Lowell Joint School District

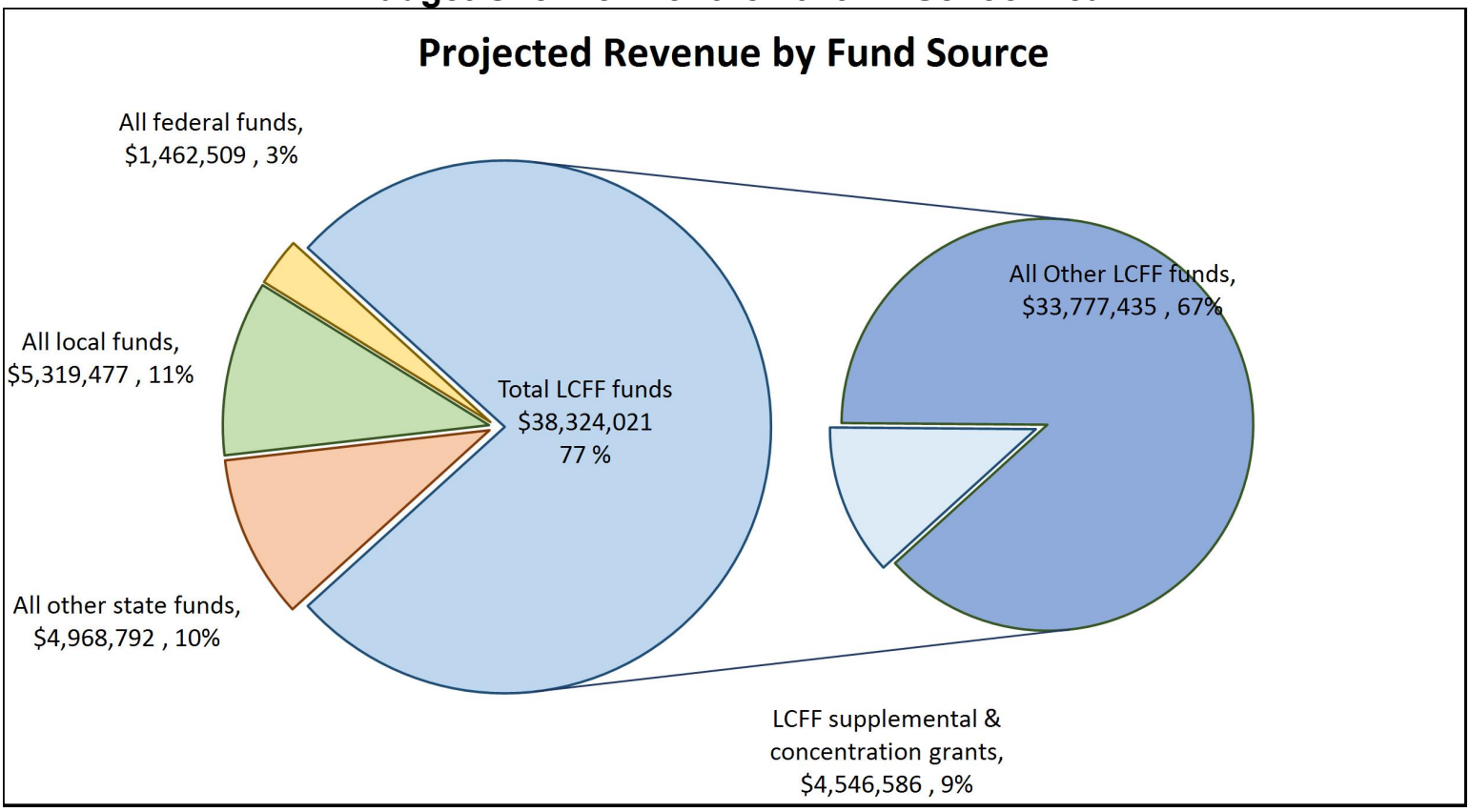
A Tradition of Excellence Since 1906

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lowell Joint School District
CDS Code: 30-64766-0000000
School Year: 2026-27
LEA contact information:
Rhonda Overby, Ed.D.
Superintendent of Schools
roverby@ljsd.org
562.902.4203

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

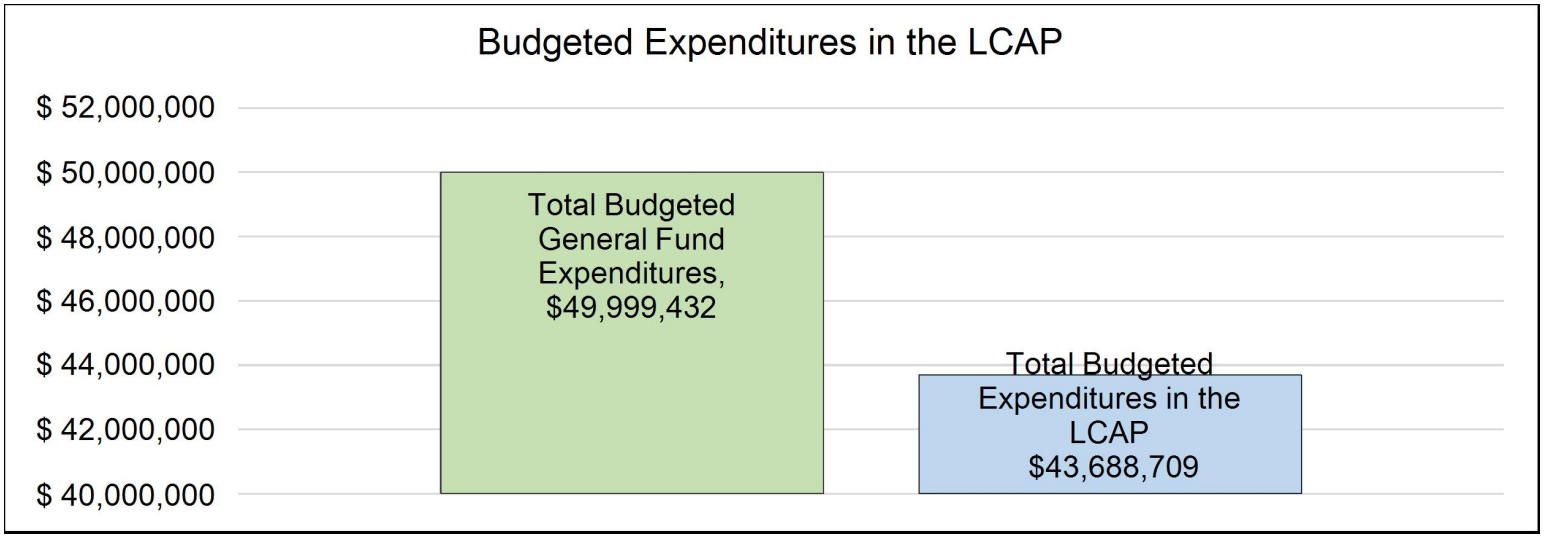


This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lowell Joint School District is $50,074,799, of which $38,324,021.00 is Local Control Funding Formula (LCFF), $4,968,792.00 is other state funds, $5,319,477.00 is local funds, and $1,462,509.00 is federal funds. Of the $38,324,021.00 in LCFF Funds, $4,546,586.00 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 Lowell Joint 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: Lowell Joint School District plans to spend $49,999,432.00 for the 2026-27 school year. Of that amount, $43,688,709.00 is tied to actions/services in the LCAP and $6,310,723 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

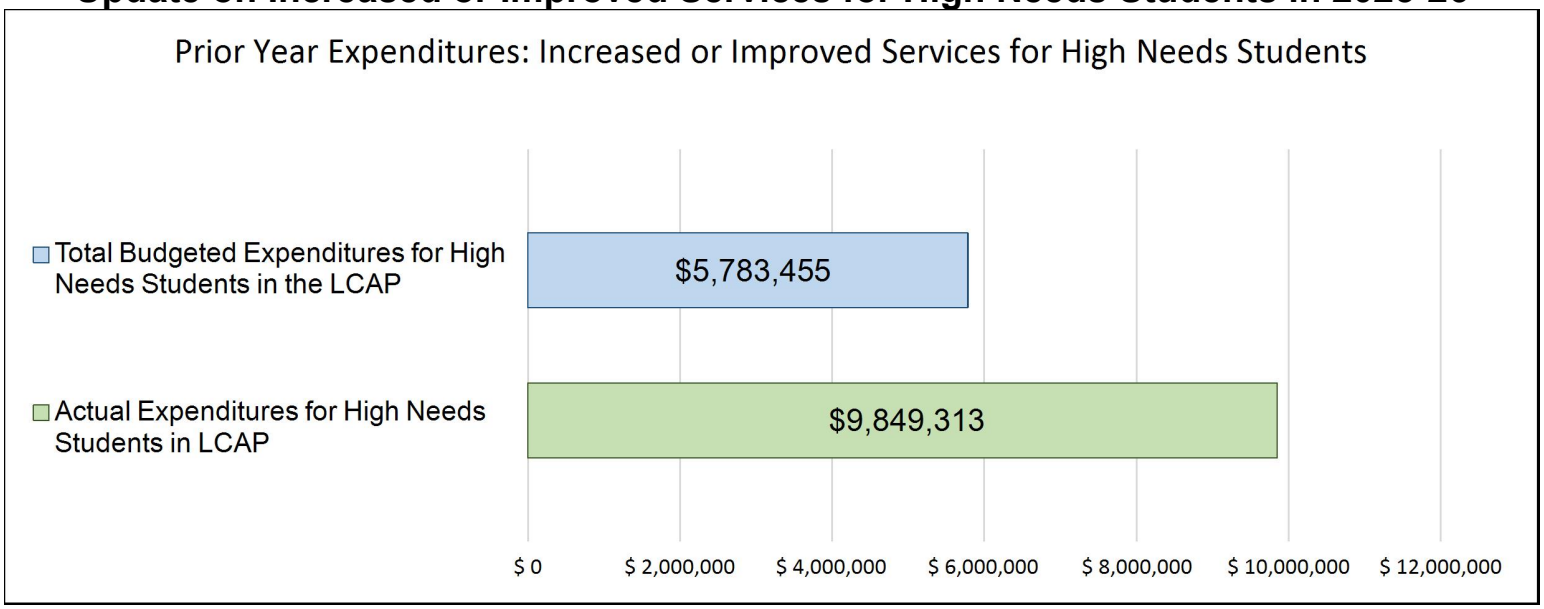
There is just under seven million dollars in general fund monies not included in the LCAP. This includes miscellaneous Salary & Benefit costs and OPEB-Other Post Employment Benefits. There are miscellaneous costs, including but not limited to: District Departments & Misc. Site Supplies, Non Capitalized Equipment, Non-Public Agencies, Travel & Conference, Dues & Memberships, Property & Liability Insurance, Repairs & Maintenance, Licenses & Technology, Professional Services, Consulting Services, Legal & Audit Services, Equipment, Tuition/Excess Costs - County Office of Education and other School Districts, Direct and Indirect Costs.
There is an additional $1 million budgeted for the expenditures of local revenue sources which is the anticipated 25/26 carryover of several miscellaneous grant funds into the 26/27 budget year.

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

In 2026-27, Lowell Joint School District is projecting it will receive $4,546,586.00 based on the enrollment of foster youth, English learner, and low-income students. Lowell Joint School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lowell Joint School District plans to spend $7,468,453.00 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 Lowell Joint 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 Lowell Joint 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, Lowell Joint School District's LCAP budgeted $5,783,455.00 for planned actions to increase or improve services for high needs students. Lowell Joint School District actually spent $9,849,313.00 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
Lowell Joint School District	Rhonda Overby, Ed.D. Superintendent of Schools	roverby@ljsd.org 562.902.4203

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 Lowell Joint School District was established in 1906 and encompasses 8 square miles in the cities of La Habra, La Habra Heights, Whittier, and portions of unincorporated Los Angeles County. The District serves the educational needs of approximately 3,000 students in Transitional Kindergarten through eighth grade at five TK-6 elementary schools and one intermediate school. There are also two special needs preschools at one elementary site, with four additional preschools at our elementary sites. The LJSD recognizes the importance of providing a safe and supportive learning environment for all students and works to create a culture of respect, inclusivity, and equity.

DISTRICT OVERVIEW:
Student Enrolled: 2,980
Teachers: 169
Administrators: 18
Support Staff: 230

SCHOOLS:
Early Childhood Center: 1
Elementary Schools: 5
Intermediate Schools: 1

STUDENT GROUPS:

Low Income: 59.1%
English Learners: 6.4%
Homeless: 1.1%
Foster Youth: 1.2%
Advanced Learners: 6.1%
Special Education: 15.1%
Long Term English Learners: 0.4%

OUR MISSION:
The Lowell Joint School District is committed to providing a strong academic program of 21st Century Skills with a well-rounded program of diverse and innovative subject offerings. All District Schools emphasize the importance of education, the family, and traditional values. We stress the value of personal integrity, social responsibility, and respect for our national heritage. The Lowell Joint School District envisions a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom. All stakeholders will utilize technology to become highly competent in a technological world through continuous improvement in academics, career, and life.

OUR VALUES:
EXCELLENCE: Exhibits patience and hard work in achieving goals; works, learns, and pursues constructive goals, even in the face of adversity.
PERSONAL INTEGRITY: Exhibits sound moral principles, virtues, and good character, demonstrating honesty and trustworthiness in the community.
SOCIAL RESPONSIBILITY & RESPECT: Treats others justly, fairly, and with dignity; shows high regard for others. Affirms the worth of self, others, property, and the environment through attitudes and actions. Accepts the necessity of being accountable and the consequences of individual actions, reactions, and decisions; honors commitments; demonstrates an active commitment to the welfare of self and others.
RESPECT FOR NATIONAL HERITAGE: Exhibits a value of and commitment to our American National Heritage and the public good; works for the community and cooperates with others; respects and participates in the democratic process; observes all laws and rules; and resolves conflicts peacefully.
FAMILY – TEAMWORK: Works well together, combining individual talents and strengths, supporting each other, and then working cooperatively to achieve mutual objectives. Demonstrates caring, concern, and sensitivity; exhibits tolerance; treats others politely, mercifully, and with respect and dignity; and renders service when needed.
TRADITIONAL VALUES: Tells truth; does not cheat, intentionally mislead, or steal; possesses the courage to behave and conduct interactions with integrity; exhibits consistency between words and actions; behaves in a fair and straightforward manner; and conscientiously pursues and scrutinizes evidence that supports the truth.

OUR DISTRICT AWARDS:
California Distinguished Schools: All schools
California Golden Bell Awards: Rancho-Starbuck, El Portal, Jordan, Lowell Joint School District
California Pivotal Practice Awards: All schools
Schools to Watch: Rancho-Starbuck Intermediate School
National School Board Association Magna Award: Lowell Joint School District

National School Board Association Special Education Team and Arts for All: Lowell Joint School District
National Association of Musical Merchants (NAMM) Award: Lowell Joint School District

Reflections: Annual Performance

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

Our district is committed to continuous improvement and addressing the diverse needs of our students.

2023 Dashboard data:

DISTRICT-WIDE STUDENT GROUPS THAT RECEIVED THE LOWEST PERFORMANCE LEVEL FOR "ALL STUDENTS". This information is unchanged from the 2023-24 to 2026-27 LCAP cycle.
None

SCHOOLS THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS FOR "ALL STUDENTS". This information is unchanged from the 2023-24 to 2026-27 LCAP cycle.

- El Portal (Chronic Absenteeism)
- Jordan (Chronic Absenteeism)
- Olita (Chronic Absenteeism)

ANY STUDENT GROUP WITHIN A SCHOOL THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS. This information is unchanged from the 2023-24 to 2026-27 LCAP cycle.

El Portal
-Socioeconomically Disadvantaged (Chronic Absenteeism)
-Students with Disabilities (Chronic Absenteeism)
-Hispanic (Chronic Absenteeism)
-Two or More Races (Chronic Absenteeism)

Jordan
-English Learners (Chronic Absenteeism)
-Socioeconomically Disadvantaged (Chronic Absenteeism)
-Students with Disabilities (Chronic Absenteeism)
-Hispanic (Chronic Absenteeism)
-Students with Disabilities (ELA)

Macy
-Students with Disabilities (ELA/Math)

Olita
-Socioeconomically Disadvantaged (Chronic Absenteeism)
-Students with Disabilities (Chronic Absenteeism)
-Hispanic (Chronic Absenteeism)
-White (Chronic Absenteeism)

Rancho-Starbuck
-Students with Disabilities (Math)

As part of our commitment to addressing persistent achievement gaps and supporting our Unduplicated Pupil Population (UPP) and other struggling learners, our district conducted a comprehensive needs assessment. This process included analysis of state and local academic performance data, California School Dashboard indicators, and input gathered through staff, parent, and student surveys. Findings highlighted the urgent need for targeted academic intervention, particularly in foundational skills, to accelerate learning recovery for students disproportionately impacted by the pandemic.

Based on these findings, Learning Recovery Emergency Block Grant (LREBG) funds have been allocated to establish a Learning Coach position at each school site. Learning Coaches provide direct support in foundational literacy and mathematics skills and deliver strategic intervention for UPP students and others identified as needing additional academic assistance. These roles are designed to be responsive and data-informed, working closely with site administrators and classroom teachers to support small-group instruction, intervention blocks, and progress monitoring.

These positions are currently funded for a two-year period through LREBG. If additional funding becomes available, the district will explore continued support to sustain these roles beyond the grant term, given their alignment with student needs and demonstrated impact on learning acceleration. This can be accounted for in Goal 4, Action 4.23. These actions are aligned with the allowable uses of funds identified in EC Section 32526(c)(2).

Through targeted interventions and support, we aim to elevate the performance of all student groups and ensure equitable educational opportunities for every student.

2025-2026 Updates and Progress

CELEBRATIONS:
California Distinguished Schools: All schools
California Golden Bell Awards: Rancho-Starbuck, El Portal, Jordan, Lowell Joint School District
California Pivotal Practice Awards: All schools
Schools to Watch: Rancho-Starbuck Intermediate School
National School Board Association Magna Award: Lowell Joint School District
National School Board Association Special Education Team and Arts for All: Lowell Joint School District
National Association of Musical Merchants (NAMM) Award: Lowell Joint School District

HIGH PERFORMANCE AREAS:

State and local indicators highlight high performance areas for student groups within the Lowell Joint School District. Analysis of the 2024-2025 data reveals that the Lowell Joint School District continues to maintain continuous student performance at high levels, particularly in English Language Arts (ELA), which serves as a primary academic strength. The district-wide ELA dashboard indicator is "Green" following a significant increase of 10.7 points. This success is broad-based, with diverse student groups including Socioeconomically Disadvantaged (SED), Asian, Filipino, Hispanic, White, and Two or More Races all achieving "Green" or "Blue" indicators in ELA. High performance is further evidenced at individual sites: Rancho-Starbuck and Meadow Green both achieved the "Blue" status in ELA, with Rancho-Starbuck seeing a notable 23.4 point increase. Additionally, Meadow Green reached 71.6% proficiency in ELA, the highest in the district.

The district also demonstrates stability and positive trends in school climate and other core subjects. Science remains a "Green" indicator district-wide. Suspension rates declined by 0.6%, also earning a "Green" status. Several schools stand out for their comprehensive high performance: El Portal maintained "Green" status across ELA, Math, Science, English Learner progress, and Suspension. Jordan similarly achieved "Green" indicators in ELA, Math, Science, and Suspension. Furthermore, specific site-level improvements in engagement are evident, such as Macy’s 3.3% decrease in chronic absenteeism and Olita's 1.2% decline in suspension rates. These metrics underscore a successful focus on local and progress indicators that foster both academic and behavioral growth.

AREAS OF NEED:

State and local indicators highlight areas for growth and improvement for student groups within the Lowell Joint School District. The 2024-27 LCAP is designed to focus on multi-tiered levels of support to meet the needs of all student groups over time so the data will be highlighted for each academic year of the 2024-27 LCAP cycle.

Despite these achievements, the data highlights critical Areas of growth for supporting specialized student populations. The most significant concern is English Learner (EL) progress, which dropped to "Red" status district-wide after a 12.4% decline. Academic proficiency for ELs remains low, with only 14.92% proficient in ELA and 15.79% in Math. The data for Long-Term English Learners (LTEL) is even more stark, showing only 5.55% proficiency in ELA and 3.38% in Math. At the school level, Jordan faces a specific challenge with chronic absenteeism for English Learners, which is currently in the "Red" category. Another vital area for intervention is the performance of Students with Disabilities (SWD). This group is currently in "Red" status for Science district-wide, with a proficiency rate of only 8.10%. Disparities are also visible at specific sites; for instance, SWDs at Olita are in the "Red" status for both ELA and Math, while at Rancho-Starbuck, they are in the "Red" category for Math and Science. Additionally, while the district saw an overall decline in chronic absenteeism, two student groups (Homeless students and students of Two or More Races) remain in the "Red" status for absenteeism. Addressing these gaps will require targeted, data-driven support to ensure that the district's high performance levels are accessible and attainable for all student subgroups.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
Additionally, Learning Recovery Emergency Block Grant (LREBG funds) have been allocated to establish a learning coach position at each site. Learning coaches provide direct support in foundational literacy and mathematics skills and deliver strategic intervention for UPP students ad others identified as needing academic assistance. These roles are designed to be responsive and data informed, working closely with site administrators and classroom teachers to support small group instruction, intervention blocks, and progress monitoring. These positions are currently funded for a two year period through LREBG. If additional funding becomes available, the district will explore

continued support to sustain these roles beyond the grant term given their assignment with student needs and demonstrated impact on learning acceleration. This can be accounted for in Goal 4, Action 4.23. These actions are aligned with the allowable uses with the funds identified in EC Section 32526(c)(2).

Thought targeted interventions and support, we aim to elevate the performance of all student groups and ensure equitable educational opportunities for every student.

In summary, goals 4, 5, and 6 have specific actions that will address academic progress and school engagement across student groups.

