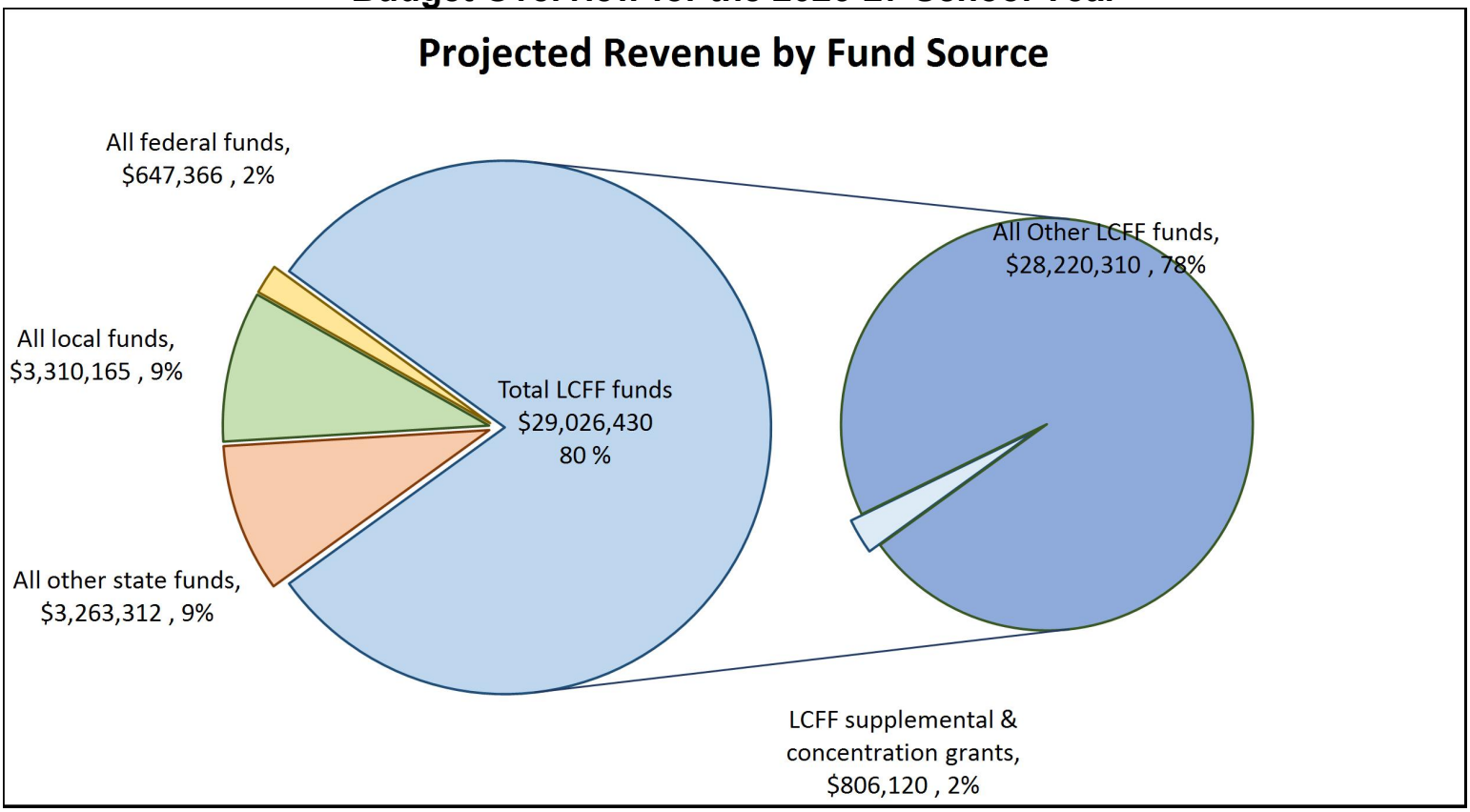
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Loomis Union Elementary School District
CDS Code: 31 66845 0000000
School Year: 2026-27
LEA contact information:
Amy Nash
Assistant Superintendent of Educational Services

916-652-1800

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

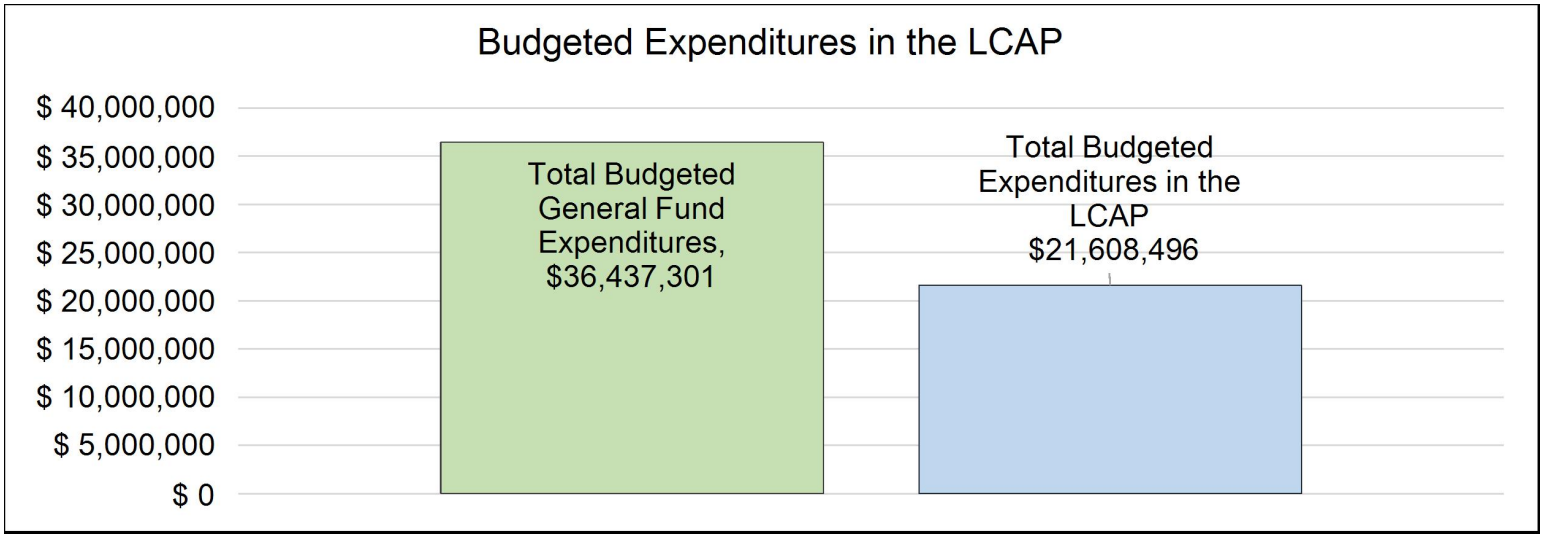


This chart shows the total general purpose revenue Loomis Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loomis Union Elementary School District is $36,247,273, of which $29,026,430 is Local Control Funding Formula (LCFF), $3,263,312 is other state funds, $3,310,165 is local funds, and $647,366 is federal funds. Of the $29,026,430 in LCFF Funds, $806,120 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 Loomis Union Elementary 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: Loomis Union Elementary School District plans to spend $36,437,301 for the 2026-27 school year. Of that amount, $21,608,496 is tied to actions/services in the LCAP and $14,828,805 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

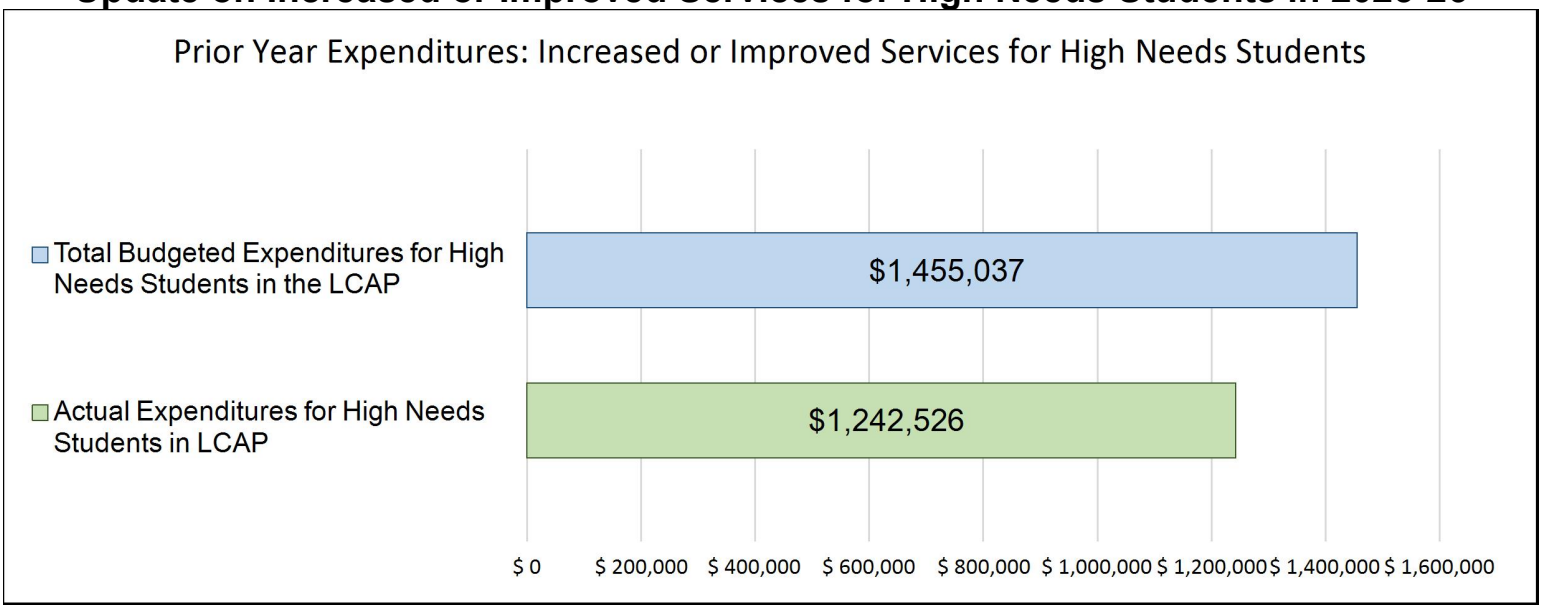
General Fund Budget Expenditures not addressed in the LCAP include certificated/classified, confidential and management salaries and benefits,substitute costs, general supplies and instructional materials, extended day program costs, special education costs, utilities, transportation, property and liability insurance, legal services, contracted services, and STRS/PERS On-Behalf Contributions.

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

In 2026-27, Loomis Union Elementary School District is projecting it will receive $806,120 based on the enrollment of foster youth, English learner, and low-income students. Loomis Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Loomis Union Elementary School District plans to spend $1,358,872 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 Loomis Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Loomis Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Loomis Union Elementary School District's LCAP budgeted $1,455,037 for planned actions to increase or improve services for high needs students. Loomis Union Elementary School District actually spent $1,242,526 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $212,511 had the following impact on Loomis Union Elementary School District's ability to increase or improve services for high needs students:

Costs associated with Summer School, ELOP program, and Site-Specific Before and After School intervention/enrichment programs were less than anticipated. The costs of salaries/benefits and supplies were less than budgeted, and as a result, fewer funds were expended. High needs students across all school sites were offered the opportunity to participate in all the above-mentioned programs at varying levels. Eligible high needs students were offered priority to attend summer school and Before and After School programs. ELOP eligible students were able to attend ELOP intercession days and extended school days at no charge. Through the MTSS process, students with identified needs may have been provided site specific suuport through our intervention teachers. These students were monitored for progress through the Academic Conference process and progress monitoring tools (such as Ren-Learn Assessment System, interim assessments, and site-determined assessment data). High needs students were able to continue to access these supports despite the differences between the projected and actual expenditures.

