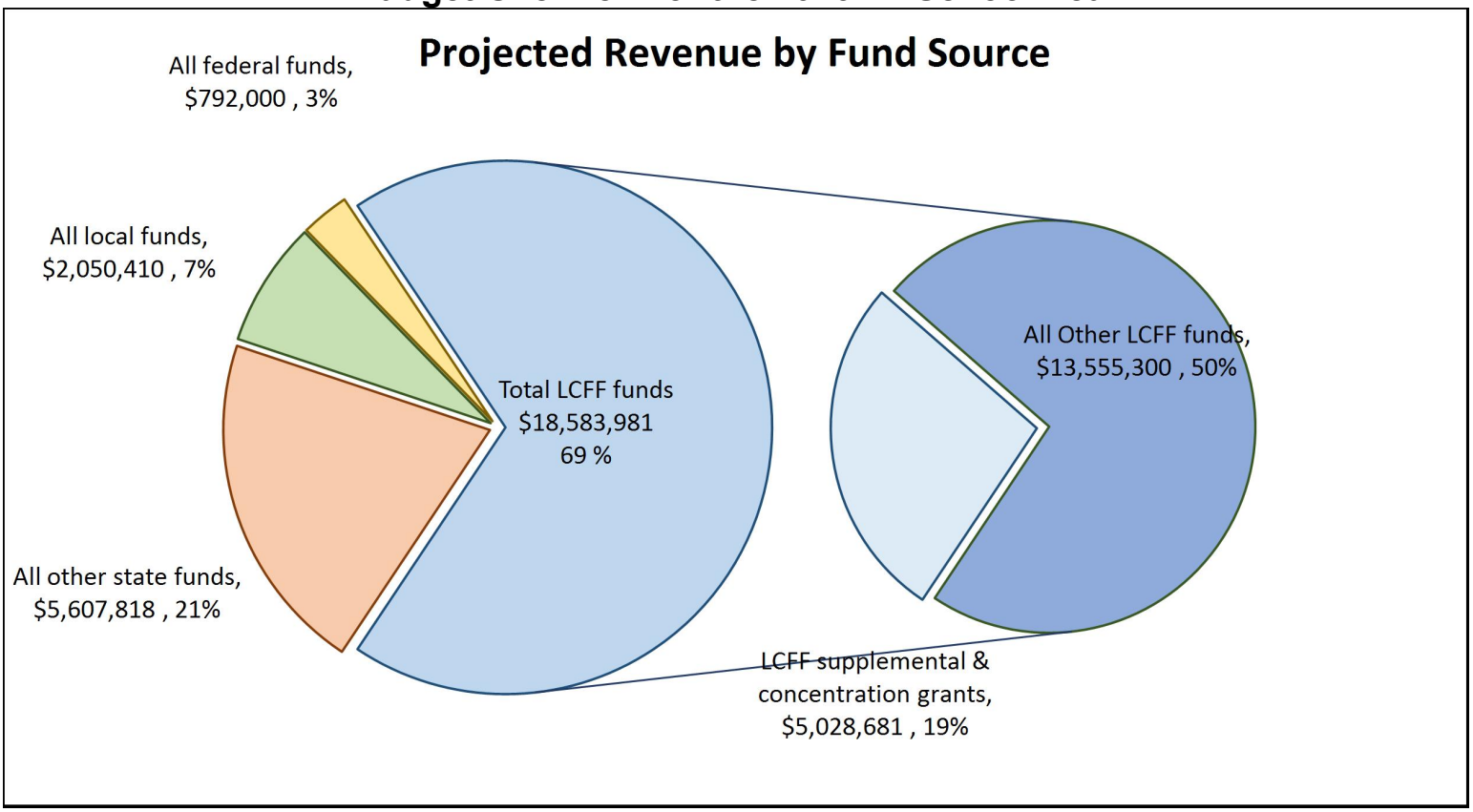
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Nietos School District
CDS Code: 19 64758 0000000
School Year: 2026-27
LEA contact information:
Dr. Ramiro Rubalcaba
Superintendent, Los Nietos School District
ramiro_rubalcaba@lnsd.net
5626920271

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

Budget Overview for the 2026-27 School Year

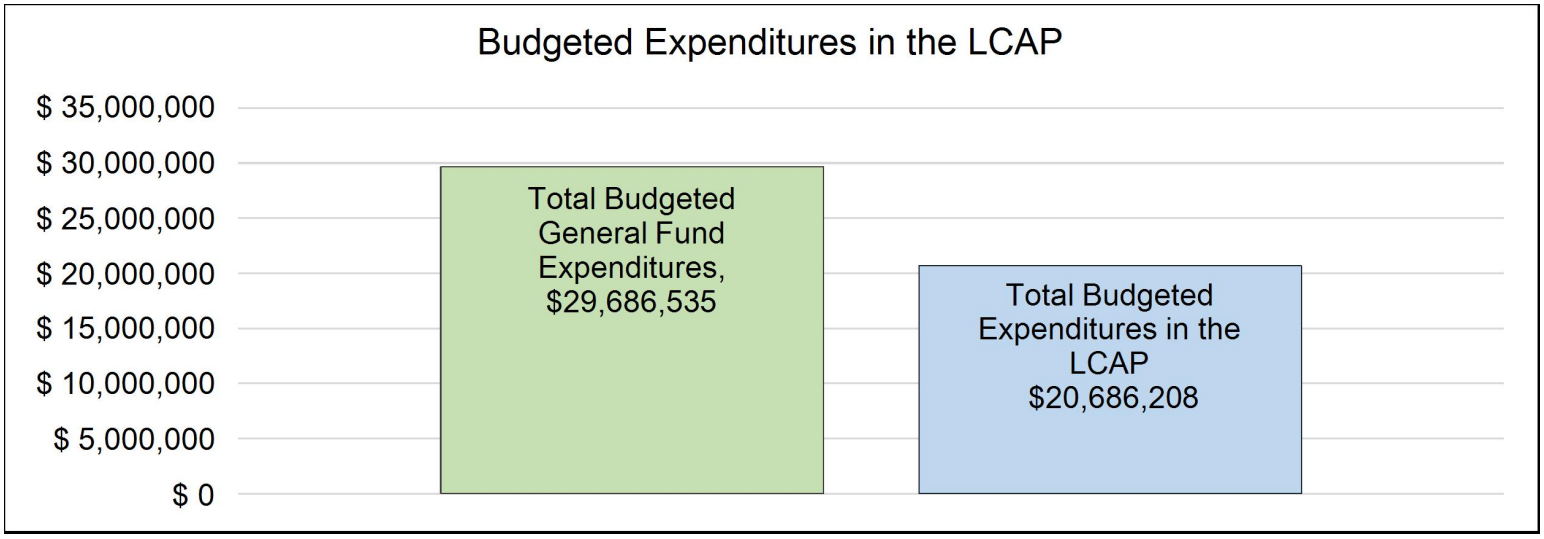


This chart shows the total general purpose revenue Los Nietos School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Nietos School District is $27,034,209, of which $18,583,981.00 is Local Control Funding Formula (LCFF), $5,607,818.00 is other state funds, $2,050,410.00 is local funds, and $792,000.00 is federal funds. Of the $18,583,981.00 in LCFF Funds, $5,028,681.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Los Nietos School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Nietos School District plans to spend $29,686,535.00 for the 2026-27 school year. Of that amount, $$20,686,208.00 is tied to actions/services in the LCAP and $9,000,327 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

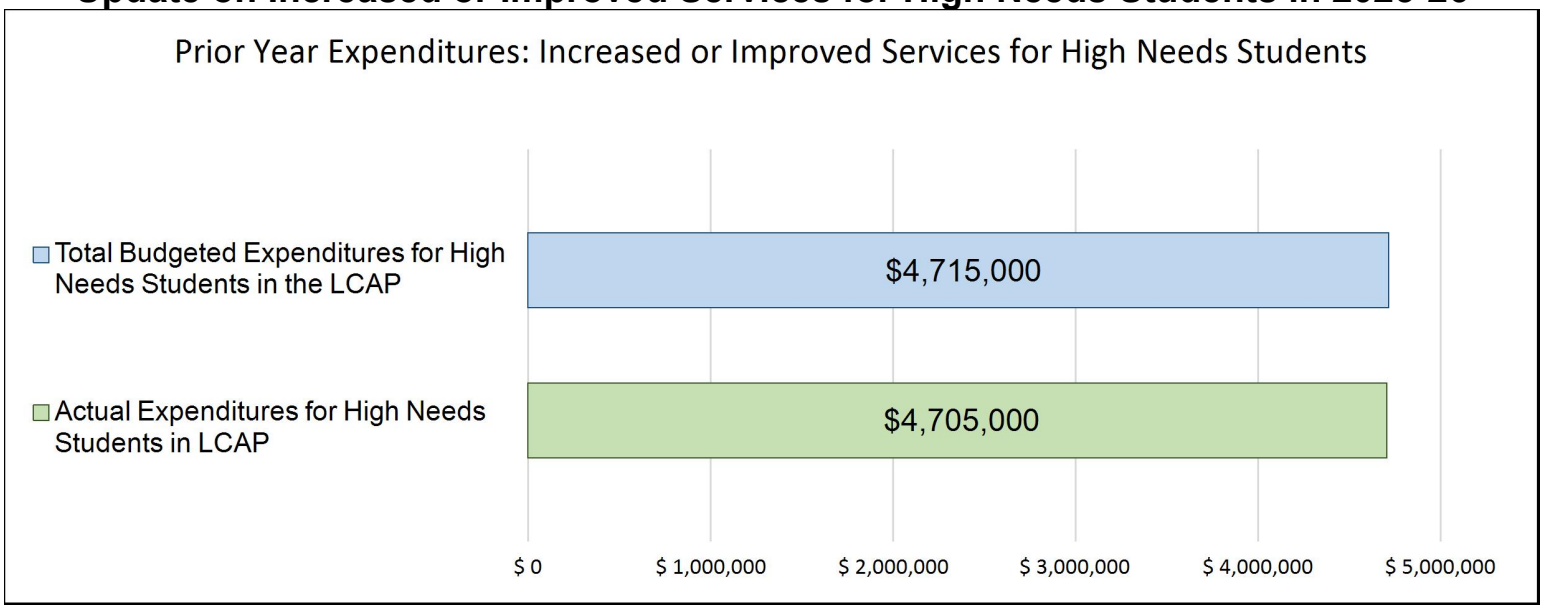
General Fund Expenditures for the school year not included in the LCAP include transportation, facilities, utilities, administration, repair and maintenance, some technology, and some business office expenses.

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

In 2026-27, Los Nietos School District is projecting it will receive $5,028,681.00 based on the enrollment of Foster Youth, English learner, and low-income students. Los Nietos School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Nietos School District plans to spend $$5,030,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Los Nietos School District's LCAP budgeted $$4,715,000.00 for planned actions to increase or improve services for high needs students. Los Nietos School District actually spent $$4,705,000.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Nietos School District	Dr. Ramiro Rubalcaba Superintendent, Los Nietos School District	ramiro_rubalcaba@lnsd.net 5626920271

Plan Summary [2026-27]

General Information

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

The Los Nietos School District is a small, close-knit community located within unincorporated Whittier in Los Angeles County. The district serves approximately 1,200 preschool through eighth-grade students across four schools within a 3.6-square-mile area. Los Nietos School District proudly serves a diverse student population, including a high proportion of students with significant needs. District demographics include approximately 85% socioeconomically disadvantaged students, over 19% English Learners, nearly 21% students with disabilities, students experiencing homelessness, and a small number of foster youth. The student population is predominantly Hispanic, with additional representation across multiple racial and ethnic groups, reflecting the richness and diversity of the community.

Los Nietos School District operates three elementary schools—Ada S. Nelson Elementary School, Aeolian Elementary School, and Rancho Santa Gertrudes Elementary School—and one middle school, Los Nietos Middle School. During the 2026–27 school year, the district will continue implementation of the sixth through eighth grade middle school model, supporting smoother transitions, expanded course access, and increased opportunities for student engagement. Rancho Santa Gertrudes Elementary School also serves as the host site for the district's preschool Extensive Support Needs (ESN) program, reflecting the district's commitment to inclusive practices and early intervention.

The district remains committed to providing academically rigorous, engaging, and equitable educational experiences for all students. Los Nietos School District believes that every student can achieve at high levels when provided with appropriate instruction, targeted supports, and meaningful relationships. The languages, cultures, and lived experiences students bring to school are valued as strengths that enhance learning communities and enrich the educational environment for all.

During the 2023–24 and 2024–25 school years, district staff and educational partners engaged in a comprehensive strategic planning process that resulted in updated Vision, Mission, Values, District Priorities, and a Portrait of a Scholar. These guiding documents continue to inform district decision-making, instructional practices, and resource allocation during the 2024–27 LCAP cycle and remain foundational to the development of the 2026–27 LCAP.

The district's vision is to model excellence so that each student achieves success and is prepared to lead and thrive in an ever-changing world. Its Mission emphasizes collaboration and a shared responsibility to provide a standard of excellence in every aspect of the educational experience, ensuring students learn and grow in a safe, supportive, and inclusive environment.

Los Nietos School District's core values—accountability, collaboration, excellence, integrity, and kindness—guide interactions, decision-making, and continuous improvement efforts. These values are reflected in district priorities focused on academic excellence, innovative programs, optimal operations, and community connection.

The district's Portrait of a Scholar outlines the essential competencies and dispositions students are expected to develop, including global citizenship, empathetic communication, collaborative problem solving, explorative thinking, and proactive innovation. This framework supports the district's commitment to educating the whole child and ensures alignment between academic instruction, social-emotional learning, enrichment opportunities, and long-term student success. The district initiated a committee of thought partners to help us align our Portrait of a Scholar to embedded classroom practices that shape our students' lives during the 2025-26 school year for a formal launch in August 2026.

The 2026–27 LCAP builds upon this foundation by aligning goals, actions, and services to identified student needs, stakeholder input, and performance data. Through intentional planning, meaningful engagement, and data-informed decision-making, Los Nietos School District continues to advance equitable outcomes and provide every student with the opportunity to succeed academically, socially, and emotionally.

Reflections: Annual Performance

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

During the 2025–26 school year, Los Nietos School District continued implementation of the 2024–27 LCAP goals, with mid-year data reflecting both meaningful progress and areas requiring continued focus. Analysis of state and local indicators demonstrates steady improvement in student engagement, school climate, and wellness supports, alongside ongoing challenges in academic achievement, particularly for English learners and students with disabilities.

Student Safety, Wellness, and Engagement
Mid-year data indicate positive trends in student wellness and school climate. Results from the mySAEBRS student screener show that the majority of students were identified as low risk across academic, social, emotional, and overall behavior domains, reflecting the impact of expanded social-emotional learning supports and wellness initiatives. Findings from the California Healthy Kids Survey for 5th- and 7th-grade students further indicate favorable responses in areas such as school connectedness, caring adult relationships, and perceived safety at school, supporting the district's focus on the whole-child development.

Staff survey results reinforce these findings, with high percentages of staff reporting respectful communication, access to community resources, and well-maintained learning environments. These indicators suggest that district investments in professional learning, communication systems, and wellness supports are contributing to a positive and supportive school culture.

Attendance outcomes continue to reflect improvement when compared to prior years. Although overall attendance showed a slight mid-year decrease of 0.24%, districtwide attendance rates remain above 95%, and chronic absenteeism has declined significantly from 19% in 2023–24 to approximately 14% in 2025–26 year-to-date. Notably, reductions in chronic absenteeism are evident across student groups, though rates remain higher for students with disabilities and students experiencing homelessness, indicating a continued need for targeted engagement and support strategies.

Discipline indicators further demonstrate progress, with a 1% suspension rate, 0% expulsions, and a 0% dropout rate, reflecting the district's emphasis on Positive Behavioral Interventions and Supports (PBIS). The district is in Year Two of Tier I PBIS implementation, supported by Teachers on Special Assignment at each site and dedicated professional development, which has strengthened consistent expectations and proactive behavioral supports.

Academic Achievement and Learning Supports
Academic performance data present a mixed picture. The November 2025 California School Dashboard indicates improvement in English Language Arts, with an increase in distance from standard, while Mathematics performance remains below standard, signaling the need for continued instructional refinement and targeted intervention. English Learner Progress indicators show growth, reflecting ongoing investments in designated ELD, integrated language supports, and reclassification efforts.

Local assessment data further highlight both strengths and areas for growth. STAR Reading and Mathematics results show that approximately 40–59% of students are performing at or above grade level, with variation across grade levels. ESGI data for TK–2 demonstrate gains in foundational literacy and numeracy skills, while also identifying specific skill areas requiring intensified instructional focus, particularly in early literacy and mathematics development.

English learner data show continued progress toward reclassification and a reduction in the number of Long-Term English Learners, indicating that targeted language development supports and monitoring are yielding positive outcomes. However, the pace of progress underscores the need for sustained focus on instructional coherence and differentiated supports.

Learning Recovery and Mental Health Supports
Implementation of Learning Recovery Emergency Block Grant (Action 2.7) - funded actions is underway. Approximately 34% of teachers had participated in formal instructional coaching cycles in both ELA and Math framework, reflecting the phased rollout of the instructional coach position. Counseling supports funded through LREBG have begun to impact student well-being, with mySAEBRS data guiding triage and connection to individual and group mental health services. These early implementation data emphasize the importance of full staffing and continued monitoring to maximize impact in future years.