LOCAL INDICATORS/PROGRESS INDICATORS
Percentage of Students At or Above Grade Level in ELA (iReady): 66%
Percentage of Students At or Above Grade Level in Math (iReady): 58%
Students with access to standards aligned materials: 100%
Teachers appropriate assigned and credentialed: 100%
Facilities are maintained in at least good repair: 100%
Continued Adoption of textbooks and instructional materials
Appropriate staffing with counseling support at all sites

ANNUAL SURVEY DATA (students, parents, and staff):
There is a strong consensus across stakeholder groups that the district maintains high academic expectations with over 95% of parents affirming a strong core academic program with appropriate rigor. 90.2% of staff believe the schools provide a strong academic core instructional program and 84% of students recognize the high academic standards with 82% feeling successful in school. There is also a strong consensus regarding strong and positive school cultures. Over 96% of TK-2nd grade students report feeling safe at school while 79% of older students reinforce this belief. 93.8% of parents describe the schools as safe and orderly with 95% stating the schools are friendly and welcoming. 92.6% of staff describe their schools as friendly, pleasant, and welcoming. The last strong area of consensus is that the district establishes strong relationships with positive communication. 90.7% of staff and 96.1% of parents agree that information about student progress is clearly provided. Finally 90% of students feel respected by their teachers and 89.5% of younger students believe their teachers treat every fairly.

There are four areas that emerged as areas of growth in the annual survey data. These include consistency in discipline, facilities modernization and maintenance, the root cause of absences/tardies, and expansion of support systems. Seventy-two percent of 3rd-8th graders believe classroom behavior does interfere with teaching, suggesting disruptions are noticed. Parents perceive at 83.4% there is consistent enforcement of rules, but the data suggests variability across classrooms and school sites. Sixteen percent of staff disagree that school rules are consistently enforced, citing a lack of follow through for consequences. More than 79% of parents and staff agree that modernization and facilities maintenance remains a top priority to create the conditions for learning. According to parents and students, the root causes for absences are illness and vacations while 57.1% of parents selected "other reasons" as the root cause of tardies. Finally, 85.5% of parents want more education opportunities for themselves with more established support systems for students.

DISTRICT ENGAGEMENT DATA:
Parent Square Communication Reports (Information): District Information- 47 , School Information- 1,130, Class Information- 3,911, Group

Information- 633
Annual LCAP Survey Participation Rates: Students - 1,488, Parents - 383, Staff - 162
LCAP Committee Meeting Participation Rates: Certificated staff - 13, Classified staff - 4, Administrators - 10, Parents - 11

INSTRUCTIONAL MATERIALS:
English Language Arts-Common Core State Standards for English Language Arts: 5-Full Implementation and Sustainability
Mathematics: 5-Full Implementation and Sustainability
History/Social Science: 5-Full Implementation and Sustainability
English Language Development: 5-Full Implementation and Sustainability
Next Generation Science Standards: 5-Full Implementation and Sustainability

Reflections: Technical Assistance

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

The Differentiated Assistance plan was created to ensure all necessary technical assistance is being provided to Long Term English Learners in areas of Suspension (11.8%) and Chronic Absenteeism (31.3%). This plan identified the following root causes for DA identification. 1) Incorrect Aeries tagging of Long Term English Learners 2) School sites lacked clarity of who was defined as a Long Term English Learner. 3) The district lacked a system to effectively progress monitor Long Term English Learners. As a result, all Aeries tagging was addressed and fixed by our Data Systems Specialist. Educational services created an English Learner monitoring tool to track suspension rates, absenteeism rates, and academic progress. ELLevation, a comprehensive software program that unifies student data tracking, compliance management, and research-based teaching strategies, was purchased and all certificated staff was trained in 2024-2025 to prepare for full implementation in 2025-2026 to support the growth of multilingual learners. These actions provided direct support across school sites to improve engagement of chronically absent Long Term English Learners. All current Long Term English Learners for Lowell Joint School District are receiving progress monitoring as it relates to all Dashboard indicators.

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.

NA

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
LCAP Advisory Committee (46): Parents (11) Teachers (13) Support Staff (4) Site Administrators(6) Bargaining Unit Members (3) District Leadership (10)	Meeting Dates: January 27, February 18, and March 23, 2026 Each school was comprised of teams of 5-7 people that included: Principal or Administrative Designee Classified Staff Member Certificated Staff Member Parent representatives - UPP, SSC, PTA, SWD The objective of each meeting was to understand the entirety of the LCAP and use specific protocols to discuss all goals and actions to provide LCAP feedback. LCAP survey input from staff, parents, and students were collected and discussed. The feedback was summarized and presented to LJEA, CSEA, and DELAC for review and to acquire additional input.
DELAC	Meeting Dates: November 5, February 6, and April 9, 2026 All LCAP goals, actions, and services as well as current data were shared with members of DELAC. DELAC members were provided the opportunity to share their feedback on all LCAP items.

Educational Partner(s)	Process for Engagement
Parents	In addition to the LCAP Advisory Committee which was open for all parents to attend, were given the opportunity to respond to a LCAP survey via a Google Form sent through Parent Square. 383 parents responded to provide input to the LCAP, representative of all six schools.
Students	A survey was distributed by teachers/principals to TK-8th grade students. 1,488 students responded to the survey to provide input to the LCAP. TK-2 students: 200 students participated in a personal interview with the principal to answer a series of school climate related questions. 3rd-8th students: 1,288 students participated in a Google Form survey with a teacher of record to answer a series of school climate related questions.
Staff	An online survey was distributed to all staff to solicit input for the LCAP. 162 staff members responded.
SELPA Director	Meeting Dates: August 8, September 8, November 17, 2025. January 9, March 10, May 11, May 20, 2026 All LCAP goals, actions, and services as well as current data were shared with SELPA director. Discussions centered around an academic achievement focus and the need to continue developing the behavioral multi-tiered systems of support to address the social/emotional needs of students.

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

The adopted Local Control and Accountability Plan (LCAP) was significantly shaped by the comprehensive feedback received from various educational partner groups, including the LCAP Advisory Committee, DELAC, and Parents and Students. The input from these groups played a crucial role in identifying key areas of need for our students.

LCAP ADVISORY COMMITTEE - The objective of each meeting was to understand the entirety of the LCAP and use specific protocols to discuss all goals and actions to provide LCAP feedback. LCAP survey input from staff, parents, and students were collected and discussed. The feedback was summarized and presented to LJEA, CSEA, and DELAC for review and to acquire additional input.
Conditions of Learning: Action items 1.3, 1.6, 1.10
Modernization and Maintenance of Facilities: Action item 3.1

MTSS: Action items 4.6, 4.8
Chronic Absenteeism: Action item 6.9

Educational partner feedback was used to inform the development, continuation, and refinement of LCAP actions and services. Common themes included maintaining strong academic and targeted student supports, supporting student well-being, strengthening family communication and engagement, and providing staff with appropriate resources and professional learning. Feedback was considered alongside student outcome data, local measures, and survey results to determine priorities. In some areas, feedback reinforced the continuation of existing actions and services; in others, it helped refine implementation, identify areas needing additional focus, and prioritize support for specific student groups.

DELAC - All LCAP goals, actions, and services as well as current data were shared with members of DELAC. DELAC members were provided the opportunity to share their feedback on all LCAP items.
Conditions of Learning: Action item 1.6
MTSS: Action items 4.1, 4.11

All LCAP goals, actions, services, and current data were shared with DELAC members, who were provided opportunities to review and provide feedback. DELAC feedback emphasized the continued need for supports for English learners, meaningful family engagement and communication, and equitable access to programs and services. This feedback reinforced the continuation of existing actions and services and helped inform priorities and areas of focus for implementation.

PARENTS - In addition to the LCAP Advisory Committee which was open for all parents to attend, were given the opportunity to respond to a LCAP survey via a Google Form sent through Parent Square. 383 parents responded to provide input to the LCAP, representative of all six schools.
Conditions of Learning: Action items 1.6, 1.7, 1.9
Modernization and Maintenance of Facilities: Action item 3.1
MTSS: Action item 4.8
Chronic Absenteeism: Action items 6.1, 6.9

Parent feedback directly influenced the adopted LCAP by affirming strengths in academic programs, school climate, staff trust, and support for English Learners, while identifying priorities for continued improvement. In response, the LCAP includes actions focused on strengthening parent communication and engagement, expanding access to enrichment opportunities, promoting consistent school expectations, addressing attendance and tardiness, and maintaining safe, modern learning environments.

STUDENTS - A survey was distributed by teachers/principals to TK-8th grade students. 1,488 students responded to the survey to provide input to the LCAP. TK-2 students: 200 students participated in a personal interview with the principal to answer a series of school climate related questions. 3rd-8th students: 1,288 students participated in a Google Form survey with a teacher of record to answer a series of school climate related questions.
Conditions of Learning: Action item 1.6
Chronic Absenteeism: Action items 6.1, 6.9

Student feedback directly informed the adopted LCAP by affirming areas of strength while identifying opportunities for continued growth. Students reported strong relationships with teachers, clear expectations, positive feelings about school, and a strong sense of safety and belonging. Their feedback also highlighted areas for improvement, including classroom behavior, recognition of positive behavior, perceptions of fairness, and attendance. These findings helped shape LCAP actions focused on maintaining safe, supportive learning environments, strengthening student engagement and belonging, supporting positive behavior and school climate, and improving attendance to ensure all students have consistent access to learning.

STAFF - An online survey was distributed to all staff to solicit input on school climate questions for the LCAP. 162 staff members responded.
Conditions of Learning: Action items 1.3, 1.6
Modernization and Maintenance of Facilities: Action item 3.1
Chronic Absenteeism: Action item 6.1

Staff feedback directly influenced the adopted LCAP by affirming strengths in collaborative staff, supportive leadership, strong academic programs, positive school culture, and effective student supports, while identifying areas for continued growth. In response, the LCAP prioritizes student behavioral and mental health supports, services for diverse learners, relevant professional learning, staffing and academic support resources, and safe, well-maintained learning environments to ensure staff have the tools and support needed to meet the needs of all students.

SELPA Director - All LCAP goals, actions, and services as well as current data were shared with SELPA director. Discussions centered around an academic achievement focus and the need to continue developing the behavioral multi-tiered systems of support to address the social/emotional needs of students.
Conditions of Learning: Action items 1.3, 1.6, 1.10
Modernization and Maintenance of Facilities: Action item 3.1
MTSS: Action items 4.6, 4.8
Chronic Absenteeism: Action item 6.9

All LCAP goals, actions, services, and current data were shared with the SELPA Director for review and feedback. Discussions emphasized improving academic outcomes for students with disabilities and continuing to strengthen behavioral Multi-Tiered Systems of Support (MTSS) to address students' social-emotional and behavioral needs. This feedback reinforced the continued prioritization of academic, behavioral, and social-emotional supports within the LCAP and informed areas of focus for implementation.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal addresses the basic conditions necessary to open the doors of our schools and support the successful learning of our students. Staffing and basic operations are accounted for here to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning). In addition, evidence for the sufficiency of materials to address the LCFF State Priority #2 Implementation of State Standards (Conditions for Learning) is also included. Beyond just having materials, staff are surveyed each year to determine their level of comfort with implementing state standards. Additionally, given the need for proficiency in technology, digital resources as part of core programs, and the changes in instructional practice since remote learning, devices and the internet have become a part of ensuring that students have access to the resources they need to be successful with state standards. Partnering with parents is a critical component to ensuring success for our students, which is LCFF Priority #3 Family Engagement. Parents are actively involved in the school community through School Site Council, PTAs, volunteer opportunities, and parent training. This also addresses all five Board Goals: Fiscal Excellence, Academic Excellence, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments, and School/Family/Community Partnerships and Communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Credential Audit and data from CBEDS, CalSAAS Detail Report	All continuing teachers were fully credentialed appropriately assigned for the 2023-2024 school year. There is one teacher with an Internship Credential	100% of continuing teachers are fully credentialed and appropriately assigned in the 2024-2025 school	100% of continuing teachers are fully credentialed and appropriately assigned in the 2025-2026 school year. There are two teachers on a	All teachers will be fully credentialed and appropriately assigned.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and one teacher on Local Assignment.	year. There are two teachers on a Local Assignment and one on a short-term staff permit.	Local Assignment and one on a variable-term waiver.		
1.2	Board minutes for William's sufficiency	Every student has standards-aligned materials as measured by Williams compliance documentation from the October Board meeting in 2023.	In 2024-2025, 100% of students have standards-aligned materials.	In 2025-2026, 100% of students have standards-aligned materials.	All students will continue to have standards-aligned materials	Maintained 100%
1.3	Certificated staff survey on implementation of standards	In the Spring of 2024, 90% of certificated staff members who teach core content areas marked Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards". Because the survey includes non-classroom certificated staff, 9% were neutral with only 1% who disagreed.	In the 2024-2025 school year, 91% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards".	In the 2025-2026 school year, 77% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of the California State Standards".	100% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards".	-13 percentage point decrease
1.4	Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of	100% of students were provided a device in the 2023-2024 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade	100% of students were provided a device in the 2024-2025 school year for use in the classroom, with devices checked	100% of students were provided a device in the 2025-2026 school year for use in the classroom, with devices checked	100% of students are provided a device. 100% of qualifying families were also able to check out a	Maintained 100% for students receiving devices and Wi-Fi and a -1.6 percentage point increase for families having

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	proficiency in state standards. Parent Survey question on access to technology in the home.	students needing access at home were able to check out a device. 100% of qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. Again, 99.7% of families stated they had access to technology and received communication from the district. The plan is to slightly modify this question since access to a device can often mean a smartphone, which isn't the most conducive for a student needing to access the internet for instructional purposes.	out to 7th and 8th-grade students. TK-6th-grade students needing access at home were able to check out a device. 100% of qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. On the 2024-2025 Parent Survey, 100% of families stated they had access to technology.	out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. 100% of qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. On the 2025-2026 Parent Survey, 98.1% of families stated they had access to technology.	hot spot and/or be connected with low-cost internet providers. Maintain 99.7% of families stating they had access to technology and received communication from the district.	access to technology.
1.5	Documentation of training for SSC and DELAC members including the minutes, sign ins, and presentation materials	100% of Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year. 100% of DELAC members were trained.	In the 2024-2025 school year, 100% of Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year.	In the 2025-2026 school year, 100% of Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year.	100% of Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			100% of DELAC members were trained.	100% of DELAC members were trained.	100% of DELAC members were trained.	
1.6	District/School Climate Survey Results	In the Spring of 2024, 95% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”. 98% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”. 92% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, "Our school is safe, orderly, and well disciplined".	In the 2024-2025 school year, 95% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”. 97% or more of parent respondents marked “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”. 93% or more of parent	In the 2025-2026 school year, 94.6% or more of parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school." 96.1% or more of parent respondents marked "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls". 93.8% or more of parent	95% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”. 97% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”. 93% or more of parent respondents	-0.4 percentage point that they feel welcome. -1.9 percentage point that they receive communication about progress +1.8 percentage point that school is safe, orderly, and well-disciplined +5.8 percentage point that students feel safe at school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		82% or more of students marked “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.	respondents marked “Agree” or “Strongly Agree” with the statement, "Our school is safe, orderly, and well-disciplined". 86% of students marked “Agree” or “Strongly Agree” with the statement “I feel safe at school.” (1,016 responses).	respondents marked "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well-disciplined". 87.8% of students marked "Agree or "Strongly Agree" with the statement "I feel safe at school." (1,488 responses).	marking “Agree” or “Strongly Agree” with the statement, "Our school is safe, orderly, and well disciplined". 92% or more of students will “Agree” or “Strongly Agree” with the statement “I feel safe at school” and “I have opportunities to connect with my school”.	
1.7	Family Survey Results: Awareness of Involvement Opportunities	In the Spring of 2024, 96% or more of parent respondents marked Agree of Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child’s education".	In the 2024-2025 school year, 95% of parent respondents marking Agree or Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have	In the 2025-2026 school year, 96.3% of parent respondents marking "Agree" or "Strongly Agree" with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent-Teacher Association (PTA), Back-to-School Night, and Open House, and I have	Maintain 96% or more of parent respondents marking Agree or Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple	+0.3 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			multiple opportunities to be involved in my child’s education".	multiple opportunities to be involved in my child's education".	opportunities to be involved in my child’s education".	
1.8	Site actions within the SPSA for UPPs.	TBD new metric: Data from SPSAs including actions for UPPs over all indicators will be collected in 2024-2025.	In the 2024-2025 school year, 100% of SPSAs include actions for UPPs over all indicators.	In the 2025-2026 school year, 100% of SPSAs include actions principally directed for UPPs over all indicators.	100% of SPSAs include actions for UPPs over all indicators.	100% maintained
1.9	Parent involvement in the LCAP process as documented through sign-in sheets to ensure representation of parents of UPPs along with regularly scheduled meetings for parent input in "Coffee with Coombs" at each site.	The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in May where input for the LCAP was solicited in addition to information on the Consolidated Application and Title III funding specifically.	Two DELAC meetings were conducted in the 2024-2025 school year. Sign in sheets were maintained to document participation. Data added in Spring 2026 to establish baseline.	Three DELAC meetings were conducted throughout the 2025-2026 school year. Sign-in sheets and meeting minutes document participation and agenda items.	Three meetings will be calendared each school year including the potential for reaching a wider audience by continuing with virtual options. Sign in sheets will be maintained to document participation.	+1 meeting
1.10	Attendance at PTA meetings by district staff to connect with parents and support efforts to involve the parents of UPPs .	The Assistant Superintendent attends PTA meetings at each site to gather input for the LCAP, and the Superintendent regularly meets with PTA representatives to discuss what's happening in the district in addition to the	In the 2024-2025 school year, the Assistant Superintendent attended PTA meetings at each school throughout the year. Sign-in sheets were made to document the participation of district staff at	In the 2025-2026 school year, PTA representatives were invited to join the District LCAP site committees representing all six school sites. District personnel participated in PTA council events for La Habra.	Sign in sheets will document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Coffee with Coombs" at each site.	regularly scheduled PTA meetings, along with the PTA Council meetings for La Habra.			

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

The bulk of this goal is related to basic operations for the school district which is predominantly salary and benefits. There are a few actions that are related to parental engagement, instructional materials, Chromebooks, communication resources, and utilities. Planned actions were implemented as expected with success. A relevant challenge is certificated staff feeling comfortable with their understanding of the California State Standards with a 14% decrease from the previous year.

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.

Actions 1.3, 1.4, and 1.15 had higher expenditures than budgeted due to increased salaries of certificated and classified staff. Actions 1.1 and 1.2 were lower than expected due to attrition. Action 1.10 was also lower due to a second position not being filled after a retirement. Action 1.6 dedicated to the cost of instructional materials and Action 1.5 attributed to basic utilities was more due to increased cost of materials. Action 1.8 site allocations were less due to initial budget allocations that were inclusive of carryover.

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

Actions 1.1, 1.2, 1.3, 1.4, 1.15 <Staffing> - Noted Level of Effectiveness High
SUCCESS: Certificated and classified positions were appropriately filled to meet the needs of students at all school sites.

Actions 1.6, 1.7, 1.8, 1.9 <Students have Standards-Aligned Materials and Technology Access> - Noted Level of Effectiveness High
SUCCESS: 100% of students had standards-aligned materials and technology access

Actions 1.12, 1.13 <Training for School Site Council and District English Learner Advisory Committee Members> - Noted Level of Effectiveness High
SUCCESS: All committee members were aware of their roles and procedures for both committees and the part they contributed to throughout the LCAP process

Action 1.14 <Parent Engagement> - Noted Level of Effectiveness High
SUCCESS: 94.6% of parents reported feeling welcome at their child's school. 96.1% of parents reported receiving information about their child's progress in school. 93.8% of parents reported that their child's school is safe, orderly, and well-disciplined. 87.8% of students reported they feel safe at school, an increase of 5.8%. 96.3% of parents reported being aware of parent involvement opportunities at their child's school. Parents participated in LCAP Advisory process, including parents of English Learners.

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.

Due to no numeric value established for baseline and no numeric value reported for year 1 outcome for metric 1.9, data was added to the year 1 outcome to establish a baseline which will be compared to the year 2 outcome for the purpose for establishing a difference from baseline and for tracking progress for the next three year LCAP cycle.