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
Loomis Union Elementary School District	Amy Nash Assistant Superintendent of Educational Services	anash@loomisk8.org 916-652-1800

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 Loomis Union School District (LUSD) is guided by the mission to provide outstanding educational instruction so that each of our students can reach their full potential. To meet this mission, LUSD looks to our Strategic Plan as the primary source of direction and vision to meet the learning needs of all students. We believe that in order for educational excellence to occur, we need to first believe in accepting all students, respecting all students, and educating all students. In addition, we are guided by the foundational goals of our Board of Trustees to ensure that we provide an engaging and challenging instructional program for all students. To meet these goals, we are committed to providing quality professional development to staff, maintaining fiscal and human resources excellence, celebrating student and staff achievement, and researching, piloting, implementing, and evaluating innovative instructional and supplemental programs. The mission, vision, and goals of the Board of Trustees are all reflected in the priorities, actions, and services identified in the Loomis Union School District Local Control & Accountability Plan (LCAP).

The Loomis Union School District serves the Loomis Basin community, which has a rich tradition of community and pride. The families of the Loomis Union School District strongly support each of our schools and actively engage in the educational and community activities that unite the Loomis Basin community. We are an elementary district serving grades Transitional Kindergarten (TK) through 8th. Our students primarily reside within the Loomis Basin community, but LUSD is also a district of choice in Placer County with many students requesting to transfer in from other local school districts. Demographically, our enrollment across our six district schools is around 2,400 students. Four of our district schools have two classes per grade level and approximately 500 students. Two of our district schools have one class per grade level and approximately 250 students. Roughly 16% of students are identified as socio-economically disadvantaged, and 3% as English Language Learners. None of the schools in LUSD receive Equity Multiplier funding. All of our schools offer Special Education through a

Resource Program (RSP). Our district hosts four Special Day Class (SDC) programs for students in preschool, TK-3rd, and 4th-6th, 7th-8th, and one structured teaching program for grades K-5th. The families in our area recognize that our high level of academic achievement and the expansive opportunities for co-curricular and extracurricular programs add to the desirability of attending the Loomis Union School District. LUSD employs approximately 300 staff members across our six school sites and our district office. Of these employees, each of our large schools has roughly twenty-five highly qualified teachers, and our small schools have twelve.

LUSD's continued focus has been on high-quality first instruction, relationship building, and a multi-tiered system of support (MTSS). As we move forward, LUSD continues to focus on these ever-present throughlines.

Reflections: Annual Performance

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

Upon reviewing our district's performance on the 2025 California School Dashboard and local data, we identified both successes and challenges across multiple state indicators. Our reflection highlights the areas needing targeted support and our ongoing efforts to improve student outcomes across all student groups.

ELA Performance:
Districtwide ELA performance remains strong, with all students performing significantly above standard (average CAASPP score of 39 points above the state standard). However, subgroup analysis shows persistent performance gaps for English Learners (ELs) (23 below standard), Students with Disabilities (SWD) (36.9 below standard), and Socioeconomically Disadvantaged students (1.6 below standard). Students with Disabilities declined 9.3 points. This suggests that current Tier 1 and Tier 2 supports may not be sufficiently aligned to individualized instructional needs, particularly in foundational literacy and grade-level comprehension tasks.
Although English Learners remained in Orange status, recently reclassified EL students are performing 39.3 points above standard, indicating that once language proficiency is achieved, students are able to access grade-level curriculum successfully. This suggests that strengthening designated and integrated ELD supports during early proficiency stages is a key leverage point.

Next Steps:
To strengthen ELA outcomes and address subgroup performance gaps, the district will continue implementing targeted, research-aligned supports focused on early literacy, differentiated intervention, and language development.
In 2026–2027, Loomis Union will implement University of Florida Literacy Initiative (UFLI) systematic reading instruction in grades K–2 to strengthen foundational literacy skills because early mastery of phonics and decoding increases students' long-term reading proficiency (Goal 1, Action 1.2)
The district will add a 0.6 FTE Special Education Program Specialist to strengthen coordination of services and progress monitoring for Students with Disabilities, ensuring literacy interventions are aligned to identified instructional needs (Goal 1, Action 1.1)
Support from the 1.0 FTE Behaviorist (Goal 2, Action 2.2) will continue to address social-emotional and behavioral barriers that reduce instructional access, preserving learning time for students who require additional support.

The district will also maintain the 1.4 FTE English Learner teacher (Goal 1, Action 1.4) to provide targeted language and literacy support, particularly for Long-Term English Learners, because explicit academic language instruction strengthens reading comprehension and writing development.
Finally, the district will continue administering the OPTEL assessment twice annually to monitor English Learner progress and guide collaborative instructional adjustments based on timely language proficiency data.

Math Performance:
Overall mathematics achievement remains in Green status, with an average of 22 points above the state standard; however, performance gaps widened for ELs and SWD. Subgroups maintaining above state standard are Asian 76.1 above (+2.4), Two or more races 36.8 above state standard (-1.4), White 25.9 above standard (-0.7).

We are concerned that the following subgroups are showing a decline in their distance from standard: Hispanic 15.1 points below standard (-8.1), Socioeconomically Disadvantaged 23.3 points below standard (-10.9), Students with Disabilities 62.1 points below standard (-15.9), and English Learners 30.3 points below standard (-8.1). The 15.9-point decline for Students with Disabilities indicates that math interventions may not be sufficiently intensive, targeted, or consistently implemented across sites. Because mathematics builds cumulatively, gaps in prerequisite skills can compound if early intervention is not systematic and aligned to diagnostic data. English Learners declined 8.1 points, suggesting that language demands embedded in mathematical reasoning tasks may be creating barriers to full access to grade-level standards. This reinforces the need for structured academic discourse strategies and vocabulary development embedded within math instruction.

Next Steps:
Actions to address Math performance include:

Mathematics Curriculum Review and Adoption (Goal 1, Action 1.1)
To improve mathematics outcomes for all students, the district will pilot multiple K–8 mathematics curricula through the 2026–2027 school year, with the intent to select and implement a new standards-aligned mathematics curriculum beginning in Fall 2027. The selected curriculum will align with the 2023 California Mathematics Framework and reflect current research-based instructional practices.

Ongoing professional development will be provided throughout the pilot, selection, and implementation phases to ensure instructional coherence and fidelity of implementation. The curriculum evaluation rubric will prioritize programs that effectively support the academic needs of targeted student groups, including Students with Disabilities, English Learners, and Hispanic students.

Accelerated Mathematics Pilot (Goal 1, Action 1.2)
During the 2026–2027 school year, the district will pilot multiple accelerated mathematics pathways for incoming 8th-grade students. Students will have access to either an in-person instructional model or a virtual learning option. This pilot represents the initial phase of a potential comprehensive Grades 6–8 mathematics enrichment program designed to expand access to rigorous coursework and promote advanced achievement in mathematics.

Student Goal-Setting Practices (Goal 1, Action 1.2, 1.3, 1.4)

The district will continue implementing structured goal-setting practices for all students, with a targeted focus on Students with Disabilities, English Learners, and Hispanic students—subgroups that currently perform below grade-level standards in mathematics.

Goal-setting protocols will be implemented across all sites in Grades 3–8 and will incorporate student-level CAASPP and ELPAC data. Students will engage in guided reflection on their assessment results and establish measurable academic goals to support growth and improved achievement in the subsequent school year.

Chronic Absenteeism
Districtwide chronic absenteeism remains in Green status, indicating that attendance systems and site-level monitoring structures are functioning effectively for most students. The district chronic absenteeism rate was 7.6, maintaining from the previous year (-0.4). However, Students with Disabilities and Socioeconomically Disadvantaged students remain in Yellow status, indicating disproportionate absence patterns; We did see improvement from the previous year SWD decreased 1.4% and ELL decreased 8.3%. Rates continued to be highest among socioeconomically disadvantaged (16.8%) and students with disabilities (13.5%) subgroups. We did not have any student groups in Red. We attribute this success to staff monitoring early warning systems, implementing family engagement strategies as needed, and providing attendance interventions. This pattern suggests that while universal attendance messaging and systems are effective overall, some families may face structural barriers such as transportation challenges, health-related absences, or inconsistent engagement supports. Because chronic absenteeism reduces instructional time and cumulative exposure to grade-level standards, even modest attendance gaps can contribute to the academic performance disparities observed in ELA and mathematics for these student groups.
Student Groups in the Red: None.

Next Steps:
Our next steps include continued staff monitoring of early warning systems, as well as PBIS Tier 2 attendance intervention and individual goal setting for students and families. We will also continue focusing on increased family engagement strategies for target populations.

Suspension Rate
Overall suspension rates remain low (1.1%) and in Green status, indicating that districtwide behavioral expectations, PBIS structures, and restorative practices are largely effective. However, Socioeconomically Disadvantaged students (3.6%) and English Language Learners (4.8%) continue to be suspended at a higher rate than average, reflecting disproportionate exclusionary discipline outcomes. Because suspension results in loss of instructional time and can weaken student connection to school, these disproportionalities may contribute to both academic performance gaps and attendance variability. The higher suspension rate among Students with Disabilities (1.3%) suggests that behavioral interventions may require greater alignment with individualized support plans and proactive behavior supports embedded within classroom instruction. The data indicates that universal behavior systems are functioning well, but differentiated behavioral supports may need strengthening to reduce subgroup disparities.

Student Groups in the Red: Socioeconomically Disadvantaged

Next Steps:

Interventions include early identification process through MTSS Tier 2 data tracking as well as reinforcing PBIS practices at schools with greater consistency. We are also continuing our work in restorative practices to support positive culture on campus and sustain low suspension rates.
We are dedicated to continuing to monitor this data and taking proactive steps to ensure all students feel included through use of programs like PBIS to support positive behavior and engagement.

English Learner Progress Indicator (ELPI)
The district demonstrated strong growth in English Learner progress toward proficiency with 66.7% of our English Learners making adequate progress toward English proficiency, a 14.5% increase from the year prior. We saw a 19.5% increase in the number of students who progressed at least one ELPI level. This growth indicates that designated ELD services and reclassification monitoring structures are producing measurable progress in language acquisition. However, the academic achievement gap in ELA and mathematics suggests that, while students are progressing linguistically, the transfer of academic language into content mastery requires continued attention.

We recognize that more support is needed to help students progress on the ELPAC assessment, and we have maintained our EL staffing at 1.4 FTE. Addressing these needs has been a priority as we work to enhance our programs and services for English learners. We implemented 'newcomer' toolkits that provided staff with readily available materials to help support students in the classroom. Our EL faculty continues to support classroom teachers by providing information and resources to facilitate integrated and designated ELD instruction (Goal 1, Action 1.4). We developed our District EL Master Plan to serve as a roadmap for the next 3 years, guiding improvements and better supporting our English language learners.

Next Steps:
Our next steps will include, providing professional development on English Learner best practices to all faculty, facilitated by our 1.4 FTE staff members dedicated to supporting our English Language Development (ELD) program. We will continue to utilize our DELAC to ensure that families and staff are working step by step with each other for success.

LREBG Funds:
In 2026-27, LUSD will have remaining funds. We will continue utilizing LREBG funds to support the salaries of intervention teachers. This approach supports small-group and individualized instruction to close achievement gaps, particularly for English learners and low-income students, addressing both academic recovery and core instructional needs. The impact of these actions will continue to be monitored using local benchmark assessments and disaggregated CAASPP data to ensure improved outcomes for the unduplicated student groups.

Reflections: Technical Assistance

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

Not Applicable

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.

