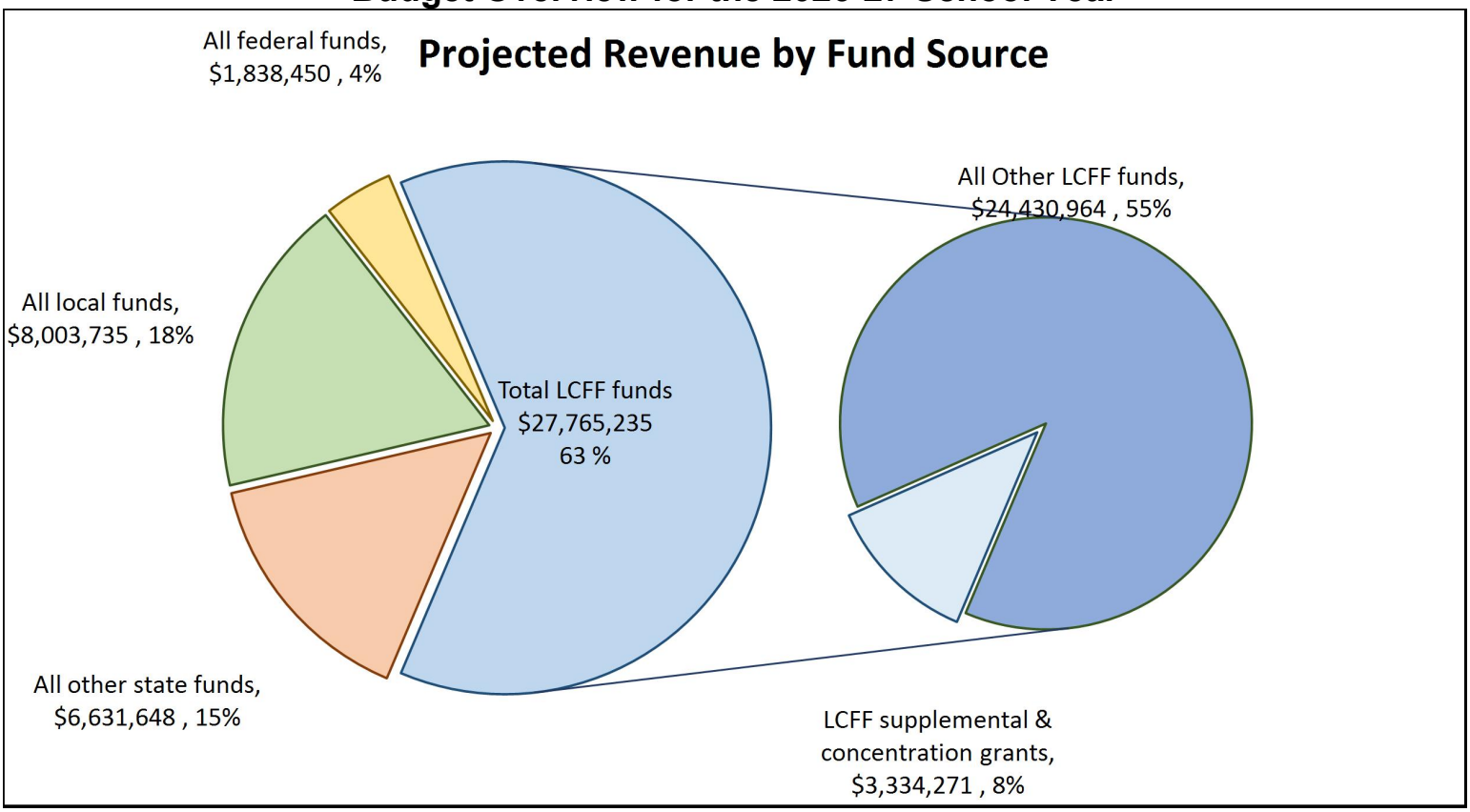
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lemoore Union High School District
CDS Code: 16-63982-0000000
School Year: 2026-27
LEA contact information:
Valerie Botelho
Assistant Superintendent, Curriculum & Instruction
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(559) 924-6610, extension 1202