Metrics 2.14 - 2.20: Increase in student proficiency rates in ELA and math, particularly low-income, English learners, and students with disabilities. The instructional coach for intervention support's job description emphasizes improving outcomes for struggling students through evidence-based intervention strategies and data-driven instruction. This directly supports the goal of increasing proficiency rates in ELA and

math. The focus on differentiating instruction for English learners (ELs), students with disabilities, and other diverse populations ensures that interventions are tailored to meet the unique needs of these groups. For example, the coach's work with Professional Learning Communities (PLCs) to analyze data and plan targeted interventions helps address achievement gaps. Additionally, California's emphasis on supporting long-term English learners (LTELs) highlights the importance of addressing disparities in academic performance for ELs, who often face challenges in both language acquisition and content mastery. By leveraging tools like EduClimber and early warning systems to monitor progress, the coach ensures that instructional strategies are responsive to student needs, fostering measurable growth in proficiency rates.

Metric 2.22: Expand access to individual and group counseling services (number of student visits and group counseling services measured). Counseling services are provided by the school counselor and school psychologist. Their expertise in Social Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) underscores their role in promoting student well-being. SEL frameworks often include collaboration across our certificated unit, including teachers, school psychologists, and the instructional coach, to address students' emotional and mental health needs. Expanding access to counseling aligns with the district's commitment to a Multi-Tiered System of Support (MTSS), where Tier II and Tier III interventions often involve mental health services. By supporting teachers in identifying students requiring additional emotional or behavioral support, the instructional coach and counselor will support access to counseling services. For example, their role in facilitating data-informed discussions can help identify trends in student behavior or attendance that warrant counseling interventions. In addition, school psychologists conduct risk assessments for those who have expressed suicidal ideation and assist with follow-ups.

Metric 2.23: Increase in the number of teachers participating in instructional coaching. The instructional coach's responsibility is to establish trust-based partnerships with teachers and foster a non-evaluative coaching culture. This approach encourages teacher participation by creating a safe space for professional growth. The coach's duties, such as lesson modeling, co-teaching, and reflective discussions, are designed to make instructional coaching accessible and impactful for teachers at all levels of experience. Additionally, facilitating PLCs focused on data analysis and instructional planning provides structured opportunities for teachers to engage with coaching support. The emphasis on building capacity through targeted professional learning ensures that more teachers feel empowered to participate actively in coaching cycles.

Metrics 1.7 and 1.9: Reduction in chronic absenteeism and disciplinary incidents. The instructional coach has knowledge of PBIS and SEL frameworks, both of which are proven strategies for reducing absenteeism and improving student behavior. The Los Nietos School District implemented the first year of PBIS during the 2024-25 school year, and staff is focused on creating positive school climates through proactive behavioral supports, while SEL fosters emotional regulation skills that reduce disciplinary issues. The instructional coach's role in supporting teachers with classroom management strategies further contributes to this metric by addressing behavioral challenges before they escalate into disciplinary incidents. Additionally, their work with early warning systems enables early identification of students at risk for chronic absenteeism, allowing for timely interventions that address underlying causes.

Reflection and Continuous Improvement
Overall, mid-year performance data demonstrate that Los Nietos School District is making measurable progress toward its LCAP goals, particularly in student wellness, attendance, and school climate. At the same time, persistent achievement gaps in literacy and mathematics, especially for English learners and students with disabilities, highlight the need to refine instructional practices, strengthen intervention systems, and ensure alignment between data analysis and classroom implementation.

These findings informed adjustments to actions and services for the 2026–27 school year, including continued emphasis on MTSS, instructional coaching, PBIS fidelity, English learner supports, and targeted engagement strategies. Through ongoing reflection, stakeholder input, and data-informed decision-making, the district remains committed to continuous improvement and equitable outcomes for all students.

Based on the 2023 California School Dashboard, the Los Nietos District had the following student groups at the lowest Performance Level:
District Level:
Chronic Absenteeism: All, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Math: Students with Disabilities

School Level:
Nelson: Chronic Absenteeism (All, English Learner, Homeless, Socioeconomically Disadvantaged, Students with Disabilities)
Aeolian: English Language Arts (Students with Disabilities)
Los Nietos Middle: Chronic Absenteeism (Socioeconomically Disadvantaged, Students with Disabilities), English Language Arts and Mathematics (Students with Disabilities)
Rancho Santa Gertrudes: Chronic Absenteeism (Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)

The 2023 California School Dashboard revealed significant areas of concern for Los Nietos School District, particularly around chronic absenteeism and the persistent underperformance of historically underserved student groups. At the district level, chronic absenteeism emerged as a broad and systemic challenge, with four student groups, including all students, Hispanic students, socioeconomically disadvantaged students, and students with disabilities, identified at the lowest performance level. In Mathematics, students with disabilities were similarly flagged at the lowest level, signaling an early pattern of concentrated need within this population that would continue to surface in subsequent Dashboard cycles.

At the school level, the data painted a differentiated picture across the four sites. Nelson Elementary carried the heaviest absenteeism burden, with five student groups — all students, English learners, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities identified at the lowest level in chronic absenteeism, reflecting the complex intersection of poverty, housing instability, and access barriers facing the Nelson community. Aeolian Elementary's concern was more narrowly focused, with students with disabilities identified at the lowest level in English Language Arts alone, an early indicator of the broader, multi-indicator pattern that would deepen by 2025. Los Nietos Middle School showed dual-domain challenges for students with disabilities, who were flagged at the lowest level in both English Language Arts and Mathematics, while socioeconomically disadvantaged students and students with disabilities were also identified in chronic absenteeism, underscoring the compounding academic and attendance challenges facing the middle school's most vulnerable learners. Rancho Santa Gertrudes Elementary's lowest-level designations were concentrated in chronic absenteeism, affecting Hispanic students, socioeconomically disadvantaged students, and students with disabilities, which is a pattern that suggests that economic and demographic factors may drive attendance instability.

The 2024 California Dashboard provided a mixed picture of Academic Performance. In English Language Arts (ELA), there was a decline of 6.1 points, placing the district 59.4 points below the standard. This indicated a need for improvement in the implementation of Science of Reading instructional strategies during ELA. In Mathematics, we had a small increase of 1.8 points and are now 34.2 points below standard. This highlights a persistent challenge in mathematics education within the district, warranting further investigation into instructional methods and targeted interventions to address the gap and ensure students are meeting proficiency benchmarks.

The 2025 California School Dashboard further illuminated how our district's most pressing equity gaps remain. At the district level, students with disabilities and long-term English learners were identified as the student groups performing at the lowest levels in Mathematics, pointing to the need for differentiated support structures tailored to these populations. At the school level, Nelson Elementary's most significant concern centered on chronic absenteeism among students experiencing homelessness, a pattern rooted in systemic instability that demands coordinated wraparound support. Aeolian Elementary showed a concentrated pattern of concern for students with disabilities across three indicators: chronic absenteeism, English Language Arts, and Mathematics, reflecting a need for a comprehensive, site-level review of how this population is being identified, supported, and served. Los Nietos Middle School and Rancho Santa Gertrudes Elementary had no student groups identified at the lowest performance level, representing areas of relative strength within the district's overall accountability profile.

Reflections: Technical Assistance

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

NA

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.

There are no schools that were identified for CSI in the Los Nietos School District.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Local Control and Accountability Plan (LCAP) Committee: Whittier Area Cooperative Special Education Program (WACSEP) Los Nietos Teachers Association (LNTA) California Service Employees Association (CSEA) Site Principals Whittier Union High School District (feeder district) Local College: Rio Hondo Community College Local Partners: Santa Fe Springs Library, Los Nietos Library Educational Services, Student Services, Business, Human Resources Department Representatives Superintendent Member of the Board of Trustees Parents and Community	Local Control and Accountability Plan (LCAP) Committee During the 2025–26 school year, the Local Control and Accountability Plan (LCAP) Committee met multiple times to guide the development of the 2026–27 LCAP through a structured, data-informed, and collaborative process. Meetings were held on September 18, 2025; December 11, 2025; January 22, 2026; February 19, 2026; and April 23, 2026, and included parents, certificated and classified staff, site administrators, district leadership, community partners, and a member of the Board of Trustees. The September meeting focused on orienting members to the LCAP and LCFF, including the district's three-year LCAP cycle, current goals and actions, and reflections on successes and identified needs. Committee members reviewed 2024–25 CAASPP data that was presented by the district' Database Specialist and engaged in discussion around student performance trends to establish a shared understanding of district priorities. In December, the committee examined student wellness and school climate, including PBIS implementation, the California School Dashboard, student group performance, and local assessment data such as STAR. PBIS Teachers on Special Assignment and the district's counselor presented, and committee members reviewed mid-

Educational Partner(s)	Process for Engagement
Students	year reporting and discussed LCAP template updates, reflecting on progress toward current goals and identifying emerging needs. The January meeting centered on Multi-Tiered Systems of Support (MTSS), instructional interventions, and the Learning Recovery Emergency Block Grant (LREBG) with the district's instructional coach. The committee reviewed identified student group needs, increased and improved services, and aligned LCAP goals and actions to those needs. Members identified final recommendations for actions, services, and metrics for this year's LCAP. In February, the LCAP Committee engaged in a written review and comment process for the developing LCAP, with a focus on unduplicated student needs, particularly with student services. Our Expanded Learning Opportunities Program Director shared information about the Single Comprehensive Plan for ELO-P and ASES and sought feedback from the community about that upcoming plan. The April meeting focused on our parent and community training throughout the school year, our annual assessment cycles, including CAASPP, and our work in EdTech, including artificial intelligence this year. The committee finalized identified areas of need and reviewed proposed actions and services for the 2026–27 LCAP, providing final feedback prior to Board consideration. Input from all meetings directly informed revisions to goals, metrics, actions, and services, including parent and community requests for more social media and EdTech training for the community. No comments from LCAP, PAC, SAC, or DELAC required a written response from the Superintendent.
Parent Advisory Committee (PAC): Whittier Area Cooperative Special Education Program (WACSEP) Los Nietos Teachers Association (LNTA) California Service Employees Association (CSEA)	Parents' Advisory Committee (PAC) The Parents' Advisory Committee (PAC) met throughout the 2025–26 school year to provide parent input into the development of the 2026–27 LCAP, with meetings aligned to the district's LCAP planning calendar. PAC meetings were held on September 18, 2025; December 11, 2025; January 22, 2026; February 19, 2026; and April 23, 2026.

Educational Partner(s)	Process for Engagement
Site Principals Whittier Union High School District (feeder district) Local College: Rio Hondo Community College Local Partners: Santa Fe Springs Library, Los Nietos Library Educational Services, Student Services, Business, Human Resources Department Representatives Superintendent Member of the Board of Trustees Parents and Community Students	At the September meeting, parents reviewed LCAP survey questions, discussed nutrition services and community support, and examined how district programs support student success. This meeting established a foundation for meaningful engagement, understanding of the LCAP process, and our agreements for working together. In December, the PAC evaluated the Title I District-Wide Program, provided feedback on the Title I Parent and Family Engagement Policy, reviewed LCAP survey results, and examined current LCAP expenditures. Parents discussed student wellness and school climate data, reinforcing the importance of social-emotional support. The January meeting focused on Title II continued consultation on Title III program evaluation for Title III, and services for English learners. Parents reviewed LCAP goals, metrics, actions and services and identified final recommendations for them. As there were no changes, the committee was informed that next year's committee would be tasked to overhaul and create new LCAP goals for the upcoming three year cycle. The committee feedback focused on the Title III Plan and Increased/Improved services. In February, PAC members listened to the process of written review and comment of the developing LCAP, examined unduplicated student needs, and finalized the goals, actions, metrics, and services. There were no changes recommended for this year's feedback. However, it was explained that the committee would revamp the upcoming three-year LCAP. The committee reviewed the Uniform Complaint Procedures and heard a presentation from the Assistant Superintendent of Business Services on the projected budget from the Governor. The April meeting included discussion of the Consolidated Application, shared our updates about Dual Enrollment with Rio Hondo College, and we reviewed final LCAP updates prior to Board of Trustee approval, seeking approval. Parent feedback throughout the year directly influenced refinements to the LCAP, ensuring that family perspectives were reflected in our district's planning. Our community

Educational Partner(s)	Process for Engagement
	appreciated the committee format and felt their feedback and input was included in the LCAP. They reviewed the LCAP and recommended the LCAP continue to move forward for Board of Trustee approval. No comments from LCAP, PAC, SAC, or DELAC required a written response from the Superintendent.
Superintendent's Advisory Committee (SAC): Whittier Area Cooperative Special Education Program (WACSEP) Los Nietos Teachers Association (LNTA) California Service Employees Association (CSEA) Site Principals Whittier Union High School District (feeder district) Local College: Rio Hondo Community College Local Partners: Santa Fe Springs Library, Los Nietos Library Educational Services, Student Services, Business, Human Resources Department Representatives Superintendent Member of the Board of Trustees Parents and Community Students	Superintendent's Advisory Committee (SAC) The Superintendent's Advisory Committee (SAC) met during the 2025–26 school year to provide input on district priorities and initiatives connected to the 2026–27 LCAP. Meetings were held on September 18, 2025; December 11, 2025; January 22, 2026; February 19, 2026; and April 23, 2026, and included parents, staff, administrators, community partners, and representatives from labor groups and feeder districts. In September, the SAC discussed nutrition services, community support, and strategies to help students succeed in school, careers, and life, aligning these topics to district wellness and engagement goals. The December meeting focused on parent rights, belonging, and student success, reinforcing the district's commitment to family engagement and equitable access to resources. The Superintendent highlighted important changes to law, but showed parents where to find it in the annual parent notification document. In January, the SAC examined the impact of parent engagement on student outcomes and discussed how community partnerships support district goals, led by our Assistant Superintendent of Student Services. The February meeting included a review of the District's Strategic Plan. The Superintendent presented the process and highlighted our work on the Portrait of a Scholar. In April, the SAC focused on college and career readiness, emphasizing that multiple pathways support student success.

Educational Partner(s)	Process for Engagement
	Feedback from SAC meetings informed district decisions related to student engagement, wellness, and long-term planning reflected in the LCAP. No comments from LCAP, PAC, SAC, or DELAC required a written response from the Superintendent.
District English Learner Advisory Committee (DELAC) Parents and Community Site Principals Educational Services, Student Services, Business, Human Resources Department Representatives	District English Learner Advisory Committee (DELAC) During the 2025–26 school year, the District English Learner Advisory Committee (DELAC) met regularly to provide guidance and input on programs and services supporting English learners, including Long-Term English Learners (LTELs), newcomers, and their families. DELAC meetings were held on September 24, 2025; December 3, 2025; February 4, 2026; April 1, 2026; and May 6, 2026, and included families of English learners, site administrators, district staff, and community partners. The September meeting, held at Los Nietos Middle School, focused on orienting families to the DELAC process, including review of procedures, election of officers, and approval of bylaws. Parents participated in a school tour and student presentation and reviewed the district's English Learner program, goals, and objectives, with specific attention to LTEL support. Families examined CAASPP data with a focus on English learner outcomes, reviewed the reclassification process, learned how to access student information through Aeries, and discussed elective opportunities at the middle school. In December, DELAC convened at Rancho Santa Gertrudes Elementary School, where parents engaged in another school tour and student presentation. The committee reviewed local indicators results, the Consolidated Application, and conducted a program evaluation of Title I and Title III–funded services and programs, providing feedback to inform continuous improvement. Families also received an overview update on the English Learner Master Plan, and the meeting concluded with participation from Los Angeles County Office of Education (LACOE) Nutrition Services, highlighting connections between nutrition, wellness, and student learning.

Educational Partner(s)	Process for Engagement
	The February meeting at Ada S. Nelson Elementary School focused on LCAP development and prioritization of English learner needs. Parents reviewed how English learner data informs district planning and sought input on our LCAP goals, metrics, actions, and services. No updates were recommended to the LCAP at this time. Our ELO-P director worked with the committee to gather parent input on the Expanded Learning Opportunities Program (ELO-P), particularly for the Single Comprehensive Plan being drafted this year with committee input. The committee reviewed statewide English learner updates from EdSource. In April, DELAC met at Aeolian Elementary School, where families participated in school tours and presentations centered on student growth and learning. The meeting reviewed the mathematics instructional shifts, ongoing mathematics professional development for teachers, and the current instructional materials pilot. In addition, parents also reviewed Uniform Complaint Procedures with the Superintendent. The final DELAC meeting in May was held at the District Office and focused on celebrating parent participation and closing the feedback loop. Families were recognized for their contributions, received information on summer family activities, and reviewed district technology updates related to student safety and data security. A representative from the Whittier Union High School District shared programming for English learners in the high school district. District updates, including data confirmation procedures, were shared, and parents reviewed the proposed DELAC meeting schedule for the 2026–27 school year. Input from DELAC meetings throughout the year directly informed the development of the 2026–27 LCAP, including refinement of goals, actions, and services designed to support English learners, strengthen newcomer programs, enhance family communication, and ensure equitable access to academic and social-emotional supports.
Community Schools Advisory Committee	Community Schools Advisory Committee

Educational Partner(s)	Process for Engagement
Parents and Community Site Principals PBIS Teachers on Special Assignment Art and Music Teachers	During the 2025–26 school year, Los Nietos School District established a Community Schools Advisory Committee to support the intentional development of a whole-child, integrated approach to student success and support our work in the Community Schools grant. This committee is new to the LCAP narrative as of 2025–26. The Community Schools Advisory Committee met on December 8, 2025; February 2, 2026; and May 4, 2026, and included district leadership, site administrators, staff, parents, and community representatives. The December meeting focused on an introduction to the Community Schools framework, including collaborative discussion around the potential benefits and challenges of implementation and an overview of site-level implementation planning. Participants engaged in dialogue to build shared understanding and establish a common vision for Community Schools within the district. At the February 2, 2026 meeting, under the leadership of the PBIS TOSA, the committee examined site-based Community Schools councils, collaborative leadership structures, and asset-mapping as tools to drive shared decision-making. Members reviewed site data, including student wellness indicators, to identify strengths, gaps, and opportunities for integrated supports. This session emphasized the importance of aligning services and resources to student needs while elevating family and community voice in planning processes. The May 4, 2026 meeting centered on revisiting implementation goals, reflecting on progress made during the committee’s inaugural year, and celebrating early successes. Input from these meetings informed district planning related to student wellness supports, expanded learning opportunities, family engagement structures, and cross-department collaboration. The work of the Community Schools Advisory Committee will continue to inform future LCAP actions and supports as the district deepens implementation of the Community Schools grant expectations.
LCAP Survey for Families, Staff, and Students	The PAC provided input into this year's annual LCAP survey for families, with survey questions finalized at the October meetings.