LUSD has no schools eligible for Comprehensive Support and Improvement. This section is not applicable

Support for Identified Schools

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

LUSD has no schools eligible for Comprehensive Support and Improvement. This section is not applicable

Monitoring and Evaluating Effectiveness

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

LUSD has no schools eligible for Comprehensive Support and Improvement. This section is not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	• Surveyed 5th-8th grade students (Nov 2025) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement, and Instruction • Student data was compared to corresponding staff and parent survey feedback to analyze trends and patterns • Additional feedback collected at the site level through leadership classes, PBIS rallies, site-based campus culture surveys, and participation in various site initiatives. Feedback related to the LCAP is included for consideration. This information is used to develop the LCAP and monitor progress toward goals. • District Administration met with leadership students on each of the 6 campuses (February/March 2026) to review LCAP Data, discuss student survey responses, and gather additional student feedback.
Parents/Guardians	• Surveyed parents (Nov 2025) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement, and Instruction • Parent data was compared to corresponding staff and student survey feedback to analyze trends and patterns • Present the LCAP to the Parent Advisory Committee (January 2026) and the District English Learner Parent Advisory Committee (April 2026). Feedback from these

Educational Partner(s)	Process for Engagement
	committees is considered in developing and monitoring progress with LCAP goals. • Parent-Teacher Club (PTC) Presidents meet monthly with the Superintendent; the LCAP is reviewed, and feedback is collected (May 2026).
Principals	• Surveyed all staff groups (Nov 2025) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement and Instruction • Staff data was compared to the corresponding community and student survey feedback to analyze trends and patterns • Weekly Cabinet meetings that include site and district administrators are held to collaborate and gather feedback around goals and actions related to the LCAP. This feedback is considered during the LCAP development and progress monitoring process.
Administrators	• Surveyed all staff groups (Nov 2025) to request input related to three key areas: Learning Environment and Culture; Communication; - Student Achievement and Instruction. • Staff data was compared to the corresponding community and student survey feedback to analyze trends and patterns. • This information is used directly in building and monitoring LCAP goals.
Other School Personnel (Non Represented)	• Surveyed all staff groups (Nov 2025) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement and Instruction • Staff data was compared to the corresponding community and student survey feedback to analyze trends and patterns • Weekly staff meetings by school site enable principal-led discussions on areas of strength and areas for improvement. Feedback related to the LCAP is shared and considered. This staff collaboration and feedback are used to build and monitor the LCAP process.
California School Employee Group (CSEA)	• Surveyed all staff groups (Nov 2025) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement and Instruction • Staff data was compared to the corresponding community and student survey feedback to analyze trends and patterns

Educational Partner(s)	Process for Engagement
	• Ongoing communication (at least once per semester) between the Superintendent and CSEA to communicate needs and areas for growth. Feedback related to the LCAP is included for consideration.
Loomis Teachers Association (LTA)	• Surveyed all staff groups (Nov 2025) to request input related to three key areas: Learning Environment and Culture; Communication; Student Achievement and Instruction • Staff data was compared to the corresponding community and student survey feedback to analyze trends and patterns • Ongoing communication (at least once per semester) between the Superintendent and LTA to communicate needs and areas for growth. Feedback related to the LCAP is included for consideration. • Following staff development days (three per year), an opportunity for written feedback was provided to all attending staff (LTA and others). This feedback is used to drive future actions related to the LCAP.
PCOE and SELPA	• District office administrators responsible for the LCAP collaborate with PCOE staff (Fall 2025 and Spring 2026) • District office administration responsible for the LCAP meet with our SELPA Program Specialist annually (March 2026) to discuss Special Education and supports as they relate to the LCAP goals and actions. Feedback is considered and incorporated into the LCAP as appropriate.

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

LUSD believes that cultivating collaborative relationships with educational partners and creating venues for sharing feedback during the development of the Local Control and Accountability Plan (LCAP) leads to a plan that encompasses the diverse perspectives of our educational partners while meeting our school district's unique needs. Our approach is grounded in the belief that multiple perspectives enrich the process and ultimately lead to higher levels of student success. LUSD actively seeks input from teachers, principals, administrators, other school personnel, local bargaining units (Loomis Teachers Association and California School Employees Association), parents, and students. Feedback is collected in a variety of ways, including surveys, advisory councils, and school site meetings. This collaborative approach not only ensures accountability but also strengthens our collective commitment to educational excellence.

Feedback from educational partners was collected, analyzed, and influenced the LCAP in the following ways:

Students:

- Goal 1, action 1.5 was influenced by feedback by 5th-8th grade students via the student survey (November 2025) which indicated that they valued continued access to non-academic experiences such as before/after school clubs. As these opportunities were previously funded via one-time funds the addition of expanded learning via the LCAP in goal 1, action 1.5 will provide ongoing access.

- Goal 2, action 2.1 was developed in response to feedback from 5th–8th grade students collected through the November 2025 student survey. Students expressed concerns that peer behaviors were disrupting the learning environment. In response, LUSD implemented restorative practice training and implemented Tier I social-emotional learning strategies during the 2025-2026 school year, including class meetings and restorative circles. Training and refinement of these foundational practices will continue into the next school year to strengthen school climate and student connections.

Parents/Guardians:

- Goal 3, action 3.1 was shaped by parent feedback gathered through the November 2025 community survey, highlighting the need for streamlined communication through a single platform rather than varying by teacher or site. Parents also expressed interest in aligning with the communication systems used by Placer Union High School District. In response, LUSD piloted and then launched ParentSquare, a mass communication software, district-wide in Fall 2024. Based on parent survey feedback, LUSD will focus on refining communication practices at all levels. This will include frequency of parent communication, qualify of communication, and appropriate tool for communication.

- Goal 1, action 1.5 was also informed by parent survey data, which echoed student feedback in emphasizing the value of after-school opportunities. Parents indicated that expanded programs beyond the school day are both meaningful and important for student engagement and development. Parents indicated an interest in advanced math for 8th graders. We will offer a pilot program for qualifying 8th-grade students, providing in-person before-school math for Integrated Math 1, as well as a virtual option for the Integrated Math 1.

Staff (Teachers, non-represented, and CSEA):

- Goal 1 action 1.5 aligned for students, parents, and staff--as previously mentioned, staff also felt that providing continued support for students, particularly academic support, via before/after school and through intervention teachers within the school day were vital to ongoing students' success.
- Goal 2, action 2.2 was influenced by feedback from staff via the staff survey (November 2025) which indicated that counseling support and interventions for struggling students were of high importance. As such, the 26-27 school year, our counseling team will continue focused training in Tier 2 and Tier 3 social emotional behavior support strategies and student progress monitoring (i.e., small group evidence-based practices), as well as coaching for staff on Tier 1 instruction (Restorative Practices).

Principals:

- Goal 2, action 2.4, was influenced by principal feedback via weekly cabinet meetings and 1:1 site visits with the LUSD Senior Director of Facilities, Maintenance, and Operations. Feedback indicated the need to update and enhance facilities to improve safety and student access. As such, funding is allocated for ongoing site projects to this end.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The percentage of all students who meet or exceed standards in math and English Language Arts (ELA) will maintain while targeted subgroups, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners, will improve their performance in math and ELA as demonstrated through annual CAASPP data.	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)

An explanation of why the LEA has developed this goal.

In 2023, LUSD met all Local and State Indicators and our students continue to demonstrate high levels of achievement in core subject areas, where 65% of students either met or exceeded state standards in math and 69% of students met or exceeded state standards in English Language Arts per the CAASPP. While LUSD saw a decrease in proficiency percentages on CAASPP following the COVID-19 pandemic scores are rising and/or beginning to approach 2019 levels. There was a 2% increase in students who met or exceeded state standards in math from 2022 to 2023 and LUSD maintained its met or exceeded state standard percentage on ELA from 2022 to 2023. Additionally, LUSD continues to perform well above state and Placer county meet/exceed percentages for CAASPP. Proficiency percentages in 2023 for math were 50% (county) and 35% (state). Proficiency percentages in 2023 for ELA were 61%% (county) and 47% (state). The actions associated with goal #1 outline LUSD's focus on maintaining our high levels of academic achievement in outgoing years.

While the "all student" group continues to perform well (as outlined above), there are student subgroups who do not perform as well. Data related to these student groups are as follows:

Math:
- English Learners (EL) perform, on average, 28.6 points below standard;
- The EL group ranks as "orange" on the California Dashboard;
- Socioeconomically disadvantaged students (SED), on average, perform 15.7 points below standard; and
- The SED group ranks as "yellow" on the California Dashboard.

ELA:
- English Learners (EL) perform, on average, 32 points below standard;
- The EL group ranks as "orange" on the California Dashboard;
- Socioeconomically disadvantaged students (SED), on average, perform 2.5 points above standard;

- The SED group ranks as "yellow" on the California Dashboard;
- Students with disabilities (SWD) perform, on average 39.8 points below standard; and

The metric outcomes outlined below demonstrate progress LUSD plans to make related to the subgroups outlined above. In order to address this area of need LUSD will continue to focus on high quality first instruction strategies with supportive tier II and III interventions within a robust multi-tiered system of support. As outlined below, both general education and special education staff will benefit from professional development, coaching support, and data-driven decision making collaboration to best meet the needs of all students with a particular focus on those with the highest needs. While the overarching focus is on maintaining academic growth for all students, LUSD will target supports for the identified subgroups with the ultimate goal of narrowing the current achievement gap. In order for ongoing growth and a narrowing of the achievement gap to occur student in targeted subgroups must make progress at an accelerated rate. The actions outlined in goal #1 have been chosen specifically to make this type of accelerated growth possible.

English Learners have made significant growth on their language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). In 2023, 71.4% of EL students showed progress towards English language proficiency on the ELPAC. This is an increase of 18.3% from 2022. Given this, LUSD plans to continue actions related to English Language Development (ELD) and supplementary supports/services for ELs. Metrics related to the ELPAC and corresponding actions are outlined in further detail below.

Additionally, Educational Partner feedback supports a broad goal. Community feedback collected via survey had both a high rate of respondents (outlined in the Engaging Educational Partner Section of the LCAP) and majority of respondents responding favorably ("agree" or "strongly agree"). Data related to academic program are outlined below.

Question: My child's/My student's/My academic needs are being met.
Parent: 89%
Staff: 95%
Students: 89%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of "All Students" in grades 3-8 that meet of exceed standard on the ELA & math CAASPP	69% of LUSD students in grades 3-8 met or exceeded standard in ELA on the CAASPP (2023) 65% of LUSD students in grades 3-8 met or exceeded standard in	70% of LUSD students in grades 3-8 met or exceeded standard in ELA on the CAASPP (2024) 64% of LUSD students in grades	71% of LUSD students in grades 3-8 met or exceeded standard in ELA on the CAASPP (2025) 63% of LUSD students in grades	The percentage of the "All Students" group in grades 3-8 that meet or exceed standard in ELA on the CAASPP will be at least 70%	ELA +2% and Math -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		math on the CAASPP (2023)	3-8 met or exceeded standard in math on the CAASPP (2024)	3-8 met or exceeded standard in math on the CAASPP (2025)	The percentage of the "All Students" group in grades 3-8 that meet or exceed standard in math on the CAASPP will be at least 67%	
1.2	Distance from standard (DFS) for MATH for CA Dashboard for subgroups	Distance from Standard on CAASPP for Math (2023): SWD: -54.7 points EL: -28.6 points SED: -15.7 points Hispanic: -10.1 points White: +25.1 points Two or More Races: +38.3 points Asian: +78.2 points	Distance from Standard on CAASPP for Math (2024): SWD: -46.2 points EL: -22.2 points SED: -12.5 points Hispanic: -7 points White: +26.6 points Two or More Races: +38.3 points Asian: +73.7 points	Distance from Standard on CAASPP for math (2025): SWD: -62.1 points EL: -30.3 points SED: -23.3 points Hispanic: -15.1 points White: +25.9 points Two or More Races: +36.8 points Asian: +76.1 points	Each subgroup will improve Distance from Standard on CAASPP for Math by at least 3 points per year. Resulting in the following year 3 outcome for distance from standard in math: SWD: -45.7 points EL: -19.6 points SED: -6.7 points Hispanic: -1.1 points White: +34.1 points Two or More Races: +47.3 points Asian: +87.2 points	SWD -7.4 points, EL -1.7 points, SED -7.6 points, Hispanic -5 points, White +8 points, Two or more races Maintained -1.5 points, Asian -2.1 points
1.3	Distance from standard (DFS) for ELA for CA Dashboard for subgroups	Distance from Standard on CAASPP for ELA (2023): SWD: -39.8 points	Distance from Standard on CAASPP for ELA (2024):	Distance from Standard on CAASPP for ELA (2025): SWD: -36.9 points	Each subgroup will improve Distance from Standard on CAASPP for ELA by at least 3 points	SWD +2.9 points, EL +9 points, SED -4.1 points, Hispanic - 7.8 points, White +2.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: -32 points SED: +2.5 points Hispanic: +20.6 points White: +38.3 points Two or More Races: +61.9 points Asian: +83.8 points	SWD: -27.6 points EL: -21.7 points SED: +5 points Hispanic: + 20 points White: +41 points Two or More Races: +60 points Asian: +101.6 points	EL: -23 points SED: -1.6 points Hispanic: + 12.8 points White: +40.4 points Two or More Races: +57.3 points Asian: +103.7 points	per year. Resulting in the following year 3 outcome for distance from standard in ELA: SWD: -30.8 points EL: -23 points SED: +11.5 points Hispanic: +29.6 points White: +47.3 points Two or More Races: +70.9 points Asian: +92.8 points	points, Two or more races -4.6 points, Asian +19.9 points
1.4	English Learner Progress Indicator on CA Dashboard	English Learner Progress Indicator on CA Dashboard (2023): 71.4%	English Learner Progress Indicator on CA Dashboard (2024): 52.2%	English Learner Progress Indicator on CA Dashboard (2025): 66.7%	English Learner Progress Indicator on CA Dashboard (2023) would maintain at or above 71%	Declined (-4.7%).
1.5	LUSD quarterly Williams Act reports	100% complaint with Williams Act (2024)	100% compliant with Williams Act (2024)	100% compliant with Williams Act (2025)	100% complaint with Williams Act	Maintained (+0%)
1.6	Percentage of credentialed staff members who "Agree" (3) or "Strongly Agree" (4) to the following two statements on Staff Development Surveys: • I gained skills and knowledge.	I gained skills and knowledge: 85% (2024) I am enthusiastic about applying new learning: 88% (2024)	I gained skills and knowledge: 84% (2025) I am enthusiastic about applying new learning: 87% (2025)	I gained skills and knowledge: 78.5% (Nov. 2025) I am enthusiastic about applying new learning: 78.5% (Nov. 2025)	Percentage of credentialed staff members who "Agree" (3) or "Strongly Agree" (4) to the identified two statements on Staff Development Surveys will	Declined: I gained skills and knowledge: (-6.5%) (Nov. 2025) I am enthusiastic about applying new learning: (-9.5%) (Nov. 2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• I am enthusiastic about applying new learning.				maintain at or above: I gained skills and knowledge: 85% I am enthusiastic about applying new learning: 88%	