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	Certificated Staffing - Teachers	Fully credentialed teachers will be employed and appropriately assigned. This includes some teachers that support unduplicated pupils; however, those services are documented elsewhere within the Local Control Accountability Plan (LCAP). Where the documentation of services is provided, the expense is identified as a repeated expenditure	$18,022,702.00	No
1.2	Certificated Staffing-Administration and other Support Staff	This includes certificated personnel working at the district office, Principals, the Assistant Principal at Rancho Starbuck, School Psychologists, and SLPs (Speech and Language Pathologists).	$3,378,144.00	No
1.3	Classified Staffing-Technology Department	The Technology Department, consisting of three full-time employees, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and online testing for the state. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Go Guardian was implemented as well across the district to allow teachers the ability to monitor students on their Chromebooks for added safety. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department	$558,271.00	No

Action #	Title	Description	Total Funds	Contributing
		as will safety and security measures such as Raptor which was purchased for implementation in the 2018-19 school year. Raptor is an electronic check in system for all people visiting a campus that alerts staff to potential issues with a visitor. Tech staff also work with students in specialized opportunities to learn about technology such as drones, programming, and robotics.		
1.4	Classified Staffing-Custodial, Maintenance, and Grounds	Provide basic custodial, maintenance, and grounds services.	$3,012,780.00	No
1.5	Basic Utilities	Basic utilities including electrical and water.	$1,151,747.00	No
1.6	Instructional Materials-Textbooks and Software	In order to ensure that all students have standards-aligned instructional materials, the district has a Textbook Adoption timeline to plan for the expenditure of funds to stay in alignment with the release of new frameworks under the state adoption cycle. This also includes the purchase of any necessary supplemental materials and software programs that are part of the overall instructional program designed to support progress on mastery of state standards. For the 2026-2027 school year, we anticipate purchasing new math materials, and in 2027-2028, the purchase of new ELA materials. Software items included here are those purchased by the district that directly impact student progress on standards and/or tools teachers use for instructional purposes within the classroom, including Lexia, SeeSaw, Kami, and Google Enterprise.	$260,233.00	No
1.7	Site Technology Allocation	Each school is provided with a technology allocation to update and expand equipment inventory with a priority placed on any teacher computer that is five or more years old. After those replacements have been made, the sites work with their site leadership teams to determine how best to use the funds in alignment with their identified needs and goals in their School Plan for Student Achievement (SPSA).	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Instructional Supplies-Per Pupil Site Allocation	Each school was provided with a per pupil allocation for the purchase of instructional supplies. This allocation is based on overall enrollment at the site as calculated from CBEDS data in October. It is adjusted each year in alignment with the Consumer Price Index (CPI).	$392,788.00	No
1.9	Maintenance of Chromebooks	Maintain and refresh devices from the first cycle of purchasing in 2015-16, which expanded to include the TK-2nd grade classrooms. The refresh of devices at Rancho Starbuck in 2021-2022 allowed distribution of those current devices into the lower grades; however, replacements and refreshing of Chromebooks is an ongoing cycle. There is an allocation for this in the reserves based on board priorities so the funds are available as needed. Funding for this action is accounted for with other funds.	$0.00	No
1.10	Classified Staffing-Data Systems Analyst	With the increase in state-required reporting through CalPads in addition to the need for the management of the Student Information System (Aeries), it is necessary to maintain a classified position for the data input and monitoring. As a small district, this position also supports the monitoring of our unduplicated pupils in running queries and reports for English learners, Foster Youth, McKinney-Vento Youth, and low income families. That portion of the salary is accounted for under Goal 4, Action 14.	$60,119.00	No
1.11	Systems to Support UPP	Various tools are used to track and monitor multiple measures of academic achievement and school engagement to ensure that the needs of UPP are being served at the school level with targeted actions. LJSD will use Document Tracking Services (DTS) as a tool to organize pertinent data as it relates to single plans of student achievement to ensure accountability in the use of LCFF funds to support these actions.	$3,000.00	Yes
1.12	School Site Council and DELAC	Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. Schools will continue to implement an English Language	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Advisory Council (ELAC) or transfer the responsibilities to the School Site Council. The ELAC representative from the site along with other parents of English learners attend District English Language Advisory Committee (DELAC) meetings to provide input on services for English learners at the district level. This is a vital part of targeting and involving our SED, EL, and Foster Youth parents in the decision-making process. Funding for this action is accounted for in other action items.		
1.13	Parent Teacher Associations (PTA)	Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs. Meetings are scheduled both in the morning and in the evening to allow for greater attendance. PTAs strive to include parents in meaningful ways from event planning to roles within the PTA. PTA members were invited to participate in the district-wide LCAP Committee meetings as well as taking the LCAP survey. The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings. Funding for this action is accounted for in other action items.	$0.00	No
1.14	Family Engagement	Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The District will continue to offer training and/or institutes designed to partner with parents to support student success. An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs. The Director of Special Education will continue to support families in accessing resources and training through the SELPA to ensure our students with special needs are being supported. Funded through other action items.	$0.00	No
1.15	Classified Staff-Administration and other Support	The costs associated with Office Managers, Fiscal Services, Attendance Clerks, and other classified support staff necessary for the basic operations at the district office and sites are included here.	$4,100,742.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Early Learning to support school readiness	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In recent years, the evolving needs of our community have underscored the importance of enhancing school readiness skills among incoming students. Lowell Joint recognizes this critical requirement, not only through feedback from educational partners but also supported by data from the Early Developmental Index (EDI). Over the past few years, we have initiated Transitional Kindergarten classes at each elementary site and operated a preschool to support students with special needs. Historically, even before the challenges of the pandemic, the closure of two area preschools highlighted a growing community need. Despite the freezing of funding for new programs in March 2020, which temporarily stalled our plans for an additional preschool, our commitment to early literacy has not wavered. Engaging with First Five Orange County and First Five LA has enabled us to gather comprehensive data through the EDI and secure critical funding. This collaboration resulted in receiving an Early Childhood grant aimed at enhancing programs and services that support early literacy. We were able to open a Learning Link and partially fund a Teacher on Special Assignment (TOSA) to focus on early literacy. We have been able to open three state-funded preschools and hire an Early Learning Coordinator to help oversee programs for Early Learning. During school closures, our primary grades experienced significant disruptions in attendance and engagement, with chronic absentee rates surpassing 9% in Kindergarten and over 6% in 1st and 2nd grades, markedly higher than other grades. For 2021-2022, Kindergarten was at 27.5% with grades 1-3 at 18.1%. For 2022-2023, Kindergarten was at 32.6%, which is almost double the district rate as a whole at 18.1%. Grades 1-3 were barely over the district average at 18.3%. This trend highlights an urgent need for targeted interventions-especially for our earliest learners. Any approach for supporting engagement will need to include parents as a vital partner in getting students to school each day. This initiative aligns with LCFF State Priority #2 (Implementation of State Standards – Conditions for Learning), State Priority #3 (Parental Involvement-Engagement) and State Priority #4 (Pupil Achievement – Pupil Outcomes), supporting our Board Goals of Academic Excellence and enhancing School/Family/Community Partnerships and Communication. By investing in early literacy, we not only equip our youngest learners with essential skills but also lay a foundation for long-term academic success, critical thinking, and problem-solving abilities that are pivotal in today’s dynamic educational landscape.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Early Childhood Accountability Plan and quarterly updates on progress.	In 2023-2024, 100% of the Early Childhood Leadership Team (ECLT) met as a group and individually with the lead on the First 5 Grant. This is built into the ECAP (Early Childhood Accountability Plan) and then reported on regularly.	In the 2024-2025 school year, 100% of the Early Childhood Leadership Team (ECLT) continues to meet as a group and monitor steps outlined on the Early Childhood Accountability Plan (ECAP).	In the 2025-2026 school year, the Coordinator of Early Childhood Education (ECE) has met regularly with the First 5 Grant lead to ensure continuity of oversight and progress during a period of staff restructuring. 100% of the Early Childhood Leadership Team (ECLT) met as planned. The accountability structures outlined in the Early Childhood Accountability Plan (ECAP) remain in place.	100% of the Early Childhood Leadership Team (ECLT) met as a group and individually with the lead on the First 5 Grant. This is built into the ECAP (Early Childhood Accountability Plan) and then reported on regularly.	Maintained 100%
2.2	Agendas and Minutes from the Early Childhood Leadership Team. This includes EDI Data, benchmark data, and the DRDP beginning in 2025.	3 meetings In 2023-2024, the Early Childhood Leadership Team met three times to evaluate data around the needs of early learners and their families to develop programs and connect	In 2024-2025, there were 5 meetings.	During the 2025–2026 school year, the ECLT met twice due to staff and program restructuring. During these meetings, the team reviewed new EDI data and Early	3 meetings The Early Childhood Leadership Team will continue to meet three times a year to evaluate data from benchmarks and	-1 meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		families with resources to support school readiness.		Childhood Education updates, discussed program development, and connected families with resources to support school readiness.	other sources to develop programs and connect families with resources to support school readiness.	
2.3	Transitional Kindergarten enrollment and benchmarks	For 2023-2024, there are 10 TK classrooms serving approximately 200 students. 0 students in TK are currently assessed on the DRDP.	In 2024-25, there are 8TK classrooms serving approximately 143 students. 0 students in TK are currently assessed on the DRDP. Assessment will begin in the 2025-2026 school year.	During the 2025–2026 school year, 10 TK classrooms served approximately 210 students. 0 students in TK are currently assessed on the DRDP.	Approximately 300 students will be served in TK. 100% of students in TK are assessed on the DRDP.	Maintained 10 TK classrooms 0 students tested on the DRDP
2.4	Data from Constant Contact for Newsletters and Brochures with Early Literacy information including participation in Ready4K. Metric Discontinued effective 2024-25	2023-2024, Constant Contact subscriptions: 90 Ready4K text messages: 96 participating families with over 17,000 messages including over 700 custom messages to date. Discontinued Constant Contact and Ready4K in 2024-2025	In 2024-2025, the district utilized other communication resources for families.	The District discontinued Constant Contact and Ready4K in 2024-2025. The new communication tool, Learning Genie, in addition to PTA and district newsletters via ParentSquare, social media and	Constant Contact subscriptions: 5% increase Ready4K text messages: 5% increase 100% of our families will subscribe and receive all program communications.	N/A - metric discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Metric: In 2025-2026, data will be collected with the new communication tool.		community outreach were utilized.		
2.5	Sign-ins to document parent involvement in the Learning Link.	In the 2023-2024 school year, 100 families participated in the Learning Link.	In the 2024-2025 school year, 117 families attended.	During the 2025–2026 school year, 182 attended learning link with an additional waitlist of 28 families.	10% increase over baseline in family involvement in the Learning Link.	+82 families
2.6	Enrollment in the preschool program.	In 2023-2024, 76% of slots were filled.	In the 2024-2025 school year, we had 92% of our slots filled.	For the 2025-2026 school year 95% of our preschool slots were filled.	100% of slots within a for-fee and/or state-funded preschool will be filled.	+19 percentage points
2.7	Required state reports for CSPP on student progress	100% of state reports are currently completed. Additional analysis needs to happen to determine the ongoing needs of students and families.	In 2024-2025, 85% of state reports have been completed. We are currently working on meeting the needs of our CSPP fiscal reporting.	For the 2025-2026 school year, 100% of CAPSDAC, CDMIS, and PLIS reporting requirements were successfully completed.	100% of state reports are currently completed.	Maintained 100%
2.8	Implementation of professional development around language acquisition as measured by observation.	TBD new metric: Data will be collected starting in the 2024-2025 school year.	New Baseline: In the 2024-2025 school year, during PD days teachers were offered workshops on strategies to support language acquisition, including	For the 2025-2026 school year, GLAD strategies were implemented by 100% of the staff.	100% of classroom observations indicate implementation of Project GLAD strategies.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			resources for GLAD strategies. Strategies were implemented by 100% of the staff.			
2.9	Early Developmental Index (EDI) data	In partnership with First Five OC, EDI data is gathered every few years to determine Kindergarten readiness within our school district and across Orange County. There are four areas of concern from the last administration of the assessment which was in 2022. In terms of readiness for Kindergarten, only 45% of students were ready based on Communication Skills and General Knowledge; 56% for Gross and Fine Motor Skills; 35% for Prosocial and Helping Behaviors; and 51% for Overall Social Competence.	In the 2024-2025 school year, we gathered new data from our Kindergarten students. This data will be available in September of 2025. EDI data is collected every 2 or 3 years.	The 2025 EDI results indicate that 58% of children in Lowell Joint School District are ready for kindergarten, exceeding the Orange County readiness rate of 53%. Domain-specific results highlight continued areas for growth: 33% of students demonstrated readiness in Communication Skills and General Knowledge, 39% in Gross and Fine Motor Skills, 46% in Prosocial and Helping Behaviors, and 41% in Overall Social Competence.	EDI data will reflect an overall increase in the number of students who are ready for Kindergarten including specific increased of 5% or more for Overall Social Competence and Gross and Fine Motor Skills with 10% or more for Prosocial and Helping Behaviors and Communication Skills and General Knowledge.	Kindergarten Readiness +13% Gross and Fine Motor Skills -17% Prosocial and Helping Behaviors +11% Overall Social Competence -10%
2.10	Preschool Satisfaction Survey/Learning Genie	In 2022-2023, this was first administered through Learning Genie. For the 2022-2023 school year, all	In the 2024-2025 school year, we achieved an overall satisfaction rate of 98%.	In the 2025-2026 school year, we achieved an overall satisfaction rate of 93.5%.	Maintain an overall satisfaction rate between 98%-100% while improving on some	+0.5% in overall satisfaction. -12.9% of families received

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		families were satisfied with the program including 93% extremely satisfied. 100% of families responded extremely satisfied to feeling their child was safe in the program; happy in the program. Communication of Information: 90% responded "yes" to receiving information about age appropriate milestones; 100% for student progress; 80% for a schedule of daily activities; 97% for what they can do to help their child learn and develop; 93% for parenting skills; 90% for how to get involved, and 83% for community resources.	100% of families responded extremely satisfied to feeling their child was safe in the program; happy in the program. 100% of families received comprehensive information on developmental milestones across ages including student progress. Discontinued communication of information related to daily schedule, what to do to help their child learn and develop, parenting skills, and community resources as this is provided in weekly/monthly communication and is in line with the outcome for year 3.	87.1% of families received comprehensive information on developmental milestones across ages including student progress. The question to determine if families feel their child is safe and happy in the program has been discontinued. New data in 2025-2026 96.8% of families feel the program provides developmentally appropriate learning activities that help their child's individual school readiness skills, such as math and literacy. 96.8% of families feel the program provides their child with support in	of the key areas of support for families including 100% of families receiving information about developmental milestones for different ages; student progress; daily activities; what they can do to help their child learn and develop; parenting skills; how to get involved; and community resources.	comprehensive information regarding development milestones. New metric in 2025-2026 related to school readiness, social/emotional skills, and language supports.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				their social and emotional skills. 93.5% of families feel the program supports their child's home language skills as well as English.		

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.

Implementation of actions aligned with the plan. The district continued to focus on preschool GLAD strategies as well as continued training on Learning Genie to support developmentally appropriate assessments of student progress. Learning Genie was used as the school-to-home communication to make sure families are up to date with happenings on campus and with community resources. Learning Link experienced increased participation by parents when compared to previous years, including an active wait list. The parents have become a tight knit community. They have taken the initiative to organize events to support each other while creating opportunities for their children to socialize and develop gross and fine motor skills. A live Google overlay map was shared to ensure health and wellness resources and programs were available to families.

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.

Actions 2.1, 2.3, and 2.5 were all attributed to certificated and classified staffing costs that had higher actual expenditures due to salary increases. Other funding was fully utilized to support literacy, materials, and interventions as planned. There were less costs associated with Action 2.4 for the Early Literacy - Preschool program due to an employee partially funded through Fund 12.

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

Actions 2.1, 2.3, 2.5 - Noted Level of Effectiveness High
SUCCESS: Preschool positions were appropriately filled to meet the needs of students at all school sites.

Action 2.2 <Early Childhood Leadership Team> - Noted Level of Effectiveness Medium

SUCCESS: There were two ECLT meetings held to discuss EDI data and early and childhood education updates as well program development. Families were provided with resources to support their child's school readiness skills. The Early Childhood Accountability Plan and quarterly updates on progress were maintained at 100%.
CHALLENGE: There was one less meeting of the ECLT in 2025-2026 due to staff availability through program restructuring.

Action 2.4 <Early Learning Community Engagement> - Noted Level of Effectiveness High
SUCCESS: The Early Childhood Program revised its communication structure to include multiple platforms such as Learning Genie, PTA and District newsletters, social media, and community outreach. Three additional afternoon Learning Link sessions were added to expand access for families. The program continued to operate at full capacity, serving 182 families with an additional waitlist of more than 28 families. To better align registration with the high demand, the program implemented 6Crickets beginning in Session 6 to streamline enrollment and improve program efficiency. Preschool enrollment increased by 19% in the 2025-2026 school year. There is an increase of 0.5% overall satisfaction in the preschool program. Additionally, there are new 2025-2026 metrics showing an overwhelming majority of parents satisfied with school readiness (96.8%), social/emotional skill support (96.8%), and language supports (93.5%).
CHALLENGE: There is a 12.9% decrease in the families receiving comprehensive information regarding developmental milestones.

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.

Lowell Joint School District utilizes a district created TK Benchmark (based on the Preschool Foundations and California State Standards) to assess the progress of TK students. This benchmark has been utilized since the inception of TK with proven success. The district will not use DRDP to assess TK students in subsequent years because it is not mandated for TK students. Therefore, the DRDP assessment will be removed from metric 2.3.

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	Early Learning - Teacher on Special Assignment (TOSA)	The Early Literacy Teacher on Special Assignment (TOSA) is responsible for implementing early learning instructional strategies, intervention supports, curriculum development, and the integration of 21st-century skills and digital tools. The position will provide instructional coaching focused on building capacity in early literacy, foundational skills, innovation, and the use of technology to promote student success.	$178,255.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Early Childhood Leadership Team	Convene an Early Childhood Leadership Team that will develop an Early Childhood Accountability Plan (ECAP) with evidence of implementation and support. Funded through Action item 2.4	$0.00	No
2.3	Early Learning-Community Engagement and Learning Link	The following include strategies identified for engaging with community providers, parent groups and individuals to support early learners with a primary focus on our families needing help with community resources and navigating school readiness: • Establish relationships with neighboring community providers, parent groups, and individuals in the LJSD district boundaries. • Develop ongoing communication with existing providers, parent groups, and individuals to work collaboratively in supporting early learning. • Utilize the YES (Young Essential Scholars) Newsletter to showcase community providers, parent groups, and individuals who support early learners. • Provide a Learning Link for families to engage in meaningful activities linked to early learning. • Provide access to Ready4K to target resources to existing families and those with children ages 0-5 within our community. • Utilize quarterly informational brochure documenting early childhood milestones for families supporting children ages 0-5. We will continue to run a Learning Link: a space where parents come with their children ages 0-5 to engage in activities designed to develop and support school readiness skills. The goal was to have the space open for 10 hours a week, which we were able to do in the spring of 2021. So we are exploring options to increase hours and potentially offer a second site. With all of the additional offerings under Universal Pre-Kindergarten, we will examine the feasibility once we have enrollments for both TK and preschool completed.	$95,271.00	Yes
2.4	Early Literacy-Preschool Program	Approximately 55% of our families within Lowell Joint meeting the requirements for free and reduced lunch, there is a tremendous need to support our community with access to quality preschool at no charge. As the discussion began around opening a state-funded preschool, many additional families expressed an interest in having a fee-based program as	$17,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		well, since we would be able to offer a program at less expensive rates than some of the local alternatives. We have four preschool licenses with three state-funded preschools, including fee-based options. The Coordinator of Early Childhood Education is responsible for coordinating the development of the Early Childhood Accountability Plan and its deliverables while also supporting teachers with literacy development strategies. This includes the actions specifically identified within the LCAP as well as those in the Early Childhood Accountability Plan that is required by the grant funding from First Five Orange County. They will work with teachers on identifying areas of need through the data gathered in the Early Developmental Index and district-wide benchmarks. Expenditures are charged to Fund 12.		
2.5	Transitional Kindergarten	Transitional Kindergarten is not compulsory; however, those students who would not otherwise be enrolled in preschool or other school readiness programs prior to entry into Kindergarten are at a serious disadvantage without the opportunity to participate in activities designed to nurture and develop foundational skills. This is especially true for frequently underserved student groups. Providing opportunities in both TK and preschool programs at no cost for UPPs helps to level the playing field in developing school-readiness skills. This includes the addition of Instructional Aides in order to maintain the required 10-1 ratio under Universal Pre-Kindergarten along with the TK teachers that were already funded. This Action is principally directed towards UPPs.	$2,037,698.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Modernization and Maintenance of Facilities	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The schools in Lowell Joint were built in the 1950s and 60s and are in desperate need of major maintenance and modernization. The District continues to prioritize facility needs, and with the passing of a bond in 2018 (Measure LL), there were additional monies available to begin the modernization and upgrading of all sites over the last few years. The primary focus of the bond was related to roofing and HVAC with the associated electrical and plumbing. These additional dollars allowed District funds for maintenance to be used on other needs in the prioritized list. Facilities projects were identified beginning with the Olita Major Maintenance project that began in 2020. There was an unexpected vacancy at the Maybrook site within the district that had been leased to a private school. This allowed for the consideration of using that site as temporary housing for the six schools as the repairs to roofing and HVAC systems were completed. No students present on site allowed for a faster construction timeline, which decreased the overall cost of the project. It also meant students were not disrupted during the day by construction. Olita was technically moved to the Maybrook campus at the beginning of the 2020 school year while we were still in distance learning. Because we were not able to return to in-person instruction until March of 2021, there was little disruption for students who were meeting virtually. Construction was completed on the Olita site and Macy was moved to Maybrook mid-year. With the work at El Portal being done over the summer, three of the six schools were able to complete major construction and modernization within about a year. This allowed the district to complete the issuance of the bonds, which ultimately saved the tax payers approximately seven million dollars in addition to some construction savings. Jordan was moved to the Maybrook site for the 2021-2022 school year. Meadow Green (2022-2023) and Rancho Starbuck (2023-2024) were also moved to Maybrook temporarily as projects were completed. Given that the primary purpose of the bond was to upgrade basic necessities (roofing, HVAC, electrical and plumbing), there is still much work to be done. The district will continue to address major areas for improvement in conjunction with the projects identified in the scope of work for the bond. This goal helps to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning) with an acknowledgement of the additional work that still needs to be completed moving forward.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Updates on Facilities Master Plan	For 2023-2024, 2 formal updates to the Board	In 2024-2025, there were 2	In 2025-2026, there were one	2 formal updates to the Board	Decreased by 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The Facilities Master Plan was Board approved in June of 2021	formal updates to the Board.	formal update to the Board.		
3.2	SARCs and FIT Reports	100% of school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs)	In 2024-2025, 100% of school sites were in “Good Repair" or higher. Four were in "Good Repair" and two received "Exemplary" status.	In 2025-2026, 100% of schools sites were in "Good Repair or higher. Four were in "Good Repair" and two received "Exemplary" status.	100% school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs)	Maintained 100%
3.3	Bond Oversight Committee agendas and minutes	In 2023-2024, 90% of work identified in Measure LL has been completed.	100% of the work for Measure LL has been completed. Lowell Joint has passed a new bond, Measure P. We will begin the scope of the work laid out and approved by the Board. 0% of Measure P has been completed in the 2024-25 school year.	100% of the work for Measure LL has been completed. 50% of the work of Measure P has been completed in the 2025-2026% school year.	100% of work for Measure LL will be completed.	100% Maintained. The new % is a baseline for the new bond.

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.

There were no substantive differences in Bond LL, and the actions outlined in the bond measure and Facilities Master Plan for Bond Measure LL were completed. There were no substantive differences in Bond P, and the actions outlined in the bond measure and Facilities Master Plan for Bond Measure P are in progress. The Facilities Master Plan is revised regularly to leverage additional projects as other work is completed ahead of schedule and under budget.

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.

No significant material differences were reported. Expenditures remained aligned with facilities improvement targets. None of the Action Items in this particular goal are contributing to increased and/or improved services. While there are always fluctuations in budgeted expenses and actual expenditures with large construction projects, these are documented in Board agenda items on a regular basis for things like change orders and/or monitored by the Citizens Oversight Committee for the bond.

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

Action 3.1 <Facilities Master Plan> - Noted Level of Effectiveness High
SUCCESS: The Board received a formal facilities update in May 2026

Action 3.2 <FIT Reports> - Noted Level of Effectiveness High
SUCCESS: 100% of school sites were in "Good Repair" or higher. Four were in "Good Repair" and two were in "Exemplary" status.

Action 3.3 <Bond Measure> - Noted Level of Effectiveness High
SUCCESS: 50% of the Measure P facilities upgrades have been completed in 2025-2026.

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.

The goal and overall intent remain unchanged. Year 2 outcome demonstrates that 50% of the facilities work is complete.