Educational Partner(s)	Process for Engagement
	Ninety-four respondents provided input on School Safety and Climate, Parent and Community Involvement, and Student Learning. The 2025-26 Staff LCAP Survey questions were not updated this year. It was determined they would remain the same after our PAC provided collective input to keep as is. The PAC, site administrators, and executive cabinet reviewed the results from the survey. The input received from the PAC informed the evaluation of the 2026-27 LCAP. During the 2024-25 school year, a committee of PBIS TOSA, Educational Services TOSA, and principals jointly agreed to change from Kelvin (which was no longer free to LNSD) to mySAEBRS (my Social, Academic, and Emotional Behavior Risk Screener). MySAEBS is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior problems. Regular data analysis was conducted at the district level with the PBIS TOSA and principals, and again with principals at their sites. Please note the updated data in Metric 1.12. For the final administration of the MySAEBRs in May 2026, there were 637 student responses (76% participation rates). Areas of strength include student connectedness to friends and supportive teachers and staff, while areas of growth include enjoyment of classroom activities, bullying, and resolving issues of bullying. The PAC, administrators, and executive cabinet reviewed the results of the student results as detailed above.
School Site Councils/English Learner Advisory Committee/Parent Teacher Committees Approved Members Administration Community at Large	The School Site Council meetings were consistently scheduled and well-attended across all school sites: Throughout the school year, all four School Site Councils met regularly to engage in dialogue around LCFF and LCAP priorities, ensuring that feedback was continuous and grounded in site-specific needs. These teams examined the goals and actions identified by the district's LCAP Committee for the 2025–27 cycle and provided critical input to support a strong start to year one of implementation. Their commitment to thoughtful reflection and collaboration reinforces the

Educational Partner(s)	Process for Engagement
	district's mission to keep our partners' voices at the center of our planning and improvement efforts. The School Site Council meetings were consistently scheduled and well-attended across all school sites: Nelson held SSC meetings on 10/10/25, 11/14/25, 12/5/25, 2/20/26, and 5/1/26; Aeolian met on 10/2/25, 12/4/25, 1/15/26, and 4/23/26; Rancho Santa Gertrudes convened on 9/25/25, 10/16/25, 11/13/25, 1/22/26, 2/19/26, and 4/23/26; and LNMS held SSC meetings on 9/25/25, 10/22/25, 11/18/25, 1/9/26, 2/20/26 and 4/2/26. These meeting cycles reflect each school community's dedication to thoughtful planning and active involvement throughout the year. Similarly, the English Learner Advisory Committees remained engaged in guiding school support for English learners. Nelson's ELAC met on 10/10/25, 11/14/25, 12/5/25, 2/20/26, and 5/1/26 while Aeolian's ELAC meetings occurred on 10/2/25, 12/4/25, 1/15/26, and 4/23/26. Rancho Santa Gertrudes held ELAC meetings on 9/24/25, 10/15/25, 11/12/25, 1/21/26, and 2/18/26, and 4/22/26. LNMS maintained a consistent ELAC schedule with meetings on 9/25/25, 10/22/25, 11/18/25, 1/9/26, 2/20/26 and 4/2/26. These meetings provided critical forums for discussing instructional support and language development services for English learners. The Parent Teacher Clubs also played an active role in strengthening school culture and family engagement. Nelson hosted monthly PTC meetings on dates ranging from August 2025 through June 2026. Aeolian's PTC met several times, including a strong showing in the spring semester with meetings on 9/3, 10/14, 12/5, 2/2 and 4/21/26. Rancho Santa Gertrudes held PTC meetings every month from September to May. Meetings at Rancho were held on 9/2/25, 10/7/25, 11/4/25, 12/2/25, 1/13/26, 2/3/26, 3/3/26, 4/7/26, and 5/5/26. At Los Nietos Middle School, student voice was prioritized through a student-led ASB (Associated Student Body), which oversees fundraising activities and promotes student leadership. Together, these groups exemplify the district's commitment to inclusive governance and community partnership.

Educational Partner(s)	Process for Engagement
School Site Workshops	Ada S. Nelson Elementary School During the 2025–26 school year, Ada S. Nelson Elementary School offered a coordinated series of parent training focused on student wellness, behavior, and academic success. PBIS parent trainings, co-led by the site principal and PBIS Teachers on Special Assignment (TOSAs), were held on November 14, 2025 (Zones of Regulation), January 9, 2026 (Bullying: Let's Talk About It), February 6, 2026 (Anger Management), and April 15, 2026 (Positive Behavior Support). These sessions were designed to strengthen family understanding of schoolwide behavioral expectations and provide practical strategies for supporting emotional regulation and positive behavior at home. In addition, Educational Services TOSAs facilitated instructional parent workshops on September 11, 2025 (Understanding the ELPAC and How to Support Your Child), November 13, 2025 (Foundations of Reading: Building Confident Early Readers), January 15, 2026 (Reading to Learn: Strategies for Upper Grade Readers), and April 15, 2026 (Math Confidence: Strategies to Support at Home). Together, the PBIS and instructional training supported a whole-child approach by aligning academic learning, language development, and social-emotional supports for students and families. Aeolian Elementary School Aeolian Elementary School implemented a comprehensive parent engagement plan that integrated PBIS-focused training with instructional parent workshops throughout the school year. PBIS parent trainings, co-facilitated by the principal and PBIS TOSAs, were offered on October 31, 2025 (Zones of Regulation), January 21, 2026 (Bullying: Let's Talk About It), March 10, 2026 (Anger Management), and April 28, 2026 (Positive Behavior Support). These sessions focused on building family capacity to support student behavior, emotional regulation, and positive school climate. Complementing this work, Educational Services TOSAs led parent workshops on October 16, 2025 (Parent–Teacher Partnerships for Student Success), November 16, 2025 (Helping Your Child Grow as a

Educational Partner(s)	Process for Engagement
	Writer), February 13, 2026 (Math Confidence: Strategies to Support at Home), and April 29, 2026 (When My Child Struggles: What I Can Do at Home). These workshops emphasized communication, academic expectations, and practical strategies families can use to support learning and persistence at home. Los Nietos Middle School At Los Nietos Middle School, parent training was intentionally designed to address the developmental, academic, and social-emotional needs of adolescent learners. PBIS parent trainings, co-led by the principal and PBIS TOSAs, were held on October 10, 2025 (Zones of Regulation), November 14, 2025 (Vaping Awareness), February 13, 2026 (Bullying Prevention), and April 16, 2026 (Executive Functioning). These sessions supported families in understanding middle school behavior, decision-making, and self-regulation, while reinforcing consistent expectations between school and home. In addition, Educational Services TOSAs facilitated targeted parent workshops on August 29, 2025 (Parent–Teacher Partnerships for Student Success), October 10, 2025 (When My Student Struggles), November 14, 2025 (Understanding the ELPAC and How to Support Your Child), and February 13, 2026 (Understanding the ELPAC and How to Support Your Child – EL focus). These trainings strengthened collaboration between families and school staff and supported parents in navigating assessments, interventions, and academic expectations. Rancho Santa Gertrudes Elementary School Rancho Santa Gertrudes Elementary School provided multiple opportunities for families to engage in learning through both PBIS parent training and Educational Services–led workshops. PBIS parent trainings, co-facilitated by the principal and PBIS TOSAs, were held on October 31, 2025 (Zones of Regulation), January 23, 2026 (Bullying Prevention), March 6, 2026 (Supporting Your Child Through Frustration), and April 16, 2026 (Positive Behavior Support). These

Educational Partner(s)	Process for Engagement
	sessions focused on helping families build skills to support emotional regulation, resilience, and positive behavior across settings. Educational Services TOSAs complemented this work by leading instructional parent workshops on October 9, 2025 (Foundations of Reading: Building Confident Early Readers), October 22, 2025 (Reading to Learn: Strategies for Upper Grade Readers), November 13, 2025 (Math Confidence: Strategies to Support at Home), and January 23, 2026 (Helping Your Child Grow as a Writer). Together, these coordinated training opportunities strengthened family-school partnerships and supported academic achievement and student wellness.

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

Throughout the year, Los Nietos School District engaged educational partners through a structured, ongoing process to inform the development and adoption of the Local Control and Accountability Plan. Input was gathered through district and site-level committees, including the LCAP Committee, Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), Superintendent's Advisory Committee (SAC), School Site Councils, and the Community Schools Advisory Committee. These engagement opportunities ensured that families, staff, community partners, and district leadership had meaningful roles in reviewing data, identifying needs, and shaping priorities for student success.

Educational partners reviewed multiple sources of information, including California School Dashboard indicators, local assessment data, attendance and engagement metrics, student wellness data, and program implementation updates. Feedback consistently emphasized the importance of strengthening student wellness supports, improving attendance and engagement, expanding academic interventions, supporting English learners and students with disabilities, and increasing access to family education and communication. This input directly influenced revisions to LCAP goals, metrics, actions, and services, including continued investment in PBIS implementation, MTSS structures, instructional coaching, expanded learning opportunities, and targeted support for unduplicated students.

Parent and community feedback also informed decisions related to family engagement and capacity building. Recommendations from PAC, DELAC, and site-based forums contributed to the development of parent workshops, PBIS parent trainings, and improved communication practices designed to support learning at home and strengthen partnerships between families and schools. Input from English learner families specifically guided refinements to designated ELD supports, reclassification monitoring, and newcomer services reflected in the adopted plan.

The addition of the Community Schools Advisory Committee further strengthened the district's collaborative planning process by supporting cross-department alignment and shared decision-making around integrated student supports, wellness services, expanded learning, and community partnerships. Collectively, the feedback provided by educational partners informed the adoption of an LCAP that reflects district

priorities, responds to identified needs, and reinforces a shared commitment to equity, continuous improvement, and positive outcomes for all students in the Los Nietos School District.

1. District Committees: Local Control and Accountability Plan (LCAP), Parents' Advisory Committee (PAC), Superintendent's Advisory Committee (SAC), Community Schools Advisory Committee, and District English Learner Advisory Committee (DELAC)

Throughout the 2025–26 school year, Los Nietos School District engaged parents, staff, and community members through multiple district-level advisory committees, including the Local Control and Accountability Plan (LCAP) Committee, Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), Superintendent's Advisory Committee (SAC), and the Community Schools Advisory Committee. Each committee played a distinct yet complementary role in reviewing student data, examining programs and services, and providing input to ensure district initiatives aligned with identified needs and community priorities. Collectively, the feedback and recommendations from these committees directly informed the development and refinement of the LCAP.

The LCAP Committee focused on reviewing student performance data, funding allocations, and program effectiveness. Meetings included analysis of California School Dashboard and CAASPP results, student wellness indicators, attendance trends, expanded learning opportunities, and special education initiatives. Educational partners examined how district resources supported student outcomes, particularly for unduplicated student groups, and provided input that led to refinements in LCAP goals, actions, and services aligned to equity and continuous improvement.

The Parent Advisory Committee (PAC) concentrated on reviewing and providing feedback related to Title I, Title III, and Title IV programs, the Learning Recovery Emergency Block Grant (LREBG), and parent and family engagement policies. Members reviewed LCAP expenditures, evaluated the effectiveness of services for English learners and other student groups, and participated in written review and comment of proposed LCAP components. PAC input contributed to strengthened outreach efforts, improved transparency in funding decisions, and enhanced family engagement strategies reflected in the adopted plan.

The District English Learner Advisory Committee (DELAC) provided targeted input on English learner programs, reclassification processes, and family engagement support. Parents reviewed English learner and Long-Term English Learner data, participated in site visits, and contributed feedback related to the English Learner Master Plan, Title III services, and instructional support. DELAC recommendations informed priorities for professional development, program monitoring, and services designed to support English learners, newcomers, and their families.

The Superintendent's Advisory Committee (SAC) addressed broader district initiatives, including student wellness, facilities and safety, community partnerships, and long-term strategic planning. Discussions included alignment to the district's Portrait of a Scholar, school safety planning, and organizational priorities. Feedback from SAC meetings informed districtwide decision-making and ensured alignment between academic goals, operational supports, and community expectations.

During the 2025–26 school year, the district also established a Community Schools Advisory Committee to support collaborative planning around integrated student supports, expanded learning opportunities, family engagement, and community partnerships. As a newly formed committee, its work focused on building shared understanding of the Community Schools framework, reviewing site data and assets, and

supporting shared decision-making structures. Input from this committee strengthened cross-department alignment and informed future planning reflected in the LCAP.

Parent participation across all committees was encouraged through multiple communication channels to ensure accessibility and transparency. While no formal written responses from the superintendent were required, the collective input from these advisory groups played a critical role in shaping the adopted LCAP and reinforcing the district's commitment to equitable, data-informed, and community-responsive decision-making in support of student success.

2. Site Level Committees and Workshops: School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Clubs (PTC), and Parent/Community Trainings

School site committees, including School Site Councils (SSC), English Learner Advisory Committees (ELAC), and Parent Teacher Clubs (PTC), play a critical role in shaping school-level priorities and ensuring that the district's Local Control and Accountability Plan reflects the unique needs of each school community. These committees provide structured opportunities for parents, staff, and administrators to review student data, discuss funding and program implementation, and provide input on school improvement efforts. Site-level feedback gathered through these committees informed districtwide planning and reinforced transparency, accountability, and equity in decision-making.

During the 2025–26 school year, School Site Councils met at each school site to review LCFF funding, assess site-based initiatives, and provide feedback on LCAP-aligned goals and actions. SSC meetings were held to ensure site teams in aligning districtwide priorities to the specific needs of their student populations and informed refinements to instructional, engagement, and support strategies reflected in the LCAP. Dates for these meetings are listed above.

English Learner Advisory Committees also met throughout the year to provide targeted input on programs and services for English learners. ELAC meetings were held at each site for our families and community to review English learner data, discussed instructional supports, and provided recommendations related to reclassification, family communication, and program implementation. ELAC feedback contributed to and supported continued refinement of services for English learners and their families. There were no updates to the 2025-28 English Learner Master Plan since it was updated last year.

Parent Teacher Clubs (PTC) further strengthened school-community connections by supporting family engagement, enrichment opportunities, and school climate initiatives. In addition, Annual Title I meetings were held at all school sites during the 2025–26 school year, ensuring families received information about Title I programs, funding, and parent rights. Collectively, the input from SSCs, ELACs, and PTCs ensured that site-level perspectives directly influenced decisions related to resource allocation, student supports, and long-term planning.

Principals, informed by feedback from SSC, ELAC, and PTC, identified four academic and four SEL workshop topics to present during the 2025-26 school year. In total, 32 mini-workshops were offered to families. This inclusive, site-based engagement process reinforced the district's commitment to responsive, community-driven planning and contributed meaningfully to the development of the LCAP.

3. LCAP Survey for Families, Staff, and Students

The PAC provided input into this year's annual LCAP survey for families, and after reviewing and finalizing the survey questions at meetings held in early fall, the survey was distributed in October 2025. The 81 respondents provided valuable feedback on School Safety and Climate, Parent and Community Involvement, and Student Learning. While this represents a slight decrease from the prior year's 88 responses, the input received continues to inform our district's improvement efforts.

The 2025-26 Staff LCAP Survey was developed with collective input from the PAC in a similar manner. The PAC, site administrators, and executive cabinet reviewed the results from the 65 staff respondents. The feedback received from both the PAC and staff informed the evaluation of the 2026-27 LCAP.

For student input, the 2024-25 school year marks the district's transition to mySAEBRS (my Social, Academic, and Emotional Behavior Risk Screener). The PAC provided input into the decision to shift from the previous Kelvin Connectedness Survey to this new tool. MySAEBRS is a brief, norm-referenced screening instrument designed to identify students who may be at risk for social-emotional and behavioral challenges. This transition allows the district to gather more comprehensive data on student wellbeing throughout the year.