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.

Successful Implementation:
Action 1.1 – High-Quality Standards-Based Instruction to All Students - LUSD ensured high-quality, standards-based instruction through rigorous curricular materials and comprehensive staff support. The district maintained 100% Williams Compliance, ensuring equitable access to resources. New teachers received guidance through New Employee Orientation and professional development sessions throughout the year, while the Induction Program at PCOE provided mentorship and training. To promote ongoing growth, LUSD offered teacher incentives for professional development, strengthening instruction, and improving student outcomes. One challenge we encountered in this area was finding staffing for a few difficult-to-fill teaching positions (ASL, Spanish, and Middle School Math), which resulted in a material difference.

Action 1.2 – High-Quality Standards-Based Supplemental Curricular Supports - LUSD adopted high-quality supplemental materials and provided professional development to support EL and low-income students. Learning Ally Audiobooks and the Academic Conference Process enhanced literacy and targeted interventions, while the EL Team trained staff on ELD curriculum, best practices, and translation tools. The EL Newcomer Student Toolkit supported student transitions. A Reading Risk Assessment helped identify students for intervention. We piloted University of Florida Literacy Initiative (UFLI) in K-2 to improve phonics instruction. The cost of the UFLI Pilot and subsequent training costs were below the anticipated amount resulting in a lower expenditure. These initiatives supported equitable, high-quality learning experiences for all students. We were able to reduce the CLT (Curriculum Leadership Team) by one member, resulting in lower expenditure.

Action 1.3 – Professional Development for All Staff - LUSD provided extensive professional development to ensure high-quality instruction and support for all staff. Four professional development days for certificated staff, along with a classified development day, included training on curriculum leadership, UFLI, and subject-specific workshops. Teachers received coaching through regular classroom walk observations, the evaluation process, and science collaboration days.
The EL Team offered coaching on ELD curriculum, best practices, and translation tools, with 1:1 ELD strategy sessions throughout the year. Ongoing support was provided through targeted professional development in tiered interventions, data-driven decision-making, and the

MTSS and Academic Conference Processes. These efforts ensured staff were equipped to meet the diverse needs of students within a multi-tiered system of support. Our substitute costs for training and academic conferences were less than anticipated due to labor shortages.

Action 1.4 – English Language Development (ELD) Standards-Based Instruction - LUSD integrated ELD strategies into tier I high-quality first instruction and provided targeted tier II/III interventions for English Learners within a multi-tiered support system. The newly authored EL Master Plan guided these efforts, with 1.4 FTE EL teachers to provide additional coaching and student support. The district also provided support through the Newcomer Intake Process, the Academic Conference Process, and the MTSS Referral Process, ensuring a comprehensive approach to meeting the needs of English learners.

Action 1.5 – Expanded Learning Support Opportunities - LUSD provided additional learning opportunities for students during and after the school day to give unduplicated pupils increased access to the grade-level core curriculum, with a focus on those needing academic intervention. Each school continues to utilize intervention teachers dedicated to ELA and Math. After-school intervention programs were offered to further support student learning. MTSS and intervention blocks continue to be incorporated into the master schedules, ensuring structured time for targeted academic support to help students meet grade-level expectations.

Action 1.6 – Expanded Learning Enrichment Opportunities- LUSD provided additional learning opportunities for students who would benefit from academic enrichment. These opportunities included GATE Robotics, GATE field trips, and an extended day program. The extended day program students had access to enrichment activities such as music, art, culinary arts, local library programs, nutrition education, physical activities, targeted home help, reading libraries, and technology access, ensuring a well-rounded educational experience that supported both academic and personal growth.

Action 1.7 – Instructional Technology- LUSD purchased, repaired, tracked, and replaced technology devices while providing ongoing training on devices, apps, extensions, and intervention materials to support staff and student access to the curriculum in alignment with the newly renewed LUSD Technology Plan. We maintained a 0.6 Technology TOSA position to support technology integration. All certificated staff continue to utilize laptops. Student Chromebooks are available at all schools, and at least six iPads are provided per classroom for grades TK-2.

Action 1.8 – Instructional Technology Supports for Subgroups- LUSD provided training and resources to staff and students to increase the integration of technology supports, allowing unduplicated pupils multiple means of representing information, expressing knowledge, and engaging in learning. These supports included tools like Learning Ally audiobooks, Pocket Talks, Google Translate, iPads, Chromebooks, and C-Pens (text-to-speech).

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.

Estimated Actual Expenditures for Goal 1 are less than the originally budgeted expenditures by $1,466,935. The difference is attributed to the following:

Goal 1, Action 1: Salary and benefit adjustments for certificated and administrative staff, including vacancies and new hires, which resulted in a net decrease in anticipated costs for salaries and benefits. In addition, less than anticipated for substitutes (daily and long-term) resulted in a decrease in estimated actual expenditures. Decreases in anticipated costs of textbook-related supplies and costs associated with the County Teacher Induction Program also accounted for the decrease in estimated actual expenditures. These changes resulted in a net decrease of $1,076,804.

Goal 1, Action 2: Salary and benefits adjustments for vacancies and new hires of educational services support staff resulted in a decrease in anticipated expenditures. Decreases in CLT stipend costs were offset by increases for Academic Conference substitutes. The actual cost of Ren-Learn Progress Monitoring system was less than projected. The result was a net decrease of $51,604 in estimated actual expenditures compared to the originally budgeted expenditures.

Goal 1, Action 3: Increases to salary and benefit adjustments for substitutes and extra time for professional development were offset by decreases in expenditures related to educational services support staff salaries, and benefits (due to vacancy and new hire). This resulted in a decrease in estimated actuals. In addition, decreases in contracted services related to Educator Effectiveness Funds resulted in a decrease in expenditures. The result was a net decrease of $27,328 is estimated actuals compared to the originally budgeted expenditures.

Goal 1, Action 4: Salary and benefits adjustments for the EL teacher and TOSA EL support resulted in a decrease in estimated actuals. In addition, renewal of the Learning Ally program was less than originally anticipated. The result was a net decrease of $10,203 in estimated actual expenditures compared to the originally budgeted expenditures.

Goal 1, Action 5: Salary and benefits adjustments related to Title 1 teachers resulted in a decrease in estimated actuals. In addition, costs for the summer school program, ELOP program, and site-specific before-and-after-school intervention/enrichment programs were less than anticipated. The net result was a decrease of $211,437 in estimated actuals compared to the originally budgeted costs.

Goal 1, Action 6: Slight decreases in costs for Kinder Prep Camp and a decrease in actual expenditures related to the GATE program resulted in a net decrease of $8,881 in estimated actual expenditures related to this goal.

Goal 1, Action 7: The original budget included G-Suite student licensing costs, which, due to changes in Google's services, were not required/billed. Vehicle costs, tech supply costs (chromebook replacements), conference costs, and contracted services were less than originally budgeted. The net result was a decrease of $84,854 in estimated actuals compared to the originally budgeted expenditures.

Goal 1, Action 8: Salary and benefit adjustments for TOSA and Tech Support positions resulted in an increase in estimated expenditures. In addition, there was a slight increase in related technology supplies, offset by a decrease in contracted services. The net result was an increase of $4,176 over the originally budgeted amount.

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

All actions and services for goal #1 are intended to positively impact academic growth for students both as a whole and in targeted groups. As the three-year LCAP was drafted (2024-2027), LUSD focused on metrics that would provide academic progress data for all students and specific target groups. LUSD has grouped the actions for goal 1, along with applicable data sources, into two groups—actions meant to

improve academic progress for all students and actions meant to improve academic progress for target groups (English Learners and Students with Disabilities).

Actions meant to improve academic progress for all students
1.1 – High-Quality Standards-Based Instruction to All Students
1.3 – Professional Development for All Staff
1.6—Expanded learning enrichment opportunities
1.7—Instructional technology

Action 1.1 – High-Quality Standards-Based Instruction to All Students demonstrated strong effectiveness, with CAASPP ELA scores increasing from 70% in 2024 to 71% in 2025. Math scores remained stable at 63%, with a target of 67% by 2026. English Learner Progress, measured by the CA Dashboard, increased from 52.2% in 2024 to 67% in 2025, with a goal of reaching 71%+ by 2026. LUSD's structured staff support, including mentorship, professional development incentives, and curriculum leadership, contributed to instructional quality and student achievement.

Action 1.3 – Professional Development for All Staff demonstrated strong effectiveness, with CAASPP ELA scores maintaining from 70% in 2024 to 71% in 2025, while math maintained at 63%, with a target of 67% by 2026. Staff development survey results showed high engagement, with 78% of teachers in 2025 reporting gains in skills and knowledge and 78% expressing enthusiasm for applying new learning. LUSD's professional development efforts, including curriculum leadership training, and subject-specific workshops, provided critical support for instructional excellence. Ongoing coaching through classroom observations, 1:1 evaluation support, and science collaboration days ensured sustained growth. The EL Team's training on ELD curriculum and best practices, along with specialized EL conferences and targeted interventions, further strengthened instructional capacity within a multi-tiered system of support.

Action 1.6 – Expanded Learning Enrichment Opportunities showed a successful outcome by providing academic enrichment for students through GATE Robotics, GATE field trips, and an extended day program. The extended day program offered activities such as music, art, culinary arts, library programs, nutrition education, physical activities, targeted homework help, reading libraries, and technology access, fostering both academic and personal growth. CAASPP results showed ELA improvement from 70% to 71%, while math slightly declined from 64% to 63%, with a goal of reaching 67% by 2026. These efforts aimed to enhance student learning beyond the classroom, ensuring a well-rounded educational experience.

Action 1.7 – Instructional Technology successfully ensured students and staff had access to essential technology by purchasing, repairing, tracking, and replacing devices in alignment with the LUSD Technology Plan. A 0.6 FTE Technology TOSA position was maintained to support integration, and ongoing training was provided on devices, apps, and intervention tools. All certificated staff continued to use laptops, with student Chromebooks available at all schools and at least six iPads per TK-2 classroom. CAASPP results showed ELA improvement from 70% to 71%, while math declined slightly from 64% to 63%, with a 2026 goal of reaching 67%. These efforts aimed to enhance digital access and learning.

