27 LCAP acknowledges that while language progress is stable, academic parity is the next frontier. By focusing on the specific DFS gaps identified in the 2025 data, LBUSD is making an evidence-based commitment to ensuring every English Learner achieves at the same high level as their English-proficient peers. **Scope:** Limited to Unduplicated Student Group(s)	and specialized support as a student at any other campus. Conclusion The 2026–27 LCAP reaffirms the importance of specialized leadership. By coordinating services and advocating for the most vulnerable learners, the Director of English Learners ensures that LBUSD moves closer to its goal of academic parity and 100% post-secondary readiness for its English Learner population.	
4.18	**Action:** Speech and Language Services **Need:** In LBUSD, 13.1% of the student population is supported by an Individualized Education Program (IEP). A profound demographic	The district is committed to providing robust speech and language services to all eligible students to ensure they can fully access the core instructional program. Given that communication is a fundamental prerequisite for literacy and social-emotional development, these services are vital for improving the graduation rates and academic	Chronic Absenteeism; CAASPP - ELA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	overlap exists within this group, as over 85% of students with disabilities are also classified as low-income. The majority of these students require speech and language therapy as a core component of their specialized instruction to access the general education curriculum. Analysis of Performance Disparities Current data from the California School Dashboard reveals that students with disabilities face the most significant achievement gaps in the district. This group consistently exhibits: Lower Graduation Rates and diminished college-and-career readiness metrics. Higher Suspension Rates, indicating a need for enhanced behavioral and social-emotional support. Higher Chronic Absenteeism Rates, which are often exacerbated when students feel disconnected from school due to a lack of necessary services. Lower Academic Success in ELA and Mathematics compared to their general education peers. The SLP Staffing Crisis and Impact on Equity A critical barrier to closing these gaps is the persistent vacancy rate in Special Education staffing; currently, nearly 50% of Speech and Language Pathologist (SLP) positions within the district remain unfilled. The impact of these	proficiency of students with disabilities, who historically face the most significant achievement gaps on the California School Dashboard. Because over 85% of students requiring these services also identify as low-income, Foster Youth, or English Learners, the district utilizes an equity-based implementation framework for the 2026–27 cycle: Equity-Driven Staffing and Allocation: Speech and Language Pathologist (SLP) caseloads and site assignments are differentiated based on unduplicated pupil counts. Sites with higher concentrations of high-priority students receive prioritized staffing and "enhanced support" to ensure that vacancies do not disproportionately impact the most vulnerable learners. Equity Checkpoints for Progress Monitoring: The district has established specific equity checkpoints to analyze the progress of unduplicated students receiving speech services. This includes disaggregating data on suspension and chronic absenteeism to ensure that therapeutic interventions are effectively reducing behavioral incidents and increasing school connectedness. Differentiated Site-Based Support: Implementation is calibrated by site using both enrollment data and performance metrics. Sites showing persistent disparities in academic success for students with disabilities receive additional oversight and resources—such as specialized diagnostic tools or increased service minutes—to close the gap.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	vacancies is "principally felt" by our most vulnerable learners. When speech and language services are inconsistent or unavailable: Academic Stagnation: Students struggle to master the linguistic foundations of the Common Core standards. Increased Absenteeism: Students are more likely to miss school when their unique communication and learning needs are not met. Compounded Inequity: Because the vast majority of these students are low-income and/or English Learners, the lack of site-based services removes the only access many families have to professional therapeutic support. Strategic Commitment for 2026–27 To address these disparities, the district is prioritizing aggressive recruitment and retention strategies for SLPs and specialized staff. This action is "principally directed" toward ensuring that the 82% unduplicated population—who represent the overwhelming majority of our IEP students—receive the mandated services necessary to improve attendance, reduce disciplinary incidents, and achieve academic proficiency. **Scope:** Limited to Unduplicated Student Group(s)	Conclusion By integrating speech services into the broader LCAP equity framework, LBUSD ensures that financial and linguistic barriers do not prevent students from receiving essential therapy. This strategy ensures that our 82% unduplicated population receives the specialized support necessary to thrive academically and socially throughout the 2026–27 academic year.	