For the final administration of mySAEBRS in May 2026, there were 637 student responses (76% participation rate). Areas of strength include Social Behavior, while areas of growth include Academic Behavior. The PAC, site administrators, and executive cabinet reviewed the student results as detailed above.

The LCAP Committee jointly drafted the following statement demonstrating our WHY:

Community engagement serves as the cornerstone for the development of a robust Local Control and Accountability Plan (LCAP) tailored to the needs of the Los Nietos School District. The active involvement of the LCAP, PAC, SAC, Community Schools Advisory Committee, and DELAC committees and educational partners are imperative in crafting a student-centered plan that garners buy-in from all members of the community. Through transparency and inclusivity, parents, teachers, classified staff, administrators, and our community are not only included but empowered to understand and support their students within the educational system, fostering a foundation of informed community participation.

At the core of this engagement lies the recognition that students are the focal point, and their success hinges upon a collaborative effort from all of our community. By involving the entire community, diverse perspectives are gathered, ensuring that the plan addresses the unique needs and aspirations of each student within the district. Furthermore, community engagement fosters a sense of belonging and connectedness within the school, nurturing well-rounded, independent thinkers equipped with the skills needed for college, career, and global citizenship. Ultimately, by valuing input from all members of the community, the LCAP becomes a comprehensive roadmap for student success, guiding them towards fulfilling lives and meaningful contributions to society.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Safety and Wellness: Provide all students the tools, resources, and support they need to manage mental health challenges and be safe physically and emotionally.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At the heart of our LCAP committee's mission is the unwavering commitment to student safety and wellness. We believe that nurturing an environment where students feel loved, secure, and empowered is fundamental to their growth and success. By fostering a positive, safe space, we not only cultivate future leaders but also equip them with the tools and resources necessary to overcome challenges that negatively impact attendance and promote positive behavior. We firmly believe that students who feel connected, safe, and supported are more likely to thrive socially, attend school regularly, achieve academic excellence, and demonstrate kindness to one another. Our dedication to creating such an environment underscores our belief in the transformative power of a holistic approach to education, one that prioritizes the well-being and success of every student.

Written by the LCAP Committee on February 27, 2025

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Accountability Report Card (SARC); Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	In 2023-2024, 100% school site and district facilities attained a "Good" or "Exemplary" rating with no deficiencies reported on the SARC.	In 2024-25, 100% of school sites and district facilities attained a "Good" or "Exemplary" rating with no deficiencies reported on the SARC.	In 2025-26, 100% of school sites and district facilities attained a "Good" or "Exemplary" rating with no deficiencies reported on the SARC.	100% of district facilities will have attained a "Good" or "Exemplary" rating with no deficiencies reported on the SARC.	The condition of school facilities remained consistent, with 100% attaining a "Good" or "Exemplary".

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	PBIS Professional Development Training and Support	LNSD is in the early stages of implementing PBIS to provide safe and healthy learning environments. Site visits have been conducted by Superintendent and Assistant Superintendent to introduce PBIS during Spring 2024.	LNSD has initiated implementation of PBIS with one PBIS Teacher on Special Assignment (TOSA) assigned to each of the four school sites to support safe and healthy learning environments. These TOSAs will facilitate the initial phase of PBIS implementation district-wide.	LNSD's four PBIS TOSAs, in conjunction with site principals, facilitated three days of professional development to support continued implementation. PBIS Teams across all four school sites completed Year 2 Tier 1 training to further strengthen safe and healthy learning environments district-wide.	100% of school site staff will have been trained and are receiving ongoing support in PBIS to provide safe and healthy learning environments.	The district is in year 2 of full implementation.
1.3	RAPTOR	Phase one of three has been implemented. Staff has been trained on the emergency management system.	Phase two continues to be refined at all sites during year two of implementation. Schools maintain the emergency drill schedule with monthly practice. All sites completed needs assessments in October. Phase three preparation is underway.	Phase three focuses on practicing the reunification process during an emergency drill. School sites conduct these exercises with parents, utilizing a “Request Gate” and a “Reunion Gate” to simulate real conditions. The goal is to identify operational needs, evaluate	Every staff member will be trained in all three elements of Raptor: 1. Emergency Management System 2. Visitor Management 3. Volunteer Management Through these efforts, LNSD has enhanced safety	Implementation has progressed from Phase One to Phase Three.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				efficiency, and refine procedures for improved response in actual emergencies.	measures while simultaneously fostering greater family and community engagement.	
1.4	Safety Preparedness Drills	100% of school site staff and students have conducted monthly safety preparedness drills.	100% of school site staff and students have conducted monthly safety preparedness drills.	100% of school site staff and students have conducted monthly safety preparedness drills.	100% of school site staff and students will conduct monthly safety preparedness drills.	Monthly safety preparedness drills remained unchanged at 100% from the 2023-24 baseline through the 2025-26 outcome.
1.5	School Site Safety Plans	100% School Sites have conducted an annual Safety Plan update that has been created by and communicated to all community groups.	All school site 2024-2025 Safety Plans have been updated with input from all community groups. These plans now await final approval from the LNSD Board of Trustees with instructional continuity plan on June 12, 2025.	All school site 2025-2026 Safety Plans have been updated with input from all community groups. The final approval from the LNSD Board of Trustees with instructional continuity plan on April 9, 2026.	100% of School Sites will complete an annual Safety Plan update that has been created by and communicated to all community groups.	Annual Safety Plan updates were completed at 100% of school sites in both the 2023-24 baseline and 2025-26, with the 2025-26 plans approved by the Board on April 9, 2026.
1.6	District-wide Implementation of ParentSquare	All District communication is conducted using ParentSquare. According to ParentSquare 75% of families are currently receiving emails	All District communication is conducted using ParentSquare. According to ParentSquare 72% of families are currently receiving emails	All District communication is conducted using ParentSquare. According to ParentSquare 76% of families are currently receiving emails 25% of	All district and school site communication is conducted using ParentSquare. According to ParentSquare	The percentage of families reached via email increased by 1 percentage point, from a baseline of 75% (2023-24) to 76% (2025-26).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		25% of families are currently receiving texts	28% of families are currently receiving texts	families are currently receiving texts	95% of families will be receiving emails 60% of families will be receiving texts	The percentage of families reached via text message remained the same as the baseline, at 25%, from 2023–24 to 2025–26.
1.7	Chronic Absenteeism (Priority 5)	According to Aeries SIS during the 2023-24 school year Chronic Absenteeism rates were as follows: District Total: 19% EL Students: 24.8% Foster Youth: 20.5% Socio-Economically Disadvantaged: 23% Homeless 20.3% Special Education 27.7%	During 2024-25 School Year Chronic Absenteeism rate are as follows: District: 16.04% EL Students: 12.2% Foster Youth: 15.4% Socio-Economically Disadvantaged: 15.3% Homeless 23.2% Special Education 16.3%	During 2025-26 School Year Chronic Absenteeism rate are as follows: District: 13.48% EL Students: 11% Foster Youth: 6% Socio-Economically Disadvantaged: 14.2% Homeless 24.5% Special Education 17.3%	District Total: 8% EL Students: 10% Foster Youth: 13% Socio-Economically Disadvantaged: 13% Homeless 15% Special Education 15%	The chronic absenteeism rate declined by 5.52% percentage points, from a baseline of 19% (2023-24) to 13.48% (2025-26)
1.8	Attendance Rates (Priority 5)	According to Attention to Attendance (A2A) for the 2023-2024 School Year District Totals were as follows: Attendance rate: 93.1%	According to SchoolStatus Attend for the 2024-2025 School Year. Attendance rate: 94.1%	According to SchoolStatus Attend for the 2025-2026 School Year. Attendance rate 94.1:%	Attendance rate: 96% Perfect attendance: 8%	The overall attendance rate increased by 1 percentage point, from a baseline of 93.1% (2023-24) to (2025-26).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Perfect attendance: 3.51% (44 students)	Perfect attendance: 4.3% (54 students)	Perfect attendance:5.9% (71 students)		The perfect attendance rate increased by 2.4 percentage points, from a baseline of 3.51% (2023-24) to 5.9% (2025-26).
1.9	Suspension Rates (Priority 6)	According to Aeries SIS during the 2023 - 2024 SY suspension rates were as follows: District Total: 2.6% Homeless: 0% English Learners: 1.5% Special Education: 2.7% Foster Youth 0%	According to Aeries SIS during the 2024 - 2025 SY suspension rates were as follows: District Total: 0.96% Homeless: 1.75% English Learners: 0.81% Special Education: 1.51% Foster Youth 0%	According to Aeries SIS during the 2025 - 2026 SY suspension rates were as follows: District Total: 1.7% Homeless: 3.8% English Learners: 2.8% Special Education: 3% Foster Youth 6%	All school sites will maintain less than 1% suspension rate in each student group and for overall District.	The suspension rate decreased by 0.9 percentage points, from a baseline of 2.6% (2023-24) to 1.7% (2025-26 SY).
1.10	Expulsion Rates (Priority 6)	According to Aeries SIS during the 2023 - 2024 SY expulsion rates were as follows: District Total: 0% Homeless: 0% English Learners: 0% Special Education: 0% Foster Youth 0% Special Education: 0%	According to Aeries SIS during the 2024 - 2025 SY expulsion rates were as follows: District Total: 0% Homeless: 0% English Learners: 0% Special Education: 0% Foster Youth 0% Special Education: 0%	According to Aeries SIS during the 2025 - 2026 SY expulsion rates were as follows: District Total: 0% Homeless: 0% English Learners: 0% Special Education: 0% Foster Youth 0% Special Education: 0%	All school sites will maintain less than 1% expulsion rate in each student group and for overall District.	The expulsion rate remained unchanged at 0% from the 2023-24 baseline to the 2025-26 outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	California Healthy Kids Survey (CHKS) (Priority 6)	Based on the 2023-2024 California Healthy Kids Survey (CHKS) results: School Connectedness: 71% of 5th Graders and 54% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions regarding school connectedness. Caring Adult Relationships: 69% of 5th Graders and 52% of 7th Graders answered 'Very Much True' or 'Pretty Much True'' when asked if they have a caring adult at their school. Meaningful Participation: 47% of 5th Graders and 19% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions about meaningful participation at school. Perceived Safety at School: 76% of 5th Graders and	Based on the 2024-2025 California Healthy Kids Survey (CHKS) results: School Connectedness: 65% of 5th Graders and 63% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions regarding school connectedness. Caring Adult Relationships: 65% of 5th Graders and 60% of 7th Graders answered 'Very Much True' or 'Pretty Much True'' when asked if they have a caring adult at their school. Meaningful Participation: 43% of 5th Graders and	Based on the 2025-2026 California Healthy Kids Survey (CHKS) results: School Connectedness: 74% of 5th Graders and 60% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions regarding school connectedness. Caring Adult Relationships: 70% of 5th Graders and 59% of 7th Graders answered 'Very Much True' or 'Pretty Much True'' when asked if they have a caring adult at their school. Meaningful Participation: 44% of 5th Graders and	Improve CHKS Healthy Kids Survey Responses to: School Connectedness: 90% of 5th Graders and 80% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions regarding school connectedness. Caring Adult Relationships: 90% of 5th Graders and 80% of 7th Graders answered 'Very Much True' or 'Pretty Much True'' when asked if they have a caring adult at their school. Meaningful Participation: 90% of 5th Graders and 80% of 7th Graders	Comparing 2025-26 outcomes to the 2023-24 baseline: School Connectedness increased by 3 points for 5th graders and by 6 points for 7th graders. Caring Adult Relationships increased by 1 point for 5th graders and by 7 points for 7th graders. Meaningful Participation decreased by 3 points for 5th graders but increased by 5 points for 7th graders. Perceived Safety increased by 6 points for 5th graders and by 8 points for 7th graders.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		57% of 7th Graders answered ‘Safe’ or ‘Very Safe’ when asked if they feel safe at school. Source: CalSCHLS Dashboard	19% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions about meaningful participation at school. Perceived Safety at School: 77% of 5th Graders and 69% of 7th Graders answered ‘Safe’ or ‘Very Safe’ when asked if they feel safe at school. Source: CalSCHLS Dashboard	24% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions about meaningful participation at school. Perceived Safety at School: 82% of 5th Graders and 65% of 7th Graders answered ‘Safe’ or ‘Very Safe’ when asked if they feel safe at school. Source: CalSCHLS Dashboard	answered 'Strongly Agree' or 'Agree' when asked questions about meaningful participation at school. Perceived Safety at School: 90% of 5th Graders and 80% of 7th Graders answered ‘Safe’ or ‘Very Safe’ when asked if they feel safe at school.	
1.12	LCAP Student Survey (Priority 6)	According to the 2024 LCAP Student Survey: 69% of students reported being satisfied with the School Climate at their respective sites. 75% of low income student feel they have the support they need from teachers and staff to do well in school.	According to the 2025 LCAP Student Survey: 71% of students reported being satisfied with the School Climate at their respective sites. 78% of low income student feel they	N/A	According to the 2026-27 LCAP Student Survey: 90% of students report being satisfied with the School Climate at their respective sites, Target focus on prosocial student support and decreased	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		81% of non low income students feel they have the support they need from teachers and staff to do well in school. Source: Kelvin Pulse, May 2024	have the support they need from teachers and staff to do well in school. 78% of students feel they have the support they need from teachers and staff to do well in school. Source: Kelvin Pulse, May 2025		incidents of disruptive behavior being reported. 95% of all students feel they have the support they need from teachers and staff to do well in school.	
1.13	Middle School Dropout Rate (Priority 5)	According to Aeries SIS during the 2023 - 2024 SY dropout rates were as follows: District Total: 0% Homeless: 0% English Learners: 0% Special Education: 0% Foster Youth 0%	According to Aeries SIS during the 2024 - 2025 SY dropout rates were as follows: District Total: 0% Homeless: 0% English Learners: 0% Special Education: 0% Foster Youth 0%	According to Aeries SIS during the 2025 - 2026 SY dropout rates were as follows: District Total: 0% Homeless: 0% English Learners: 0% Special Education: 0% Foster Youth 0%	All school sites will maintain less than 1% dropout rate in each student group and for overall District.	The dropout rate remained unchanged at 0% from the 2023-24 baseline to the 2025-26 outcome.
1.14	Aeries Portal Account Activity (Priority 3)	Based on Aeries SIS during the 2023-2024 SY: 36% of students had at least one parent access their Aeries Parent Portal Account during the SY.	Based on Aeries SIS during the 2024-2025 SY: 100% of students had at least one parent access their Aeries Parent	Based on Aeries SIS during the 2025-2026 SY : 100% of students had at least one parent access their Aeries Parent	Based on Aeries SIS during the 2026-2027 SY: 85% of students had at least one parent access their Aeries Parent	Parent access increased significantly between 2023-24 and 2025--26. Access for all students rose by 64 percentage points (from 36%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		30.4% of EL students had at least one parent access their Aeries Parent Portal Account during the SY.	Portal Account during the SY. 100% of EL students had at least one parent access their Aeries Parent Portal Account during the SY.	Portal Account during the SY. 100% of EL students had at least one parent access their Aeries Parent Portal Account during the SY.	Portal Account during the SY. 90% of EL students had at least one parent access their Aeries Parent Portal Account during the SY.	to 100%), and access for EL students rose by 69.6 percentage points (from 30.4% to 100%).
1.15	LCAP Staff Survey (Priority 6)	According to the 2023-24 LCAP Staff Survey: 70% of staff reported they were given information about community resources for themselves or others that might need additional help. 100% of staff reported that the school/worksite where provides a clean, comfortable, and orderly environment for learning. 89% of staff reported that the staff at their school and/or department communicates in a respectful, supportive manner.	According to the 2024-25 LCAP Staff Survey: 84% of respondents reported they were given information about community resources for themselves or others that might need additional help. 94% of respondents reported that their worksite provides a clean, comfortable, and orderly environment for learning. 88% of staff reported that the	According to the 2025-26 LCAP Staff Survey: 89% of respondents reported they were given information about community resources for themselves or others that might need additional help. 89% of respondents reported that their worksite provides a clean, comfortable, and orderly environment for learning. 94% of staff reported that the	During the 2026-27 SY: 100% of staff reported they were given information about community resources for themselves or others that might need additional help. 100% of staff reported that the school/worksite where provides a clean, comfortable, and orderly environment for learning. 100% of staff reported that the staff at their school and/or department communicates in a	Comparing the 2025-26 survey to the 2023 baseline: staff awareness of community resources increased by 19 percentage points (70% to 89%). staff perception of a clean environment decreased by 11 percentage points (100% to 89%). staff perception of respectful communication increased by 5 percentage points (89% to 94%). staff reporting frequent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		70% of staff reported they received frequent communication so they were aware of what is happening on site so they were prepared for each day. Source: LCAP Staff Survey (2023)	staff at their school and/or department communicates in a respectful, supportive manner. 96% of staff reported they received frequent communication so they were aware of what is happening on site so they were prepared for each day. Source: LCAP Staff Survey (2024)	staff at their school and/or department communicates in a respectful, supportive manner. 86% of staff reported they received frequent communication so they were aware of what is happening on site so they were prepared for each day. Source: LCAP Staff Survey (2025)	respectful, supportive manner. 100% of staff reported they received frequent communication so they were aware of what is happening on site so they were prepared for each day. Source: LCAP Staff Survey	communication increased by 16 percentage points (70% to 86%).
1.16	MySAEBRS Data	According to the Renaissance STAR mySAEBRS Social Behavior Data: 88.93% of students reported low risk 8.31% of students reported some risk 2.77% of students reported high risk Academic Behavior Data:	N/A	N/A	According to the Renaissance STAR mySAEBRS Social Behavior Data: Less than 2% of students reported high risk. Academic Behavior Data: Less than 7% of students reported high risk.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		88.93% of students reported low risk 18.73% of students reported some risk 7.49% of students reported high risk Emotional Behavior Data: 85.99% of students reported low risk 9.93% of students reported some risk 4.07% of students reported high risk Source: mySAEBRS, May 2026			Emotional Behavior Data: Less than 4% of students reported high risk.	