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	Facilities Master Plan	Given the scope of work necessary to support the aging facilities within the district, a Facilities Master Plan was approved to prioritize the major maintenance projects in conjunction with the work done through Measure LL, which is nearing it's completion. District funds for maintenance are earmarked based on the prioritized list within the Facilities Master Plan. The plan will set the vision for the next 20 plus years as "Caretakers of a Legacy". The plan was developed over the last few years and Board approved. There are regular updates to the Board. There are $1,960,183.32 currently expended for non-personnel items out of Fund 14, 25, and 40. These are not included in the general fund budget.	$0.00	No
3.2	FIT Reports	Continue to inspect all school sites to ensure that facilities are in “Good Repair.” Funding for this action is accounted for in other funding sources.	$0.00	No
3.3	Bond Measure	In November of 2018, the community passed a bond to support the much needed facilities work at each of the six sites. The scope of work is outlined in the Master Plan and the expenditures are documented through the Bond Oversight Committee to support the ongoing work in meeting this goal beyond the use of general fund monies. These costs are not included in the general fund budget since they are a reflection of the bond monies. With the completion of the scope of work from Measure LL, there is the potential for a second bond should the Board chose to move forward with another measure.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	In order to meet the unique academic, behavioral, and social emotional needs of all students, a Multi-Tiered System of Support (MTSS) will continue to be expanded and refined.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
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.

In order to meet the unique needs of all students within the Lowell Joint School District, there has been a continued focus on developing clear levels of support for students in academics, behavior, and social-emotional learning over the last few years under the larger umbrella of a Multi-Tiered System of Support (MTSS). The work began with identifying district-wide initiatives to support first, best instruction in the classroom that would meet the needs of the majority of students. This is also known as Tier 1. Then, additional supports (Tier 2 and Tier 3) were developed and layered in to address smaller, more targeted groups of students based on need. With academic supports in place, we continue to tackle the supports for Behavior and Social Emotional/Mental Health needs. The overall system is constantly being refined based on data and the ever-changing needs of our student population. Stakeholders have continued to express concern for student's growth and well-being. Targeted goals have been identified for the Social, Emotional, and Mental Health needs of students and for Early Literacy. While these fall within the Multi-Tiered System of Support, it was important to spotlight these areas given the current context for our students and the increased need in these areas. There is continued attention on any potential changes in that first, best instruction that may need to take place to provide opportunities for learning. Represented in this goal are some of the ongoing practices that have been successfully supporting students, as well as additional actions designed to address both the greater number of students needing intervention and the varied challenges facing students in the coming years.

Refining our overall Multi-Tiered System of Support continues to be an ongoing means of addressing the needs of students at all levels. We will continue to develop additional services and interventions for our English Learners and Students with Disabilities. While we maintained the supports from the prior year, there is a continued need to provide additional intervention for students to close the achievement gap. We are adding some additional counseling and psychological supports for our UPPs, which will allow for more targeted support and monitoring for these student groups that are below the overall average for the district. This is especially true for our English learners and Socio-Economically Disadvantaged students. We want to continue to monitor both the academic and socio-emotional needs of our Foster Youth as well. Our Foster Youth, Homeless (a portion of our low-income families) and English learners are all monitored on a weekly basis by various support personnel, which allows us to increase and improve services based on the individual needs of these students under the umbrella of

our MTSS. These support positions would not be available without the supplemental dollars designated for our unduplicated pupils. With the closeout of the year, we will look at SBAC and ELPAC Summative data as baseline information to plan for any necessary adjustments.

This addresses the LCFF State Priorities 2: State Standards (Conditions of Learning), Priority 5: Student Engagement (Engagement), Priority 6: School Climate (Engagement), Priority 7: Course Access (Conditions of Learning), and Priority 8: Other Pupil Outcomes (Pupil Outcomes). On a local level, this goal is designed to meet Board expectations around Academic Excellence, School/Family/Community Partnerships and Communication, High-quality staff providing high-quality service, and Safe, orderly, positive, and respectful learning environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Dashboard English Learner Progress Indicator (ELPI) ELPAC Data	In 2023-24, 50.3% of English learners made progress towards English language proficiency, which is an increase of 5% over the prior year. 50.3% increased one level on the ELPI with 29% maintaining their level from the prior year. 21% decreased at least one level from the prior year. 2022-2023 Summative ELPAC 15.21% at Level 4 (well-developed) 41.94% at Level 3 (moderately developed) 25.81% at Level 2 (somewhat developed) 17.05% at Level 1 (beginning stage)	In 2024-25: 57.2% of English Learners made progress towards proficiency. 28.3% of students maintained their current proficiency. 14.5% experienced a decline of at least one level. 2023-2024 Summative ELPAC 27.23% at Level 4 (well-developed) 36.63% at Level 3 (moderately developed) 18.81% at Level 2 (somewhat developed) 7.33% at Level 1 (beginning stage).	In 2025-26: 44.8% of English Learners made progress towards proficiency. 31% of students maintained their current proficiency. 24.1% experienced a decline of at least one level. 2024-2025 Summative ELPAC 17.83% at Level 4 (well-developed) 33.12% at Level 3(moderately developed) 26.11% at Level 2 (somewhat developed) 22.93% at Level 1 (beginning stage).	65% of English Learners will be making progress towards English language proficiency with 25% scoring well-developed and 50% at moderately developed. Summative ELPAC 25% at Level 4 (well-developed) 50% at Level 3 (moderately developed) 20% at Level 2 (somewhat developed) 5% at Level 1 (beginning stage)	-5.5 percentage points of English Learners making progress towards proficiency. +2 percentage points of English Learners maintained their proficiency level. +3.1 percentage points of English learners declined in at least one level on the ELPAC. Summative ELPAC change: Level 4: +2.62 percentage points Level 3: -8.82 percentage points Level 2: +0.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Level 1: +5.88 percentage points
4.2	Smarter Balanced Assessment Consortium (SBAC) Data	For 2023, 55.71% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 45.43% in mathematics. English Learners performed with 14% met or exceeded in ELA and 13% in Math. ALL students had an overall growth of 9% in ELA and 12% in Math. EL students had an overall growth of 2% in ELA and 3% in Math. Foster Youth baseline found in Year 1 outcome. Baseline Data: 2022-2023 Dashboard Academic Indicators; Red ELA Macy (Students with Disabilities) - 10.8% Jordan (Students with Disabilities) - 9.4% Math Macy (Students with Disabilities) - 13.5% Rancho Starbuck (Students with Disabilities) - 11.6%	In 2024, the total % of students meeting or exceeding the standard were: ELA - 56.4% Math - 47.8% Science - 38.2% English Learners ELA - 20% Math - 20.2% Science - 7.69% Foster Youth data added in 2025 as a baseline. Foster Youth - no data available (no N size). Socioeconomically Disadvantaged ELA - 48.0% Math - 39.2% Science - 28.8% ELA Macy (Students with Disabilities) - 28.6% Jordan (Students with Disabilities) - 10%	In 2025, the total % of students meeting or exceeding the standard were: ELA -60.87% Math - 47.68% Science - 39.8% English Learners ELA - 14.92% Math - 15.79% Science - 0% Foster Youth ELA - 22.5% Math - 13.2% Science - No data available Socioeconomically Disadvantaged ELA - 53.3% Math - 39.9% Science - 30.2% ELA Macy (Students with Disabilities) - 42.5% Jordan (Students with Disabilities) - 14.2%	70% of ALL students will score met or exceeded the standard on the CA Dashboard in ELA and mathematics. English learners will achieve 50% met or exceeded in ELA and in Math. Foster Youth will achieve 50% met or exceeded in ELA and in Math. Socioeconomically Disadvantaged will achieve 55% met or exceeded in ELA and 50% in Math.	+5.16 percentage points in ELA +2.25 percentage points in math +1.6 percentage points in science from year 1 new baseline English Learners +5.92 percentage points in ELA +3.79 percentage points in math -7.69 percentage points in science from year 1 new baseline Foster Youth - baseline data in 2025 Socioeconomically Disadvantaged +5.4 percentage points in ELA +0.6 percentage points in math +1.4 percentage points in science ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math Macy (Students with Disabilities) - 22.2% Rancho Starbuck (Students with Disabilities) - 6.5%	Math Macy (Students with Disabilities) - 19.5% Rancho Starbuck (Students with Disabilities) - 10.5%		Macy (Students with Disabilities) +31.7% Jordan (Students with Disabilities) +4.8%% Math Macy (Students with Disabilities) +6% Rancho Starbuck (Students with Disabilities) - 1.1%
4.3	Reclassification Rates	DataQuest reports a 2022-23 Reclassification Rate of 8.0%. Discontinued effective 2025-26 New metric - Internal LJSD Reclassification Rate	New metric for 2025-2026 - The reclassification rate in the 2024-25 school year was 15%.	The reclassification rate for the 2025-26 school year was 24%.	Reclassification rates will be at 10% or higher.	+16%
4.4	iReady Data	In 2023-24, baseline data in ELA currently shows 60% meeting typical goals with another 32% meeting stretch goals and baseline data in Math currently shows 56% meeting typical goals with another 29% meeting stretch goal with the current	In 2024-25, data in ELA currently shows 57% meeting typical growth with another 31% meeting stretch growth. In math, data shows 54% meeting typical growth with another 27%	In 2025-2026, data in ELA currently shows 59% meeting typical growth with another 32% meeting stretch growth. In Math, data shows 54% meeting typical growth with another 26%	80% of students will meet their typical goals with 40% completing stretch goals in ELA and Math. Assessment of Spanish Reading 80% of Spanish learners will be making progress	-1 percentage points in typical growth in ELA and maintained in ELA for stretch growth. -2 percentage points in typical growth in math and a -3 percentage points in math stretch goals.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		diagnostic still being open. Assessment of Spanish Reading There are 7 DLI teachers this year with 5 who administered the End-of-Year Assessment of Spanish Reading. Moving forward, this will be a requirement for all DLI teachers in grades K-6. The current numbers show 43%, 71%, 77%, 32%, and 48% for each respective class in terms of meeting grade level expectations.	meeting stretch growth. This is the final result of diagnostic #3. Assessment of Spanish Reading. There are 9 DLI K-6 teachers this year. 6 DLI teachers administered the End of Year Assessment of Spanish Reading. The current numbers show 96%, 70%, 81%, 48%, 30%, and 18% meeting grade level expectations.	meeting stretch growth. This is the final result of Diagnostic #3. During the 2025–2026 school year, the district began implementation of the i-Ready Spanish Reading Diagnostic across DLI classrooms. Ten of the twelve teachers administered the Spanish Reading Diagnostic 3 assessment. As a first year of implementation, results showed that approximately 46% of assessed DLI students met or exceeded grade-level expectations in Spanish Reading, establishing a baseline measure of Spanish literacy achievement for future program monitoring and growth. This initial data set provides a	toward Spanish Language proficiency in alignment with our goal of developing English proficiency with our English learners.	New metric for 2025-2026 due to new i-Ready Spanish Assessment given by all DLI teachers except TK.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				foundation for building a more coherent system of Spanish literacy assessment. The district will continue to expand implementation and use data to strengthen instructional practices and monitor student progress over time.		
4.5	Professional Development Records	In 2023-24, 118 (88%) teachers have gone through professional development to be GATE certified and integrate depth and complexity strategies.	As of 2024-25, 132 (95%) teachers have gone through professional development to be GATE certified.	As of 2025-2026, 133 (95%) teachers have gone through professional development to be GATE certified.	All teachers will be certified in GATE through OCDE.	+7 percentage points of teachers are GATE certified.
4.6	Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism	In 2023-24, current attendance data within Aeries as of month 9 shows an average cumulative attendance of 94.55% districtwide. 3 students began the SARB process in 2023-2024. (Metric discontinued for 2025-26). The Chronic Absentee rate for 2022-23 settled	In 2024-2025, the average cumulative attendance rate is 95.20%. 0 entered the SARB process in the 2024-20 25 school year. The Chronic Absentee rate for the 2023-2024 school year was	In 2025-2026, the average cumulative attendance rate is 95%. 20 entered the SARB process in the 2025-2026 school year. The Chronic Absentee rate for the 2024-2025 school year was	Attendance rates will continue to be at 96% or higher. All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process. The Chronic Absentee rate will be less than 10%	+0.45% attendance rate change +17 students entering the SARB process Chronic absenteeism: -7.32% Student Group Analysis:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at 18%, which was a slight increase overall for the district. Student groups include: EL at 23% Homeless at 33% SED at 22% Hispanic 20% 2 or More Races at 17% SWD at 27% White at 16% Filipino at 11% Foster Youth 13%	12%. Student group absenteeism rates include: EL at 16% Homeless at 26.9% SED at 16% Hispanic at 13.4% 2 or More Races at 4.9% SWD at 19.7% White at 9.8% Filipino at 8.2% Foster Youth at 21.4%	10.68%. Student group absenteeism rates include: EL at 11.3% Homeless at 28.6% SED at 14.4% Hispanic at 11.8% 2 or More Races at 11% SWD at 18.3% White at 8.6 % Filipino at 6.1 % Foster Youth at 53.8%	overall with significant student groups being no more than 10%.	EL - 11.7 percentage points Homeless -4.4 percentage points SED - 7.6 percentage points Hispanic - 8.2 percentage points 2 or More Races - 6 percentage points SWD - 8.7 percentage points White - 7.4 percentage points Filipino - 4.9 percentage points Foster Youth + 40.8 percentage points
4.7	CARE logs Nurse Documentation of supports	CARE stands for Counseling and Resource Enhancement, and the CARE Team in 2023-2024 consisted of 1 counselor, 4 full-time psychologists, 10 paid psych interns, 7 paid counseling interns, a program specialist, the Director of Special Ed, and an Intern Program Director. 100% of unhoused students, foster youth, and English learners are	In 2024-25, the CARE Team consists of 4 counselors, 5 full-time psychologists, 7 paid psych interns, 5 paid counseling interns, a program specialist, the Director of Special Ed, and an Intern Program Director. 100% of unhoused students, foster youth, and English learners are	In 2025-2026, the CARE Team consists of 4 counselors, 5 full-time psychologists, 8 psychologist interns, 5 counseling interns, a Special Ed Program Specialist, a Coordinator of Special Ed, and a Director of Special Ed. 100% of unhoused students, foster	Support staff will continue to meet each trimester/quarter with 100% Foster Youth, low income (specifically Unhoused), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.	+3 counselors +1 psychologist -2 psych interns -2 counselor interns 100% District staff maintained Students served is equivalent at 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		met with by team members at least once a trimester/quarter.	regularly met with by team members.	youth, and English Learners are regularly met with by team members.		
4.8	Suspension and Expulsion Rates	The overall suspension rate for the district was 2.4% for the 2023-24 school year and there were no expulsions. There have been no expulsions.	California Dashboard Data: 2023-24 suspension rate: 2.4% There were no expulsions in 2023-2024 and 2024-25.	California Dashboard Data: 2024-25 suspension rate: 1.7% There were no expulsions in 2024-2025 and 2025-26.	The overall suspension rate for the district will be less than 3%. The district will continue to maintain less than 1% in expulsions.	-0.7 percentage point decrease in suspension rate. Expulsion rate of 0% remains equivalent.
4.9	HR and Payroll Records demonstrating appropriate personnel in place	In 2023-24, 100% of personnel connected to action items were hired to carry out responsibilities and coordinate services.	100% of personnel connected to action items were hired.	100% of personnel connected to actions items were hired.	100% of personnel connected to action items were hired to carry out responsibilities and coordinate services.	Maintained 100%.
4.10	Middle school drop out rate	We have had no drop outs in the 2023-2024 school year to date.	We have had no dropouts in the 2024-2025 school year.	There are no middle school dropouts in the 2025-2026 school year.	Maintain the drop out rate at less than 1% for middle school students.	0 dropouts.
4.11	EL Goal Sheets	In 2023-24, Intervention Coordinators met with 100% of EL students and created trimester, quarter, and yearly goals.	In 2024-25, Intervention Coordinators met with and worked with teachers at each school site to ensure that 100% of ELs were progress	In 2025-26, Intervention Coordinators facilitated the EL goal setting process at every school site to ensure 100% of English Learners	Intervention Coordinators will meet with 100% of English learners to monitor progress academically, behaviorally, and socially to make any necessary	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			monitored by teachers, interventionists, and administrators.	were progress monitored by teachers, interventionists, learning coaches, bilingual aides, and administrators.	adjustments to supports.	
4.12	Professional Development Records and Classroom Observation of Standards-Based Instruction	In 2023-24, 100% of existing staff have been trained in Explicit Direct Instruction (EDI) and Thinking Maps with approximately 75% in Write from the Beginning. 60% of staff have been trained in Project GLAD (Guided Language Acquisition Design) 100% of teachers are observed by Principals for implementation of California standards-based EDI. Project GLAD, Thinking Maps, and Write from the Beginning are observed but not tracked formally.	With the addition of new teachers, in 2024-25, 85% of existing staff have been trained in Explicit Direct Instruction (EDI) and Thinking Maps with approximately 75% in Write from the Beginning. New staff will be trained. 60% of staff have been trained in Project GLAD (Guided Language Acquisition Design) New staff will be trained in the above areas. 100% of teachers are observed by Principals for the implementation of EDI. Project GLAD, Thinking Maps, and Write from the Beginning are observed but	With the retirement of some teachers and the addition of new teachers, 70% of existing teachers have been trained in Explicit Direct Instruction (EDI) and Thinking Maps with approximately 60% in Write from the Beginning. 48% of teachers have been trained in Project GLAD. There is a plan for new teachers to be trained in 2026-2027. 100% of teachers are observed by Principals for implementation for EDI. The other initiatives are observed but not formally tracked.	100% of staff are trained in Explicit Direct Instruction (EDI), Thinking Maps, and Write from the Beginning. 100% of staff have been trained in Project GLAD (Guided Language Acquisition Design). 100% of teachers are observed by Principals for implementation of EDI, Project GLAD, Thinking Maps, and Write from the Beginning.	-5% EDI and Thinking Map trained -10% Write from the Beginning trained -12% Project GLAD trained Maintained 100% of teachers being observed for implementation of EDI.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			not tracked formally.			
4.13	Monthly Attendance for Before and After school supports	In 2023-2024, 100% of tutoring provided through the Expanded Learning program (ELOP-PowerSource) and supplemental funds is monitored with daily sign-ins. The digital tracking of UPPs availing themselves of the tutoring supports in ELOP are not as readily available for tutoring through supplemental funds since the sign-ins are paper/pencil.	In 2024-2025,100% of tutoring provided through the Expanded Learning program (ELOP - PowerSource) and supplemental funds are monitored digitally with daily sign-ins so that the data can be better disaggregated for other purposes.	In 2025-2026, 100% of tutoring provided through the Expanded Learning Program (ELOP-Powersource) and supplemental funds are monitored with daily sign-in sheets so data can be tracked over time.	100% of tutoring provided through the Expanded Learning program (ELOP-PowerSource) and supplemental funds is monitored digitally with daily sign-ins so that the data can be better disaggregated for other purposes.	Maintained 100%
4.14	Course Access	In 2023-2024, 100% of students are provided a broad course of study including traditional subject matter in English Language Arts, Mathematics, Science, Social Studies, and PE. Additionally 100% of sites provide instruction in the arts and music, with opportunities for enrichment in coding, robotics, dance, theater, eSports, leadership, world languages, and	In 2024-2025, 100% of students were provided a broad course of study including traditional subject matter in English Language Arts, Mathematics, Science, Social Studies, and PE. 100% of sites continue to provide instruction in the arts and music, with opportunities	In 2025-2026, 100% of students were provided a broad course of study including traditional subject matter in English Language Arts, Mathematics, Science, Social Studies, and PE. 100% of sites continue to provide instruction in the arts and music, with opportunities	100% of students are provided a broad course of study including traditional subject matter in English Language Arts, Mathematics, Science, Social Studies, and PE. 100% of sites continue to provide instruction in the arts and music, with opportunities for enrichment in	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		more through the Expanded Learning Opportunities Program and extra curricular activities such as clubs.	for enrichment in coding, robotics, dance, theater, eSports, leadership, and more through the Expanded Learning Opportunities Program and extracurricular activities such as clubs.	for enrichment in coding, robotics, dance, theater, eSports, leadership, and more through the Expanded Learning Opportunities Program and extracurricular activities such as clubs.	coding, robotics, dance, theater, eSports, leadership, world languages, and more through the Expanded Learning Opportunities Program and extra curricular activities such as clubs.	

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.

All actions and services were implemented. We continue to add services and supports for MTSS. With ongoing training on CERS and i-Ready, teachers and administrators are getting better at analyzing CAASPP data and benchmarks to look at student groups. We continued with i-Ready training this year for our Learning Coaches and DLI teachers, in addition to site administrator training. Teachers continue to use this data to progress monitor students over time. We continue to analyze multiple measures including i-Ready and CAASPP data to predict predict proficiency on state standards measured through summative CAASPP assessments. Learning coaches use these measures to identify students in need of targeted intervention. We continue to offer social-emotional support for our more at-risk student groups through our CARE program staff. Academic and social-emotional check-ins are implemented, and students are continuing to experience success with school work and relationships. The nursing support continues to be essential with high-risk students (our UPPs), including participation in the SARB process. We continue to fund a retired administrator with a counseling background as a consultant to support CARE. This allows for ongoing training and support of those staff providing social-emotional and mental health services for students. A second consultant, who is also a retired administrator and former employee of the district, oversees induction. This is a critical piece for onboarding new teachers and administrators in developing their skill sets to support all students in their academic and behavioral success.

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

Funding was appropriately used to support MTSS personnel and intervention resources. Actions 4.3, 4.4, 4.7, 4.9, 4.10, 4.13, 4.15, 4.17, 4.19, and 4.21 had higher actual expenditures related to salary increases for both certificated and classified positions and in part to increased hours of instructional aides and the expansion of the DLI program. There was less spent on Action 4.2 for English Learner professional

development because all professional learning was covered by Orange County Department of Education due to the Differentiated Assistance designation for Long-Term English Learners. Action 4.12 was slightly higher than budgeted due to an additional service needed for data transfer related to the ending a contract with Illuminate and the need for future data retrieval. Action 4.20 was higher than budgeted due to more Saturday Schools being offered by the school sites than projected. Action 4.18 was also higher than budgeted due to entering into a multi-year agreement with iReady. Actions 4.14 and 4.16 were less than expected due to staffing vacancies in various positions.