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

Not Applicable

Additional Concentration Grant Funding

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

The additional Concentration Grant Add-on funds are being strategically utilized to increase the density of counselors, mental health providers, intervention teachers, and support staff. This investment is "principally directed" toward supporting Foster Youth, English Learners, and low-income students. By expanding the number of professionals providing direct services, the district ensures that the complex needs of these students are met with precision and that no student "falls through the cracks" due to insufficient staffing or service gaps.

Districtwide Threshold and Equitable Allocation
As every school site within Los Banos Unified has an unduplicated pupil concentration greater than 55%, the district qualifies for and strategically deploys these add-on funds LEA-wide. However, to ensure equity rather than just equality, staffing is not distributed uniformly. Instead, personnel are allocated based on a three-tier data model:

School Size: Ensuring caseloads for counselors and mental health providers remain manageable.

Grade Level Dynamics: Calibrating support for transitional years (TK, 6th, and 9th grades).

Site-Specific Needs Analysis: Aligning staff deployment with the School Plan for Student Achievement (SPSA) at each campus. This allows a site with a "Red" indicator in Chronic Absenteeism to receive more attendance-focused support, while a site with a high -109.3 Math DFS gap receives additional intervention teachers.

Direct Services and "Principally Directed" Impact
The increased staffing footprint allows for the implementation of high-impact, direct services that are critical for our 82% unduplicated population:

Academic Intervention: Smaller group sizes for Tier 2 and Tier 3 instruction, targeting the -82.4 ELA DFS gap for English Learners.

Mental Health Proactivity: Reducing the "wait-and-see" model by having enough providers to perform regular wellness check-ins, addressing the social-emotional stress reported on the 2026 CHKS.

Foster & Homeless Advocacy: Dedicated support staff to manage the unique stability and transportation hurdles faced by our 35.2% chronically absent Homeless Youth.

Accountability and Cross-Goal Integration
This staffing expansion is the engine behind several key 2026–27 LCAP actions. LBUSD is meeting the requirement to increase the number of staff providing direct services at schools with 55%+ unduplicated enrollment through the following coordinated efforts:

Instructional Support: Actions 1.3, 2.1, 2.5 (Interventionists and specialized staff).

Wellness and Safety: Actions 3.9, 4.2, 4.3 (Counselors and Health Personnel).

Engagement and Inclusion: Actions 4.5, 5.2, 6.1, 7.1, 8.1 (Support staff for VAPA, CTE, and family outreach).

Conclusion
The 2026–27 use of Concentration Grant Add-on funds represents a commitment to the "human element" of education. By ensuring that our most vulnerable students have immediate access to qualified, caring professionals, LBUSD is closing the opportunity gap and ensuring that every student has the support necessary to achieve academic and personal excellence.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary - 1:22 Junior High - 1:21 High School - 1:19
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary - 1:24 Junior High - 1:23 High School - 1:21

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	$125,433,639.00	$46,293,933.00	36.907%	3.601%	40.508%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$51,127,814.97	$6,566,526.00	$0.00	$0.00	$57,694,340.97	$27,407,380.00	$30,286,960.97

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	Curriculum, Instructional Supports, and Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2026-6/30/2027	$0.00	$500,000.00	$500,000.00				$500,000.00	
1	1.2	Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2026-6/30/2027	$0.00	$350,000.00	$350,000.00				$350,000.00	
1	1.3	Summer Melt Counselor	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: LBUSD High School Summer School 9-12	7/1/2026-6/30/2027	$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.4	English Learner Director	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2026-6/30/2027	$300,000.00	$100,000.00	$400,000.00				$400,000.00	
1	1.5	Dual Language Immersion	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Los Banos Elementary School TK-3rd	7/1/2026-6/30/2027	$0.00	$600,000.00	$600,000.00				$600,000.00	