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.

Action 1.1: High quality staffing to implement and support student safety and wellness. This action was fully implemented to address the needs of all students. There were no notable challenges for this action.

Action 1.2: PBIS and Social-Emotional Learning (SEL) training and support. This action was partially implemented to address the needs of all students in fostering positive behavior and emotional regulation. A key success was that all school sites continue the implementation of PBIS, supported by TOSA-led training and coaching. However, a notable challenge was staffing shortages early in the year, which led to increased use of substitutes and lower expenditures, impacting the consistency of social emotional learning (SEL) support services.

Action 1.3: Emergency management and communication systems. This action was fully implemented to address the needs of all students by improving emergency preparedness and school-to-home communication. A key success was the implementation of RAPTOR Phase 2 and Phase 3 at all sites, monthly emergency drills, practicing our Reunification process, and the use of enhanced communication tools like

ParentSquare. However, a notable challenge was that RAPTOR still has an unresolved technical issue where all emergency contacts listed in Aeries are not showing up in Raptor. This is currently being worked on by our tech team.

Action 1.4: Attendance initiatives and outreach. This action was fully implemented to address the needs of students with chronic absenteeism, especially English Learners and Socioeconomically Disadvantaged students. A key success was the district wide reduction in chronic absenteeism, which decreased from 17.31% to 14.98%, supported by Community Outreach Facilitators, use of A2A systems, and PBIS. There were no notable challenges for this action.

Action 1.5: Wellness rooms and mental health support. This action was fully implemented to address the needs of all students by creating wellness spaces that promote mental health and emotional well-being. A key success was that wellness rooms are open and in use across school sites, providing students with a safe, supportive space to self-regulate and reset. There were no notable challenges for this action.

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

Action 1.1: There was no material difference between planned and actual implementation or expenditures for this action. All staffing positions to support student wellness and safety, including the four PBIS TOSAs, were filled as planned. Expenditures aligned with the budget.

Action 1.2: Actual expenditures were less than planned because of staffing shortages in classified personnel (night custodian at Los Nietos Middle School). This staffing shortage led to the use of substitutes, who were paid at a lower rate than budgeted full-time employees.

Action 1.3: There was no material difference between planned and actual implementation or expenditures for this action. The system rollout continued as anticipated, with full spending projected to align closely with the original budget. Since RAPTOR supports emergency preparedness and communication for all students and staff, the estimated percentage of improved services for unduplicated student groups is in line with the plan.

Action 1.4: There was no material difference between planned and actual implementation or expenditures for this action. Community Outreach Facilitators, and PBIS TOSAs supported the ongoing rollout of RAPTOR.

Action 1.5: There was no material difference between planned and actual implementation or expenditures for this action. PBIS TOSAs ensure classrooms are culturally-responsive, and trauma-informed. They also manage Wellness rooms where they prioritize creating a safe and inclusive environment so all students feel valued, respected, and supported in their learning journey.

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

Actions 1.1 and 1.2: High-quality Staffing to Implement and Support Student Safety and Wellness (Action 1.1) and Ensuring District-wide Safety (Action 1.2) were effective. Evidence of their effectiveness includes a districtwide reduction in chronic absenteeism from 19% to 13.48%, and a suspension rate drop to 1.7%. These actions contributed to the development of Tier I PBIS systems at all sites, led by the newly hired PBIS TOSAs, and helped create more inclusive and proactive school climates. The CHKS results also show 82% of 5th Graders and 65% of 7th Graders answered ‘Safe’ or ‘Very Safe’ when asked if they feel safe at school. Educational Partner feedback from LCAP, DELAC, and PAC meetings highlighted positive reception of the PBIS rollout and the visible presence of TOSAs at each site.

Action 1.3: Improve and Increase Communication District-wide was partially effective. While Phase 2 of the RAPTOR system was implemented by all of the school sites sull system effectiveness was limited by the pending rollout of Phase 3, which includes visitor management and reunification protocols. Staff continue to work on these procedures, particularly around inter-site staff movement. Although the system improved emergency preparedness, its full impact has yet to be realized. Per metric 1.4 100% of students had at least one parent access their Aeries Parent Portal Account during the SY.

Action 1.4: Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges was effective, with strong outcomes. The chronic absenteeism rate declined, and attendance rates improved to 94%, with an increase in perfect attendance to 5.8% from 3.5%. The combination of A2A systems, Community Liaisons, and PBIS support had a positive effect on engagement, particularly for unduplicated students. Educational partner input praised the increased communication with families and outreach efforts.

Action 1.5: Create Healthy and Responsive School Cultures was partially effective. While the rooms were opened and are in use, their full impact has been limited by delayed expenditures and the incomplete implementation of sensory and emotional regulation resources, such as sound machines and sensory walls. The district chose to gather student and staff input before finalizing resources for each space, which slowed implementation. This action did not yet produce significant or measurable improvements in student wellness metrics. For example, school connectedness declined slightly for 5th graders (from 71% to 65%), and meaningful participation remained low (43% for 5th graders and 19% for 7th graders). These areas suggest a continued need for targeted support to improve students' emotional well-being and sense of connection.

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.

During the 2024-25 school year, a committee of PBIS TOSAs, Educational Services TOSAs, and principals jointly agreed to change from Kelvin (which was no longer free to LNSD) to mySAEBRS (my Social, Academic, and Emotional Behavior Risk Screener). MySAEBS is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior problems. Regular data analysis was conducted at the district level with the PBIS TOSAs and principals, and again with principals at their sites. For this reason metric 1.12 has been discontinued, and metric 1.16 was added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High Quality Staffing to Implement and	Highly trained teachers will provide rigorous instruction and support services daily. Certificated management will provide support to academic programs, school safety, and smooth operations at the school sites.	$760,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Support Student Safety and Wellness.	Certificated and classified staff will provide safe and healthy learning environments, including PBIS. Three grant-funded PBIS coaches will assist with leadership and facilitation.		
1.2	Ensuring District-Wide Safety	Ensure comprehensive school safety by maintaining facilities in optimal condition, integrating state-of-the-art safety software, conducting monthly preparedness drills, and annually updating safety plans to safeguard students, staff, and faculty.	$2,520,000.00	No
1.3	Improve and Increase Communication District-Wide	Implement a comprehensive communication strategy that prioritizes inclusivity and engagement. This strategy will leverage diverse channels to ensure timely dissemination of crucial information to parents, guardians, and students. Key elements include utilizing Parent Square as the primary tool for bilingual updates and event announcements, regularly updating the school website, and engaging with the parent and student community through social media platforms. All communications will uphold inclusive language and cultural sensitivity. Oversight by our HR department, equipped with training in equitable and professional communication techniques, will further strengthen our commitment to student safety and well-being.	$150,000.00	Yes
1.4	Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges	Improve attendance rates, reduce chronic absenteeism, reduce student suspension rates, and proactively address challenging student behaviors through targeted interventions, fostering a positive school climate, and implementing proactive support systems to promote student engagement and success. These efforts will be tailored to meet the specific needs of individual student groups, ensuring that all students receive appropriate support and interventions for their unique circumstances. This action will also be used to address the student groups with red indicators for Chronic Absenteeism on the California Dashboard.	$440,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Create Healthy and Responsive School Cultures	Foster a healthy and welcoming school culture by prioritizing the creation of culturally-responsive, trauma-informed classrooms. Establish wellness rooms to support students. Kelvin pulse data indicates students feel disconnected from adults at school and do not feel safe or belong. The wellness rooms will assist in this effort and to prioritize creating a safe and inclusive environment where all students feel valued, respected, and supported in their learning journey. Teachers will be trained on culturally-responsive, trauma-informed strategies. Fund school psychologists that will provide targeted support to LI families to provide healthy, responsive strategies for home and school.	$695,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academic Excellence and Meaningful Learning Opportunities: Ensure all students have opportunities to achieve a high level of academic success and have meaningful opportunities to engage in enrichment programs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We believe that every student possesses unique talents and potential. By providing equitable access to rigorous academic opportunities and enriching experiences, we desire to empower each student to attain their highest academic performance and develop a lifelong passion for learning. We understand that fostering such growth requires more than just access to resources; it demands the creation of a nurturing and inclusive environment where every student feels valued, supported, and is provided with opportunities for intervention and academic support. Through the cultivation of such an environment, inclusive of enrichment programs and the Arts, we aim not only to nurture well-rounded thinkers but also to instill a profound sense of belonging and connectedness within our school community. In doing so, every student can thrive academically, personally, and socially, ensuring that no potential goes untapped on their path to success.

Written by the LCAP Committee on February 27, 2025

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Accountability Report Card (SARC) Fully CALPADS 4.1 staffing and 4.3 assignments (Priority 1)	During the 2023-2024 school year, 100% of the Los Nietos School District classified and certificated staff were appropriately assigned.	During the 2024-2025 school year, 100% of the Los Nietos School District classified and certificated	During the 2025-2026 school year,100% of the Los Nietos School District classified and certificated	During the 2026-2027 school year, 100% of the Los Nietos School District classified and certificated	Appropriate assignment of classified and certificated staff remained unchanged at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			staff were appropriately assigned.	staff were appropriately assigned.	staff will be appropriately assigned.	100% from the 2023-24 baseline through the 2025-26 outcome.
2.2	Classified Staff	During the 2023-2024 school year, 100% of LNSD classified staff are appropriately placed. 66% of LNSD classified staff attend March 2024 professional development.	During the 2024-2025 school year, 100% of LNSD classified staff are appropriately placed. 85% of LNSD classified staff attend March 2025 professional development.	During the 2025-2026 school year, 100% of LNSD classified staff are appropriately placed. 100% of LNSD classified staff attend March 2026 professional development.	100% of LNSD classified staff will be appropriately placed. 100% of LNSD classified staff attend professional development.	Classified staff placement remained unchanged at 100% appropriately placed. The percentage of classified staff attending March professional development increased by 34 percentage points, from a baseline of 66% (March 2024) to 100% (March 2026).
2.3	Aeries - Paraeducator Assignment	During the 2023-2024 school year, 100% of TK-K classrooms have a TK-K paraeducator assigned.	During the 2024-2025 school year, 100% of TK-K classrooms have a TK-K paraeducator assigned.	During the 2025-2026 school year, 100% of TK-K classrooms have a TK-K paraeducator assigned.	100% of TK-K classrooms will have TK-K paraeducators assigned to meet the ratio requirements.	TK-K paraeducator assignment remained unchanged at 100% from the 2023-24 baseline to the 2025-26 outcome.
2.4	Williams Textbook/Instructional Materials Audit (Priority 1)	During the 2023-2024 school year, 100% of teachers report compliance with sufficiency of materials (Williams	During the 2024-2025 school year, 100% of teachers report compliance with sufficiency of materials (Williams Textbook/Instructio	During the 2025-2026 school year, 100% of teachers report compliance with sufficiency of materials (Williams Textbook/Instructio	100% of teachers report compliance with sufficiency of materials (Williams Textbook/Instructional Materials Audit).	Teacher reporting of compliance with sufficiency of instructional materials remained unchanged at 100% from the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Textbook/Instructional Materials Audit). Teachers of SWD conducted a Needs Assessment and indicated a need for supplemental materials. Newcomer and LTEL materials were purchased Spring 2024.	nal Materials Audit). Teachers of SWD conducted a Needs Assessment and indicated a need for supplemental materials. Newcomer and LTEL materials were purchased Fall 2024.	nal Materials Audit). Teachers of SWD conducted a Needs Assessment and indicated a need for supplemental materials.	Teachers of SWD and EL will report 100% sufficiency of supplemental materials.	2023-24 baseline to the 2025-26 outcome.
2.5	Common Sense Media Digital Citizenship Lessons	During the 2023-2024 school year, TK-8 students have completed 0% of Common Sense Media Digital Citizenship lessons.	During the 2024-2025 school year, TK-8 students have completed 75% of Common Sense Media Digital Citizenship lessons. Implementation continues district-wide with full completion targeted by the end of school year.	During the 2025-2026 school year, TK-8 students have completed 71% of Common Sense Media Digital Citizenship lessons. Implementation continues district-wide with full completion targeted by the end of school year.	TK-8 students will have completed 100% of Common Sense Media Digital Citizenship lessons.	LNSD has made significant progress implementing Common Sense Media Digital Citizenship lessons, advancing from 0% completion in 2023-24 to 71% completion in 2025-26.
2.6	Implementation of State Standards (Priority 2)	During the 2023-24 SY, 100% of grade level curriculum matrices are teacher generated and aligned to standards. When necessary, the District will provide guidance and support	During the 2024-25 SY, 100% of grade level curriculum matrices are teacher generated and aligned to standards. When	During the 2025-26 SY, 100% of grade level curriculum matrices are teacher generated and aligned to standards. When	During the 2026-27 SY, 100% of grade level curriculum matrices are teacher-generated and aligned to standards. When	Alignment of teacher-generated curriculum matrices to standards remained unchanged at 100% from the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		about instructional priorities for alignment.	necessary, the District will provide guidance and support about instructional priorities for alignment.	necessary, the District provided guidance and support about instructional priorities for alignment.	necessary, the District will provide guidance and support about instructional priorities for alignment.	2023-24 baseline to the 2025-26 outcome.
2.7	Other Pupil Outcomes (Priority 8)	During the 2023-24 SY, 42.2% of 3rd-8th graders are reading at or above grade level. Source: STAR Reading (333 student proficient, 790 tested).	During the 2024-25 SY, 55.09% of 3rd-8th graders are reading at or above grade level. Source: STAR Reading (352 student proficient, 639 tested).	During the 2025-26 SY, 57.8% of 3rd-8th graders are reading at or above grade level. Source: STAR Reading (442 student proficient, 765 tested).	During the 2026-27 SY, 80% of 3rd-8th graders are reading at or above grade level. Source: STAR Reading .	The percentage of 3rd-8th graders reading at or above grade level increased by 15.6 percentage points, from a baseline of 42.2% (2023-24) to 57.8% (2025-26).
2.8	Access to and Enrollment in a Broad Course of Study (Priority 7)	During the 2023-24 SY, the following clubs and enrichment learning opportunities were offered: Aeolian Elementary School currently offers 3rd Grade Tutoring, Young Ambassadors Jr Council, Choir, Reading Intervention, Chess Club, and Student Council. Esports and 6th Grade Tutoring. Ada S. Nelson Elementary School currently offers Art	During the 2024-25 SY, the following clubs and enrichment learning opportunities were offered: Aeolian Elementary School currently offers 3rd Grade Tutoring, Young Ambassadors Jr Council, Choir, Reading Intervention, Chess Club, and Student Council.	During the 2025-26 SY, the following clubs and enrichment learning opportunities were offered: Aeolian Elementary School currently offers Chess Club, Dance, EL Support, Esports, Folklorico, Golf, Intervention, Junior Council, Karate, Music Production,	During the 2026-27 SY, clubs and enrichment learning opportunities were offered to students. Parent and student input was sought in the creation of additional courses.	Course offerings changed qualitatively, with updated lists of clubs and enrichment opportunities in 2025-26 compared to the 2023-24 baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Club, Choir, Reading Intervention, Chess Club, Garden Club, Student Council, Good News Club, 6th Grade Tutoring, and Esports. Rancho Santa Gertrudes Elementary School currently offers Choir, Chess Club, Art Club, Student Council, Science Olympiad, Kindness Club, EL Homework Support Club, Reading Intervention, Esports, and Student Council. Los Nietos Middle School currently offers After School Sports, BUG Club, MESA, Cyber Patriots, ESports, and ASB.	Esports, Karate, Walking Club, World Drumming, Music Production, and 6th Grade Tutoring. Ada S. Nelson Elementary School currently offers Art Club, Choir, Reading Intervention, Kinder Kickstart, Chess Club, Garden Club, Student Council, Good News Club,Karate, Walking Club, World Drumming, Music Production, 6th Grade Tutoring, and Esports. Rancho Santa Gertrudes Elementary School currently offers Choir, Chess Club, Art Club, Student Council, Science Olympiad, Kindness Club, EL Homework Support Club,	Soccer, Tutoring, and Walking Club. Ada S. Nelson Elementary School currently offers Dance, Esports, Fit Club, Folklorico, Garden Club, Intervention, Karate, Kindness Club, Music Production, Soccer, STEAM Legos, and Student Council. Rancho Santa Gertrudes Elementary School currently offers Chess Club, Coding, EL Support, Folklorico, Golf, Karate, Kindness Club, Music Production, Robotics, Soccer, Student Council, and Walk Club. Los Nietos Middle School currently offers Art Design Studio, Basketball, BUG Club, Cyber		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Reading Intervention, Esports, Karate, Walking Club, World Drumming, Music Production and Student Council. Los Nietos Middle School currently offers After School Sports, BUG Club, MESA, Cyber Patriots, Volleyball, Football, Soccer, Basketball, ESports, Karate, Walking Club, World Drumming, Chess Club, Music Production, ASB, and Spanish.	Security, Esports, Golf, Intervention, Karate, Music Production, Running Club, Soccer, Spanish, SRLA, and Walking Club.		
2.9	Library Database	During the 2023-2024 school year, school libraries are not media centers and database/online media programs are not in place. Average Book Age/Number in Circulation: Nelson (26 years; 8,305)	During the 2024-2025 school year, our average book age and number of books in circulation were: Nelson (25 years; 9,148) Aeolian (26 years; 9,769) Rancho (23 years; 9,632)	During the 2025-2026 school year, our average book age and number of books in circulation were: Nelson (26 years; 9,373) Aeolian (26 years; 9,710) Rancho (30 years; 9,663)	Databases in place in every media center. Average Book Age/Number in Circulation: Nelson (15 years; 10,000) Aeolian (15 years; 11,000) Rancho (15 years: 11,000)	Books in circulation increased at Nelson (by 1,068, from 8,305 to 9,373), Aeolian (by 194, from 9,516 to 9,710), and Rancho (by 663, from 9,000 to 9,663), and decreased at LNMS (by 702, from 5,947 to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Aeolian (26 years; 9,516) Rancho (23 years: 9,000) LNMS (27 years; 5,947)	LNMS (26 years; 5,282)	LNMS (25 years; 5,245)	LNMS (15 years; 8,000)	5,245), comparing 2025-26 to the 2023-24 baseline. Average book age held near 26 years, except Rancho (increased by 7 years) and LNMS (decreased by 2 years).
2.10	1:1 Device Refresh Cycle	During the 2023-2024 school year, 100% of student devices possess Automatic Update Expiration (AUE) dates that have not expired, ensuring the continuous functionality and security of technological resources.	During the 2024-2025 school year, all student devices have Automatic Update Expiration (AUE) dates that have not expired, ensuring the continuous functionality and security of technological resources.	During the 2025-2026 school year, all student devices have Automatic Update Expiration (AUE) dates that have not expired, ensuring the continuous functionality and security of technological resources. Purchase of 400 Chromebooks in April 2026 will ensure students have working Chromebooks.	100% of student devices possess Automatic Update Expiration (AUE) that will be current (not expired), ensuring the continuous functionality and security of technological resources.	Device status remained unchanged with 100% of student devices having non-expired AUE dates from the 2023-24 baseline to the 2025-26 outcome.
2.11	Districtwide Professional Development	During the 2023-2024 school year, two days of professional development has been provided with additional after school opportunities.	During the 2024-2025 school year, professional development training will be offered through the UC Irvine Math	During the 2025-2026 school year, professional development training will be offered through the UC Irvine Math	During the 2026-2027 school year, two days of professional development will be provided with additional after	Districtwide Professional Development changed qualitatively, with specific training areas listed for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Professional development was provided on research-based pedagogy, to effectively implement rigorous instruction, differentiation and intervention.	Project, English Learner ELD High-Leverage Strategies, Science Content in NGSS, Artificial Intelligence, and Arts. Additionally, administrators will receive targeted training on data use through Educlimber and data literacy strategies.	Project, English Learner ELD High-Leverage Strategies,Thinking Maps, Inclusive practice, TK-5 History and Social Studies, Science Content in NGSS, Artificial Intelligence, and Arts. Additionally, administrators will receive targeted training on data use through Educlimber and data literacy strategies.	school opportunities. Professional development was provided on research-based pedagogy, to effectively implement rigorous instruction, differentiation and intervention.	2025-26 compared to the general description for the 2023-24 baseline.
2.12	Data Analysis for Informed Decision Making	During the 2023-2024 school year, LNSD has not implemented Educlimber during the 2023-24 SY. Administrators have been trained on Aeries Analytics.	Throughout the 2024-2025 academic year, the administration and leadership team have undergone three eduClimber training sessions as part of the ongoing implementation process.	Throughout the 2025-2026 academic year, the administration and leadership team have undergone three eduClimber training sessions as part of the ongoing implementation process.	LNSD will fully implement Educlimber with 100% of teachers and administrators trained. Administrators and leadership teams will implement Aeries Analytics to make data informed decisions.	Educlimber implementation progressed from "not implemented" in the 2023-24 baseline to administrators undergoing three training sessions in 2025-26.
2.13	LCAP Parent Survey - Information about Student Achievement (Priority 3)	85% of parent/guardians on the 2023-24 SY LCAP Survey stated their	81% of parent/guardians on the 2024-25 SY LCAP Survey	88% of parent/guardians on the 2025-26 SY LCAP Survey	100% of parent/guardians on the 2026-27 SY LCAP Survey	The percentage of parents reporting their child's school offers extra