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

Actions 4.1, 4.2 <Professional Development> - Noted of Level of Effectiveness Medium
SUCCESS: 95% of teachers have gone through professional development to be GATE certified, an increase of 7%. 100% of teachers continue to be observed by Principals for implementation for EDI.
CHALLENGE: With the retirement of some teachers and the addition of new teachers, less teachers are trained in Explicit Direct Instruction (EDI), Thinking Maps, Write from the Beginning, and Project GLAD. There is an internal plan for new teachers to be trained in 2026-2027.

Actions 4.4, 4.9, 4.10, 4.13, 4.14, 4.15, 4.16, 4.21, 4.19 <Staffing and Support Personnel> - Noted Level of Effectiveness High
SUCCESS: Certificated and classified positions were appropriately filled to meet the needs of students at all school sites. The district increased members of the CARE Team by adding three additional counselors and one psychologist. These positions are permanent positions that served 100% of UPP students with regular and ongoing support meetings. Additionally, the district maintained its staffing to support the work of the school sites.
CHALLENGE: The district decreased the number of counselor and psychologist interns due to lower interest in serving in this positions compared to previous years.

Actions 4.3, 4.5, 4.6, 4.7, 4.8, 4.11, 4.22, 4.23 <Intervention Supports> - Noted Level of Effectiveness Medium
SUCCESS: 60.87% of students met or exceeded standards in ELA, an increase of 5.16%. 47.68% of students met or exceed standards in Math, an increase of 2.25%. 39.8% of students met or exceeded standards in Science, an increase of 1.6%. English Learners increased their proficiency in ELA by 5.92% and in math by 3.79%. 51% of English Learners scored at levels 3 (moderately developed) and 4 (well developed) on the ELPAC. The reclassification rate for the 2025-26 school year was 24%. Five of the six schools improved their reclassification rates compared to the previous year. District-wide iReady proficiency in ELA is 66% and in math 58%, an increase from the previous year. Chronic Absenteeism decreased 7.32% from the prior year. All student groups including English Learners, homeless, socially economically disadvantaged, Hispanic, 2 or More races, students with disabilities, White, and Filipino decreased in at least one or more percentage points. Students with disabilities experienced the largest decrease of 8.7%. Additionally, 17 more students entered the SARB process for attendance intervention. There was a decrease of 0.7% in suspension rates and no reported expulsions. There were no reported middle school drop outs. The overall district attendance rate change increased by 0.45%.
CHALLENGE: English Learners decreased in their Science proficiency by 7.69%. The District implemented its first year of Ellevation to better track and progress monitor English Learner students in all grade levels. 44.8% of English Learners made progress towards English proficiency, a decrease of 5.5%. English Learners maintaining their proficiency by 2% and those that declined in at least one level increased by 3.1%. Foster youth increased their chronic absenteeism rate by 40.8%. This data will be used to multi-tiered systems of support for this student group.

Actions 4.12, 4.20 <Systems of Support> - Noted Level of Effectiveness Medium

SUCCESS: Progress monitoring platforms and ADA recovery systems were put in place to ensure students were given appropriate layers of support as it relates to school achievement and engagement.

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.

New data was added to metric 4.2 to include all UPP students groups to meet the template requirements. A title alteration was added to Action 4.12 to more accurately describe the focus of classroom observations as it relates to standards-based instruction and district initiatives. "California Educator Reporting System (CERS)" was removed from metric 4.2 because it is not an association to data as it serves as a platform for retrieving data. "Classroom Observations" was removed from metric 4.5 because there is no measure of observations in the baseline data to report. The student group, Foster Youth was added in the Year #1 outcome for metric 4.2, although the sample size was too small for an actual data point. New baseline data was added to metric 4.2 to account for any schools with an academic indicator of "Red" for the 2023 dashboard. Additional detail was provided in baseline 4.12 to highlight standards-aligned curriculum implementation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development	Provide non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for unduplicated pupils. We will continue with refreshers on Thinking Maps as a foundation to the Write from the Beginning program since writing is an identified need for Unduplicated Pupils across the district. Having the ability to use nonlinguistic representations of complex thinking to remove language barriers is a critical component in supporting our English learners. The iReady assessment system will serve to support the identification of student needs for both intervention support and enrichment opportunities. Woven within these days will also be training for the social emotional side of our most vulnerable students. This includes our students from low income households along with our English learners. Early-release Mondays will also be used for training in social emotional learning, iReady, and Thinking Maps, along with collaborative planning time. A consultant will provide ongoing professional development for new teachers in induction. This action is being funded by another funding source. Additionally, targeted math professional learning centered around the California Math Framework was implemented on pupil free days, early	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		release Mondays, principal meetings, and teacher math lab days. Funded through other Action items.		
4.2	Professional Development English Learners	Continue to provide ELD training so EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices. This includes support for the district-wide initiative in implementing OCDE Project GLAD (Guided Language Acquisition Design). Training will also include support for teachers in understanding the ELD Standards and strategies for both Designated and Integrated ELD. Accounted for in Goal 2 Action 1.	$8,600.00	Yes
4.3	Progress Monitoring and Support of English Learners	In addition to teachers who provide Designated English Language Development (ELD) and Integrated ELD on a daily basis as part of Tier 1 instruction, three Bilingual Aides provide additional support to both students and parents. All 3-8 grade English learners track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with Aeries to monitor and track student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) Intervention Coordinators at each site meet one-on-one with English learners to support the development of their goals after discussing progress data on local measures and/or state assessment data. All English learners (including those reclassified that are still being monitored for progress), are given a language assessment to track language proficiency and provide additional supports as needed. Historically, LAS Links had been used for tracking proficiency. However, there were some significant issues with administering the assessment, so we are in the process of identifying a new tool.	$233,927.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Dual Immersion Program	The district will continue to expand its Dual Immersion Program to support our English learners and provide the opportunity for English only students to develop a second language. There are currently 7 grades available (TK-5th grade), with 6th being added in the 2024-25 school year and AP Spanish Language at the Junior high (2025-26). iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency. All new core materials have been purchased for the program to better address Spanish language standards and support differentiation based on student needs.	$1,563,461.00	Yes
4.5	ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho	In addition to a double block of English for all students, English learners at Rancho Starbuck are included in an English Language Development elective to increase language proficiency before entering high school. We typically have less than 20 long-term English learners across the entire district, but the added support helps to prepare students for the increased language demands at both the intermediate and high school levels. For the 2025-2026 school year, Advanced Spanish was added as an elective to support students who have been through the Dual Language Program and others with high levels of Spanish.	$74,818.00	Yes
4.6	Before and After School Intervention	We will continue to hire staff to provide for extended day intervention classes principally directed toward the needs of our UPPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.	$60,400.00	Yes
4.7	Intervention Coordinators	Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate, CERS. and iReady to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and low income students.	$30,051.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Intervention Support During the Day	As part of differentiation within the classroom, teachers provide support to students in making progress toward identified goals. For our English learners, Bilingual Aides provide push-in support for language development. All elementary sites have hired personnel for intervention support within the day in addition to the intervention provided in the classroom by the teacher. This is principally directed at supporting UPPs. Funding for this action is accounted for in other action items.	$0.00	No
4.9	Teacher Planning/Choir Teacher	Teachers will continue collaborating regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an FTE for a music teacher, which allows for additional collaboration time at the elementary level during music instruction and increases student access to the Arts.	$119,674.00	No
4.10	Classified Staff Instructional Assistants & Special Ed Support Aides	These assistants and aides provide direct support to our students with special needs. This can include one-on-one instruction or guided practice, small group support, support for a specific student while mainstreamed, and work within a self-contained classroom.	$2,642,978.00	No
4.11	Math Intervention Rancho Starbuck	Maintain Math intervention sections at the intermediate school for targeted students (one seventh-grade section and one eighth-grade section). This Action is principally directed towards UPPs but has the ability to support other struggling student groups if there is a need.	$53,769.00	Yes
4.12	Illuminate	Continue to fund a technology platform to assist teachers in monitoring student progress of academic achievement, language acquisition, attendance, and intervention to assist in closing achievement gaps for UPPs. We are in the process of evaluating the need for this with the use of iReady, CERS, and Ellevation. Aeries is our student information system, so Illuminate has been an additional resource that allows for better disaggregation of data to monitor and track UPPs within all dashboard indicators of academic achievement and school engagement. This	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology is provided to monitor all student progress but allows data to be disaggregated by student group specifically. UPP students continue to possess gaps in all academic and engagement indicators, resulting in the need for targeted support. Accounted for in Goal 1 Action 11.		
4.13	Nurse and LVNs	Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UPPs (partial funding for the District Nurse). Offsetting the cost of support to these students along with other local funds has allowed us to hire 2 nursing assistants who check in with Foster Youth specifically each week. There is a focus on monitoring the specific needs of our low-income families who may need assistance with no or low-cost healthcare, screeners, immunizations, or other healthcare supports.	$433,000.00	Yes
4.14	Coordination of Services	Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UPPs) by certificated personnel at the District Office. With the growing supports and services from the inception of LCFF for our Unduplicated Pupils (from just over $230,000 to over $2 million), there is a need to add an additional classified person in fiscal services related to the administration of program actions and expenditures. This also includes half of the classified salary for our Data Systems Analyst position to provide aggregated and disaggregated data for the LCAP, reports to principals each month on attendance, chronic absenteeism, and suspensions, and support for monitoring each of the unduplicated pupil groups so that students are receiving appropriate services. The remainder of that salary is in Goal 1, Action 10.	$183,995.00	Yes
4.15	ABA Class and Program Specialist Position	Two Program Specialists and two ABA Teachers are funded to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing interventions for behavior, mental health, and other nonacademic barriers to learning.	$501,918.00	No

Action #	Title	Description	Total Funds	Contributing
4.16	Learning Hubs - Libraries	School libraries will continue to be open for additional hours to provide homework and tutoring help. This is in addition to their regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home. This also allows for before and after-school intervention to be housed in the school library so that students are able to receive the targeted support they need in flexible groupings. This Action is principally directed at UPPs.	$172,397.00	Yes
4.17	MTSS Coordination and Monitoring of UPPs	District personnel updated the LJSD districtwide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Ongoing implementation and monitoring of MTSS are coordinated through district personnel. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Director of Educational Services supports the overall monitoring of support for and achievement of our UPP students (Foster-Youth, Low Incomes, and English Learners) in coordination with sites and the counselors at Rancho Starbuck. The Director of Educational Services is the Homeless/Foster Youth Liaison as well as the Attendance Supervisor for the district. A portion of the MTSS Teacher on Special Assignment and the Early Learning Innovation TOSA who coordinate training and provide coaching support to teachers around the implementation of strategies is included here, along with the costs for training and resources.	$480,189.00	Yes
4.18	Assessment System	In order to assess unduplicated pupils and provide appropriate supports, the district will continue to invest in a comprehensive system (iReady) for benchmarks, language proficiency assessments, and intervention content targeted to student needs. This system provides baseline data for benchmarks as well as training for staff. The data provided will allow us to assess and monitor our unduplicated students, although it will benefit all. The Dashboard allows for filtering based on high-need student groups so that English learners, Foster Youth, and low-income students can be readily identified in terms of both need and targeted support. Two-year contract paid in 25-26.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.19	Classified Staff Custodial Support	Continue to fund additional night custodians beyond base needs to provide daily classroom cleaning. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before- and after-school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies. This Action is principally directed at UPPs.	$302,979.00	Yes
4.20	Attendance Monitoring	Student absences will be monitored regularly, and attendance letters will be sent to students with signs of chronic absenteeism. The district will continue with the attendance incentive program to encourage sites to explore unique ways to promote attendance. The Director of Educational Services is also the Attendance Supervisor for the district and will continue to work through the SARB process with principals as needed. Attendance rates are monitored as well as the middle school drop out rate as indicators of overall student engagement. Because Chronic Absenteeism has been such a big issue for the district, a Focus Goal has been developed in this area. (Goal 6)	$24,500.00	No
4.21	Counseling and Resource Enhancement (CARE)	CARE has been an overwhelming success. The counselors and interns monitor the social emotional needs of our UPPs along with a Program Specialist funded through the SELPA and five school psychologists to ensure that both counseling and psychological needs are being met. These services continue to be critical in meeting the social-emotional needs of those students. Contacts with Foster Youth, ELs, and low-income students (primarily Homeless) are documented to ensure timely support. We have continued to partner with Care Solace, a third-party vendor that operates as a resource for connecting students, families, and staff with mental health resources. This includes finding the right support, navigating insurance, and checking in to determine if the issues are being addressed. Additionally, Hazel Health was provided by Orange County Department of Education. They provide direct therapeutic services to students once they have been referred through the district. We continue to hire counseling and psych interns to expand support services for our students. Having interns allows every site to provide much-needed services, but the	$2,201,788.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increasing percentage of UPP students has increased the demand for these support services. This continues to be a high priority in feedback on the LCAP. We will continue to keep the consultant we hired to oversee the program and provide ongoing support to the interns.		
4.22	Targeted Intervention	At the elementary level, intervention teachers under the direction of intervention coordinators provide pull-out intervention support to students within the school day focused on specific skill deficits. At the junior high level, an intervention coordinator organizes a school-wide program called FLEX to provide targeted skill support in rotating cycles throughout the school day. Funded through other Action items.	$0.00	No
4.23	Learning Coaches	LREBG FUNDS ($960,506) LCFF Funds = ($61,115) will be used as part of our commitment to addressing persistent achievement gaps and supporting our Unduplicated Pupil Population (UPP) and other struggling learners. After looking at the analysis of state and local academic performance data, California School Dashboard indicators, and input gathered through staff, parent, and student surveys. Findings highlighted the urgent need for targeted academic intervention, particularly in foundational skills, to accelerate learning recovery for students disproportionately impacted by the pandemic. Based on these findings, we created a Learning Coach position at each school site. Learning Coaches provide direct support in foundational literacy and mathematics skills and deliver strategic intervention for UPP students and others identified as needing additional academic assistance. These roles are designed to be responsive and data-informed, working closely with site administrators and classroom teachers to support small-group instruction, intervention blocks, and progress monitoring. These positions will be funded for a two-year period through LREBG and Supplemental. If additional funding becomes available, the district will explore continued support to sustain these roles beyond the grant term, given their alignment with student needs and demonstrated impact on learning acceleration. This action will be funded, in part, with LREBG funds	$1,021,621.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Supplemental funds (Goal 4 Action 17), and measured with Metrics 4.1, 4.2, and 4.4.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Enrichment and 21st Century Skill Development	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

With more than 55% of our students coming from low-income homes in 2023-2024 (up 3 % from the prior year), it continues to be evident that not all students have equal access to opportunities outside of school to experience and develop 21st-century skills which often require access to pathways that some families are able to provide and some are not. As a district, Lowell Joint will continue to add programs to support enrichment and talent development. Both staff and parents have provided feedback that we need to develop more opportunities and a more cohesive program while not limiting access to just formally identified GATE students. With this in mind, the district is developing a comprehensive identification system that includes multiple measures and local norms for GATE identification, training all teachers in best practices for working with GATE students to impact instruction within the day, and creating enrichment opportunities that do not require GATE identification for participation. We continue to believe that all students should have access to music and the arts, coding and STEAM, leadership opportunities, and outlets to showcase their unique talents and abilities. The district continues to develop a wide variety of offerings to support both enrichment and 21st-century skill development with ongoing funds for Expanded Learning Opportunities. Harnessing student interest to support the development of the whole child through this program will truly allow for much greater access and participation of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Completion of GATE Certification	As of the 2023-2024 school year, 118 (88%) teachers have gone through professional development to be GATE certified and integrate depth and complexity strategies.	As of the 2024-2025 school year, 132 (95%) teachers have gone through professional development to be GATE certified.	As of the 2025-2026 school year, 133 (95%) teachers have gone through professional development to be GATE certified.	All teachers within the district will be GATE certified.	+7 percentage points of teachers becoming GATE certified.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	GATE Assessments and Local Norms	For the 2023-2024 school year, the CogAT test is being used. 100% second and fourth grade students take the Cognitive Abilities Test along with the Test of Creativity. A final list of approximately 16 - 20 GATE identified students for each school (per grade), based on local norms, the test of creativity, and teacher recommendations was completed in May of 2024.	2024-2025 Second and fourth grade students were assessed. Local norms were applied to identify students eligible for GATE identification. To ensure a more comprehensive evaluation, a creativity assessment and teacher rating scale were also included to help identify students who may not have scored within the top 10% of local norms. 43 additional students identified GATE districtwide.	During the 2025-2026 school year, all second and fourth grade students were assessed for GATE identification using newly purchased 2025 national norms. To provide an alternative identification process, CAASPP scores, a creativity assessment and teacher rating were offered as an optional measure to provide further insight into student potential. As a result, 10 additional students were GATE identified.	100% second and fourth grade students take the Cognitive Abilities Test along with the Test of Creativity. Approximately 20 - 25 GATE identified students for each school (per grade), based on local norms, the test of creativity, and teacher recommendations.	Maintained 100% tested -6-10 students identified compared to the baseline range of 16-20 students.
5.3	STEAM lab activity logs Professional Development records	For 2023-2024, TOSAs have trained 50% of staff on STEAM equipment. 80% of before and after-school programs in coding and robotics at each elementary site are tracked through	In 2024-2025, Staff Training on STEAM = 75%. Tracking of before and after-school coding and robotics programs is 90%.	In 2025-2026, Staff Training on STEAM: 80% (Addition of Indi Robots for our TK staff) Tracking of before and after-school	100% of staff trained on technology in the STEAM Lab. 100% of before and after-school programs in coding and robotics at each site	+30 percentage points of staff trained with STEAM equipment. +20 percentage points tracking before and after-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELOP activity logs (enrollment and attendance). 50% of individual school sites maintain detailed logs of lab and equipment usage. 25% of teachers have received professional development on how to integrate the lab into their core curriculum.	Site-level lab usage logging has increased to 83% Professional development for lab integration increased to 60%.	coding and robotics programs is 100%. Site-level lab usage logging has increased to 83%. Professional development for lab/class integration increased to 75%.	(including Rancho and offerings not connected to ELOP) will be tracked through activity logs. 100% of individual school sites maintain detailed logs of lab and equipment usage. 100% of teachers will receive professional development on how to integrate the lab into their core curriculum.	school coding and robotics +33 percentage points of schools maintaining detailed logs +50 percentage points of teachers receiving professional development
5.4	STEAM Participation Students have multiple opportunities to participate in STEAM activities: Within their classrooms, Computer Science club, AP Computer Science and/or Robotics during the school day and as part of after school enrichment	Student participation in STEAM activities has significantly increased in the 2023-24 school year. Approximately 30% of students are now involved in after-school programs, with opportunities for enrichment in coding, robotics, and other STEAM activities.	In 2024-2025, student participation in STEAM activities grew to 45% of students engaged in after-school STEAM opportunities.	In 2025-2026, student participation in STEAM activities remains at 45% of students engaged in after-school STEAM opportunities. The district has strengthened the quality and breadth of existing offerings.	Activity logs will reflect 100% of students having multiple opportunities to access the lab and participate in enrichment activities during the school day in addition to after school enrichment opportunities.	Current difference from baseline demonstrates an increase of 15%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	CAST	New Metric for 2025-26: CAST status only data will be collected from 2024-2025 Dashboard	2023-2024 El Portal - 29.17% of 5th graders met or exceeded the standard for science. Jordan - 45.62% of 5th graders met or exceeded the standard for science. Macy - 35.83% of 5th graders met or exceeded the standard for science. Meadow Green - 47.62% of 5th graders met or exceeded the standard for science. Olita - 29.63% of 5th graders met or exceeded the standard for science. Rancho-Starbuck - 39.05% of 8th graders met or exceeded the	2024-2025 El Portal - 38.89% of 5th graders met or exceeded the standard for science. Jordan - 37.29% of 5th graders met or exceeded the standard for science. Macy - 32.34% of 5th graders met or exceeded the standard for science. Meadow Green - 53.03% of 5th graders met or exceeded the standard for science. Olita - 37.1% of 5th graders met or exceeded the standard for science. Rancho-Starbuck - 39.06% of 8th graders met or exceeded the	5% increased proficiency at all school sites	El Portal +9.72 percentage points increase Jordan -8.33 percentage points decrease Macy -3.49 percentage points decrease Meadow Green +5.41 percentage points increase Olita +7.47 percentage points increase Rancho-Starbuck +0.01 percentage points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standard for science.	standard for science.		

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

The district continued to offer enrichment opportunities in STEAM. All students had access to enrichment and instruction in STEAM programs. Actions were implemented as planned. A success was the continued expansion of the Youth Theater program and GATE offerings. Challenges included ensuring equitable enrichment across all grade spans and sites. The difference in the number of students GATE identified is attributed from the change of using local norms to the 2025 national norms.

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.

Actions 5.2 and 5.3 were lower than budgeted due GATE identification costs and STEAM site allocations being lower than expected. Action 5.4 was higher than what was budgeted due to a salary increase for a certificated TOSA position.

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

Actions 5.1, 5.2 <Professional Development/Certification for GATE> - Noted Level of Effectiveness Medium
SUCCESS: As of the 2025-2026 school year, 133 teachers have gone through professional development to be GATE certified, and increase of 7%. 100% of 2nd and 4th grade students were GATE tested during the 2025-2026 school year.
CHALLENGE: Local norms were replaced with the 2025 national norms resulting in fewer students being identified as GATE.

Action 5.3 <STEAM Enrichment/Professional Development> - Noted Level of Effectiveness High
SUCCESS: Professional development related to STEAM continues to increase with 30% more staff trained in STEAM equipment and 50% more of staff being trained in STEAM activities. Schools increased their maintaining of participation logs by 33% and their tracking of after-school coding and robotics by 20%. Student participation in STEAM opportunities increased 15% with the district strengthening the quality and breadth of existing offerings.

Action 5.4 <Staffing> - Noted Level of Effectiveness High
SUCCESS: The teacher on special assignment (TOSA) position was appropriately filled.