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
2	2.1	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$7,500,000.00	$0.00	$4,500,000.00	$3,000,000.00			$7,500,000.00	
2	2.3	Junior High SEL Program	Low Income	Yes	School wide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	7/1/2026-6/30/2027	$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.4	Hatching Results	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.5	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$1,600,000.00	$1,600,000.00				$1,600,000.00	
2	2.6	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$200,000.00	$200,000.00				$200,000.00	
2	2.7	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$350,000.00	$50,000.00	$400,000.00				$400,000.00	
3	3.1	Dedicated Release Sub Pool	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$3,000,000.00	$0.00	$3,000,000.00				$3,000,000.00	
3	3.2	Alignment of Instruction, Curricular Support and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$3,000,000.00	$3,000,000.00				$3,000,000.00	
3	3.3	Assessment and Accountability of Student Mastery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$600,000.00	$600,000.00				$600,000.00	
3	3.4	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/2026-6/30/2027	$0.00	$650,000.00	$650,000.00				$650,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	**3.5**	Support for Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$500,000.00	$500,000.00				$500,000.00	
3	**3.7**	Summer Learning Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$500,000.00	$100,000.00	$600,000.00				$600,000.00	
3	**3.8**	Coordinator Data, Assessment, and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$350,000.00	$0.00	$350,000.00				$350,000.00	
3	**3.9**	Elementary Music Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Volta ES, Charleston ES, Mercey Springs ES, Miano ES, Grasslands ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES, Transitional Kindergarten Center TK-6	7/1/2026-6/30/2027	$150,000.00	$0.00	$150,000.00				$150,000.00	
3	**3.10**	VAPA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	**3.11**	Tutoring Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$200,000.00	$200,000.00				$200,000.00	

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
4	**4.1**	Career Technical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High, Crossroads Alternative Education Center 7-12	7/1/2026-6/30/2027	$0.00	$100,000.00	$100,000.00				$100,000.00	
4	**4.2**	Site Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$3,766,802.00	$0.00	$2,500,000.00	$1,266,802.00			$3,766,802.00	
4	**4.3**	School Security	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High 7-12	7/1/2026-6/30/2027	$3,000,000.00	$0.00	$3,000,000.00				$3,000,000.00	
4	**4.4**	EVOLV	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos	7/1/2026-6/30/2027	$0.00	$450,000.00	$450,000.00				$450,000.00	

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
							High, San Luis High 7-12									
4	4.5	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$3,000,000.00	$2,000,000.00	$5,000,000.00				$5,000,000.00	
4	4.6	MESA Program	Low Income	Yes	School wide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	7/1/2026-6/30/2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
4	4.7	Certificate of Participation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Creekside Junior High School 7-8	7/1/2026-6/30/2027	$0.00	$1,700,000.00	$1,700,000.00				$1,700,000.00	
4	4.8	Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$350,000.00	$0.00	$350,000.00				$350,000.00	
4	4.9	Engaging Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$400,000.00	$400,000.00				$400,000.00	
4	4.10	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$200,000.00	$200,000.00				$200,000.00	
4	4.11	Student Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$5,000,000.00	$5,000,000.00				$5,000,000.00	
4	4.12	6th Grade Camp	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Grasslan	7/1/2026-6/30/2027	$0.00	$300,000.00	$300,000.00				$300,000.00	

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
							ds ES, Mercey Springs ES, Miano ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES 6th Grade									
4	4.13	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$524,261.00	$524,261.00				$524,261.00	
4	4.14	Facilities and School Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$6,518,553.97	$6,518,553.97				$6,518,553.97	
4	4.15	Supplies, Operations, and Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$2,100,000.00	$2,100,000.00				$2,100,000.00	
4	4.17	STEM Labs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$100,000.00	$100,000.00				$100,000.00	
4	4.18	Speech and Language Services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$1,600,000.00	$1,600,000.00				$1,600,000.00	
5	5.1	Restorative Practices and Positive Behavioral Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$0.00	$250,000.00	$250,000.00				$250,000.00	
5	5.2	BCBA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	$500,000.00	$0.00	$500,000.00				$500,000.00	