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		child's school offers opportunities to learn when their child does not understand the instruction. 85% of parent/guardians on the 2023-24 SY LCAP Survey stated they receive regular updates from the teacher or school about their child's progress.	stated their child's school offers opportunities to learn when their child does not understand the instruction. 84% of parent/guardians on the 2024-25 SY LCAP Survey stated they receive regular updates from the teacher or school about their child's progress. Source: LCAP Parent Survey	stated their child's school offers opportunities to learn when their child does not understand the instruction. 86% of parent/guardians on the 2025-26 SY LCAP Survey stated they receive regular updates from the teacher or school about their child's progress. Source: LCAP Parent Survey	stated their child's school offers opportunities to learn when their child does not understand the instruction. 100% of parent/guardians on the LCAP Survey stated they receive regular updates from the teacher or school about their child's progress.	opportunities to learn increased by 3 percentage points, from a baseline of 85% (2023-24) to 88% (2025-26), and the percentage reporting regular progress updates increased by 1 percentage point (85% to 86%).
2.14	CAASPP Academic Performance Indicator for English Language Arts - Student Performance (Met or Exceeded Standard) (Priority 4): a. Overall b. English Learners c.Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. Foster Youth g. Hispanic	CAASPP Academic Performance Indicator for ELA (2023-24) Met or Exceeded Standard: Overall 38.94% proficient (606 currently active students tested) English Learners 16.4% proficient (10 currently active students tested in this student group)	CAASPP Academic Performance Indicator for ELA (2024-25) Met or Exceeded Standard: Overall 50.64% proficient (786 currently active students tested) English Learners 20.9% proficient	CAASPP Academic Performance Indicator for ELA (2025-26) Met or Exceeded Standard: Overall 45.2% proficient (755 currently active students tested) English Learners 17.4% proficient	CAASPP Academic Performance Indicator Improved for ELA (2026-2027) Met or Exceeded Standard: Overall 70% proficient English Learners 50% proficient Socio-Economic Disadvantaged	Comparing 2023–24 to 2025–26 results: Overall CAASPP Academic Performance in English Language Arts increased by 6.26 percentage points, from a baseline of 38.94% proficient (2023–24) to 45.2% proficient (2025–26).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economic Disadvantaged 46.9% proficient (484 currently active students tested in this student group) Students with Disabilities 19.5% proficient (12 currently active students tested in this student group) Homeless 35.5% proficient (59 currently active students tested in this student group) Foster Youth ---- Hispanic 49.6% proficient (601 currently active students tested in this student group)	(139 currently active students tested in this student group) Socio-Economic Disadvantaged 48.4% proficient (624 currently active students tested in this student group) Students with Disabilities 21% proficient (138 currently active students tested in this student group) Homeless 38.5% proficient (109 currently active students tested in this student group) Foster Youth --- Hispanic 50.2% proficient (755 currently active students tested in this student group)	(132 currently active students tested in this student group) Socio-Economic Disadvantaged 42.7% proficient (660 currently active students tested in this student group) Students with Disabilities 15.4% proficient (136 currently active students tested in this student group) Homeless 40.4% proficient (94 currently active students tested in this student group) Foster Youth --- Hispanic 45.1% proficient (703 currently active students tested in this student group)	70% proficient Students with Disabilities 50% proficient Homeless 60% proficient Foster Youth ----- Hispanic 70% Proficient	English Learners increased by 1.0 point (16.4% to 17.4%). Socio-Economically Disadvantaged decreased by 4.2 points (46.9% to 42.7%). Students with Disabilities decreased by 4.1 points (19.5% to 15.4%). Homeless increased by 4.9 points (35.5% to 40.4%). Foster Youth: No data available. Hispanic decreased by 4.5 points (49.6% to 45.1%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: CERS	Source: CERS		
2.15	CAASPP Academic Performance Indicator for Mathematics - Student Performance (Met or Exceeded Standard) (Priority 4): a. Overall b. English Learners c. Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. Foster Youth g. Hispanic	CAASPP Academic Performance Indicator for Mathematics (2023-24) Met or Exceeded Standard: Overall 50.41% proficient (611 currently active students tested) English Learners 17.4% proficient (109 currently active students tested in this student group) Socio-Economic Disadvantaged 35.9% proficient (482 currently active students tested in this student group) Students with Disabilities 16.2% proficient (111 currently active students tested in this student group) Homeless 20.4% proficient	CAASPP Academic Performance Indicator for Mathematics (2024-25) Met or Exceeded Standard: Overall 37.6% proficient (789 currently active students tested) English Learners 16.2% proficient (142 currently active students tested in this student group) Socio-Economic Disadvantaged 36% proficient (627 currently active students tested in this student group) Students with Disabilities 15.9% proficient (138 currently active students	CAASPP Academic Performance Indicator for Mathematics (2025-26) Met or Exceeded Standard: Overall 36.7% proficient (757 currently active students tested) English Learners 19.4% proficient (134 currently active students tested in this student group) Socio-Economic Disadvantaged 34.6% proficient (661 currently active students tested in this student group) Students with Disabilities 10.2% proficient (137 currently active students	CAASPP Academic Performance Indicator Improved for Mathematics (2026-2027) Met or Exceeded Standard: Overall 75% proficient English Learners 50% proficient Socio-Economic Disadvantaged 70% proficient Students with Disabilities 50% Proficient Homeless 50% Proficient Foster Youth ----- Hispanic 70% Proficient	Comparing 2023–24 to 2025–26 results: Overall CAASPP Academic Performance in Mathematics decreased by 13.71 percentage points, from a baseline of 50.41% proficient (2023–24) to 36.7% proficient (2025–26). English Learners increased by 2.0 points (17.4% to 19.4%). Socio-Economically Disadvantaged decreased by 1.3 points (35.9% to 34.6%). Students with Disabilities decreased by 6.0 points (16.2% to 10.2%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(59 currently active students tested in this student group) Foster Youth ---- Hispanic 37.8% proficient (599 currently active students tested in this student group)	tested in this student group) Homeless 25.2% proficient (111 currently active students tested in this student group) Foster Youth --- Hispanic 37.3% proficient (759 currently active students tested in this student group) Source: CERS	tested in this student group) Homeless 31.6% proficient (95 currently active students tested in this student group) Foster Youth --- Hispanic 36.1% proficient (703 currently active students tested in this student group) Source: CERS		Homeless increased by 11.2 points (20.4% to 31.6%). Foster Youth: No data available. Hispanic decreased by 1.7 points (37.8% to 36.1%).
2.16	California Alternative Assessment: Academic Performance for English Language Arts - Student Performance (Met or Exceeded Standard):	Overall, 38.1% of students Met or Exceeded Standard during the 2022-23 SY. In order to protect student privacy, data is suppressed because 10 or fewer students tested in each group. Source: CERS	Overall, 34.8% of students Met or Exceeded Standard during the 2023-24 SY. In order to protect student privacy, data is suppressed because 10 or fewer students tested in each group. Source: CERS	Overall, 16.67% of students Met or Exceeded Standard during the 2024-25 SY.	By June 2027, 50% of students will have Met or Exceeded Standard. If student groups are available, we will report on the student groups.	Comparing 2022–23 to 2024–25 results: Overall number of students that Met or Exceeded Standard decreased by 21.4 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	California Alternative Assessment: Academic Performance for Mathematics - Student Performance (Met or Exceeded Standard):	Overall, 19.1% of students Met or Exceeded Standard during the 2022-23 . In order to protect student privacy, data is suppressed because 10 or fewer students tested in each group. Source: CERS	Overall, 4.4% of students Met or Exceeded Standard during the 2023-24. In order to protect student privacy, data is suppressed because 10 or fewer students tested in each group. Source: CERS	Overall, 4.17% of students Met or Exceeded Standard during the 2024-25. In order to protect student privacy, data is suppressed because 10 or fewer students tested in each group. Source: CERS	Overall, 40% of students Met or Exceeded Standard during the 2026-27 SY.	Comparing 2022–23 to 2024–25 results: Overall number of students that Met or Exceeded Standard decreased by 14.9 percentage points.
2.18	English Learner Reclassification Rate (Priority 4)	2023-24 English Learner Reclassification Rate: 13.9% (43 students).	2024-25 English Learner Reclassification Rate: 10.9% (30 students).	2025-26 English Learner Reclassification Rate: 10.9% (23 students).	During the 2026-27 school year English Learner Reclassification Rate will increase to 15%.	The reclassification rate decreased by 3 percentage points, from a baseline of 13.9% (2023-24) to 10.9% (2025-26).
2.19	Percentage of English Learner pupils who make progress toward English proficiency as measured on the ELPAC.	CA Dashboard 2023: 51.1% of ELs making progress towards English language proficiency.	CA Dashboard 2024: 50.2% of ELs making progress towards English language proficiency.	CA Dashboard 2025: 53.3% of ELs making progress towards English language proficiency.	During the 2026-27 school year the percent of ELs making progress towards English language proficiency will increase to 70%.	The percentage of English Learners making progress towards proficiency increased by 2.2 percentage points, from a baseline of 51.1% (2023 Dashboard) to 53.3% (2025 Dashboard).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.20	Decrease the Number Long-Term English Learners	During the 2022-23 school year, the LNSD had 55 LTELs.	During the 2023-24 school year, the LNSD had 47 LTELs.	During the 2024-25 school year, the LNSD had 44 LTELs.	During the 2026-27 school year, the number of LTELs will decrease to 40 students.	The number of Long-Term English Learners decreased by 11 students, from a baseline of 55 (2022-23) to 44 (2025-26).
2.21	California Science Test (CAST) - Student Performance (Met or Exceeded Standard) (Priority 4):	During the 2023-24 school year, 32% of 5th graders Met or Exceeded Standards. During the 2023-24 school year, 20% of 7th graders Met or Exceeded Standards.	During the 2023-24 school year, 32% of 5th graders Met or Exceeded Standards. During the 2023-24 school year, 20% of 7th graders Met or Exceeded Standards.	During the 2025-26 school year, 35.9% of 5th graders Met or Exceeded Standards. During the 2025-26 school year, 37.2% of 7th graders Met or Exceeded Standards.	During the 2026-27 school year, the percentage of 5th graders that Met or Exceeded Standards will increase to 50%. During the 2026-27 school year, the percentage of 7th graders that Met or Exceeded Standards will increase to 50%.	Performance on the California Science Test increased from the 2023-24 baseline to the 2025-26 outcome for both 5th Grade and 7th Grade. 5th Grade increased from 32% to 35.9% Met/Exceeded, and 7th Grade increased from 20% to 37.2% Met/Exceeded.
2.22	Increased Access to School Counseling Services	During the 2024-25 school year, the school counselor conducted 0 data cycles using mySAEBRS screening to identify at-risk students and collaborate with teachers and administrators to develop individualized support plans for 100%	N/A	During the 2025-26 school year, the school counselor will have conducted 2 of 3 data cycles using mySAEBRS screening to identify high-risk students and collaborate with teachers and administrators to	By 2027-28, the school counselor will conduct 3 data cycles annually using mySAEBRS screening to identify at-risk students and collaborate with teachers and administrators to develop individualized	Use of mySAEBRS screening advanced from 0 data cycles at baseline to 3 cycles in 2025-26; 2.2% of students were identified as high-risk, with individualized support plans

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of students identified as needing intervention.		develop individualized support plans for students identified as needing intervention. 2.2% of the student population was identified as high risk and individualized support plans were created for 100% of the students.	support plans for 100% of students identified as needing intervention.	created for 100% of those students.
2.23	Increase Teacher Participation in Instructional Coaching	During the 2024-2025 school year, 0% of teachers participated in formal instructional coaching cycles, as the instructional coach position was not yet implemented.	N/A	During the 2025-2026 school year, 34% of teachers participated in formal instructional coaching cycles.	85% of teachers will participate in at least one instructional coaching cycle during the school year.	Teacher participation in formal instructional coaching cycles increased by 34 percentage points, from a baseline of 0% in 2024-25, before the coach position was implemented to 34% in 2025-26.

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.

Action 2.1: Ensure High Quality Staffing was fully implemented to address the needs of all students by maintaining certificated staffing for core instruction. A key success was that all teaching positions were staffed throughout the year. However, a notable challenge was continued staffing shortages in other instructional support areas, which impacted consistent service delivery across all sites.

Action 2.2: Build Multi-Tiered Systems of Support (MTSS) was fully implemented to address the needs of students requiring Tier II and Tier III support in both ELA and math. A key success was that TK- 2nd grade, with support from the instructional coach, continued to establish foundational systems and structures across sites.