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development - GATE Certification	The district will continue to train teachers in depth and complexity to support critical thinking and high levels of rigor in the classroom. This benefits all students. Training all teachers ensures that all students have access to highly qualified teachers who understand the unique needs of gifted and talented learners and can differentiate instruction accordingly.	$13,000.00	No
5.2	GATE Identification	The primary goal of developing comprehensive identification criteria is to ensure that typically under-represented student groups (including English learners, low-income, and Foster Youth) are afforded access to GATE services. Measures of leadership and creativity, along with a non-verbal assessment, are included along with more traditional measures. Training all teachers in the characteristics of gifted and talented students ensures teachers are not just identifying students who are doing well in school. The Universal Screener was administered to all 2nd and 4th graders this year, and the data is being evaluated to determine further assessments as part of the multiple measures. A portion of the Teacher on Special Assignment who will coordinate training and provide coaching support to teachers around the implementation of strategies is included here, along with the costs for training and resources.	$59,343.00	Yes
5.3	STEAM Enrichment	Continue to expand access to STEAM programs at the elementary level above offerings within the classroom as part of traditional science. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs such as the AP Computer Science course or the Conservatory of the Fine Arts (CoFA). This is especially true for our unduplicated pupils who lack	$24,124.00	No

Action #	Title	Description	Total Funds	Contributing
		access to technology and STEAM experiences outside the school system. In evaluating STEAM labs at each of the sites, there are some costs for resources such as equipment and tables at a few sites with some additional costs for materials at all sites. This also includes an ongoing partnership with Fullerton Joint Union High School District to develop pathways that feed into high school programs. Included here is a portion of the cost for the Teacher on Special Assignment who is developing the STEAM program and overseeing GATE. Many of the offerings through the Expanded Learning Opportunities funding will support STEAM enrichment: coding, robotics, and art.		
5.4	Technology Integration - 21st Century Skills	Continue to fund Teachers on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UPPs. The TOSAs also provide support for Illuminate, CERS, and i-Ready and train teachers on reports for data analysis to monitor the progress of English learners, students from low-income families, and Foster Youth. This often means supporting parents of these students as well, who need training in navigating digital resources for use in the home. The TOSAs will continue developing training for interactive displays that will allow for more student interaction to support the use of visuals and anchoring academic vocabulary within the room through sentence stems, concept maps, and Thinking Maps, for example, in support of our English learners. Includes stipend for work outside contracted days. With additional support needed for digital literacy and innovation, our Early Learning TOSAs will focus on 21st century as well.	$213,397.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Chronic Absenteeism	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To address the significant issues of chronic absenteeism reflected in our data, it is essential to implement evidence-based strategies grounded in current research. Research suggests that a comprehensive approach, involving both prevention and intervention, is most effective. Key strategies include fostering a positive school climate, where students feel safe, supported, and engaged, which has been shown to improve attendance rates. Implementing early warning systems to identify and support students at risk of chronic absenteeism is also beneficial. These systems involve regular monitoring of attendance data and prompt, targeted interventions for students who begin to show patterns of absenteeism. Engaging families through regular communication and partnerships can help address barriers to attendance, such as health issues, transportation, or family obligations. Additionally, creating a culture of attendance through school-wide initiatives and attendance incentives can motivate students to attend regularly. Professional development for staff on the importance of attendance and strategies to engage students can further support these efforts. By adopting these research-backed strategies, we can create a more supportive and responsive environment that encourages consistent attendance and improves educational outcomes for all students. This goal was influenced primarily by parents and teachers as Engaged Partners who expressed concern at the number of students chronically absent. Even students, however, acknowledged the connection between engagement and attendance with more than just illness being responsible for the increase in students chronically absent.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	School Climate-Survey Questions	Since key strategies include fostering a positive school climate, where students feel	In 2024-2025, 93% of parent respondents “Agree” or	In 2025-2026, 93.8% of parent respondents “Agree” or	97% of parent respondents “Agree” or “Strongly Agree”	+ 1.8 percentage point increase in parents "strongly agreeing" or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		safe, supported, and engaged, this will continue to be a question on surveys of parents and students. Current survey questions (2023-2024) may be slightly modified, but baseline data includes: 92% of parent respondents marked “Agree” or “Strongly Agree” with the statement, "Our school is safe, orderly, and well disciplined". 82% of students marked “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.	“Strongly Agree” with the statement, "Our school is safe, orderly, and well disciplined". 92% of parents and 86% of students “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.	“Strongly Agree” with the statement, "Our school is safe, orderly, and well disciplined". 93.8% of parents and 87.8% of students “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.	with the statement, "Our school is safe, orderly, and well disciplined". 92% of students “Agree” or “Strongly Agree” with the statement “I feel safe at school” and said “I have opportunities to connect with my school”.	"agreeing" with the statement, "Our school is safe, orderly and well disciplined." + 5.8 percentage points increase in students "strongly agreeing" or "agreeing" with the statement, "I feel safe at school" and said "I have opportunities to connect with my school."
6.2	District Attendance Review Team meetings	2023-2024 0 meetings There is not currently a team in place for Chronic Absenteeism. This is discussed with Principals at Principal meetings; however, developing a team may provide insight into root	In 2024-2025, there were 10 meetings.	In 2025-2026, there were 15 meetings to address chronic absenteeism with site administrators.	10 meetings	+15 meetings to address the topic of chronic absenteeism with site administrators.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		causes and steps to increase overall attendance rates.				
6.3	For parent engagement around attendance, number of workshops conducted and number of home visits completed	2023-2024 There were 7 home visits. Site based parent workshops on attendance: TBD This data is not currently collected but will be beginning in 2024-2025.	There were 9 home visits conducted during the 2024-25 school year. 25 events were offered to parents throughout the 2024-25 school year on the topic of school attendance and parent engagement.	In 2025-2026, there were 16 home visits conducted. There were 33 events for parents that covered the topics of school attendance and engagement during the 2025-2026 school year.	The number of home visits completed will be increased by 20% At least 2 workshops will be conducted (one each semester) with more as needed.	+9 home visits. +8 school events
6.4	Number of students participating in mentoring and counseling programs, and progress reports from counselors.	In 2023-2024, 0 aggregated records including attendance related to programs. Records are kept for students participating in mentoring and counseling programs; however, the data is not tracked in terms of attendance issues unless attendance is the main reason for referral to services.	Records are kept for students who attend counseling. Although they have attendance as part of their session, formal data collection for attendance as the main reason for counseling was not collected. It will be collected in the 2025-2026 school year.	Records were kept for student contacts specific to attendance during the 2025-2026 school year. El Portal - 775 Jordan - 218 Macy - 282 Meadow Green - 592 Olita - 460 Rancho - 60 Total: 2,327 student contacts district-wide	100% of records kept for students participating in mentoring and counseling programs will include attendance to determine effectiveness of programs and student engagement.	New baseline in 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.5	Number of students attending tutoring sessions and academic performance improvement metrics.	Baseline data is Year 1 Outcome	Over 800 hours were dedicated to after-school tutoring sessions across sites during the 2024-25 school year servicing approximately 300 students.	Over 400 hours were dedicated to before or after-school tutoring sessions across sites during the 2025-2026 school year servicing approximately 300 students. Due to Learning coaches provided direct support to students during the school day, a new percentage (%) metric for tracking support is established for 2026-2027 using Aeries. This will allow the percentage of students receiving support to be calculated.	15% of students district-wide will receive multi-tiered systems of support.	-50% less directed tutoring sessions offered
6.6	Number of partnerships formed and services provided through these partnerships.	We currently (2023-2024) have 5 partnerships with various organizations.	In 2024-2025, we have 6 partnerships with various organizations.	In 2025-2026, we have 5 partnerships with various organizations.	A growing network of partners (increased by at least 5) will provide support and resources for working with families around attendance.	100% of partnerships maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.7	Total number of communications sent from District and Site level (newsletters, emails, etc.) and parent feedback responses	Baseline data is Year 1 Outcome	The district adopted the school-home communication platform of ParentSquare in the 2024-25 school year. The district released 15 official district communications reaching 4,028 people. Sites sent out a total of 882 communications. 52 SART contracts signed by parents between the six schools. 336 parent responses on the LCAP survey.	The district released 47 official district communications reaching 3,919 people. Sites sent out a total of 1,130 communications. 67 SART contracts signed by parents between the six schools. 383 parent responses on the LCAP survey.	District communications per year: 5 Site communication per year: 10	+32 district communication sent to families -109 families contacted through ParentSquare +248 school site communications to families +15 SART contracts +47 more parent respondents on the LCAP survey
6.8	Professional development sessions	We have had 0 professional development sessions specific to absenteeism.	During the 2024-2025 school year, the junior high administrative team (2 members) participated in 3 days of training. 5 elementary school principals participated in one	During the 2025-2026 school year, site administrators participated in one district attorney training related to absenteeism 100% of our site and District Ed Services team	3 professional development sessions specific to absenteeism.	+1 professional development sessions attended specific to absenteeism.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			professional learning session. 100% of our site and District Ed Services team completed the 2-year SARB certification course in 2024.	retain their SARB certification.		
6.9	CA Dashboard Data on Chronic Absenteeism	2023 Dashboard - Chronic Absenteeism "All Students" stands at 18.1% English Learners (22.9%) Homeless (33.3%) Socioeconomically Disadvantaged (21.7%) Filipino (11.1%) Foster Youth (13%) Hispanic (19.6%) Two or More Races (16.8%) Students with Disabilities (26.7%) White (16.3%). Sites: El Portal: Hispanic (21%); Two or More (22%); SED (22%); SWD (25%) Jordan: Hispanic (23%);	2024 Dashboard - Chronic Absenteeism "All Students" 12% English Learners (16.1%) Homeless (26.9%) Socioeconomically Disadvantaged (16%) Filipino (8.2%) Foster Youth (21.4%) Hispanic (13.4%) Two or More Races (7.3%) Students with Disabilities (19.8%) White (9.8%) Sites: El Portal: Hispanic (12.8%)	2025 Dashboard - Chronic Absenteeism "All Students" 10.68% English Learners (11.3%) Homeless (28.6%) Socioeconomically Disadvantaged (14.4%) Filipino (6.1%) Foster Youth (53.8%) Hispanic (11.8%) Two or More Races (11%) Students with Disabilities (18.3%) White (8.6%) Sites: El Portal: Hispanic (14.5%)	Data on the California Dashboard will indicate an overall reduction in the Chronic Absentee rate to 10% or below. No individual student group will be above 15% at either the district or site level.	-7.42 percentage points in chronic absenteeism rates for all students. This includes changes for the following student groups: EL - 11.6% Homeless - 4.7% SED - 7.3% Hispanic - 7.8% 2 or More Races - 5.8% SWD - 8.4% White - 7.7% Filipino - 5% Foster Youth + 40.8% Sites: El Portal: Hispanic (-6.5%) Two or More (-11.3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners (33%); SED (25%); SWD (27%) Olita: Hispanic (22%); White (23%); SED (24%); SWD (32%)	Two or More (6.7%) SED (14.9%) SWD (17%) Jordan: Hispanic (13.8%) English Learners (21%) SED (15%) SWD (20%) Olita: Hispanic (10.8%) White (7.6%) SED (13.6%) SWD (21%)	Two or More (10.7%) SED (16.9%) SWD (19.2%) Jordan: Hispanic (12.6%) English Learners (21.6%) SED (16.9%) SWD (16.7%) Olita: Hispanic (10%) White (3.2%) SED (12.5%) SWD (17.6%)		SED (-5.1%) SWD (-5.8%) Jordan: Hispanic (-10.4%) English Learners (-11.4%) SED (-8.1%) SWD (-10.3%) Olita: Hispanic (-12%) White (-19.8%) SED (-11.5%) SWD (-14.4%)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

The district continues to implement attendance incentives, Saturday school programs, and SART/SARB protocols to improve attendance. Chronic absenteeism was monitored and addressed through family outreach and targeted supports. Saturday School and incentives were successfully implemented, but challenges remain with high rates of absenteeism for Foster Youth. Most students attended tutoring sessions consistently, evidenced by sign-in sheets. Chronic absenteesim continues to be tracked at the District level for targeted levels of support at the site level. iReady data continues to be used as an internal measure of academic growth for these students, and data demonstrates significant gains across schools in the area of reading and math, comparing all three diagnostic assessments. ParentSquare continues to support two-way communication between school staff and families with automatic language translation.

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

There were no material differences.

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

Actions 6.1, 6.2, 6.9 <Attendance Team Professional Development, Programs and Data Analysis> - Noted Level of Effectiveness Medium
SUCCESS: Chronic Absenteeism has decreased 7.42%. All student groups have decreased their chronic absenteeism rates district wide by at least 4% except Foster Youth. All student groups at El Portal, Jordan, and Olita have decreased their chronic absenteeism rates by at least 5%. There were fifteen District Attendance Review Team meetings this year, an increase of fifteen meetings. There were 9 more home visits conducted in 2025-2026. There were 8 more parent events specific to school attendance and engagement in 2025-2026. There has been increase in administrator training with the District Attorney's office as it relates to school attendance. 87.8% of students reported they feel safe at school and have opportunities to connect which is an increase of 5.8%.
CHALLENGE: Foster Youth reported an increase of 40.8%. Multi-tiered supports and interventions will be planned to address the increase in chronic absenteeism for this student group. There are a total of 13 Foster Youth district-wide.

Actions 6.3, 6.7, 6.8 <Parent/Community Engagement> -
SUCCESS: 100% of community partnerships were maintained. ParentSquare is the vehicle for school to home communication. The district office sent out 32 more district-wide communications and the school sites sent out 248 more school communications to families. There we 15 more SART contracts signed in 2025-2026. Additionally, 47 more parents responded to the district LCAP survey.
CHALLENGE: There are 109 less families able to be reached via ParentSquare, so other forms of communication are utilized in these cases such as email and phone calls.

Actions 6.4, 6.5, 6.6 <Student/Site Systems of Support> -
SUCCESS: The counseling team made over 6,000 student contacts of which 2,327 were specific to attendance support. This information serves as the new baseline for this metric. Over 400 hours of direct tutoring were offered to students before or after school during the 2025-2026 school year.
CHALLENGE: 50% less tutoring sessions were offered to students before or after school due to the new learning coach program. Students in need were given direct literacy or math academic support during the school day in pull out small group settings.

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.

Metric 6.5 was updated to reflect year 1 baseline data and includes a target for year 3 based on this data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Analyze Data and Identify Root Causes	Conduct monthly data reviews to identify trends and root causes of absenteeism. Each month, Principals will be given the list of students to	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		review with absences identifying them as chronically absent (10% or more) and in danger of becoming chronically absent (7-9%). Monthly attendance data reports and analysis summaries will be completed to track root causes of absenteeism. These will be facilitated by the Attendance Monitor for the district whose salary is included elsewhere. As part of this analysis, patterns and trends specific to English Learners, Homeless and SED will be identified to inform actions for intervention at the district level. This may include everything from home visits to connection to community resources once the data has been analyzed. This action is being funded through other action items.		
6.2	Establish a Chronic Absenteeism Team	Form a dedicated team to address absenteeism and meet monthly to discuss strategies and progress. This will be facilitated by the Attendance Monitor for the district whose salary is included elsewhere. The principals will also be included as part of the team since Rancho-Starbuck is "Red" for Students with Disabilities and Jordan is "Red" for English Learners both in chronic absenteeism on the California Dashboard. This action is being funded through other action items.	$0.00	No
6.3	Parent and Family Engagement	Organize quarterly workshops and home visits to engage parents and address attendance barriers. These will be facilitated by the Attendance Monitor for the district whose salary is included elsewhere. Costs are associated with workshops for parents.	$4,300.00	No
6.4	Mentoring and Counseling	Provide mentoring and counseling services for at-risk students. Three additional counselors will be responsible for supporting attendance and achievement goals for students identified as at-risk due to chronic absenteeism, which are primarily our English Learners, Homeless, and SED. Concentration funds to support these needs with additional staffing are reflected in Goal 4, Action 21. Having interns allows every site to provide much-needed services, but the rising number of UPP students has increased the demand for these supports. This action is being funded through other action items.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
6.5	Incentives and Recognition	The District provided an incentive program to reward good and improved attendance. There is currently a school level incentive on Goal 4, Action 20 for $12,000. This is awarded to sites based on an overall increase in their attendance rates comparing 2024-2025 P2 attendance to 2025-2026 P2 attendance. Three schools improved their overall attendance rates in this comparison receiving $2,000 each.	$12,000.00	Yes
6.6	Academic Support and Tutoring	Offer after-school tutoring and academic support sessions to fill in gaps created with attendance issues. Costs for tutoring are accounted for in Goal 4 and through ELOP funding; however, the monitoring of student progress through the lens of attendance issues will be addressed here.	$0.00	No
6.7	Community Partnerships	Develop partnerships with community organizations to support attendance initiatives. There are no costs associated with this item.	$0.00	No
6.8	Regular Communication	Implement a regular communication plan to keep parents informed about attendance and school activities. This action is being funded through other action items.	$0.00	No
6.9	Professional Development	Provide regular training for teachers and staff on attendance interventions. This will include Attendance, Behavior, Academic, and Homework strategies with a specific focus on supporting English Learners, Homeless, and SED for the district level. For El Portal, Jordan, and Rancho, the focus will include general strategies for all students, Students with Disabilities, and Hispanic students. Additionally, El Portal is in the "Red" for Multiple Races, Jordan for English Learners, and Rancho for White, which will frame professional development opportunities. Each site has developed action items within their SPSA to address this at the site level in addition to the district-wide goal within the LCAP. This action is being funded through other action items.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,546,586.00	$174,621.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.586%	0.000%	$0.00	13.586%

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
1.11	**Action:** Systems to Support UPP **Need:** Most recent 2025 data was added to address the continuing needs of UPP students. For 2025, 60.87% of all students met or exceeded standards in ELA and 47.68% in Mathematics on the California Dashboard.	Lowell Joint School District utilizes Document Tracking Service (DTS) to monitor the progress of Unduplicated Pupil Percentage (UPP) students and support school principals in the planning, implementation, and evaluation of their Single Plan for Student Achievement (SPSA). DTS assists principals in aligning school goals, evidence-based actions, measurable outcomes, and funding sources to address the unique needs of English Learners, Foster Youth, and Socioeconomically	1.8 Site actions within the SPSA for UPPs, 4.2 CAASPP data

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
	However, significant achievement gaps persist for unduplicated pupil groups (UPPs), particularly English Learners (14.92% ELA; 15.79% Math), Socioeconomically Disadvantaged students (53.3% ELA; 39.85% Math), Long-Term English Learners, and Students with Disabilities, many of whom scored in the “Orange” performance level in Mathematics and remain significantly below standard in both content areas. English Learners achieved 17.83% on the ELPI, with 44.8% progressing at least one level, yet continue to demonstrate substantial academic and language acquisition needs. Students with Disabilities also remain significantly below standard in ELA and Mathematics districtwide. This LEA-wide action is principally directed toward UPPs to address persistent gaps in academic achievement, language development, chronic absenteeism, and suspension indicators through targeted instructional supports, interventions, progress monitoring, and site-based SPSA actions aligned to district LCAP goals. All schools develop SPSA goals and action steps focused on their highest-need student groups, including English Learners and low-income students who generate Title I and Title III funding. **Scope:** LEA-wide	Disadvantaged students. By tracking implementation progress, student performance data, and expenditures throughout the year, principals can evaluate the effectiveness of services and make timely adjustments to ensure resources are strategically targeted toward reducing achievement gaps and improving academic, attendance, and engagement outcomes for UPP students. This monitoring process strengthens accountability, promotes data-driven decision-making, and ensures that supplemental and concentration funds are used effectively to increase or improve services for unduplicated pupils. It is both a federal requirement to have a site based plan reflecting the data analysis for these student groups as well as a monitoring tool for sites to be in alignment with the LCAP at the district level and vice versa. The needs assessment done through the SPSA process ensures that data is being analyzed to identify actions to meet the needs of their most struggling students. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,721 students counted as low income out of 2,963 enrolled and as few as 13 Foster Youth, 34 Homeless and 150 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are	

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
		principally directed toward one or more unduplicated pupil groups.	
2.1	**Action:** Early Learning - Teacher on Special Assignment (TOSA) **Need:** The Early Learning TOSA supports both classroom and intervention teachers with the development of curriculum and implementation of best practices in early childhood. This includes working with parents and community partners on school readiness. Our English learner, Foster Youth, and SED students are most likely to enter school with gaps. This has been especially true post-pandemic, and teachers need support in adjusting practice to address these learning gaps. This position was created in the 2020-2021 year and adjusted for continuing years. **Scope:** LEA-wide	The TOSA position is necessary to facilitate the ongoing cycle of data evaluation into instructional practice. Once the needs have been identified, the TOSA provides both professional development and in-class modeling to support teachers with increasing their capacity in meeting the needs of their students. This is essential in that foundation for long-term academic success, critical thinking, problem-solving abilities, and weaving in 21st-century skills. Struggles in these critical early learning stages can have cascading effects on later academic success. The TOSA newsletter and Google Site highlight specific strategies linked to language development and linguistic supports (sensory, graphic, and interactive) for our multilingual learners. Our TOSA meets with various grade levels to plan standards-based units while modeling and co-teaching language acquisition strategies. This is principally directed at meeting the needs of our English learners; however, all students in need of language development support will benefit. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,721 students counted as low income out of 2,963 enrolled and as few as 13 Foster Youth, 34 Homeless and 150 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources, although the services are	2.8 Implementation of professional development around language acquisition as measured by observation.