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
6	**6.1**	Intervention and Support Services for Elementary Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Mercey Springs ES, Grasslands ES, Henry Miller ES, Miano ES, Lorena Falasco ES, Westside Union ES, Los Banos ES K-6	7/1/2026-6/30/2027	$3,400,000.00	$0.00	$2,400,000.00	$1,000,000.00			$3,400,000.00	
6	**6.2**	LETRS	All	No			Specific Schools: Volta ES, Charleston ES, Mercey Springs ES, Miano ES, Grasslands ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES, Transitional Kindergarten Center TK-6	7/1/2026-6/30/2027	$710,000.00	$290,000.00	$290,000.00	$710,000.00			$1,000,000.00	
7	**7.1**	Counselor	All	No			Specific Schools: Crossroads Alternativ	7/1/2026-6/30/2027	$200,000.00	$0.00		$200,000.00			$200,000.00	

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
							e Education Center 7-12									
7	**7.2**	Dual Enrollment	All	No			Specific Schools: Crossroads Alternative Education Center 7-12	7/1/2026-6/30/2027	$0.00	$59,178.00		$59,178.00			$59,178.00	
8	**8.1**	Counselor	English Learner, Hispanic, Low Income	No			Specific Schools: San Luis High School 10-12	7/1/2026-6/30/2027	$160,578.00	$0.00		$160,578.00			$160,578.00	
9	**9.1**	Counselor	All	No			Specific Schools: Transitional Kindergarten Center TK	7/1/2026-6/30/2027	$150,000.00	$0.00		$150,000.00			$150,000.00	
9	**9.2**	Behavior Curriculum	All	No			Specific Schools: TK Center TK	7/1/2026-6/30/2027	$0.00	$19,968.00		$19,968.00			$19,968.00	

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
$125,433,639.00	$46,293,933.00	36.907%	3.601%	40.508%	$50,837,814.97	0.000%	40.530 %	**Total:**	$50,837,814.97
								LEA-wide Total:	$39,192,814.97
								Limited Total:	$2,870,000.00
								Schoolwide Total:	$8,775,000.00

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	Curriculum, Instructional Supports, and Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500,000.00	
1	1.2	Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$350,000.00	
1	1.3	Summer Melt Counselor	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: LBUSD High School Summer School 9-12	$20,000.00	
1	1.4	English Learner Director	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$400,000.00	
1	1.5	Dual Language Immersion	Yes	Schoolwide	English Learners Low Income	Specific Schools: Los Banos Elementary School TK-3rd	$600,000.00	
2	2.1	Counselors	Yes	LEA-wide	English Learners Foster Youth	All Schools	$4,500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.3	Junior High SEL Program	Yes	Schoolwide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	$25,000.00	
2	2.4	Hatching Results	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.5	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	
2	2.6	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
2	2.7	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,000.00	
3	3.1	Dedicated Release Sub Pool	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000,000.00	
3	3.2	Alignment of Instruction, Curricular Support and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000,000.00	
3	3.3	Assessment and Accountability of Student Mastery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	
3	3.4	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$650,000.00	
3	3.5	Support for Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
3	3.7	Summer Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	
3	3.8	Coordinator Data, Assessment, and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	

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 (%)
3	3.9	Elementary Music Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Volta ES, Charleston ES, Mercey Springs ES, Miano ES, Grasslands ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES, Transitional Kindergarten Center TK-6	$150,000.00	
3	3.10	VAPA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.11	Tutoring Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
4	4.1	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High, Crossroads Alternative Education Center 7-12	$100,000.00	
4	4.2	Site Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500,000.00	
4	4.3	School Security	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San	$3,000,000.00	

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 (%)
						Luis High 7-12		
4	4.4	EVOLV	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High 7-12	$450,000.00	
4	4.5	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000,000.00	
4	4.6	MESA Program	Yes	Schoolwide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	$50,000.00	
4	4.7	Certificate of Participation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creekside Junior High School 7-8	$1,700,000.00	
4	4.8	Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
4	4.9	Engaging Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,000.00	
4	4.10	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
4	4.11	Student Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000,000.00	
4	4.12	6th Grade Camp	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Grasslands ES, Mercey Springs ES, Miano ES,	$300,000.00	

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 (%)
						Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES 6th Grade		
4	**4.13**	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$524,261.00	
4	**4.14**	Facilities and School Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,518,553.97	
4	**4.15**	Supplies, Operations, and Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,100,000.00	
4	**4.17**	STEM Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
4	**4.18**	Speech and Language Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	
5	**5.1**	Restorative Practices and Positive Behavioral Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
5	**5.2**	BCBA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
6	**6.1**	Intervention and Support Services for Elementary Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Mercey Springs ES, Grasslands ES, Henry Miller ES, Miano ES, Lorena Falasco ES, Westside Union ES, Los Banos ES K-6	$2,400,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$49,045,787.00	$41,660,142.46