Given CAASPP, local assessments, and additional data sources as described above, LUSD considers action items 1.1, 1.3, 1.6, and 1.7 to have been effective in maintaining and improving LUSD student achievement to a large degree.

Actions meant to improve academic progress for target groups:

1.2—High quality, standards-based supplemental curricular supports
1.4—English language development (ELD) standards-based instruction
1.5—Expanded learning support opportunities
1.8—Instructional technology supports for subgroup

Action 1.2 – High-Quality Standards-Based Supplemental Curricular Supports demonstrated strong effectiveness, with CAASPP ELA scores increasing from 70% in 2024 to 71% in 2025, while math scores remained stable at 63%, with a target of 67% by 2026. LUSD's adoption of high-quality supplemental materials, professional development for EL and low-income student support, and targeted interventions contributed to maintaining and improving student achievement. Programs like Learning Ally, the Academic Conference Process, intervention classes for those most at risk, and collaboration with Placer County reinforced instructional best practices.

Action 1.4 – English Language Development (ELD) Standards-Based Instruction demonstrated somewhat effective outcomes, with CAASPP ELA scores rising from 70% to 71% and math holding at 63%, targeting 67% by 2026. EL progress increased from 52.2% to 66.7%, with a goal of 71%+. CAASPP Distance from Standard (DFS) remains an area for improvement for EL students in ELA (-23) and math (-30). LUSD enhanced ELD instruction through integrated strategies, increased EL teacher support, and targeted interventions. Teachers received training in Reading Wonders ELD and ELPAC assessments. The district reinforced support with the EL Master Plan, Newcomer Intake, Academic Conference, and MTSS Referral Processes, ensuring ongoing improvement.

Action 1.5 – Expanded Learning Support Opportunities showed generally successful outcomes, with CAASPP ELA scores slightly increasing from 70% to 71% and math slightly decreasing from 64% to 63%, targeting 67% by 2026. LUSD maintained academic interventions during and after school, ensuring unduplicated students had greater access to grade-level curriculum. Dedicated intervention teachers supported ELA and math, while after-school programs and structured MTSS intervention blocks provided targeted support. These efforts aimed to close achievement gaps and help students meet grade-level expectations.

Action 1.8 – Instructional Technology Supports for Subgroups Somewhat successful in enhancing learning for unduplicated pupils, as we provided training and resources to integrate technology tools such as Learning Ally audiobooks, Pocket Talks, Google Translate, iPads, Chromebooks, and C-Pens (text-to-speech). CAASPP results showed ELA improvement from 70% in 2024 to 71% in 2025, while math slightly declined from 64% to 63%, with a 2026 goal of reaching 67%. Subgroup DFS improvements included SWD in math from -46.2 to -36.9, with all subgroups aiming for at least a three-point annual increase.

Given the information and data sources described above, LUSD considers action items 1.2, 1.4, 1.5, and 1.8 to have been effective overall in addressing the needs of LUSD student subgroups as it relates to academic achievement.

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

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	High-quality, standards-based instruction to all students	LUSD will provide high quality teachers that meet applicable state certification and licensure requirements and will ensure that students and teachers have access to standards aligned materials.	$14,475,928.00	No
1.2	High-quality standards-based supplemental curricular supports	LUSD will evaluate, adopt, and utilize high quality supplemental curricular materials and support to meet the needs of unduplicated pupils (EL and Low Income) and provide professional development and coaching to staff on instruction, assessment, and differentiation support aligned to standards.	$277,403.00	Yes
1.3	Professional development for all staff	LUSD will provide professional development to support teachers in delivering high-quality first instruction using standards aligned materials. Additionally, professional development will be provided to all staff to support the effective implementation of tiered interventions, enrichment, and academic support to meet the needs of students within a multi-tiered system of support using data-driven decision making. This will include professional development for teachers specific to English Learners.	$319,574.00	No
1.4	English language development (ELD) standards based instruction	LUSD teachers will incorporate ELD strategies into their tier I high quality first instruction and provide tier II/III interventions specifically designed to meet the needs of English Learners within a multi-tiered system of support.	$235,637.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Expanded learning support opportunities	LUSD will provide additional learning opportunities for students either incorporated into the school day or offered outside of it. These opportunities will allow unduplicated pupils increased access to grade level core curriculum. These student groups will include those in need of academic intervention.	$1,683,897.00	Yes
1.6	Expanded learning enrichment opportunities	LUSD will provide additional learning opportunities for those who would benefit from academic enrichment.	$107,237.00	No
1.7	Instructional Technology	LUSD will purchase, repair, track, and/or replace technology devices and provide continued training of devices, apps, extensions, and intervention materials that support staff and student access to curriculum and instruction in alignment with LUSD Technology Plan.	$359,948.00	No
1.8	Instructional technology supports for subgroups	LUSD will provide training and resources to staff and students for the purpose of increasing integration of technology supports that allow unduplicated pupils with multiple means of representing information, expressing knowledge, and engaging in learning.	$152,034.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The instructional environment will be both emotionally and physically safe for all students as measured by suspension rates, attendance percentages, facility rating, and local assessment data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

One area that LUSD continues to address is social-emotional instruction and support. The overall goal is to provide students with a safe instructional environment that allows them to better manage their emotions, resolve conflict, and form positive relationships. As indicated in the California School Dashboard in 2023, LUSD has an overall low suspension rate of 1.9% of students being suspended at least one day. Unfortunately, this is an increase of .6% when compared to the previous school year (2022) and, therefore, the CA Dashboard level for suspensions was orange. Based on this, a reduction to a level of 1.5% of students being suspended at least one day should result in LUSD reaching a green level for suspensions by the end of the three year LCAP cycle. Additionally, LUSD had three student subgroups in the orange. These subgroups and their corresponding suspension percentages are outlined in the metrics section for goal #2.

While LUSD's attendance rate dropped following COVID, it has been on the rise in recent years. LUSD's attendance percentage pre-COVID (2020) was 96%. Attendance dropped as low as 93% but has been on the rise. Attendance data collected at in April 2023 indicate an attendance percentage of 95.5%. This attendance increase can be attributed to the actions included within the LCAP that contribute to school culture and climate that is both positive and safe. Another data point used to assess the culture and climate of a school is the fidelity of the Positive Behavior Intervention and Support (PBIS) program. Four LUSD schools--Franklin, Loomis Grammar, Penryn, and Placer--implement PBIS at present. Each school completes an annual Tiered Fidelity Inventory (TFI) for their tier I, II, and III under the direction of an independent evaluator. The evaluator must be certified by the California PBIS Coalition and cannot be a member of the site team evaluating fidelity. School PBIS teams must score at least 70% at each level of the TFI in order for it be considered that they are implementing with fidelity. During 2023 data collection all PBIS schools scored well above a 70% for all tiers. Scores are outlined in detail in the metric section below.

LUSD facilities, as measured by the Facility Inspection Tool (FIT) continue to rate "fair" at all school sites in 2023. This can be attributed to the aging of LUSD school facilities--the newest of which is over 20 years old. While LUSD has always been good stewards to our school campuses, given aging facilities, in recent years the focus has shifted from one of maintenance to one of replacement. The work that needs to be done to replace aging facilities can only be addressed via the LCAP in small part. Therefore, additional funding outside of those provided by standard state and federal fund alone are being investigated.

Additionally, Educational Partner feedback supports a broad goal. Community feedback collected via survey had both a high rate of respondents (outlined in the Engaging Educational Partner Section of the LCAP) and majority of respondents responding favorably ("agree" or "strongly agree"). Data related to emotional safety and positive school climate are outlined below.

Question: There is an atmosphere of care, respect, and responsibility at my child's/my school.
Parent: 93%
Staff: 99%
Students: 85%

Question: My child's/My student's/My social/emotional needs are being met.
Parent: 88%
Staff: 81%
Students: 84%

Given overall positive metrics and ongoing satisfaction with the emotionally and physically safe environment provided within LUSD a broad goal was written for goal #2.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	1.9% of students suspended at least one day (2023) CA Dashboard Level: Orange	0.9% of students suspended at least one day (2024) CA Dashboard Level: Green	1.1% of students suspended at least one day (2025) CA Dashboard Level: Green	No more than 1.5% of students will be suspended at least one day. CA Dashboard Level: Green	Declined (-0.8%) of students suspended at least one day (2025) CA Dashboard Level: Green
2.2	Suspension Rate (Subgroups)	Percentage of students suspended at least one day (2023) SED: 3.3% SWD: 3.7% White: 2.1% EL: 1.3% Hispanic: 1%	Percentage of students suspended at least one day (2024) SED: 1.3% SWD: 1.6% White: .9% EL: 1.1% Hispanic: 1.3%	Percentage of students suspended at least one day (2025) SED: 3.6% SWD: 1.3% White: 1% EL: 4.8% Hispanic: 1.2%	No more than the following percentage of students suspended at least one day by subgroup: SED: 2.4% SWD: 2.8%	Percentage of students suspended at least one day (2025) SED: +2.3% SWD: -0.3% White: +.1% EL: +3.7% Hispanic: -.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: .6% Asian: 0%	Two or More Races: .5% Asian: 0%	Two or More Races: 1.1% Asian: 2.2%	White: 1.5% EL: 1.3% Hispanic: 1% Two or More Races: .6% Asian: 0%	Two or More Races: +0.6% Asian: +2.2%
2.3	Attendance Rate	Average Daily Attendance (ADA) for 2023: 95%	Average Daily Attendance (ADA) for 2024: 95.6%	Average Daily Attendance (ADA) for 2025: 95.8%	ADA will meet or exceed 95%	Average Daily Attendance (ADA) improved +0.8%
2.4	Chronic Absenteeism (Subgroups)	Percentage of students chronically absent (2023) SED: 21.8% EL: 18.9% SWD: 17.7% Hispanic: 13.1% Two or More Races: 12% White: 9.3% Asian: 0%	Percentage of students chronically absent (2024) SED: 17% EL: 19.1% SWD: 14.9% Hispanic: 9.1% Two or More Races: 5.5% White: 8% Asian: 9.6%	Percentage of students chronically absent (2025) SED: 16.8% EL: 10.8% SWD: 13.5% Hispanic: 11.31% Two or More Races: 5.1% White: 7.1% Asian: 9.1%	Chronic Absenteeism by subgroup will be at or below the following percentages: SED:13% EL: 10% SWD: 14.7% Hispanic: 10.1% Two or More Races: 10.2% White: 8.7% Asian: 0%	Percentage of students chronically absent (2025) SED: -5% EL: -8.1% SWD: -4.38% Hispanic: -1.8% Two or More Races: -4.2% White: -2.2% Asian: 9.1%
2.5	Facility Inspection Tool (FIT)	All LUSD facilities scored a "fair" rating on the FIT for 2023	All LUSD facilities scored a "fair" rating on the FIT for 2024	All LUSD facilities scored a "fair" rating on the FIT for 2025	All LUSD facilities will score a "fair" rating on the FIT	USD maintained "fair" rating on the FIT
2.6	Positive Behavior Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI)	TFI scores to tier for each PBIS School (Spring 2024): Franklin: Tier I: 87% Tier II: 96% Tier III: 91%	TFI scores to tier for each PBIS School (Spring 2025): Franklin: Tier I: 93 % Tier II: 65 %	TFI scores to tier for each PBIS School (Spring 2026): Franklin: Tier I: 100 % Tier II: 96 %	All LUSD PBIS implementing schools will score a 70% or greater on the TFI for each tiered level of support they offer.	All PBIS schools implemented Tier 1 with 80% or greater fidelity. All (4) PBIS schools implementing PBIS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Loomis Grammar: Tier I: 97% Tier II: 100% Tier III: 97% Penryn: Tier I: 100% Tier II: 100% Tier III: 97% Placer: Tier I: 100% Tier II: 96% Tier III: 88%	Loomis Grammar: Tier I: 86 % Tier II: 84 % Penryn: Tier I: 96% Tier II: 85% Placer: Tier I: 98% Tier II: 85%	Loomis Grammar: Tier I: 90 % Tier II: 85 % Penryn: Tier I: 97% Tier II: 96% Placer: Tier I: 93% Tier II: 77% Ophir Tier 1: 80%		Tier 2 scored over 75%. (Ophir continued the work of effective Tier 1 implementation).