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

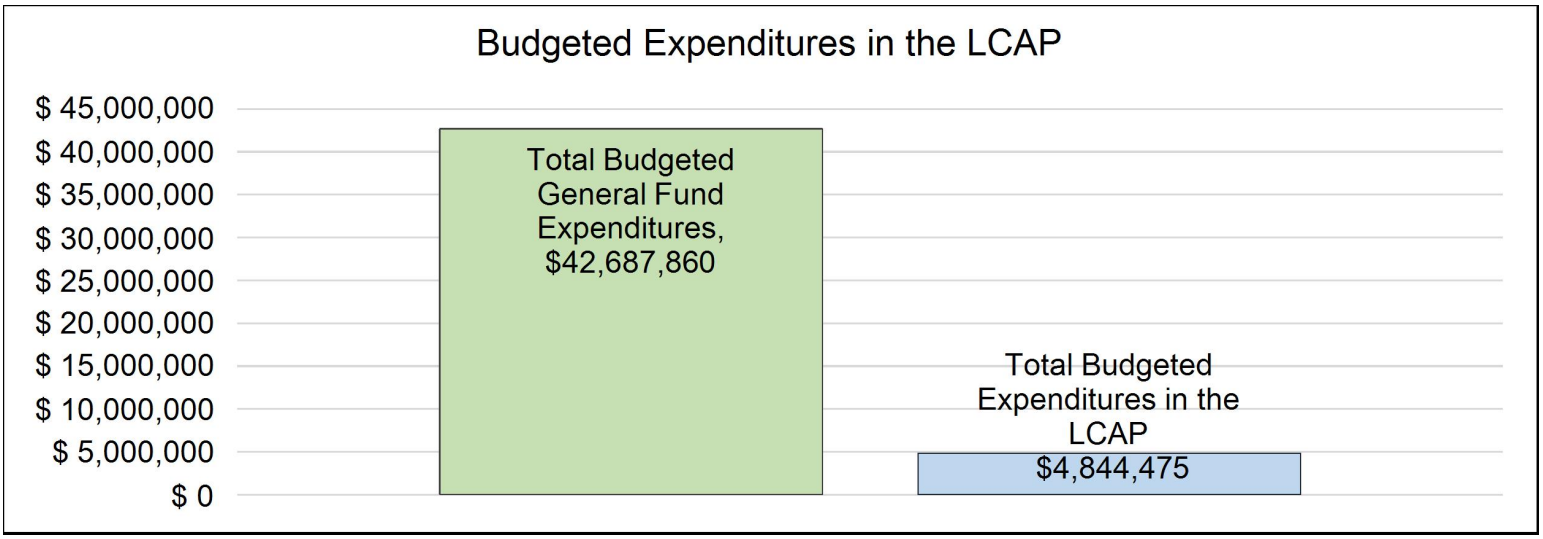


This chart shows the total general purpose revenue Lemoore Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lemoore Union High School District is $44,239,068, of which $27,765,235 is Local Control Funding Formula (LCFF), $6,631,648.00 is other state funds, $8,003,735.00 is local funds, and $1,838,450.00 is federal funds. Of the $27,765,235 in LCFF Funds, $3,334,271.00 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 Lemoore Union High 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: Lemoore Union High School District plans to spend $42,687,860.00 for the 2026-27 school year. Of that amount, $4,844,475.00 is tied to actions/services in the LCAP and $37,843,385 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