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**	Curriculum, Instructional Supports, and Professional Learning	Yes	$500,000.00	$200,840.37
1	**1.2**	Parent Engagement	Yes	$350,000.00	$117,241.17
1	**1.3**	Summer Melt Counselor	Yes	$20,000.00	$0.00
1	**1.4**	English Learner Director	Yes	$400,000.00	$327,199.49
1	**1.5**	Dual Language Immersion	Yes	$500,000.00	$564,208.44
2	**2.1**	Counselors	Yes	$7,500,000.00	$7,563,289.00
2	**2.3**	Junior High SEL Program	Yes	$25,000.00	$18,000.00
2	**2.4**	Hatching Results	Yes	$100,000.00	$31,322.00
2	**2.5**	Mental Health Services	Yes	$1,600,000.00	$1,815,523.89
2	**2.6**	Student Attendance	Yes	$200,000.00	$55,856.02
2	**2.7**	Student Services	Yes	$400,000.00	$0.00

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)
3	3.2	Alignment of Instruction, Curricular Support and Resources	Yes	$3,000,000.00	$889,508.41
3	3.3	Assessment and Accountability of Student Mastery	Yes	$600,000.00	$423,090.78
3	3.4	Professional Learning Communities	Yes	$650,000.00	$585,317.75
3	3.5	Support for Instruction	Yes	$700,000.00	$122,850.60
3	3.7	Summer Learning Programs	Yes	$600,000.00	$313,801.50
3	3.8	Coordinator Data, Assessment, and Accountability	Yes	$350,000.00	$219,462.96
3	3.9	Elementary Music Teachers	Yes	$150,000.00	$110,598.70
3	3.10	VAPA	Yes	$100,000.00	$0.00
3	3.11	Tutoring Services	Yes	$150,000.00	$10,031.37
4	4.1	Career Technical Education	Yes	$100,000.00	$47,235.16
4	4.2	Site Health Services	Yes	$3,366,802.00	$2,272,327.52
4	4.3	School Security	Yes	$3,000,000.00	$2,425,202.93
4	4.4	EVOLV	Yes	$450,000.00	$201,000.00

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)
4	4.5	Transportation	Yes	$5,000,000.00	$4,207,207.56
4	4.6	MESA Program	Yes	$20,000.00	$36,609.08
4	4.7	Certificate of Participation	Yes	$1,700,000.00	$1,687,456.00
4	4.8	Teacher Induction Program	Yes	$500,000.00	$198,394.01
4	4.9	Engaging Educational Partners	Yes	$200,000.00	$356,742.92
4	4.10	Parent Engagement	Yes	$200,000.00	$0.00
4	4.11	Student Technology	Yes	$4,000,000.00	$4,347,480.41
4	4.12	6th Grade Camp	Yes	$150,000.00	$248,730.53
4	4.13	Expanded Learning Opportunities	Yes	$524,261.00	$494,632.00
4	4.14	Facilities and School Improvement	Yes	$2,250,000.00	$4,819,177.42
4	4.15	Supplies, Operations, and Instructional Support	Yes	$2,100,000.00	$1,963,421.36
4	4.17	STEM Labs	Yes	$250,000.00	$100,504.00
4	4.18	Speech and Language Services	Yes	$1,600,000.00	$1,500,000
5	5.1	Restorative Practices and Positive Behavioral Supports	Yes	$250,000.00	$15,987.25

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)
5	**5.2**	BCBA	Yes	$500,000.00	$121,467.26
6	**6.1**	Intervention and Support Services for Elementary Students	Yes	$3,400,000.00	$3,028,327.24
6	**6.2**	LETRS	No	$1,000,000.00	$220,097.36
7	**7.1**	Counselor	No	$200,000.00	$0.00
7	**7.2**	Dual Enrollment	No	$59,178.00	$0.00
8	**8.1**	Counselor	No	$160,578.00	$0.00
9	**9.1**	Counselor	No	$150,000.00	$0.00
9	**9.2**	Behavior Curriculum	No	$19,968.00	$0.00