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
		principally directed toward one or more unduplicated pupil groups.	
2.3	**Action:** Early Learning-Community Engagement and Learning Link **Need:** There are four areas of concern from the last administration of the EDI assessment. In terms of readiness for Kindergarten, only 58% of students were ready based on Communication Skills and General Knowledge; 39% for Gross and Fine Motor Skills; 46% for Prosocial and Helping Behaviors; and 41% for Overall Social Competence. Since the assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purposed of planning to increase these missing skillsets in students who are not yet enrolled within our district. **Scope:** LEA-wide	The Learning Link provides an opportunity for families to come together with their children to experience activities designed to support the development of foundational skills. The Learning Link is specifically targeting our low-income families that do not have access to full-day preschool options or are too young for preschool. We continue to track phone calls and emails related to enrollment, absences, and feedback around parent/guardian participation in the Learning Link. The Learning Link facilitator uses software to communicate with families. Activities within the Learning Link, along with resources, are targeted to families based on the EDI data to be sure that parents are able to work on these school readiness skills within the home or the community to lay that vital foundation for school success. It is provided on an LEA-wide basis since the program supports students at all elementary sites. The use of Newsletters and Skill Builder Kits are resources that our team utilizes to emphasize and have a lens on early childhood.	2.4 Data from Constant Contact for Newsletters and Brochures with Early Literacy information, including participation in Ready4K (Discontinued and replaced by Learning Genie; 2.5 Sign-ins to document parent involvement in the Learning Link.; 2.9 Early Developmental Index (EDI) data
2.4	**Action:** Early Literacy-Preschool Program **Need:** 48.4% of respondents to the Preschool Satisfaction Survey said they were able to take a job because of the preschool program and 45.1% stated the question was not applicable. Preschool provides much needed	Preschool provides an opportunity to support the development of foundational skills, especially for families who otherwise would not have access to resources or opportunities due to cost. This is reflected in the job security provided for families, which impacts the overall population of the district in terms of SED students. Since the EDI assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and	2.6 Enrollment in the preschool program; 2.7 Required state reports for CSPP on student progress; 2.9 Early Developmental Index (EDI) data; 2.10 Preschool Satisfaction Survey

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
	opportunities for access to vital early learning resources to develop school readiness skills for the students. With the closure of two local preschools and an increased awareness of the deficits some of our incoming students were facing, the district has opened three preschools in service of our students most impacted by the lack of access to school readiness opportunities, which are predominantly our UPPs. Again, there are four areas of concern from the last administration of the EDI assessment which was in 2025. In terms of readiness for Kindergarten, 58% of students were ready based on Communication Skills and General Knowledge; 39% for Gross and Fine Motor Skills; 46% for Prosocial and Helping Behaviors; and 41% for Overall Social Competence. Since the assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purposed of planning to increase these missing skillsets in students who are not yet enrolled within our district. **Scope:** LEA-wide	Foster Youth within that grade span for the purpose of planning to increase these missing skillsets in students who are not yet enrolled within our district. Now that we have had the Learning Link and preschool program for multiple years, we track the impacts on both school readiness measures from the EDI and benchmark data.	
2.5	**Action:** Transitional Kindergarten **Need:** Students entering Kindergarten without much needed skillsets are at a disadvantage for being successful in school. TK provides the space for families who may not otherwise have	Providing opportunities in TK for UPPs helps to level the playing field in developing school-readiness skills. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. Since the assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade	2.3 Transitional Kindergarten enrollment and benchmarks; 2.9 Early Developmental Index (EDI) data

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
	access to opportunities to develop those skill sets. There was only a single TK classroom prior to LCFF funding and the program has continued to grow as the importance of building foundational skills for Kindergarten preparedness has become a priority. Again, there are four areas of concern from the last administration of the EDI assessment which was in 2025. In terms of readiness for Kindergarten, 58% of students were ready based on Communication Skills and General Knowledge; 39% for Gross and Fine Motor Skills; 46% for Prosocial and Helping Behaviors; and 41% for Overall Social Competence. Since the assessment is conducted in Kindergarten, this includes all of our English Learners, SED, and Foster Youth within that grade span for the purposed of planning to increase these missing skillsets in students who are not yet enrolled within our district. **Scope:** LEA-wide	span for the purpose of planning to increase these missing skillsets in students. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	
4.2	**Action:** Professional Development English Learners **Need:** While 17.83% of EL students are making progress on state measures of language proficiency (ELPAC), they are well below other students with only 14.92% meeting or exceeding standards in ELA and 15.79% meeting or exceeding standards in Math on the CAASPP.	Professional development for teachers will better support the instructional practices while promoting greater success for our English Learner students including California Math Framework, Science Standards Alignment, Thinking Maps and Write from the Beginning which focus on nonlinguistic representations of thinking with scaffolded supports for writing to support English learners. Training on state standards and ELD standards including specific strategies for working with ELs in both Integrated and Designated ELD (Project	4.5 Professional Development Records, 4.1 ELPAC, 4.2 CAASPP, 4.3 Reclassification Rates, 4.11 EL Goal Setting

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	GLAD) will also support academic growth for our EL population. Ellevation was incorporated to better progress monitor English Learners district-wide. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With about 150 English learners and 10 LTELs across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward English learners.	
4.4	**Action:** Dual Immersion Program **Need:** While 17.83% of EL students are making progress on state measures of language proficiency (ELPAC), they are well below other students with only 14.92% meeting or exceeding standards in ELA and 15.79% meeting or exceeding standards in Math on the CAASPP. English Learners are one of our most struggling student groups in academic achievement. The Dual Immersion program was designed to ease the transition of our Spanish-speaking students and help them develop fluency in both Spanish and English. **Scope:** Schoolwide	This is in alignment with our goal of developing English proficiency with our English learners. Bilingual proficiency supports ELs in becoming proficient in both English and Spanish, and a second language opportunity provides English-only students with the chance to learn Spanish. The Dual Immersion program which supports the development of truly biliterate students. iReady Spanish Assessments need to be administered consistently to better track Spanish language proficiency as well. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With about 150 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	4.1 ELPAC; 4.2 SBAC; 4.4 iReady

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
4.5	**Action:** ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho **Need:** While 17.83% of EL students are making progress on state measures of language proficiency (ELPAC), they are well below other students with only 14.92% meeting or exceeding standards in ELA and 15.79% meeting or exceeding standards in Math on the CAASPP. This class is in addition to an ELA class with Designated ELD and Integrated ELD within other subject area courses. We have less than 12 students who are typically identified as Long Term English Learners; however, these classes provide support to developing a strong foundation before entering high school. **Scope:** Schoolwide	While the Double Block of English provides extended English instruction for all students, the ELD Elective increases English proficiency for ELs before high school. The inaugural Advanced Spanish Language Elective supports advanced Spanish learners, including those from the Dual Language Program. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With about 660 students at Rancho and only 9 English learners, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources, although the services are principally directed toward English learners.	4.1 ELPI and ELPAC; 4.2 SBAC; 4.4 iReady
4.6	**Action:** Before and After School Intervention **Need:** For 2025, 61% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 15% met or exceeded in ELA and 16% in Math, SED performed with 53% met or exceeded in ELA and 40% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-	Academic Support: Extended day classes offer additional instruction time for students who need extra help. Targeted Tutoring: Partnering with outside agencies and increasing staff ensures personalized support tailored to students' specific needs. Improved Outcomes: Focused interventions help UPPs catch up and keep up with grade-level standards.	4.1 ELPAC; 4.2 SBAC; 4.4 iReady

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
	wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. **Scope:** LEA-wide		
4.7	**Action:** Intervention Coordinators **Need:** For 2025, 61% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 15% met or exceeded in ELA and 16% in Math, SED performed with 53% met or exceeded in ELA and 40% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. **Scope:** LEA-wide	Unduplicated pupils, including English learners, Foster Youth, Homeless, and low-income students, require targeted support to address their specific needs and close achievement gaps. Stipends for Intervention Coaches: Funding provided for each school to hire intervention coaches. Training and Collaboration: Coaches meet with district personnel regularly to discuss Multi-Tiered System of Supports (MTSS) and make necessary adjustments to support unduplicated pupil needs. Data Analysis and Monitoring: Coaches are trained in Illuminate, CERS, Ellevation, and iReady to analyze data, monitor subgroup populations, determine intervention groupings, and identify gaps in support.	4.1 CA Dashboard, ELPAC; 4.2 SBAC and CERS; 4.4 iReady
4.11	**Action:** Math Intervention Rancho Starbuck **Need:** For 2025, 66% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 44% in mathematics. English Learners were fewer than 11 for ELA so there is no data available. However, 8%	Students need targeted math intervention to meet grade-level standards and close performance gaps, with a focus on unduplicated pupils such as English learners, low-income students, and foster youth. Targeted Instruction: The math intervention support is designed to provide targeted, small-group instruction tailored to the specific needs and	4.1 CA Dashboard; 4.2 SBAC; 4.4 iReady

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
	met or exceeded standards in Math. SED performed with 60% met or exceeded in ELA and 35% in Math, and Foster Youth had fewer students than can be reported. **Scope:** Schoolwide	learning gaps of the students. This service is being provided this year through goal and action 4.23 (learning coaches). Academic Support and Skill Building: Focuses on reinforcing foundational math skills, understanding new concepts, and providing practice to ensure mastery, which is critical for students who are behind. Progress Monitoring: Regular assessments and adjustments to teaching strategies ensure that the interventions are effective and meet the evolving needs of students.	
4.12	**Action:** Illuminate **Need:** UPPs need targeted assistance to close achievement gaps through effective monitoring of student progress and data analysis. UPP students continue to demonstrate gaps in all academic and engagement indicators, in addition to language acquisition, resulting in the need for targeted and monitored support. **Scope:** LEA-wide	While this action is principally directed towards (UPPs), it is offered on a district-wide basis to ensure that LJSD provides equitable access to effective intervention for all students in need. With continued funding for Illuminate and related data systems, the unique needs of unduplicated pupil groups (UPPs), including English Learners, low-income students, and foster youth, are isolated to monitor academic progress, language acquisition, attendance, and intervention effectiveness in real time. These systems support data-driven instruction, targeted interventions, and personalized supports designed to address achievement gaps and specific areas of need for students performing below standard. Ongoing evaluation of Illuminate alongside i-Ready, Ellevation, and CERS ensures the district continues to utilize effective tools to improve outcomes for UPP students while refining systems and supports based on staff capacity and student needs.	4.1 ELPAC, 4.2 CAASPP Data

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
4.13	**Action:** Nurse and LVNs **Need:** On the 2025 CA Dashboard: On the CA Dashboard, All Students are 6.1 points Below Standard in Math, with a color of Yellow. All Students are 24 points Above Standard in ELA, with a color of Green. Student Group data shows: SED Students are 4.9 points Above Standard in ELA and 26.6 points Below Standard in Math. LTELS are 60.6 points Below Standard in ELA and 127.4 points Below Standard in Math. While foster youth is not reported on the Dashboard due to low numbers, the Foster Youth and Homeless liaison monitors this student group. UPP students often require specialized support to address their unique health and wellness needs. Access to healthcare services, including screenings, immunizations, and mental health support, is crucial for their overall well-being and academic success. **Scope:** LEA-wide	Comprehensive Healthcare Support: Collaborating with key agencies and investing in nursing staff ensures that foster youth and other UPPs receive support regarding their individual needs. Regular Check-ins and Support: The presence of nursing assistants allows for regular check-ins and support for foster youth, providing them with a consistent point of contact for addressing health and welfare concerns. Focus on Low-Income Families: Monitoring and addressing health and welfare needs for low-income families ensures that financial barriers do not prevent students from accessing essential services. Only a small percentage of the Nurse's salary is included in supplemental funds to ensure that coordination with community partners to support families with low or no cost healthcare, screeners, and referrals can be done in a timely manner. The Nursing Assistant is not included in supplemental dollars; however, this position is responsible for checking in with Foster Youth each week for support with any potential needs for these students. This allows us to improve our services to Foster Youth without additional cost to the supplemental budget.	4.7 Nurse documentation of supports and outreach
4.14	**Action:** Coordination of Services	Effective Program Management: Enhancing the administration and coordination capabilities	1.8 UPP Inclusion in SPSAs, 4.11 English Learner Progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: For 2025, 61% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 15% met or exceeded in ELA and 16% in Math, SED performed with 53% met or exceeded in ELA and 40% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. There is a need for coordinating and administering programs funded through Supplemental Grant dollars aimed at supporting UPPs, which continue to grow as a greater proportion of our overall student enrollment. This includes English learners (and LTELs), low-income students, foster youth, and homeless students. Student data and progress monitoring are consistently used to identify root causes and plans of action to target our UPPs. **Scope:** LEA-wide	ensures that programs are effectively implemented and outcomes are closely monitored. Data-Driven Decision Making: The provision of detailed and specific data helps in evaluating the impact of various programs on UPPs and facilitates adjustments based on real-time data. Resource Allocation: Accurate fiscal management and data reporting ensure that resources are utilized efficiently and appropriately, maximizing the impact on UPPs.	Monitoring, 4.9 HR or Payroll Records, 6.2 Attendance Review Team 6.3 Home Visits/Parent Trainings, 6.8 Professional Development (Chronic Absenteeism)
4.16	**Action:** Learning Hubs - Libraries **Need:** For 2025, 61% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 15% met or exceeded in ELA and 16% in Math, SED	Extended Library Hours: School libraries will continue to be open extended hours to provide homework help, tutoring, and access to technology. Library Media Techs Support: These professionals not only manage library resources but also assist students during these extended hours.	4.1 CA Dashboard; 4.13 Monthly Attendance for Before and After school supports

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
	performed with 53% met or exceeded in ELA and 40% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. While foster youth is not reported on the Dashboard due to low numbers, the Foster Youth and Homeless liaison monitors this student group. Based on input from parents and students in surveys and in-person meetings, students, particularly those from low-income families, English learners, foster youth, and homeless students, often lack access to conducive learning environments and resources. They require additional academic support, access to technology, and structured environments for homework and tutoring, which can take place in the school library. **Scope:** LEA-wide	Flexible Grouping for Interventions: The extended library hours facilitate before and after-school interventions, allowing for flexible grouping based on student needs. This reflects the cost for an additional 10 hours per site of the Library Media Tech to keep the library open and provide a space for our UPPs to receive homework help, tutoring, and access to internet	
4.17	**Action:** MTSS Coordination and Monitoring of UPPs **Need:** For 2025, 61% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 15% met or exceeded in ELA and 16% in Math, SED performed with 53% met or exceeded in ELA and 40% in Math, and Foster Youth had fewer	Updated MTSS Framework: District personnel monitor and implement the districtwide Multi-Tiered System of Support to better cater to both struggling and advanced students. This also creates a consistent approach across schools. Role of Homeless/Foster Youth Liaison: The Director of Educational Services doubles as the Homeless and Foster Youth Liaison, coordinating support and monitoring academic achievement among UPP students.	4.1 CA Dashboard; 4.4 iReady; 4.13 Monthly Attendance for Before and After school supports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. While foster youth is not reported on the Dashboard due to low numbers, the Foster Youth and Homeless liaison still monitors this student group. These students often face unique challenges that impact their academic performance, including instability in living situations, emotional distress, and lack of consistent support networks. They require targeted intervention and support to address their academic needs. **Scope:** LEA-wide	Collaboration with Local Sites: The liaison works closely with individual school sites and specific counselors to ensure tailored support.	
4.18	**Action:** Assessment System **Need:** 17.83% of EL students are making progress on state measures of language proficiency (ELPAC); however, they are well below other students with only 14.92% meeting or exceeding standards in both ELA and 15.79% in Math on the SBAC. For 2025, 61% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 15% met or exceeded in ELA and 16% in Math, SED performed with 53% met or exceeded in ELA and 40% in Math, and	The use of iReady and Ellevation allows for progress monitoring of our UPPs across the district while also providing intervention and supports based on individual student need. UPPs require precise, data-driven assessments to identify their specific academic needs and language proficiencies. Tailored Assessments: iReady provides tailored assessments that are crucial for understanding the specific needs of unduplicated pupils, allowing for the development of targeted interventions. Data-Driven Decision Making: The comprehensive data provided by iReady and Ellevation aids in the continual assessment and monitoring of student	4.1 CA Dashboard; 4.2 SBAC Data; 4.4 iReady

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
	Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. While foster youth is not reported on the Dashboard due to low numbers, the Foster Youth and Homeless liaison monitors this student group. LTELS are 60.6 points Below Standard in ELA and 127.4 points Below Standard in Math. **Scope:** LEA-wide	progress, ensuring that interventions remain relevant and effective. Accessibility and Visibility of Needs: The filtering capabilities of the dashboard enhance the visibility of the needs and progress of high-need groups, facilitating timely and appropriate support.	
4.19	**Action:** Classified Staff Custodial Support **Need:** The increased frequency of school activities for UPPs such as before- and after-school interventions, parent engagement activities, and extended professional development meetings necessitates additional custodial support beyond the regularly scheduled day. This is a direct result of services provided to UPPs, and therefore is principally directed at UPPs. If those services were not being provided, the additional custodial support would not be necessary. **Scope:** LEA-wide	This reflects only the portion of salary identified to address the demands on custodial staff related to those items increasing or improving services for our UPPs. For example, keeping the library open an additional 10 hours shifts the cleaning and sanitizing of the space onto the next custodial shift. Parent trainings and other night time events targeting our UPPs also increase the need for additional custodial support.	4.9 HR and Payroll Records; 4.13 Monthly Attendance for Before and After school supports

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
4.21	**Action:** Counseling and Resource Enhancement (CARE) **Need:** Students from underserved populations, including foster youth, English learners (and LTELS), low-income and homeless students, often face significant social-emotional challenges. Meeting their counseling and psychological needs is critical for their overall well-being and academic success. Providing support for mental health continues to be a top priority for parents and staff based on input from the LCAP process. With four counselors and 5 school psychologists to support the six schools within the district, there is an ongoing need to provide intensive to students in the three tiers of support. **Scope:** LEA-wide	The CARE program was designed to meet this need by partnering with local universities to hire interns. Anywhere from 8-12 interns are hired each year to focus on our UPPs through weekly check-ins and small group sessions as needed. The prioritized list of contacts for the interns each week is Foster Youth and Homeless with additional students seen as space allows. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With With 1,721 students counted as low income out of 2,963 enrolled and as few as 13 Foster Youth, 34 Homeless and 150 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups. Tailored Support Services: The CARE team ensures that the social-emotional needs of UPPs are identified and addressed through counseling and psychological support. Phone calls and connections to families and mental health services are offered. Partnerships for Accessible Resources: Collaborations with external organizations provide additional resources and support for mental health services, ensuring that UPPs have access to the help they need. Care Solace and Hazel Health will continue to serve as partners. Expansion of Counseling Services: Increasing the number of counselors and psychologists allows for	4.7 CARE Logs and 4.9 HR and Payroll Records

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
		more students to receive much-needed counseling support, benefiting UPPs who may face additional social-emotional challenges.	
4.23	**Action:** Learning Coaches **Need:** For 2025, 61% of ALL students scored at met or exceeded the standard on the CA Dashboard in ELA and 48% in mathematics. English Learners performed with 15% met or exceeded in ELA and 16% in Math, SED performed with 53% met or exceeded in ELA and 40% in Math, and Foster Youth had fewer students than can be reported. This is an LEA-wide action principally directed to our UPPs due to the gap in proficiency in ELA and Math. While foster youth is not reported on the Dashboard due to low numbers, the Foster Youth and Homeless liaison monitors this student group. **Scope:** LEA-wide	Unduplicated pupils, including English learners, Foster Youth, Homeless, and low-income students, require targeted support to address their specific needs and close achievement gaps. The implementation of Learning Coaches is grounded in research by educational experts including John Hattie, Robert Marzano, and Linda Darling-Hammond. Hattie's findings on the effectiveness of small-group instruction, RTI, and feedback; Marzano's high-yield strategies for foundational learning; and Darling-Hammond's emphasis on using data to drive equitable, targeted supports for students all affirm the design of this initiative. Learning Coaches support the academic recovery and progress of Unduplicated Pupil Populations (UPP) by delivering strategic, data-informed interventions in foundational literacy and mathematics, directly addressing achievement gaps intensified by the pandemic. Training and Collaboration: Coaches meet with district personnel regularly to discuss Multi-Tiered System of Supports (MTSS) and make necessary adjustments to support unduplicated pupil needs. Data Analysis and Monitoring: Coaches are trained in Illuminate, CERS, and iReady, and Ellevation to analyze data, monitor subgroup populations, determine intervention groupings, and identify gaps in support.	4.1 CA Dashboard, ELPAC; 4.2 SBAC and CERS; 4.4 iReady
5.2	**Action:** GATE Identification	GATE Identification-Time has been spent developing an identification system to target	5.1 Completion of GATE Certification, 5.2 GATE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Some student groups are often under-identified for Gifted and Talented Education (GATE) services. Comprehensive and inclusive identification criteria are needed to ensure equitable access to GATE programs. Our data indicates a disparity in the identification of Unduplicated Pupils (UPPs) in our Gifted and Talented Education (GATE) program, with only 4% of GATE students being UPPs compared to 58% of our overall UPP enrollment. This suggests that our current identification processes may not fully capture the potential of UPPs, highlighting the need for more equitable identification practices and support systems to ensure that all students have access to advanced academic opportunities. **Scope:** LEA-wide	traditionally underrepresented student groups, which are our UPPs (Foster Youth, low income, and English Learners). The district had not had a formal identification system in well over 10 years which is why a system was developed for identification. However, in 2025-2026, the 2025 national norms replaced our local norm criteria to ensure a comprehensive identification process ensuring that students from under-represented groups, including English learners, low-income students, and foster youth, have fair access to GATE programs. Informed and Inclusive Teacher Training: Training teachers to recognize a wide range of gifted characteristics ensures that more students, including those from diverse backgrounds, are considered for GATE services and appropriately clustered in class placement. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With With 1,721 students counted as low income out of 2,963 enrolled and as few as 13 Foster Youth, 34 Homeless and 150 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	Assessments and Local Norms
5.4	**Action:** Technology Integration - 21st Century Skills	Again pulled from Hattie's research, Problem Based Learning (ES=.65), Goals (ES=.56), and High Expectations (ES=.43) are all effective	4.2 Smarter Balanced Assessment Consortium (SBAC) Data and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: UPP students often require additional support to access and benefit from specialized instructional programs and digital resources that enhance learning. Teachers and parents need training to effectively integrate these resources and support students' academic progress. In feedback on surveys from parents, our English learners and Low Income families are those with the least access to technology in the home. **Scope:** LEA-wide	strategies in engaging students at high levels and providing access to career paths that might otherwise be out of reach for our UPPs. This same finding is echoed in Proven Interventions to Increase Student Achievement of Poor and Minority Students, which talks about having high expectations and providing a rigorous curriculum and also in Strategies for Closing the Achievement Gap. Funding Teachers on Special Assignment (TOSA) will assist staff in integrating technology with content standards, provide access to specialized programs, and support differentiating instruction for UPPs. Similar to the STEAM enrichment, students today would be hard pressed to compete at high levels in the workplace without the ability to integrate the use of technology in meaningful ways. This includes exposure to technology tools for productivity (email, presentation programs, documents, spreadsheets, and so forth) as well as tools for learning (3-D printers, green screens, video production, coding, virtual reality, Viewsonic boards, IPevo cameras, etc.) While some families are able to provide access to these types of tools, they are frequently non-existent in our low income households. The tools and activities designed to support all students, but they are principally directed at our low income students who would not otherwise have access to these types of experiences. The TOSAs will help teachers integrate technology effectively, ensuring that UPPs receive differentiated instruction tailored to their specific needs. The TOSAs will provide support for Illuminate, CERS, Ellevation, and iReady, and train teachers to use these tools for data analysis to monitor the progress of English learners, low-	California Educator Reporting System (CERS); 5.4 STEAM lab purchases and activity logs, Professional Development records; 5.5 CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		income students, and foster youth. Training on data analysis tools will allow teachers to monitor student progress accurately and make informed decisions to support UPPs. The TOSAs will also support parents by training them to navigate digital resources for use at home. By training parents to use digital resources, the TOSAs ensures that students receive consistent support at home, reinforcing their learning and progress. The TOSAs will develop training for interactive displays to enhance student interaction for English learners and LTELS. This also increases classroom engagement and supports the academic vocabulary development of English learners through visual aids and structured activities. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With With 1,721 students counted as low income out of 2,963 enrolled and as few as 13 Foster Youth, 34 Homeless and 150 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	
6.5	**Action:** Incentives and Recognition **Need:** Reflecting on the chronic absenteeism data for 2025, it is evident that this issue is a significant concern across multiple student groups. The	A study published in the "Journal of Education for Students Placed at Risk" found positive effects of incentives. It is provided LEA-wide since the issue is pervasive across the district. The Actions and Services best support our UPPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,721 students counted	6.9 CA Dashboard Data on Chronic Absenteeism

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
	overall rate of chronic absenteeism for "All Students" stands at 10.68%. Several student groups are particularly affected, with English Learners at 11.3%, Socioeconomically Disadvantaged at 14.4%, and Foster Youth at 53.8%, indicating continued need for support in this area. Homeless (28.6%) and Two or More Races (11%) students are both in the "Red" category. These are our highest levels of concern and suggest systemic challenges that need urgent attention. Another group in the "Orange" category, is Black students indicating the need for targeted interventions. Student groups including English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students are marked "Yellow" and have experienced decreasing chronic absenteeism rates but there is still room to improve. Those student groups in "Green" are Long Term English Learners, Asian students, Filipino students, and White students who have experienced the most significant declines in their chronic absenteeism rates compared to other student groups. Jordan and Rancho Starbuck each have one student group in the "Red": English Learners at Jordan and Students with Disabilities at Rancho which is a significant improvement across schools compared to previous years. Each site with student groups in "Orange" or "Red" have developed action items within their	as low income out of 2,963 enrolled and as few as 13 Foster Youth, 34 Homeless and 150 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil groups.	