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.

Successful Implementation:
Action 2.1 - Social-emotional learning (SEL) for all students
LUSD successfully provided support and training to staff in implementing Second Step, Restorative Circle/Class Meeting Development, and Positive Behavior Intervention and Support (PBIS), which are evidence-based practices for Tier 1 and social-emotional learning for all students.

Action 2.2 - Social-emotional and behavioral intervention
All PBIS schools are fully implementing Tier 1 and MTSS Tier 2 Supports. PBIS and MTSS Tier 2 and 3 request-for-assistance process provides targeted social-emotional and behavioral interventions.

Action 2.3 - Online safety supports
Implemented Web Filters and Go Guardian system districtwide to maintain a safe online environment for students and staff. Common Sense Media Digital Citizenship lessons were provided to all students to increase appropriate technology use.

Action 2.5 - Co-curricular and extracurricular activities

Provided Music and PE instruction for all students K-8. Spanish or ASL instruction is provided for all 7th and 8th-grade students. Extracurricular activities include Junior Eagles Band, choir, esports, and Loomis Basin Athletic League sports to foster students' connection to school.

Action 2.6 - School safety and climate
Successful implementation of PBIS or IB Attribute Celebration in all LUSD schools.

Implementation Challenges:
Action 2.4 - Facility improvements
Facility improvements were challenging due to limited funding and the inability to pass a school bond. While the district maintained facilities at a “Fair” FIT rating and addressed repairs through the maintenance request process, the lack of comprehensive facility upgrades limited the district’s ability to fully enhance learning environments. The district has continued to use the FIT Tool and site walkthroughs to prioritize improvements, but progress remains incremental.

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.

Estimated Actual Expenditures for Goal 2 are more than the originally budgeted expenditures by $328,014. The difference is attributed to the following:

Goal 2, Action 1: Salary and benefits adjustments related to counseling and behavioral support positions resulted in an increase in estimated actual expenditures. The net result was an increase of $23,462 in estimated actuals compared to originally budgeted expenditures.

Goal 2, Action 2: Salary and benefits adjustments related to counseling and behavioral support positions resulted in an increase in estimated actual expenditures. Additional increases related to PBIS, resulted in a net increase of $2,215 over the originally budgeted expenditures.

Goal 2, Action 3: Salary and benefits adjustments to the Technology Coordinator position (vacancy, subsequent new hire, and a transfer of LBCS' proportionate share) resulted in a decrease in estimated actual expenditures. In addition, there was a slight decrease in the actual costs of Go-Guardian teacher renewal. The net result was a decrease of $33,385 in estimated actual expenditures compared to the originally budgeted expenditures.

Goal 2, Action 4: Slight decreases to estimated actual costs for security (safety shield,fortinet), were offset by increases in facility use costs (supplies, equipment, contracted services), grounds (supplies, pest control, equipment, contracted services) and routine restricted maintenance (repairs, contracted services, equipment, land improvements, ADA projects). In addition, there was an increase in contracted services (RDA Funds). The net result was an increase of $272,974 in estimated actuals compared to the originally budgeted actuals.

Goal 2, Action 5: Salary and benefits adjustments for music, PE, ASL, Spanish, and the inclusion of staffing funded through Prop 28 funds resulted in a decrease of estimated actuals. There were slight increases in supplies (music, Prop 28). In addition, there were increases in

music-related field trip and transportation costs, and referee costs (LBAL). Overall, the net result was an increase of $66,186 in estimated actual expenditures compared to the originally budgeted expenditures.

Goal 2, Action 6: Increases in technology supplies were offset by decreases in mileage and conference costs for counselors. The net result was a decrease of $3,438 in estimated actual expenditures compared to the originally budgeted expenditures.

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

Based on an analysis of quantitative metrics and qualitative indicators, the actions associated with Goal 2 demonstrated overall effectiveness in maintaining a positive school climate; however, the impact was not consistent across all student groups.

The implementation of Actions 2.1 through 2.6 contributed to sustained low suspension rates and high attendance by collectively providing a multi-tiered system of support. Universal SEL instruction (2.1) established consistent behavioral expectations and relationship-building opportunities; targeted behavioral interventions (2.2) increased access to timely support for students with identified needs; online safety systems (2.3) reduced risks associated with digital environments; co-curricular and extracurricular opportunities (2.5) increased student engagement and school connectedness; and school climate systems (2.6), including PBIS and IB recognition structures, reinforced positive behaviors and strengthened school culture.

As a result of these coordinated supports, the overall suspension rate remained low at 1.1%. Several student groups met or remained near metric targets, including:

- Students with Disabilities (decreased from 1.6% to 1.3%)
- Hispanic students (decreased from 1.3% to 1.2%)
- White students (slight increase from 0.9% to 1.0%)
- Two or More Races (increase from 0.5% to 1.1%)

However, three student groups experienced increases in suspension rates, indicating that current supports did not fully address specific barriers:

- Socioeconomically Disadvantaged students increased from 1.3% to 3.6%
- English Learners increased from 1.1% to 4.8%
- Asian students increased from 0% to 2.2%

These increases suggest that while Tier 1 systems were effective overall, they did not consistently translate into improved outcomes for all subgroups because some students require more targeted, culturally responsive, or differentiated behavioral supports.

Attendance data further supports this pattern. Overall attendance remained strong at 95.6%, exceeding the 95% target, thanks to engaging environments and consistent expectations. Chronic absenteeism decreased across many groups; however, the following groups continue to experience higher rates:

- Socioeconomically Disadvantaged students (16.8%)
- Students with Disabilities (13.5%)
- Hispanic students (11.3%)

- English Learners (10.8%)

These data indicate that barriers such as access, engagement, or external factors continue to impact attendance for specific student groups, requiring more targeted interventions.

Moving forward, the district will refine and expand targeted supports for English Learners, Socioeconomically Disadvantaged students, and Asian students by strengthening Tier 2 and Tier 3 interventions, increasing culturally responsive practices, and improving family engagement strategies. The district will also address chronic absenteeism among Hispanic and Socioeconomically Disadvantaged students by strengthening home-school partnerships, including expanded DELAC engagement opportunities, because increased family connection and communication can improve student attendance and sense of belonging.

The district will continue implementation of PBIS and SEL systems to maintain strong universal supports while focusing on increasing differentiation within those systems. This approach is intended to improve outcomes for identified subgroups by building on existing effective structures and addressing gaps in access and responsiveness. Progress will continue to be monitored through suspension rates, attendance rates, and subgroup-specific data to ensure that actions result in measurable improvements.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social-emotional learning (SEL) for all students	In order to support positive mental health and increase educational access LUSD will provide curricular materials, resources, and ongoing professional development for staff in order to support the implementation of evidence based practices for tier I, social-emotional learning for all students.	$592,378.00	No
2.2	Social-emotional and behavioral intervention	LUSD will provide and progress monitor targeted social-emotional and behavioral interventions. Ophir STEAM Academy will be onboarding at tier I for PBIS in the 2024-2025 school year.	$162,223.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Online safety supports	LUSD will maintain appropriate filters, platforms, and system updates in order to maintain a safe online environment for all staff and students. Additionally, curriculum, training, and support will be provided in the areas of digital citizenship and appropriate technology usage.	$210,580.00	No
2.4	Facility improvements	LUSD will update or enhance facilities as needed to improve the student learning environment, community involvement and student, staff and parent safety and security.	$1,518,334.00	No
2.5	Co-curricular and extra curricular activities	LUSD will offer and provide co-curricular activities, including music and physical education as well as extracurricular activities such as Junior Eagles Band, choir, and Loomis Basin Athletic League sports to foster students' connection to school.	$1,433,675.00	No
2.6	School safety and climate	LUSD will implement programs and initiatives that support positive school climate and safety.	$13,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent and community members will engage in the school community as demonstrated through parent participation rates in outreach opportunities and survey feedback.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Over the past several years, as outlined in the Educational Partner Feedback sections of the LCAP, LUSD has reported high percentages of positive feedback on community surveys. As such, LUSD hopes to focus its continued efforts on effectively communicating at the classroom, school, and district level as well as focusing on high quality first instruction and a multi-tiered system of support that meets the needs of all students and families.

Additionally, Educational Partner feedback supports a maintenance of progress goal. While data has been overwhelmingly positive there were slight declines between LCAP baseline data in 2019 and baseline data from 2023. While percentages continue to climb LUSD would like to focus on maintaining this progress throughout this three year LCAP.

Community feedback collected via survey had both a high rate of respondents (outlined in the Engaging Educational Partner Section of the LCAP) and majority of respondents responding favorably ("agree" or "strongly agree"). Data related to educational partner engagement are outlined below.

Question: Parents and Community/Students are provided with an opportunity to be involved in our school community.
Parent: 97%
Staff: 99%
Students: 93%

When asked if they agreed that communication was satisfactory at the classroom/school/district level the favorable responses were as follows:

Teacher communication:
Parent: 93%
Staff: 93%
Students: 91%

School communication:

Parent: 93%
Staff: 98%
Students: 92%

District communication:
Parent: 96%
Staff: 100%
Students: 83%

Additionally, while parents continue to attend District English Learner Advisory Committee (DELAC) meetings, LUSD is looking to continue our growth in participation for outgoing years.

Given overall positive metrics and ongoing satisfaction with the emotionally and physically safe environment provided within LUSD a maintenance of progress goal was written for goal #3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Educational partner outreach survey	2023 Survey Data: Survey Feedback--percentage that agree or strongly agree Parents: Learning Environment and Culture 94% Communication 94% Student Achievement and Instruction 89% Staff: Learning Environment and Culture 99% Communication 97%	2024 Survey Survey Feedback--percentage that agree or strongly agree Parents: Learning Environment & Culture 95% Communication 94% Student Achievement & Instruction 87% Staff:	2025 Survey Survey Feedback--percentage that agree or strongly agree Parents: Learning Environment and Culture 92.4% Communication 92% Student Achievement and Instruction 85% Staff:	On a community survey provided to educational partners, at least 90% of respondents will respond positively, which is defined as a score of 3 or higher on a 4-point scale, to each question area (Learning Environment and Culture, Communication, Student Achievement and Instruction).	2025 Survey Data: Survey Feedback--percentage that agree or strongly agree- Parents: Learning Environment and Culture (-1.6%) Communication (-2%) Student Achievement and Instruction (-4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Achievement and Instruction 93%	Learning Environment & Culture 96% Communication 98% Student Achievement & Instruction 93%	Learning Environment & Culture 96% Communication 98% Student Achievement and Instruction 93%		Staff: Learning Environment and Culture (-3%) Communication (-1%) Student Achievement and Instruction (+0%).
3.2	Community Educational Partner Survey (Communication Section)	2023-2024 Survey Data: Survey Feedback--percentage that agree or strongly agree Parents: My child's teacher effectively communicates-93% My child's school effectively communicates-93% LUSD effectively communicates-96% Staff: I effectively communicate with families regarding	2024-2025 Survey Survey Feedback--percentage that agree or strongly agree Parents My child's teacher effectively communicates 91% My child's school effectively communicates 92% LUSD effectively communicates 98% Staff I effectively communicate with families regarding expectations,	2025 Survey Survey Feedback--percentage that agree or strongly agree Parents: My child's teacher effectively communicates-91% My child's school effectively communicates-89% LUSD effectively communicates-96% Staff: I effectively communicate with families regarding	On a community survey provided to educational partners, at least 90% of respondents will respond positively, which is defined as a score of 3 or higher on a 4-point scale, to each question within the “Communication,” section of the survey.	2025 Survey Survey Feedback--percentage that agree or strongly agree Parents: My child's teacher effectively communicates-(-2%) My child's school effectively communicates-(-4%) LUSD effectively communicates-(+3%) Staff: I effectively communicate with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		expectations, academic progress and events. 93% My school effectively communicates with me regarding expectations, academic progress and events. 98% LUSD effectively communicates with me regarding district-wide announcements and events. 100%	academic progress & events. 100% My school effectively communicates with me regarding expectations, academic progress and events. 96% LUSD effectively communicates with me regarding district-wide announcements and events. 100%	expectations, academic progress and events. 98% My school effectively communicates with me regarding expectations, academic progress and events. 96% LUSD effectively communicates with me regarding district-wide announcements and events. 99%		families regarding expectations, academic progress and events. (+5%) My school effectively communicates with me regarding expectations, academic progress and events (-2%) LUSD effectively communicates with me regarding district-wide announcements and events (-1%).
3.3	Parent Outreach Meetings	During the 2023-2024 school year 3-5 families attended District English Learner Advisory Committee (DELAC) meetings	During the 2024-2025 school year more than 6 families attended District English Learner Advisory Committee (DELAC) meetings.	During the 2025-2026 school year, 3 families attended District English Learner Advisory Committee (DELAC) meetings.	Maintained family participation (3 families).	During the 2025-2026 school year, LUSD family participation decreased to 3 families.