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)
$42,210,279.00	$42,189,261.00	$40,090,045.06	$2,099,215.94	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	Curriculum, Instructional Supports, and Professional Learning	Yes	$500,000.00	$200,840.37		
1	1.2	Parent Engagement	Yes	$350,000.00	$117,241.17		
1	1.3	Summer Melt Counselor	Yes	$20,000.00	$0.00		
1	1.4	English Learner Director	Yes	$400,000.00	$327,199.49		
1	1.5	Dual Language Immersion	Yes	$500,000.00	$564,208.44		
2	2.1	Counselors	Yes	$4,500,000.00	$7,563,289.00		
2	2.3	Junior High SEL Program	Yes	$25,000.00	$18,000.00		
2	2.4	Hatching Results	Yes	$100,000.00	$31,322.00		
2	2.5	Mental Health Services	Yes	$1,600,000.00	$1,815,523.89		
2	2.6	Student Attendance	Yes	$200,000.00	$55,856.02		
2	2.7	Student Services	Yes	$400,000.00	$0.00		
3	3.2	Alignment of Instruction, Curricular Support and Resources	Yes	$3,000,000.00	$889,508.41		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Assessment and Accountability of Student Mastery	Yes	$600,000.00	$423,090.78		
3	3.4	Professional Learning Communities	Yes	$650,000.00	$585,317.75		
3	3.5	Support for Instruction	Yes	$700,000.00	$122,850.60		
3	3.7	Summer Learning Programs	Yes	$600,000.00	$313,801.50		
3	3.8	Coordinator Data, Assessment, and Accountability	Yes	$350,000.00	$219,462.96		
3	3.9	Elementary Music Teachers	Yes	$150,000.00	$110,598.70		
3	3.10	VAPA	Yes	$100,000.00	$0.00		
3	3.11	Tutoring Services	Yes	$150,000.00	$10,031.37		
4	4.1	Career Technical Education	Yes	$100,000.00	$47,235.16		
4	4.2	Site Health Services	Yes	$2,100,000.00	$2,272,327.52		
4	4.3	School Security	Yes	$3,000,000.00	$2,425,202.93		
4	4.4	EVOLV	Yes	$450,000.00	$201,000.00		
4	4.5	Transportation	Yes	$5,000,000.00	$4,207,207.56		
4	4.6	MESA Program	Yes	$20,000.00	$36,609.08		
4	4.7	Certificate of Participation	Yes	$1,700,000.00	$1,687,456.00		
4	4.8	Teacher Induction Program	Yes	$500,000.00	$198,394.01		
4	4.9	Engaging Educational Partners	Yes	$200,000.00	$356,742.92		
4	4.10	Parent Engagement	Yes	$200,000.00	$0.00		

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)
4	**4.11**	Student Technology	Yes	$4,000,000.00	$4,347,480.41		
4	**4.12**	6th Grade Camp	Yes	$150,000.00	$248,730.53		
4	**4.13**	Expanded Learning Opportunities	Yes	$524,261.00	$494,632.00		
4	**4.14**	Facilities and School Improvement	Yes	$2,250,000.00	$4,819,177.42		
4	**4.15**	Supplies, Operations, and Instructional Support	Yes	$2,100,000.00	$1,963,421.36		
4	**4.17**	STEM Labs	Yes	$250,000.00	$100,504.00		
4	**4.18**	Speech and Language Services	Yes	$1,600,000.00	$150,000.00		
5	**5.1**	Restorative Practices and Positive Behavioral Supports	Yes	$250,000.00	$15,987.25		
5	**5.2**	BCBA	Yes	$500,000.00	$121,467.26		
6	**6.1**	Intervention and Support Services for Elementary Students	Yes	$2,400,000.00	$3,028,327.20		

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)
$121,190,003.00	$42,210,279.00	1.851	36.681%	$40,090,045.06	0.000%	33.080%	$4,363,460.90	3.601%

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 32627(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 32627(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 32627(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 32627(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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