Action 2.3: Support for English Learners was fully implemented to address the needs of English Learners in language acquisition and academic success. A key success was that Educational Services supported teachers with progress monitoring and strategies for integrated and designated ELD. However, a notable challenge was that Educational Services TOSAs provided professional development units (designed by LACOE MAS Unit) instead of the LACOE MAS Unit facilitators.

Action 2.4: Enrichment Opportunities were partially implemented to address the needs of all students in access to well-rounded educational experiences. A notable change was the replacement of our ASSES provider to ensure safe and equitable programming for all students.

Action 2.5: Professional Development was fully implemented to address the needs of all students through improved instructional practice. A key success was that additional PD sessions in math and EETD were offered. However, a notable challenge was attendance due to competing priorities.

Action 2.6: Instructional Assistants were fully implemented to address the needs of struggling students and support small-group instruction. A key success was the presence of additional staff in classrooms to assist with academic interventions. However, a notable challenge was variability in how assistants were used at each site, which affected consistency in support delivery.

Action 2.7: Strengthen Targeted Academic and Social-Emotional Interventions was fully implemented to address the needs of all students. A key success was the selection of the instructional coach and the support from the teachers' union in building the job description. The instructional coach provided support to TK-2 teachers during the 2025-26 school year, and will assist 3rd-5th grade teachers during 2026-27, and support the 6th-8th grade teachers during the 2027-28 school year prior to the conclusion of the LREBG grant funding. However, a notable challenge is the adequacy of funding to provide one teacher per grade level or grade span.

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

Action 2.1: There was no material difference between planned and actual implementation or expenditures for this action. Expenditures aligned with the budget, and the percentage of improved services for unduplicated students was implemented as expected.

Action 2.2: There was no material difference between planned and actual implementation or expenditures for this action. MTSS systems were implemented across sites as intended. Expenditures aligned with the budget, and the percentage of improved services for unduplicated students was implemented as expected.

Action 2.3: There was no material difference between planned and actual expenditures for this action. Designated ELD support and reclassification monitoring were delivered as planned.

Action 2.4: There was no material difference between planned and actual expenditures for this action. Enrichment opportunities were provided to students and comprehensive training for teachers and staff fostering holistic development and engagement across the educational spectrum.

Action 2.5: There was no material difference between planned and actual expenditures for this action. Professional development in mathematics was provided to all teachers to address our identified student achievement gaps. Expenditures aligned with the budget, and the percentage of improved services for unduplicated students was implemented as expected.

Action 2.6: Actual expenditures were slightly more than planned because of substitute costs and additional Instructional Assistant positions that were hired to provide low income students with more individualized instruction.

Action 2.7: There was no material difference between planned and actual expenditures for this action. Instructional coach and counselor continue to utilize data-driven progress monitoring tools to tailor interventions to student needs, and provide parent and caregiver workshops on mental health and student well-being.

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

Action 2.1: Ensure High Quality Staffing was effective. Evidence of this rating includes the full staffing of all certificated teaching positions, ensuring continuity in instructional delivery across all grade levels. This supported consistent access to standards-based 2026-27 Local Control and Accountability Plan for Los Nietos School District Page 57 of 116 instruction and classroom stability. Educational partner input from LCAP and site meetings noted satisfaction with teacher retention and classroom consistency throughout the year.

Action 2.2: Build Multi-Tiered Systems of Support (MTSS) was partially effective. While the action was implemented and budgeted as planned, the effectiveness varied by site and grade level. MTSS systems and protocols were in place, but Tier II and III intervention practices were not consistently applied across the district. Educational partners expressed a need for clearer structures and more intervention time, especially for students needing academic recovery or behavior support.

Action 2.3: Support for English Learners was not effective in achieving its intended outcomes. Evidence includes 50.2% of English Learners made progress toward English language proficiency, a slight decrease from 51.1% the prior year. Although the action was implemented and expenditures were on track, the services did not translate into accelerated language acquisition. DELAC and site feedback noted concern over inconsistent monitoring and insufficient targeted support for LTELs.

Action 2.4: Enrichment Opportunities was effective. While some enrichment activities such as field trips and supplemental learning experiences occurred, expenditures were less than planned, and implementation varied across sites.

Action 2.5: Professional Development was effective. While sessions were well-received, staffing challenges and scheduling difficulties limited participation. Feedback from staff and leadership noted that while PD content was aligned with instructional needs, follow up coaching and time to apply strategies remain areas for improvement.

Action 2.6: Instructional Assistants was effective. They were strategically utilized to support small-group instruction and intervention blocks, directly benefiting unduplicated students in targeted academic areas. In addition to academic support, this action contributed to closing the opportunity gap in students' perceived support from school staff. Last year, only 70% of low-income students reported feeling supported by teachers and staff, compared to 76% of their non-low-income peers. This year, 77% of both groups reported feeling supported a 7% increase for low-income students and the elimination of the disparity. This progress underscores the impact of Instructional Assistants not only on academic instruction but also on fostering a greater sense of belonging, which is closely tied to academic achievement.

Actions 2.7: Strengthen Targeted Academic and Social-Emotional Interventions was effective. Not only did scores continue to improve, teachers reported feeling supported with data-informed instruction. The LREBG instructional coach supported TK-2 teachers with implementation of California's new and required K-2 screener and follow up implementation plan.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure High Quality Staffing	Maintain or increase high-quality staffing by ensuring rigorous instruction and support services from highly trained teachers daily and providing certificated management support to academic programs to address achievement gaps to deliver essential services for a quality educational experience district-wide for FY, LI, and EL.	$7,471,000.00	No
2.2	Build MTSS	Establish a district-wide initiative to implement a comprehensive Multi-Tiered System of Support (MTSS) framework, ensuring equitable access to effective interventions and support systems for addressing diverse academic, behavioral, and social-emotional needs, while concurrently providing all certificated and classified staff with standards-aligned instructional materials and high-quality professional learning opportunities to enhance teaching effectiveness and improve student learning outcomes. All students will benefit from equitable access to a 21st-century education by providing standards-aligned instructional materials, digital resources	$1,337,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and tools, and the research and technology skills needed to become college and career ready. This includes technology training for teachers and administrators in AI. Monitor student achievement and demonstrate growth grade-level standards, ensuring accountability and enabling data-informed decision-making. Administrators and teacher teams will conduct data chats to discuss academic and well-being results and identify instructional next steps. This action will be implemented with the support of Teachers on Special Assignments (TOSAs).		
2.3	English Learners Support	Provide a robust instructional program with the support of TOSAs that includes progress monitoring, professional development, and provision for supplemental materials as needed and includes newcomers and Long-Term English Learners (LTELs).	$330,000.00	Yes
2.4	Provide Enrichment Opportunities	Provide rich enrichment opportunities for students and comprehensive training for teachers and staff to effectively implement these programs, fostering holistic development and engagement across the educational spectrum, including summer school, supported by research-based materials and consistent, meaningful, and intentionally focused professional development.	$2,500,000.00	No
2.5	Professional Development	Provide teachers with mathematics content training to build teacher efficacy and student success in mathematics . All grade-level teachers and case managers will participate. This action will be used to address our identified gaps for Designated Assistance and Red Indicators in Mathematics on the California Dashboard.	$195,000.00	No
2.6	Additional Instructional Support through Assistants	Provide low income students with more individualized instruction opportunities by staffing additional classified instructional assistants (IAs) that will deliver individualized services for a quality educational experience.	$3,542,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Strengthen Targeted Academic and Social-Emotional Interventions	LREBG ACTION: Accelerate learning and close achievement gaps with an instructional coach to support intervention programs for students and prioritize student mental health by funding 1.5 FTE school psychologists and a district counselor to provide direct support services, crisis intervention, and preventive mental health programs. This will be achieved by modeling evidence-based interventions in small-group or one-on-one settings while coaching teachers on effective implementation. Utilizing data-driven progress monitoring tools to tailor interventions to student needs, and providing parent and caregiver workshops on mental health and student well-being. Metrics 2.14 - 2.20 will be used to monitor increase in student proficiency rates in ELA and math. LREBG Funds supporting this action: 2025-2026 SY: $557,208, 2026-2027 SY: $563,333, 2027-2028 SY: $569,947	$557,208.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage educational partners to improve and enhance student success throughout our school community: Increase engagement of educational partners (staff, families, and community) to make informed, evidence-based decisions for student outcomes, thereby promoting inclusivity, transparency, and accountability within our school community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Collaborative decision-making involving students, parents, community members, and staff, as well as fostering community partnerships, is essential for promoting inclusivity, transparency, and accountability within our educational institution. By valuing the input and expertise of diverse community groups, we ensure that decisions are informed by a wide range of perspectives and reflect the needs and aspirations of our entire community. Furthermore, forging strong partnerships with external organizations and community stakeholders enables us to leverage resources, expertise, and support to enhance the quality of education and opportunities available to our students. Parent workshops and training sessions play a vital role in equipping parents with the skills and confidence needed to support their children's academic success. These workshops provide practical strategies for fostering academic skills, particularly reading and math, and ensure a collaborative approach to their development. Together, through collaboration and partnership, we can create a thriving educational environment that empowers every member of our community to reach their full potential.

Written by the LCAP Committee on February 27, 2025

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent and Family Advisory Committees (Priority 3)	During the 2023-2024 school year, LNSD had three committees:	During the 2024-2025 school year, LNSD had four	During the 2025-2026 school year, LNSD had five	During the 2026-2027 school year, LNSD will maintain	The number of parent and family advisory

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LCAP Parent Advisory Committee, Superintendent Advisory Committee, District English Learner Advisory Committee.	committees: LCAP Parent Advisory Committee, Superintendent Advisory Committee, District English Learner Advisory Committee. Parents' Advisory Committee.	committees: LCAP Parent Advisory Committee, Superintendent Advisory Committee, District English Learner Advisory Committee. Parents' Advisory Committee.	committees: LCAP Parent Advisory Committee, Superintendent Advisory Committee, District English Learner Advisory Committee. Exceeding participation.	committees increased by two, from a baseline of three (2023-24) to five (2025-26).
3.2	Parent and Family Forums (Priority 3)	During the 2023-2024 school year, LNSD has offered one Family Forum Dinner with the Superintendent.	During the 2024-2025 school year, LNSD has offered one Family Forum Supper with the Superintendent.	During the 2025-2026 school year, LNSD has offered State of the district and Social media awareness night, 5 arts showcases and the district health fair.	During the 2026-2027 school year, LNSD will offer 3 Family Forums.	The number of forums held 2 forums year-to-date in 2025-26 compared to the full baseline year 2023-24.
3.3	Parent Workshops (Priority 3)	During the 2023-2024 school year, LNSD has offered 6 Parent workshops.	During the 2024-2025 school year to date, the LNSD has offered a total of 17 parent workshops. These include 3 workshops in collaboration with LACOE's Nutrition and Wellness department, 3 Educational Services workshops, and 11 Student Services workshops.	During the 2025-2026 school year LNSD has offered a total of 32 school site specific and 1 District wide parent workshops from the Educational Services department. These include Social Emotional and academic workshops.	During the 2026-2027 school year, LNSD will offer 10 parent workshops with feedback showing 80% of parent satisfaction rate.	Parent workshops increased from 6 in 2023-24 to 32 site-specific workshops plus 1 districtwide workshop from the Educational Services department in 2025-26; the Student Services workshop count is pending

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	THRIVE Strategic Planning Cohort	During the 2023-2024 school year, the Los Nietos School District initiated a partnership with Thrive to commence the Strategic Planning Process, aiming to engage all stakeholders. Additionally, the development of a Portrait of a Scholar began to articulate the desired social-emotional and academic attributes of students upon exiting the district.	During the 2024-2025 school year, the Los Nietos School District successfully partnered with Thrive to complete a comprehensive Strategic Planning Process. The Board of Education has since adopted this strategic plan, which now guides the district for the 2024-2025 school year and beyond.	During the 2025-2026 school year, the Los Nietos School District formed a committee to expand the Portrait of a Scholar, building on the foundational work established in prior years. This collaborative effort engaged stakeholders across the district in preparation for full implementation during the 2026-2027 school year.	By the end of the 2026-2027 school year, ensure full engagement of all stakeholders in the Strategic Planning Process facilitated by Thrive, resulting in the completion of a comprehensive strategic plan that guides the district's direction. Additionally, finalize and implement the Portrait of a Scholar, effectively communicating the desired social-emotional and academic attributes of students upon exiting the district to stakeholders.	The THRIVE Strategic Planning process progressed from "initiated" in the 2023-24 baseline to "completed and adopted" in 2024-25.
3.5	LCAP Parent Survey: Parent and Community Involvement (Priority 3)	According to the December 2023 LCAP Parent Survey: 87.25% of parents/guardians stated they were aware of how to be involved in improvement planning	According to the October 2024 LCAP Parent Survey: 82.22% of parents/guardians stated they were aware of how to be involved in	According to the October 2025 LCAP Parent Survey: 96.3% of parents/guardians stated they were aware of how to be involved in	According to the December 2026-27 LCAP Parent Survey: 95% of Parents/Guardians on the 2026-27 SY LCAP report they are aware of how	The percentage of parents aware of how to be involved in decision-making increased by 9.05 percentage points, from a baseline of 87.25% (December 2023) to 96.3% (October

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and decision-making at their child's school. 89.5% of parents/guardians stated they were given information about community resources for myself or others that might need additional help.	improvement planning and decision-making at their child's school. 87.78% of parents/guardians stated they were given information about community resources for myself or others that might need additional help. Source: LCAP Parent Survey	improvement planning and decision-making at their child's school. 93.82% of parents/guardians stated they were given information about community resources for myself or others that might need additional help. Source: LCAP Parent Survey	to be involved in improvement planning and decision-making at their child's school. 95% of Parents/Guardians on the 2026-27 SY LCAP report they are given information about community resources for themselves or others that might need additional help.	2025), and the percentage informed about community resources increased by 4.32 percentage points (89.5% to 93.82%).
3.6	Whittier Area Cooperative Special Education Program (WACSEP) Partnership (Priority 3)	During the 2023-2024 school year, approximately 2% of our families attended workshops led by WACSEP, leveraging their resources and opportunities to access specialized services and supports, enhanced learning opportunities, and develop parent training aimed at improving student outcomes.	During the 2024-2025 school year to date, approximately 1% of our families attended workshops led by WACSEP, leveraging their resources and opportunities to access specialized services and supports, enhanced learning opportunities, and develop parent training aimed at	During the 2025-2026 school year to date, approximately 1% of our families attended workshops led by WACSEP, leveraging their resources and opportunities to access specialized services and supports, enhanced learning opportunities, and develop parent training aimed at	During the 2026-2027 school year, approximately 5% of our families will attend workshops led by WACSEP, leveraging their resources and opportunities to access specialized services and supports, enhance learning opportunities, and develop parent training aimed at improving student outcomes.	Family participation in WACSEP workshops decreased by approximately 1 percentage point, from about 2% (2023-24) to about 1% (2025-26).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			improving student outcomes.	improving student outcomes.		

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.

Action 3.1: Collaborative Decision-Making for Parents, Community, and Staff, was fully implemented to address the needs of all parents, community members, and staff. A key success was the establishment and maintenance of multiple committees, including the LCAP Parent's Advisory Committee, Superintendent's Advisory Committee, Community Schools Advisory Committee and District English Learner Advisory Committee, along with strong and growing parent participation in our Cafecito with the Community events. However, a notable challenge was sustaining high engagement across all school sites, which may have resulted in uneven representation and input from the broader parent community.

Action 3.2: Strengthen and Increase Community Partnerships was fully implemented to address the needs of all community members. These efforts are ongoing and a continual challenge is to ensure parent participation.

Action 3.3: Wrap-around services were fully implemented to address the needs of all students especially low income. A key success was the opening of our in person resource center at the Los Nietos School District Office. The resource center is available to all students, and offer items such as clothes, shoes, school supplies, and hygiene products.

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

Action 3.1: There was no material difference between planned and actual implementation or expenditures for this action. Community committee's participation continued to grow. Expenditures aligned with the budget, and the percentage of improved services for unduplicated students was implemented as expected.

Action 3.2: Actual expenditures were slightly more than planned because of additional district art showcases and health fair events. High number of families and community members attended these events.

Action 3.3: There was no material difference between planned and actual implementation or expenditures for this action.

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

Action 3.1: Collaborative Decision-Making for Parents, Community, and Staff was effective. Evidence of its effectiveness includes the maintenance of four key advisory committees (LCAP Parent Advisory, Superintendent Advisory, Community Schools, and DELAC), parent

participation steadily increasing, especially through Cafecito with the Community events. The December 2023 LCAP Parent Survey showed that 87.25% of parents/guardians reported awareness of how to be involved in decision-making at their child's school, and this increased to 95% in the December 2026-27 survey. This growth reflects the positive impact of intentional structures for engagement and the community's increased trust and investment in shared decision-making.

Action 3.2: Strengthen and Increase Community Partnerships was effective. Evidence includes the expansion of family engagement events beyond what was initially planned, such as the Health Fair and District Arts Showcase, both of which saw high attendance. The LCAP Parent Survey data from October 2024 showed that 87.78% of parents/guardians were provided with information about community resources, and this increased to 95% by December 2026-27. Educational partner input gathered at forums and post-event surveys also indicated strong satisfaction with the quality and relevance of these events, supporting the action's effectiveness.