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.

Successful Implementation:

Action 3.1 - Educational partner outreach- Successfully surveyed families and staff regarding learning environment & culture, communication, and student achievement & instruction. The annual survey was administered to both parent and staff groups.

Action 3.2 - Educational partner input - Successfully surveyed families and staff regarding communication. The annual survey was administered to both parent and staff groups.

Action 3.3 - English learner and low-income family outreach were somewhat successfully implemented. DELAC and PAC meeting invites were sent to targeted groups and published for the public to attend. DELAC and PAC meetings were successfully conducted. Participation rates were high for the PAC meeting, but low for our DELAC meetings.

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.

Estimated Actual Expenditures for Goal 3 are more than the originally budgeted expenditures by $13,395. The difference is attributed to the increase of costs ($13,569) for Aeries Online Enrollment and Aeries Cloud Hosting (Goal 3, Action 1). This increase was offset slightly by a decrease anticipated costs ($652) for interpreter services (Goal 3, Action 3).

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

Actions Demonstrating Strong Effectiveness

Action 3.1 - Educational Partner Outreach
Successfully surveyed families and staff regarding learning environment & culture, communication, and student achievement & instruction. The annual survey reported that over 90% of both parents and staff provided positive feedback in all categories. However, the parent survey reflected that student achievement & instruction received an 85% rating of ‘agree’ or ‘strongly agree.’ Some actions taken after surveying families include looking to pilot accelerated math courses in the future. This is an area that 86% of families would like provided to middle school students. We were also able to recommit to keeping intervention teachers at each school, based on parent input.

Action 3.2 - Educational Partner Input
Successfully surveyed families and staff regarding communication. The annual survey results indicated that over 90% of both parents and staff provided positive feedback in all categories. We will continue to use Parent Square. We will improve communication by including students on newsletters, announcements, and program improvements. We will work to refine how we are utilizing our communication tools in response to the survey feedback that demonstrated some families were overwhelmed by the number of messages being received.

Actions Demonstrating Emerging Effectiveness

Action 3.3 - English Learner and Low-Income Family Outreach
Implementation showed mixed results. PAC meetings have maintained a quorum, with 83%-100% of schools represented at every meeting, indicating strong engagement at the broader committee level. The DELAC meetings saw participation drop significantly, with an average of two schools represented with two families in attendance.

To improve DELAC participation and strengthen connections with our English Learner community, we will explore alternative meeting locations to improve accessibility. We will ensure consistent school representation on the DELAC committee by identifying and recruiting dedicated site community representatives. We are exploring virtual meetings to see whether they provide an opportunity for more families to attend.

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

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	Educational partner outreach	LUSD will utilize various forums (in-person, virtual, on-demand) to provide information to families on pertinent topics including, but not limited to, curriculum and instruction, strategies to support student learning, district budget updates, school offerings, etc for all grades preschool-8.	$64,133.00	No
3.2	Educational partner input	LUSD will develop and distribute a parent, community, student, and staff survey to gather input on education-related events and activities and to solicit feedback from the community on priorities for the district and information regarding our performance in state and local priority areas for grades preschool-8.	$515.00	No
3.3	English learner and low income family outreach	LUSD will support and assist the development and provision of opportunities that encourage engagement of our English Language	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning and Low Income/Socio-economically disadvantaged student community.		

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
$806,120	$0

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
3.052%	0.000%	$0.00	3.052%

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
1.2	**Action:** High-quality standards-based supplemental curricular supports **Need:** CAASPP data shows that our EL students are performing below standard for both ELA and math. 2025 CAASPP data shows that our EL student subgroup are -30.3 (math) and -23 (ELA) below standard respectively. Furthermore, LUSD has had an increase in EL	Standards-based supplemental curricular supports are offered to English Learners (EL) and low-income students through in person small group instruction and online, self-paced language support programs. These programs are used because high-quality standards-based supplemental curricular supports benefit English Learners (EL) and low-income students as they ensure alignment with academic standards, providing students with equitable access to rigorous content. These supports offer clear	1.2, 1.3, and 1.4

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
	student enrollment and newcomer enrollment specifically in recent years. Teachers report increased need in the area of ELD instruction and EL student supports as reported by the LUSD EL teacher. CAASPP data shows that our SED students are performing below standard for math (-23.3), and (-1.6) below standard on ELA in 2025. **Scope:** LEA-wide	learning objectives, helping EL and low-income students understand expectations and goals. Additionally, they often include differentiated instruction, accommodating diverse learning needs and ensuring all students can access the material. With engaging and interactive resources, these supports foster motivation and interest, promoting active participation in the learning process. Additionally, as described in the article "Unlocking the Research on English Learners" (Goldenberg, 2013) and cited in the English Learner Roadmap developed by the California Department of Education, English learners benefit from "instructional supports and modifications" such as those provided within action 1.2. Some of these supports include, but are not limited to, hand-on interactive learning, depictions via pictures and real-life objects (as opposed to text alone), and graphic organizers such as sentence frames. We've improved the OPTEL process to coach teachers in best practice ELD integrated and designated supports. Research shows that instructional coaching had an effect size of .49 on instruction and .18 on achievement ("The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence"; Kraft, Blazar, and Hogan; 2017). Likewise, low-income students directly benefit from both the supplementary materials provided within action 1.2 and the professional development and coaching of teachers. As discussed in "The Effect of Instructional quality on low-and high-performing students" (Stipek and Chiatovich, 2017), high	

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
		teacher ratings, in particular on reading instruction and classroom climate observation scales predicted high levels of student engagement and these findings placed import on high-quality teaching as a method for addressing poor academic skills in low-incomes students. Because these actions will benefit all students, this action is being implemented on a LEA-wide basis.	
1.4	**Action:** English language development (ELD) standards based instruction **Need:** CAASPP data shows that our EL students are performing below standard for both ELA and math. 2025 CAASPP data shows that our EL student subgroup are -30.3 (math) and -23 (ELA) below standard respectively. Furthermore, LUSD has had an increase in EL student enrollment and newcomer enrollment specifically in recent years. Teachers report increased need in the area of ELD instruction and EL student supports. **Scope:** LEA-wide	LUSD is targeting Integrated ELD instruction for the 2026-2027 school year and beyond. To this end, teachers will be provided with professional development related to Integrated ELD via during staff development days. PD discusses both the rational and impact of Integrated ELD and provides teachers with strategies they can interweave within their current classroom practices to support language acquisition. Additionally, current curriculum adoptions provide ELD support materials that teachers will be better able to access and implement following professional development. Research, as outlined in the English Learner Roadmap (California Department of Education, 2018), indicates that English Learner outcomes improve when instruction addresses four interrelated principles: 1: Assets-Oriented and Needs-Responsive Schools 2: Intellectual Quality of Instruction and Meaningful Access 3: Systems Conditions that Support Effectiveness 4: Alignment and Articulation Within and Across Systems	1.2, 1.3, and 1.4

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 work related to action 1.4 focuses on professional development and the implementation of classroom practices that provide Integrated ELD. This is in direct alignment with principle 2 of the EL Roadmap. Research indicates that, students who receive ELD instruction via these two modalities show improvements in reading comprehension, fluency, accuracy level, and linguistic growth (Benefits of Instructional Models for Teaching Elementary English Language Learners; Elder; 2018). Action 1.4 is being implemented LEA-wide as ELD strategies--while targeted for English Learners--are solid strategies that benefit all learners, including native English speakers.	
1.5	**Action:** Expanded learning support opportunities **Need:** CAASPP data shows that our EL students are performing below standard for both ELA and math. 2025 CAASPP data shows that our EL student subgroup are -30.3 (math) and -23 (ELA) below standard respectively. Furthermore, LUSD has had an increase in EL student enrollment and newcomer enrollment specifically in recent years. Teachers report increased need in the area of ELD instruction and EL student supports as reported by the LUSD EL teacher. CAASPP data shows that our SED students are performing below standard for math (-23.3) and (-1.6) below standard on ELA in 2025.	In past years LUSD had provided school sites with a full-time intervention teacher to provide intervention in English Language Arts and math. These positions were funded out of one-time monies that have since expired. To provide ongoing support LUSD has included intervention teacher positions in the 2026-2027 LCAP. These credentialed teachers will serve students across all school campuses (one full-time teacher per campus) through small-group instruction based on student need and worked into the school day schedule. High-quality standards-based supplemental curricular supports are beneficial for English Learners (EL) and low-income students because they ensure alignment with academic standards, providing these students with equitable access to rigorous content. These supports offer clear learning objectives, helping EL and low-income	1.2, 1.3, and 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students understand expectations and goals. Additionally, they often include differentiated instruction, accommodating diverse learning needs and ensuring all students can access the material. With engaging and interactive resources, these supports foster motivation and interest, promoting active participation in the learning process. According to research conducted by the National Center on Time and Learning, schools with expanded school day and school year (summer school) saw positive results for their English Learners. These data support the benefits of expanded learning opportunities for English Learners as outlined in action 1.5 ("Give English Language Learners the Time They Need To Succeed", Farbman, 2015). Similar research is cited in the EL Roadmap which outlines the need to "provide extra time in school (as needed) and to build partnerships with after-school and other entities to provide additional support for English learners," (CA EL Roadmap, 16). Likewise, extended opportunities for expanded learning for low-income students provides similar benefits. For this reason, California included all unduplicated pupils (of which low-income students are a part) in the Expanded Learning Opportunities Program (ELOP). Given benefits for participating students, LUSD provides the supports outlined in action 1.5 for English Learners and low-income students first but will make the remaining program spots available to all students following initial enrollment of unduplicated pupils.	