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
	SPSA to address this at the site level in addition to the district-wide goal within the LCAP. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.3	**Action:** Progress Monitoring and Support of English Learners **Need:** With 17.83% of EL students are making progress on state measures of language proficiency (ELPAC), they are well below other students with only 14.92% meeting or exceeding standards in ELA and 15.79% meeting or exceeding standards in Math on the CAASPP. English Learners need targeted support to develop English proficiency and academic skills, consistent progress monitoring, and additional interventions. **Scope:** Limited to Unduplicated Student Group(s)	Daily ELD Instruction: Ensures consistent language development within the regular classroom. Bilingual Aides: Provide additional support to students and parents, and assist with administrative tasks. They provide Progress Monitoring and support of English learners including communication with and outreach to parents. A unique need for our English learner population includes the communication with and opportunities for parents in their primary language, which we have built into the LCAP. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased	4.1 California School Dashboard, English Learner Progress Indicator, ELPAC Data; 4.4 iReady Data; 4.11 EL Goal sheets

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		communication and opportunities for both parents and students in their primary language support this research. Student Goal Sheets: Help students track their progress, fostering self-awareness and motivation at each grading period. Intervention Coordinators: Oversee personalized support based on progress data at each grading period. Assessments: Track proficiency in English/Language Arts, Mathematics, and Language Acquisition and identify areas needing additional support.	

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.

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.

Rancho Starbuck and all elementary sites besides Macy are over the 55% mark for high needs students (foster youth, English learners, and low-income students). Counselors and school psychologists support the needs of these students in terms of attendance, mental health, and academic achievement. This is reflected in Goal 4, Action 21. Calculations were taken from the 4.1 and 1.17 CALPADS reports. Jordan and Rancho Starbuck do no have the district's self-contained special education classes on site. For this reason, the ratio at those schools for classified staff is higher than at the other sites.

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	Macy 19:1	El Portal 26:1, Jordan 56:1, Meadow Green 29:1, Olita 17:1, Rancho Starbuck 51:1
Staff-to-student ratio of certificated staff providing direct services to students	Macy 19:1	El Portal 19:1, Jordan 21:1, Meadow Green 20:1, Olita 19:1, Rancho Starbuck 19:1

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	$33,464,956.00	4,546,586.00	13.586%	0.000%	13.586%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$34,298,735.00	$2,142,343.00	$6,259,685.00	$1,051,285.00	$43,752,048.00	$41,828,553.00	$1,923,495.00

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	Certificated Staffing - Teachers	All	No			All Schools	Ongoing	$18,022,702.00	$0.00	$15,442,373.00	$417,683.00	$2,162,646.00	$0.00	$18,022,702.00	
1	1.2	Certificated Staffing- Administration and other Support Staff	All	No			All Schools	Ongoing	$3,378,144.00	$0.00	$1,972,936.00	$75,223.00	$1,329,985.00	$0.00	$3,378,144.00	
1	1.3	Classified Staffing- Technology Department	All	No			All Schools	Ongoing	$558,271.00	$0.00	$558,271.00	$0.00	$0.00	$0.00	$558,271.00	
1	1.4	Classified Staffing- Custodial, Maintenance, and Grounds	All	No			All Schools	Ongoing	$3,012,780.00	$0.00	$3,012,780.00	$0.00	$0.00	$0.00	$3,012,780.00	
1	1.5	Basic Utilities	All	No			All Schools	Ongoing	$0.00	$1,151,747.00	$1,151,747.00	$0.00	$0.00	$0.00	$1,151,747.00	
1	1.6	Instructional Materials- Textbooks and Software	All	No			All Schools	Ongoing	$0.00	$260,233.00	$6,025.00	$254,208.00	$0.00	$0.00	$260,233.00	
1	1.7	Site Technology Allocation	All	No				Ongoing	$0.00	$45,000.00	$45,000.00	$0.00	$0.00	$0.00	$45,000.00	
1	1.8	Instructional Supplies- Per Pupil Site Allocation	All	No			All Schools	Ongoing	$0.00	$392,788.00	$392,788.00	$0.00	$0.00	$0.00	$392,788.00	
1	1.9	Maintenance of Chromebooks	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.10	Classified Staffing-Data Systems Analyst	All	No			All Schools	Ongoing	$60,119.00	$0.00	$60,119.00	$0.00	$0.00	$0.00	$60,119.00	
1	1.11	Systems to Support UPP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	
1	1.12	School Site Council and DELAC	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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	1.13	Parent Teacher Associations (PTA)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.14	Family Engagement	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.15	Classified Staff-Administration and other Support	All	No			All Schools	Ongoing	$4,100,742.00	$0.00	$3,786,713.00	$150,257.00	$163,772.00	$0.00	$4,100,742.00	
2	2.1	Early Learning - Teacher on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites PS - 8th	Ongoing	$178,255.00	$0.00	$78,170.00	$0.00	$100,085.00	$0.00	$178,255.00	
2	2.2	Early Childhood Leadership Team	All	No			Specific Schools: Elementary Sites Preschool-3rd Grade	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Early Learning-Community Engagement and Learning Link	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary sites Ages 0-5 for the Learning Link in addition to Preschool - Kindergarten.	Ongoing	$89,221.00	$6,050.00	$68,731.00	$0.00	$26,540.00	$0.00	$95,271.00	
2	2.4	Early Literacy-Preschool Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Jordan, Olita, Macy, and Meadow Green (special needs) although open to all students within the district. Preschoo	Ongoing	$17,069.00	$0.00	$16,250.00	$0.00	$819.00	$0.00	$17,069.00	

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
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2	**2.5**	Transitional Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,022,698.00	$15,000.00	$2,037,698.00	$0.00	$0.00	$0.00	$2,037,698.00	
3	**3.1**	Facilities Master Plan	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.2**	FIT Reports	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.3**	Bond Measure	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.1**	Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.2**	Professional Development English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$8,600.00	$0.00	$8,600.00	$0.00	$0.00	$0.00	$8,600.00	
4	**4.3**	Progress Monitoring and Support of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$233,927.00	$0.00	$233,927.00	$0.00	$0.00	$0.00	$233,927.00	
4	**4.4**	Dual Immersion Program	English Learners	Yes	School wide	English Learners	Specific Schools: Jordan Elementary, Rancho Starbuck	Ongoing	$1,563,461.00	$0.00	$1,563,461.00	$0.00	$0.00	$0.00	$1,563,461.00	
4	**4.5**	ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Rancho Starbuck	Ongoing	$74,818.00	$0.00	$74,818.00	$0.00	$0.00	$0.00	$74,818.00	
4	**4.6**	Before and After School Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$60,400.00	$0.00	$60,400.00	$0.00	$0.00	$0.00	$60,400.00	
4	**4.7**	Intervention Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,051.00	$0.00	$30,051.00	$0.00	$0.00	$0.00	$30,051.00	
4	**4.8**	Intervention Support During the Day	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.9	Teacher Planning/Choir Teacher	All	No			All Schools TK-6	Ongoing	$119,674.00	$0.00	$119,674.00	$0.00	$0.00	$0.00	$119,674.00	
4	4.10	Classified Staff Instructional Assistants & Special Ed Support Aides	Students with Disabilities	No			All Schools	Ongoing	$2,642,978.00	$0.00	$132,567.00	$0.00	$1,595,393.00	$915,018.00	$2,642,978.00	
4	4.11	Math Intervention Rancho Starbuck	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck	Ongoing	$53,769.00	$0.00	$53,769.00	$0.00	$0.00	$0.00	$53,769.00	
4	4.12	Illuminate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
4	4.13	Nurse and LVNs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$433,000.00	$0.00	$433,000.00	$0.00	$0.00	$0.00	$433,000.00	
4	4.14	Coordination of Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$183,995.00	$0.00	$132,532.00	$0.00	$0.00	$51,463.00	$183,995.00	
4	4.15	ABA Class and Program Specialist Position	Students with Disabilities	No			All Schools	Ongoing	$501,918.00	$0.00	$0.00	$179,754.00	$286,062.00	$36,102.00	$501,918.00	
4	4.16	Learning Hubs - Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$172,397.00	$0.00	$74,685.00	$97,712.00	$0.00	$0.00	$172,397.00	
4	4.17	MTSS Coordination and Monitoring of UPPs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$480,189.00	$0.00	$431,487.00	$0.00	$0.00	$48,702.00	$480,189.00	
4	4.18	Assessment System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
4	4.19	Classified Staff Custodial Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$302,979.00	$0.00	$302,979.00	$0.00	$0.00	$0.00	$302,979.00	
4	4.20	Attendance Monitoring	All	No			All Schools	Ongoing	$24,500.00	$0.00	$24,500.00	$0.00	$0.00	$0.00	$24,500.00	

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
4	4.21	Counseling and Resource Enhancement (CARE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,201,788.00	$0.00	$1,607,405.00	$0.00	$594,383.00	$0.00	$2,201,788.00	
4	4.22	Targeted Intervention	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.23	Learning Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2 years	$1,021,621.00	$0.00	$61,115.00	$960,506.00	$0.00	$0.00	$1,021,621.00	
5	5.1	Professional Development - GATE Certification	All	No			All Schools	Ongoing	$0.00	$13,000.00	$6,000.00	$7,000.00	$0.00	$0.00	$13,000.00	
5	5.2	GATE Identification	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 2nd and 4th	Ongoing	$50,343.00	$9,000.00	$59,343.00	$0.00	$0.00	$0.00	$59,343.00	
5	5.3	STEAM Enrichment	All	No			All Schools	Ongoing	$14,747.00	$9,377.00	$24,124.00				$24,124.00	
5	5.4	Technology Integration - 21st Century Skills	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$213,397.00	$0.00	$213,397.00	$0.00	$0.00	$0.00	$213,397.00	
6	6.1	Analyze Data and Identify Root Causes	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.2	Establish a Chronic Absenteeism Team	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	6.3	Parent and Family Engagement	All	No			All Schools	Ongoing	$0.00	$4,300.00	$4,300.00	$0.00	$0.00	$0.00	$4,300.00	
6	6.4	Mentoring and Counseling	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.5	Incentives and Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00	$0.00	$0.00	$0.00	$12,000.00	
6	6.6	Academic Support and Tutoring	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	6.7	Community Partnerships	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	6.8	Regular Communication	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	**6.9**	Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$33,464,956.00	4,546,586.00	13.586%	0.000%	13.586%	$7,558,818.00	0.000%	22.587 %	**Total:**	$7,558,818.00
								LEA-wide Total:	$5,632,843.00
								Limited Total:	$233,927.00
								Schoolwide Total:	$1,692,048.00

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	1.11	Systems to Support UPP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	2.1	Early Learning - Teacher on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites PS - 8th	$78,170.00	
2	2.3	Early Learning-Community Engagement and Learning Link	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary sites Ages 0-5 for the Learning Link in addition to Preschool - Kindergarten.	$68,731.00	
2	2.4	Early Literacy-Preschool Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Jordan, Olita, Macy, and Meadow Green (special needs) although open to	$16,250.00	

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 (%)
						all students within the district. Preschool		
2	2.5	Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,037,698.00	
4	4.2	Professional Development English Learners	Yes	LEA-wide	English Learners	All Schools	$8,600.00	
4	4.3	Progress Monitoring and Support of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$233,927.00	
4	4.4	Dual Immersion Program	Yes	Schoolwide	English Learners	Specific Schools: Jordan Elementary, Rancho Starbuck	$1,563,461.00	
4	4.5	ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho	Yes	Schoolwide	English Learners Low Income	Specific Schools: Rancho Starbuck	$74,818.00	
4	4.6	Before and After School Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,400.00	
4	4.7	Intervention Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,051.00	
4	4.11	Math Intervention Rancho Starbuck	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck	$53,769.00	
4	4.12	Illuminate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.13	Nurse and LVNs	Yes	LEA-wide	Foster Youth Low Income	All Schools	$433,000.00	
4	4.14	Coordination of Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,532.00	
4	4.16	Learning Hubs - Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,685.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.17	MTSS Coordination and Monitoring of UPPs	Yes	LEA-wide	Foster Youth Low Income	All Schools	$431,487.00	
4	4.18	Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.19	Classified Staff Custodial Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$302,979.00	
4	4.21	Counseling and Resource Enhancement (CARE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,607,405.00	
4	4.23	Learning Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,115.00	
5	5.2	GATE Identification	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 2nd and 4th	$59,343.00	
5	5.4	Technology Integration - 21st Century Skills	Yes	LEA-wide	English Learners Low Income	All Schools	$213,397.00	
6	6.5	Incentives and Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$41,611,715.00	$43,539,851.00

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**	Certificated Staffing - Teachers	No	$19,349,689.00	$17,992,702
1	**1.2**	Certificated Staffing- Administration and other Support Staff	No	$3,419,325.00	$3,379,225.00
1	**1.3**	Classified Staffing-Technology Department	No	$477,486.00	$558,271.00
1	**1.4**	Classified Staffing-Custodial, Maintenance, and Grounds	No	$2,634,817.00	$3,012,780.00
1	**1.5**	Basic Utilities	No	$989,798.00	$1,151,747.00
1	**1.6**	Instructional Materials-Textbooks and Software	No	$255,333.00	$260,233.00
1	**1.7**	Site Technology Allocation	No	$45,000.00	$45,000.00
1	**1.8**	Instructional Supplies-Per Pupil Site Allocation	No	$554,889.00	$304,119
1	**1.9**	Maintenance of Chromebooks	No	$0.00	$0.00
1	**1.10**	Classified Staffing-Data Systems Analyst	No	$167,395.00	$60,119.00
1	**1.11**	Systems to Support UPP	Yes	$3,950.00	$4,000.00

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	1.12	School Site Council and DELAC	No	$0.00	$0.00
1	1.13	Parent Teacher Associations (PTA)	No	$0.00	$0.00
1	1.14	Family Engagement	No	$15,000.00	$0.00
1	1.15	Classified Staff-Administration and other Support	No	$3,263,279.00	$4,100,742.00,
2	2.1	Early Learning - Teacher on Special Assignment (TOSA)	Yes	$157,970.00	$186,855.00
2	2.2	Early Childhood Leadership Team	No	$500.00	$0.00
2	2.3	Early Learning-Community Engagement and Learning Link	Yes	$83,954.00	$145,271.00
2	2.4	Early Literacy-Preschool Program	Yes	$46,165.00	$37,274.00
2	2.5	Transitional Kindergarten	Yes	$1,709,343.00	$2,037,698.00
3	3.1	Facilities Master Plan	No	$0.00	$0.00
3	3.2	FIT Reports	No	$0.00	$0.00
3	3.3	Bond Measure	No	$0.00	$0.00
4	4.1	Professional Development	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Professional Development English Learners	Yes	$35,000.00	$0.00
4	4.3	Progress Monitoring and Support of English Learners	Yes	$182,769.00	$233,927.00
4	4.4	Dual Immersion Program	Yes	$436,461.00	$1,567,467.00
4	4.5	ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho	Yes	$74,375.00	$74,818.00
4	4.6	Before and After School Intervention	Yes	$60,000.00	$60,400.00
4	4.7	Intervention Coordinators	Yes	$23,000.00	$30,051.00
4	4.8	Intervention Support During the Day	No	$0.00	$0.00
4	4.9	Teacher Planning/Choir Teacher	No	$82,674.00	$119,674.00
4	4.10	Classified Staff Instructional Assistants & Special Ed Support Aides	No	$1,832,980.00	$2,128,384.00
4	4.11	Math Intervention Rancho Starbuck	Yes	$53,769.00	$53,769.00
4	4.12	Illuminate	Yes	$25,000.00	$28,417.00
4	4.13	Nurse and LVNs	Yes	$394,133.00	$433,000.00
4	4.14	Coordination of Services	Yes	$298,213.00	$183,995.00
4	4.15	ABA Class and Program Specialist Position	No	$364,790.00	$501,918.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.16	Learning Hubs - Libraries	Yes	$284,211.00	$172,397.00
4	4.17	MTSS Coordination and Monitoring of UPPs	Yes	$332,189.00	$480,189.00
4	4.18	Assessment System	Yes	$130,000.00	$233,503.00
4	4.19	Classified Staff Custodial Support	Yes	$284,979.00	$302,979.00
4	4.20	Attendance Monitoring	No	$12,000.00	$24,500.00
4	4.21	Counseling and Resource Enhancement (CARE)	Yes	$2,041,788.00	$2,213,757.00
4	4.22	Targeted Intervention	No	$0.00	0.00
4	4.23	Learning Coaches	Yes	$1,126,027.00	$1,100,506.00
5	5.1	Professional Development - GATE Certification	No	$13,600.00	$13,000.00
5	5.2	GATE Identification	Yes	$79,343.00	$59,343.00
5	5.3	STEAM Enrichment	No	$48,124.00	$24,124.00
5	5.4	Technology Integration - 21st Century Skills	Yes	$200,397.00	$213,397.00
6	6.1	Analyze Data and Identify Root Causes	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.2**	Establish a Chronic Absenteeism Team	No	$0.00	$0.00
6	**6.3**	Parent and Family Engagement	No	$10,000.00	$4,300.00
6	**6.4**	Mentoring and Counseling	No	$0.00	$0.00
6	**6.5**	Incentives and Recognition	Yes	$12,000.00	$6,000.00
6	**6.6**	Academic Support and Tutoring	No	$0.00	$0.00
6	**6.7**	Community Partnerships	No	$0.00	$0.00
6	**6.8**	Regular Communication	No	$0.00	$0.00
6	**6.9**	Professional Development	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,306,899.00	$5,783,455.00	$9,849,013.00	($4,065,558.00)	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	1.11	Systems to Support UPP	Yes	$3,950.00	$4,000.00	0	0
2	2.1	Early Learning - Teacher on Special Assignment (TOSA)	Yes	$15,800.00	$186,855.00	0	0
2	2.3	Early Learning-Community Engagement and Learning Link	Yes	$62,965.00	$145,271.00	0	0
2	2.4	Early Literacy-Preschool Program	Yes	$46,165.00	$37,274.00	0	0
2	2.5	Transitional Kindergarten	Yes	$1,706,343.00	$2,027,698.00	0	0
4	4.2	Professional Development English Learners	Yes	$35,000.00	$0	0	0
4	4.3	Progress Monitoring and Support of English Learners	Yes	$182,769.00	$233,927.00	0	0
4	4.4	Dual Immersion Program	Yes	$436,461.00	$1,567,467.00	0	0
4	4.5	ELD, Reading Intervention, Spanish Elective, and AP Spanish Language at Rancho	Yes	$74,375.00	$74,818.00	0	0
4	4.6	Before and After School Intervention	Yes	$60,000.00	$60,400.00	0	0
4	4.7	Intervention Coordinators	Yes	$23,000.00	$30,051.00	0	0
4	4.11	Math Intervention Rancho Starbuck	Yes	$53,769.00	$53,769.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.12**	Illuminate	Yes	$25,000.00	$28,417.00	0	0
4	**4.13**	Nurse and LVNs	Yes	$205,698.00	$433,000.00	0	0
4	**4.14**	Coordination of Services	Yes	$202,458.00	$183,995.00	0	0
4	**4.16**	Learning Hubs - Libraries	Yes	$99,489.00	$172,397.00	0	0
4	**4.17**	MTSS Coordination and Monitoring of UPPs	Yes	$283,487.00	$480,189.00	0	0
4	**4.18**	Assessment System	Yes	$130,000.00	$233,503.00	0	0
4	**4.19**	Classified Staff Custodial Support	Yes	$284,979.00	$302,979.00	0	0
4	**4.21**	Counseling and Resource Enhancement (CARE)	Yes	$1,447,405.00	$2,213,757.00	0	0
4	**4.23**	Learning Coaches	Yes	$112,602.00	$1,100,506.00	0	0
5	**5.2**	GATE Identification	Yes	$79,343.00	$59,343.00	0	0
5	**5.4**	Technology Integration - 21st Century Skills	Yes	$200,397.00	$213,397.00	0	0
6	**6.5**	Incentives and Recognition	Yes	$12,000.00	$6,000.00	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)
$32,088,532.00	$4,306,899.00	0	13.422%	$9,849,013.00	0.000%	30.693%	$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 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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