Action 3.3: Wrap-around Services for Families was partially effective. While the district has established valuable supports such as a centralized online resource hub and essential supplies (clothing, shoes, backpacks) at the district office, the low participation in workshops and events limited the overall impact. WACSEP data showed that only 1–2% of families accessed their specialized workshops during the 2023–2025 school years, falling short of the district's 5% participation target for 2026–2027. Additionally, family feedback and attendance logs indicate that despite the availability of resources, further outreach is needed to ensure all families especially low-income are aware of and able to benefit from these services.

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

No changes will be made to Goal 3's wording, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Collaborative Decision-Making for Parents, Community, and Staff	Foster meaningful collaboration and partnership between staff, families, community partners and the school community by creating opportunities for active engagement in collaborative decision-making processes, ensuring that diverse perspectives are sought and valued and inform initiatives that promote student success and well-being as well as cultivate a sense of community, familiarity, and belonging.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Strengthen and Increase Community Partnerships	Strengthen community partnerships to enhance resources, support, and opportunities for students, families, and staff, fostering collaborative initiatives that enrich the educational experience and promote community well-being.	$18,000.00	No
3.3	Wrap-Around Services	Implement a comprehensive wrap-around service program to address the basic, academic, and social-emotional needs of our families. These resources will be accessible at school sites and online. The program will be a broad collection of resources and include after-school tutoring, transportation services, free field trips, family events, parent workshops, and the implementation of calming/wellness rooms. Social-emotional learning (SEL) will be integrated into daily instruction, and counseling services and support groups will be available for students experiencing trauma.	$150,000.00	Yes

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
$5,028,681.00	$635630

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.741%	0.000%	$0.00	37.741%

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
1.3	**Action:** Improve and Increase Communication District-Wide **Need:** 21.3% of our students are English learners from households where languages other than English, primarily Spanish, are spoken, creating a significant language barrier that hinders their ability to receive vital school communications. Effective communication	To address this unique need, we propose a comprehensive LEA-wide communication strategy designed to ensure inclusivity and engagement for all students. This strategy includes utilizing Parent Square as the primary tool for bilingual updates and event announcements, regularly updating the school website, and engaging with parents and students through social media platforms. All communications will prioritize inclusive language and cultural sensitivity, with oversight from our HR department trained in equitable and professional	Effectiveness will be monitored through Aeries Parent Portal accounts. (Metric 1.14)

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
	from both district and school levels is crucial for student success, encompassing emergency and safety updates, student grades, community events, and resources. **Scope:** LEA-wide	communication techniques. Additionally, we will conduct parent workshops in English and Spanish to help families access and navigate communication platforms, eliminating barriers for parents of English learners. Implementing this strategy on an LEA-wide basis ensures that all students, regardless of language barriers, receive timely and crucial information, thereby promoting their overall success and well-being.	
1.4	**Action:** Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges **Need:** EL (24.8%) and Low Income (23%) students have a higher rate of chronic absenteeism than the district total (19%). As students in these groups face a variety of unique challenges. Language barriers can make it difficult for English Learner students to fully engage with school activities and understand the importance of consistent attendance. Additionally, low-income students often face external factors such as unstable housing, lack of transportation, and family responsibilities, which can contribute to frequent absences. **Scope:** LEA-wide	To address these issues, we propose a comprehensive approach aimed at improving attendance rates, reducing chronic absenteeism, decreasing suspension rates, and proactively addressing challenging student behaviors. This will be achieved through targeted interventions tailored to the specific needs of individual student groups, fostering a positive school climate, and implementing proactive support systems to promote student engagement and success. These interventions include personalized attendance plans, mentorship programs, restorative justice practices, and social-emotional learning (SEL) initiatives. By focusing on the unique circumstances of English Learner and low-income students, we ensure they receive the support needed to overcome barriers to attendance. This action will be implemented on an LEA-wide basis, ensuring that every student benefits from a cohesive and inclusive approach, ultimately fostering a supportive and positive educational environment that enhances student engagement, reduces behavioral issues, and promotes overall success. this action will provide funding for a middle school counselor and for two community outreach facilitators.	Chronic Absenteeism (Metric 1.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Create Healthy and Responsive School Cultures **Need:** Low-income students have a higher chronic absenteeism rate (23%) compared to district-wide total (19%). It is imperative to address this disparity by creating a safe and welcoming school environment. When students feel secure and valued, they are more likely to attend regularly, achieve academically, and experience improved overall well-being. **Scope:** LEA-wide	Foster a healthy and welcoming school culture by prioritizing the creation of culturally-responsive, trauma-informed classrooms. Establish wellness rooms to support students. Kelvin pulse data indicates students feel disconnected from adults at school and do not feel safe or belong. The wellness rooms will assist in this effort and to prioritize creating a safe and inclusive environment where all students feel valued, respected, and supported in their learning journey. Teachers will be trained on culturally-responsive, trauma-informed strategies. Fund school psychologists that will provide targeted support to LI families to provide healthy, responsive strategies for home and school. This action will be offered on an LEA-wide basis, ensuring all students benefit from a safer and more inclusive environment, improved mental health support, and enhanced culturally-responsive, trauma-informed educational strategies.	Chronic absenteeism rates (Metric 1.7)
2.2	**Action:** Build MTSS **Need:** Only 35.9% of low-income students scored proficient on CAASPP Academic Performance Indicator for Mathematics. This is 14.5% lower than the overall district proficiency (50.4%). Tailored support is needed to address diverse academic, behavioral, and social-emotional needs. Low income students face challenges such as language barriers, limited access to resources, necessitating interventions and support systems to ensure equitable access to effective educational opportunities and improve their overall learning outcomes.	This action ensures that low-income students, receive targeted interventions and support systems to address their diverse academic, behavioral, and social-emotional needs. This initiative will be offered on an LEA-wide basis as all students will benefit from eliminating disparities, and receiving the necessary resources and assistance to succeed academically and thrive socially and emotionally.	CAASPP scores (Metric 2.14, 2.15), Chronic Absenteeism rates (Metric 1.7), Kelvin Pulses (Metric 1.12), and CHKS reports (Metric 1.11).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** English Learners Support **Need:** Merely 16.4% of our English Learners met or exceeded standard in CAASPP ELA which is 22.5% less than the district average(42.15%). Educational partners expressed that providing targeted support professional development, learning materials, and regular progress monitoring is crucial to address their English Learner's diverse needs and ensure equitable access to educational opportunities. **Scope:** LEA-wide	The action will provide a robust instructional program that includes progress monitoring, professional development, and provision for supplemental materials as needed. It will also meet the needs of newcomers and Long-Term English Learners (LTELs) by providing ongoing support. This action will be conducted with the help of TOSAs. This action will be provided at an LEA-wide basis as all students will benefit from language-rich instructional programs that emphasize oral language proficiency.	CAASPP data (Metric 2.14, 2.15), LTEL data (Metric 2.20), Reclassification data (Metric 2.18), Students making progress towards Redesignation (Metric 2.19).
2.6	**Action:** Additional Instructional Support through Assistants **Need:** Only 70% of low-income students feel they have the support they need from teachers and staff to do well in school, which is 6% less than non-low-income students. Addressing this disparity is crucial for student success. Research consistently shows that a student's sense of belonging is not only indicative of their social-emotional well-being but also	Providing low-income students with more individualized instruction opportunities by staffing additional classified instructional assistants (IAs) that will deliver individualized services for a quality educational experience. This will allow for more small group work, and cater to specific learning needs that may not be met in larger classroom settings. These assistants will work closely with teachers to provide personalized support, reinforcing concepts and offering additional guidance as needed. By enhancing the student to adult ratio in classrooms we aim to create a more supportive environment where low-income students feel valued and empowered to succeed.	Kelvin Survey Responses (Metric 1.12)

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
	strongly correlates with their academic achievement. **Scope:** LEA-wide	This action will be provided on an LEA-wide basis, as all students can benefit from a rich instructional program that offers differentiation and a reduced student to adult ratio.	
3.3	**Action:** Wrap-Around Services **Need:** Approximately 86% of Los Nietos families are living in poverty and face barriers to access resources. These families face adversities such as unstable housing, food insecurity, limited access to healthcare, and lack of academic support, leading to higher absenteeism, lower academic performance, and increased behavioral issues.Staff and families have indicated a strong need for a resource center for families to access various resources. **Scope:** LEA-wide	To address these challenges, we will implement a comprehensive wrap-around service program tailored to meet students needs. This program will be accessible at each school site, online and at the district office. It will be an umbrella of resources that include: after-school tutoring, access to learning resources, free nutritious lunches, transportation services, free field trips, family events, parent workshops, new calming/wellness rooms, and more opportunities. We will ensure comprehensive support for low income students by facilitating access to essential resources, materials, and services necessary for academic success within an inclusive and supportive educational environment. Collaborating with school sites and agencies, we will identify and allocate resources tailored to meet the needs of students and their families. Parent workshops on financial literacy and parenting skills will be offered, and we will work with local organizations for housing and employment support. Social-emotional learning (SEL) will be integrated into daily instruction, and counseling services and support groups will be available for students experiencing trauma.This program will be supported by District and Community Liaisons will oversee the implementation, with regular satisfaction surveys to measure the effectiveness and impact of the support initiatives and our customer service to our families in need. By	Survey responses (Metric 1.11, 1.12, 2.13), CAASPP results (Metric 2.16, 2.17) , attendance rates (Metric 1.7, 1.8), and community partnerships.

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
		providing these comprehensive services on an LEA wide basis, we aim to improve attendance rates, enhance academic performance, and promote the overall well-being of all students, ensuring all students benefit from increased access to essential resources, academic support, and a supportive learning community.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

All four LNSD schools serve a student concentration of 55% or greater unduplicated pupil enrollment. Considering the data and educational partner input that was used to form this LCAP, Los Nietos School District plans to add two Positive Behavior Interventions & Supports (PBIS) Teachers on Special Assignment (TOSAs) (Goal 1 and 2), ELOP Director (Goal 1,2, and 3), Art Teacher (Goal 2), and an additional music teacher (Goal 2). These positions will serve all schools on a roving basis, and will support all three goals.

PBIS TOSAs will play a pivotal role in fostering a culture of PBIS and MTSS to create systems of support for students' academic, social, and emotional needs, and supporting the adults within those systems. PBIS TOSA plans, organizes, coordinates, and implements comprehensive school-wide services promoting positive school climate and student wellness and acts as a resource to LNSD staff in the development of

District-wide implementation of PBIS and MTSS frameworks. ELOP Director will provide critical leadership to carry out the mission, goals, and educational objectives within the Los Nietos School District's various expanded learning programs. The Director will oversee ELOP-funded programs that provide safe, engaging activities for students in the areas of academics, enrichment, sports, recreation, and more. This involves management of all aspects of the Expanded Learning Opportunities Program (ELOP) including budget and program development, outreach to identified students, and collaboration with and the coordination of extended/enrichment care providers and vendors.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:12
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

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	13,324,360.00	5,028,681.00	37.741%	0.000%	37.741%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,449,000.00	$4,672,208.00	$1,810,000.00	$755,000.00	$20,686,208.00	$18,289,708.00	$2,396,500.00

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 Staffing to Implement and Support Student Safety and Wellness.	All	No			All Schools	Ongoing	$600,000.00	$160,000.00	$0.00	$750,000.00	$0.00	$10,000.00	$760,000.00	0.0%
1	1.2	Ensuring District-Wide Safety	All	No			All Schools	Ongoing	$2,200,000.00	$320,000.00	$1,620,000.00	$200,000.00	$700,000.00		$2,520,000.00	0.0%
1	1.3	Improve and Increase Communication District-Wide	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$120,000.00	$30,000.00	$100,000.00	$20,000.00	$10,000.00	$20,000.00	$150,000.00	0.0%
1	1.4	Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$400,000.00	$40,000.00	$290,000.00	$75,000.00		$75,000.00	$440,000.00	0.0%
1	1.5	Create Healthy and Responsive School Cultures	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$565,000.00	$130,000.00	$240,000.00	$230,000.00	$60,000.00	$165,000.00	$695,000.00	0.0%
2	2.1	Ensure High Quality Staffing	All Students with Disabilities	No			All Schools	Ongoing	$7,300,000.00	$171,000.00	$6,751,000.00	$20,000.00	$700,000.00		$7,471,000.00	0.0%
2	2.2	Build MTSS	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$715,000.00	$622,500.00	$717,500.00	$175,000.00	$300,000.00	$145,000.00	$1,337,500.00	0.0%
2	2.3	English Learners Support	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$280,000.00	$50,000.00	$165,000.00			$165,000.00	$330,000.00	0.0%
2	2.4	Provide Enrichment Opportunities	All	No			All Schools	Ongoing	$2,000,000.00	$500,000.00		$2,500,000.00			$2,500,000.00	0.0%
2	2.5	Professional Development	All Students with Disabilities	No			All Schools	Ongoing	$40,000.00	$155,000.00	$25,000.00	$95,000.00		$75,000.00	$195,000.00	0.0%
2	2.6	Additional Instructional Support through Assistants	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$3,477,500.00	$65,000.00	$3,427,500.00		$40,000.00	$75,000.00	$3,542,500.00	0.0%
2	2.7	Strengthen Targeted Academic and Social-Emotional Interventions	All	No			All Schools	Ongoing	$557,208.00	$0.00		$557,208.00			$557,208.00	
3	3.1	Collaborative Decision-Making for Parents, Community, and Staff	All	No			All Schools	Ongoing	$0.00	$20,000.00	$10,000.00			$10,000.00	$20,000.00	0.0%

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
3	3.2	Strengthen and Increase Community Partnerships	All	No			All Schools	Ongoing	$0.00	$18,000.00	$13,000.00			$5,000.00	$18,000.00	0.0%
3	3.3	Wrap-Around Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$35,000.00	$115,000.00	$90,000.00	$50,000.00		$10,000.00	$150,000.00	0.0%

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
13,324,360.00	5,028,681.00	37.741%	0.000%	37.741%	$5,030,000.00	0.000%	37.750 %	**Total:**	$5,030,000.00
								LEA-wide Total:	$5,030,000.00
								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	**1.3**	Improve and Increase Communication District-Wide	Yes	LEA-wide	English Learners	All Schools	$100,000.00	0.0%
1	**1.4**	Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges	Yes	LEA-wide	English Learners Low Income	All Schools	$290,000.00	0.0%
1	**1.5**	Create Healthy and Responsive School Cultures	Yes	LEA-wide	Low Income	All Schools	$240,000.00	0.0%
2	**2.2**	Build MTSS	Yes	LEA-wide	Low Income	All Schools	$717,500.00	0.0%
2	**2.3**	English Learners Support	Yes	LEA-wide	English Learners	All Schools	$165,000.00	0.0%
2	**2.6**	Additional Instructional Support through Assistants	Yes	LEA-wide	Low Income	All Schools	$3,427,500.00	0.0%
3	**3.3**	Wrap-Around Services	Yes	LEA-wide	Low Income	All Schools	$90,000.00	0.0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$20,247,208.00	$20,310,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	High Quality Staffing to Implement and Support Student Safety and Wellness.	No	$760,000.00	750,000.00
1	**1.2**	Ensuring District-Wide Safety	No	$2,420,000.00	2,375,000.00
1	**1.3**	Improve and Increase Communication District-Wide	Yes	$150,000.00	150,000.00
1	**1.4**	Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges	Yes	$440,000.00	450,000.00
1	**1.5**	Create Healthy and Responsive School Cultures	Yes	$695,000.00	700,000.00
2	**2.1**	Ensure High Quality Staffing	No	$7,470,000.00	7,500,000.00
2	**2.2**	Build MTSS	Yes	$1,270,000.00	1,250,000.00
2	**2.3**	English Learners Support	Yes	$290,000.00	290,000.00
2	**2.4**	Provide Enrichment Opportunities	No	$2,500,000.00	2,600,000.00
2	**2.5**	Professional Development	No	$195,000.00	195,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Additional Instructional Support through Assistants	Yes	$3,340,000.00	3,380,000.00
2	**2.7**	Strengthen Targeted Academic and Social-Emotional Interventions	No	$557,208.00	520,000.00
3	**3.1**	Collaborative Decision-Making for Parents, Community, and Staff	No	$20,000.00	20,000.00
3	**3.2**	Strengthen and Increase Community Partnerships	No	$15,000.00	15,000.00
3	**3.3**	Wrap-Around Services	Yes	$125,000.00	115,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,594,121.00	$4,715,000.00	$4,705,000.00	$10,000.00	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	1.3	Improve and Increase Communication District-Wide	Yes	$100,000.00	100,000.00	0.0%	0.0%
1	1.4	Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges	Yes	$290,000.00	290,000.00	0.0%	0.0%
1	1.5	Create Healthy and Responsive School Cultures	Yes	$240,000.00	250,000.00	0.0%	0.0%
2	2.2	Build MTSS	Yes	$650,000.00	630,000.00	0.0%	0.0%
2	2.3	English Learners Support	Yes	$145,000.00	145,000.00	0.0%	0.0%
2	2.6	Additional Instructional Support through Assistants	Yes	$3,225,000.00	3,225,000.00	0.0%	0.0%
3	3.3	Wrap-Around Services	Yes	$65,000.00	65,000.00	0.0%	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)
12820526.00	4,594,121.00	0.00	35.834%	$4,705,000.00	0.000%	36.699%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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