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
1.8	**Action:** Instructional technology supports for subgroups **Need:** CAASPP data shows that our EL students are performing below standard for both ELA and math. 2025 CAASPP data shows that our EL student subgroup are -30.3 (math) and -23 (ELA) below standard respectively. Furthermore, LUSD has had an increase in EL student enrollment and newcomer enrollment specifically in recent years. Teachers report increased need in the area of ELD instruction and EL student supports, as reported by the LUSD EL teachers. CAASPP data shows that our SED students are performing below standard for math (-23.3), and (-1.6) below standard on ELA in 2025. **Scope:** LEA-wide	LUSD has included a number of technology supports for subgroups. All 5th-8th grade students are provided with 1:1 chromebook access, however, the chromebooks remain at school. Some unduplicated pupils do not have access to computers/chromebooks at home. To support access, LUSD continues to provide additional chromebooks that can be checked out by students and taken home for the entirety of the school year. LUSD had seen an increase in EL students overall but newcomer students in particular in recent years. To support access handheld translation devices (Pocket Talk) have been purchased. These technology tools allow for real time translation services. High-quality technology supports are beneficial for English Learners (EL) and low-income students because they improve access to rigorous curricular materials and allow for greater engagement. With engaging and interactive resources, these supports foster motivation and interest, promoting active participation in the learning process. Providing high quality resources for students to access rigorous content, in particular resources that allow a child to utilize their home language as a building block for their learning in English is in direct alignment with Principle 1 of the CA English Learner Roadmap which discusses the need for, "school climates and campuses that are affirming, inclusive, and safe," and that, "Students are provided with rigorous, intellectually rich, standards-based curriculum with instructional	1.2, 1.3, and 1.4

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
		scaffolding that increases comprehension and participation," (CA EL Roadmap, 14). Action 1.8 is in direct alignment with Principle 1 of the CA EL Roadmap. Likewise, low-income students directly benefit from technology supports that scaffold learning and allow for increased access to rigorous, standards-based material. As noted previously, the coaching provided to staff to support the use and inclusion of technology supports in action 1.5 will increase the likelihood that such supports will be used. Professional development supported by follow-up coaching on related to supplementary curricular supports will increase usage by classroom teachers. Research shows that instructional coaching had an effect size of .49 on instruction and .18 on achievement ("The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence"; Kraft, Blazar, and Hogan; 2017). All corresponding purchases related to action 1.8 would be offered to EL and low-income students first, but, based on availability, would then be offered to all students LEA-wide. The purpose of this being that technology tools can benefit for all students.	
2.2	**Action:** Social-emotional and behavioral intervention **Need:** CA Dashboard Data related to suspensions shows that LUSD, overall, has a rating of "green" with 1.1% of all students being suspended at least one day. When broken down by subgroup low-income students	To address chronic absenteeism LUSD has looked to before and after school offerings that support school connection and belonging. Previously, one-time funds were used for intervention programs, however, those funds have since expired. To address this sites are provided with ongoing funds as outlined in this action to provided targeted support through tutoring, clubs, and other avenues meant to support the social-emotional	2.1, 2.2, 2.3, 2.4, and 2.6

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
	dropped to a rating of "red" with 3.6% of students being suspended at least one day and English Learners (EL) have a rating of "orange" with 4.8% of students being suspended at least one day. CA Dashboard Data related chronic absenteeism shows that LUSD, overall has a rating of "yellow" with 7.6% of students being chronically absent. When broken down by subgroup low-income students have a rating of "orange" with 16.8% of low-income students being chronically absent. English Learners improved to a "yellow" rating with 10.8% of students being chronically absent. LUSD has derived three-year data outcomes in the areas of suspension and chronic absenteeism that would move all subgroups forward. Based on these data and to meet the projected three-year metrics, LUSD will be implementing targeted social-emotional and behavioral interventions for unduplicated pupils within these identified groups. **Scope:** LEA-wide	needs of students via increased school connection. Regarding attendance, research indicates that even small changes in attendance are related to meaningful outcomes for students and that one of the most effective strategies for closing the achievement gap for low-income students is improved attendance (Missing School Matters, Balfanz, 2016). A variety of factors influence school attendance including community and social factors such as bullying, harassment, or a lack of connection (Chronic Absenteeism: Summarizing What we Know from Nationally Available Data, Balfanz and Byrnes, 2012). Given this, LUSD plans to continue implementation of school-wide Positive Behavior Intervention and Support (PBIS)--a program focused on improving school climate through explicit instruction of expectations, standardization of adult response to problem behaviors, and shifting the focus from punitive discipline systems. PBIS is currently implemented at five schools within LUSD, targeting campuses with the highest number of unduplicated pupils first. In addition to PBIS, on campus social emotional programs and interventions as well as referral services for outside service through platforms like Care Solace, would be considered within action 2.2 to address social emotional needs of students across a multi-tiered system of support. While action 2.2 will serve low-income and EL students first, access for all students, LEA wide	

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
		would be provided given the research based positive outcomes.	
3.3	**Action:** English learner and low income family outreach **Need:** **Scope:** LEA-wide		

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
3.3	**Action:** English learner and low income family outreach **Need:** CAASPP data shows that our EL students are performing below standard for both ELA and math. 2024 CAASPP data shows that our EL student subgroup are -21.7 and -22.2 below standard respectively. Furthermore, LUSD has had an increase in EL student enrollment and newcomer enrollment specifically in recent years. Teachers report increased need in the	In order to support educational partner participation for English Learner LUSD coordinates and utilizes translation services when needed. These translation services encompass the funding allocated to this action item. Research indicates that high levels of parent involvement is predictive of positive academic and social-emotional outcome data for English Learners (School Support, Parental Involvement, and Academic and Social-Emotional Outcomes for English Language Learners, Niehaus and Adelson, 2014). For these reasons, LUSD focuses on outreach via a variety of channels	1.2, 1.3, 2.2, 2.4, 3.1, 3.2, and 3.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	area of ELD instruction and EL student supports as reported by the LUSD EL teacher. CA Dashboard Data related to suspensions shows that LUSD, overall, has a rating of "green" with 0.9% of all students being suspended at least one day. When broken down by subgroup English Learners (EL) have a rating of "yellow" with 1.1% of students being suspended at least one day. CA Dashboard Data related chronic absenteeism shows that LUSD, overall has a rating of "green" with 8% of students being chronically absent. When broken down by subgroup English Learners have a rating of "orange" with 19.1% of students being chronically absent. **Scope:**	(Parent Square translated communication, interpreter services, one-on-one parent-teacher meetings, etc) to encourage parental participation in committees, such as our LCAP Parent Advisory Committee (PAC) and our District English Learner Advisory Committee (DELAC) meetings. A representative from unduplicated pupil groups is included on all applicable committees and feedback that drives LCAP goals, actions, and expenditures is collected. In addition to these targeted groups LUSD offers a number of additional parental involvement programs by school site including Parent-Teacher-Clubs and volunteer programs.	

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.

Loomis Union School District does not receive concentration grant funding, this section is not applicable

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

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	26,412,559	806,120	3.052%	0.000%	3.052%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,903,817.00	$2,134,674.00	$345,728.00	$224,277.00	$21,608,496.00	$19,597,893.00	$2,010,603.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High-quality, standards-based instruction to all students	All	No			All Schools	Ongoing	$14,260,065.00	$215,863.00	$14,145,405.00	$330,523.00	$0.00	$0.00	$14,475,928.00	0
1	1.2	High-quality standards-based supplemental curricular supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$234,297.00	$43,106.00	$274,473.00	$2,930.00	$0.00	$0.00	$277,403.00	0
1	1.3	Professional development for all staff	All	No			All Schools	Ongoing	$290,418.00	$29,156.00	$315,287.00	$4,287.00	$0.00	$0.00	$319,574.00	0
1	1.4	English language development (ELD) standards based instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$203,895.00	$31,742.00	$184,200.00	$3,268.00	$0.00	$48,169.00	$235,637.00	0
1	1.5	Expanded learning support opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,677,997.00	$5,900.00	$711,247.00	$805,899.00	$0.00	$166,751.00	$1,683,897.00	0
1	1.6	Expanded learning enrichment opportunities	All	No			All Schools	Ongoing	$38,361.00	$68,876.00	$47,237.00	$60,000.00	$0.00	$0.00	$107,237.00	0
1	1.7	Instructional Technology	All	No			All Schools	Ongoing	$62,251.00	$297,697.00	$359,330.00	$618.00	$0.00	$0.00	$359,948.00	0
1	1.8	Instructional technology supports for subgroups	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$113,259.00	$38,775.00	$151,416.00	$618.00	$0.00	$0.00	$152,034.00	0
2	2.1	Social-emotional learning (SEL) for all students	All	No			All Schools	Ongoing	$522,485.00	$69,893.00	$0.00	$460,815.00	$131,563.00	$0.00	$592,378.00	0
2	2.2	Social-emotional and behavioral intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$117,332.00	$44,891.00	$35,536.00	$94,383.00	$26,947.00	$5,357.00	$162,223.00	0
2	2.3	Online safety supports	All	No			All Schools	Ongoing	$198,929.00	$11,651.00	$207,867.00	$2,713.00	$0.00	$0.00	$210,580.00	0
2	2.4	Facility improvements	All	No			All Schools	Ongoing	$527,694.00	$990,640.00	$1,450,621.00	$2,713.00	$65,000.00	$0.00	$1,518,334.00	0
2	2.5	Co-curricular and extra curricular activities	All	No			All Schools	Ongoing	$1,350,910.00	$82,765.00	$954,550.00	$356,907.00	$122,218.00	$0.00	$1,433,675.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	School safety and climate	All	No			All Schools	Ongoing	$0.00	$13,000.00	$0.00	$9,000.00	$0.00	$4,000.00	$13,000.00	0
3	3.1	Educational partner outreach	All	No			All Schools	Ongoing	$0.00	$64,133.00	$64,133.00	$0.00	$0.00	$0.00	$64,133.00	0
3	3.2	Educational partner input	All	No			All Schools	Ongoing	$0.00	$515.00	$515.00	$0.00	$0.00	$0.00	$515.00	0
3	3.3	English learner and low income family outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	0

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
26,412,559	806,120	3.052%	0.000%	3.052%	$1,358,872.00	0.000%	5.145 %	**Total:**	$1,358,872.00
								LEA-wide Total:	$1,358,872.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	High-quality, standards-based instruction to all students				All Schools	$14,145,405.00	0
1	1.2	High-quality standards-based supplemental curricular supports	Yes	LEA-wide	English Learners Low Income	All Schools	$274,473.00	0
1	1.3	Professional development for all staff				All Schools	$315,287.00	0
1	1.4	English language development (ELD) standards based instruction	Yes	LEA-wide	English Learners	All Schools	$184,200.00	0
1	1.5	Expanded learning support opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$711,247.00	0
1	1.6	Expanded learning enrichment opportunities				All Schools	$47,237.00	0
1	1.7	Instructional Technology				All Schools	$359,330.00	0
1	1.8	Instructional technology supports for subgroups	Yes	LEA-wide	English Learners Low Income	All Schools	$151,416.00	0
2	2.1	Social-emotional learning (SEL) for all students				All Schools	$0.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Social-emotional and behavioral intervention	Yes	LEA-wide	English Learners Low Income	All Schools	$35,536.00	0
2	2.3	Online safety supports				All Schools	$207,867.00	0
2	2.4	Facility improvements				All Schools	$1,450,621.00	0
2	2.5	Co-curricular and extra curricular activities				All Schools	$954,550.00	0
2	2.6	School safety and climate				All Schools	$0.00	0
3	3.1	Educational partner outreach				All Schools	$64,133.00	0
3	3.2	Educational partner input				All Schools	$515.00	0
3	3.3	English learner and low income family outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$2,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$21,304,396.00	$20,178,870.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	High-quality, standards-based instruction to all students	No	$14,348,598.00	13,271,794
1	**1.2**	High-quality standards-based supplemental curricular supports	Yes	$337,552.00	285,948
1	**1.3**	Professional development for all staff	No	$374,078.00	346,750
1	**1.4**	English language development (ELD) standards based instruction	Yes	$196,917.00	186,714
1	**1.5**	Expanded learning support opportunities	Yes	$1,619,800.00	1,408,363
1	**1.6**	Expanded learning enrichment opportunities	No	$36,376.00	27,495
1	**1.7**	Instructional Technology	No	$291,576.00	206,722
1	**1.8**	Instructional technology supports for subgroups	Yes	$136,333.00	140,509
2	**2.1**	Social-emotional learning (SEL) for all students	No	$572,019.00	595,481
2	**2.2**	Social-emotional and behavioral intervention	Yes	$153,091.00	155,306
2	**2.3**	Online safety supports	No	$204,620.00	171,235

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Facility improvements	No	$1,467,249.00	1,740,223
2	**2.5**	Co-curricular and extra curricular activities	No	$1,497,037.00	1,563,223
2	**2.6**	School safety and climate	No	$17,000.00	13,562
3	**3.1**	Educational partner outreach	No	$49,660.00	63,229
3	**3.2**	Educational partner input	No	$490.00	468
3	**3.3**	English learner and low income family outreach	Yes	$2,000.00	1,848

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)
794,638	$1,455,037.00	$1,242,526.00	$212,511.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	High-quality standards-based supplemental curricular supports	Yes	$337,552.00	285,948	0	0
1	1.4	English language development (ELD) standards based instruction	Yes	$153,960.00	144,938	0	0
1	1.5	Expanded learning support opportunities	Yes	$796,554.00	642,037	0	0
1	1.8	Instructional technology supports for subgroups	Yes	$136,333.00	140,509	0	0
2	2.2	Social-emotional and behavioral intervention	Yes	$28,638.00	27,246	0	0
3	3.3	English learner and low income family outreach	Yes	$2,000.00	1,848	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
25,377,895	794,638	0.00	3.131%	$1,242,526.00	0.000%	4.896%	$0.00	0.000%