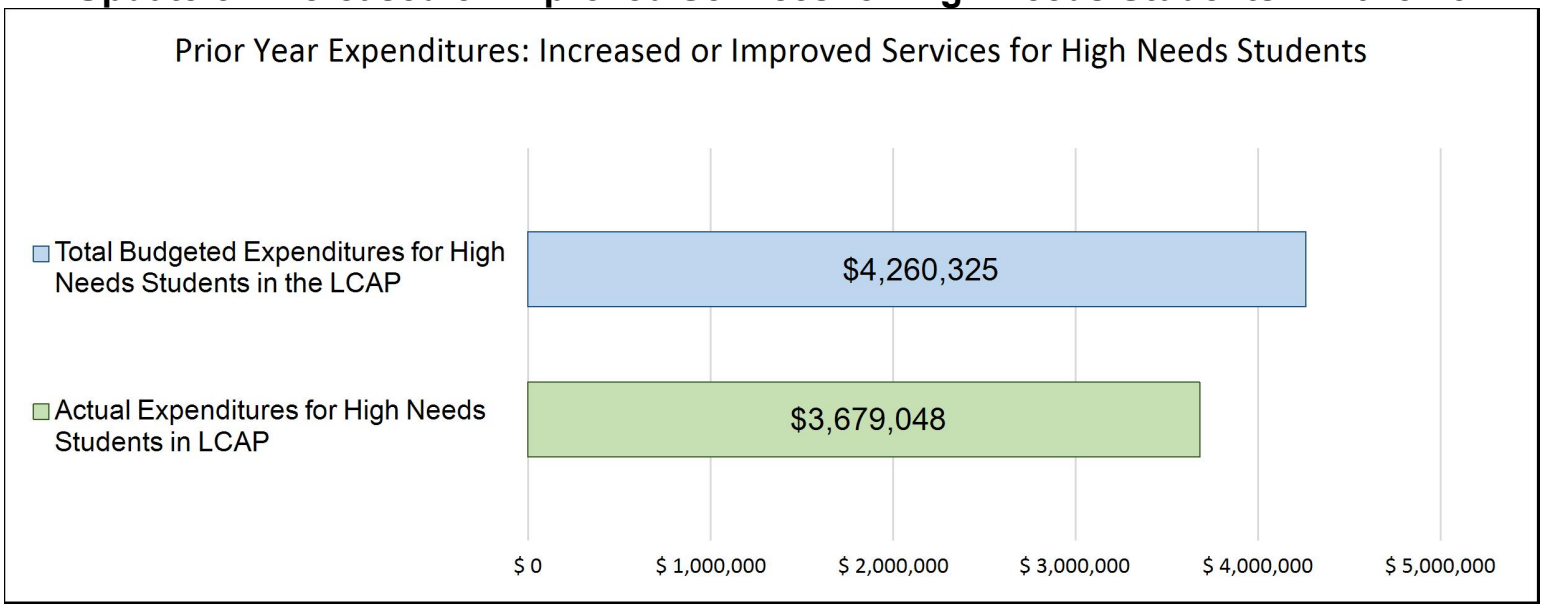
General Fund Budget expenditures not included in the Local Control and Accountability Plan (LCAP) typically support district-wide operational needs that are not directly tied to specific LCAP goals. These may include: Utilities and insurance, District Administration costs, Routine Maintenance and Operations, Technology Infrastructure, and Capital outlay or equipment purchases for general use. These expenditures are essential for maintaining the overall

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

In 2026-27, Lemoore Union High School District is projecting it will receive $3,334,271.00 based on the enrollment of foster youth, English learner, and low-income students. Lemoore Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lemoore Union High School District plans to spend $3,676,087.00 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 Lemoore Union High 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 Lemoore Union High 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, Lemoore Union High School District's LCAP budgeted $4,260,325.00 for planned actions to increase or improve services for high needs students. Lemoore Union High School District actually spent $3,679,048.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $581,277 had the following impact on Lemoore Union High School District’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures for actions and services to increase or improve services for high-needs students in 2025–26 was primarily due to professional development expenditures being shifted to the Educator Effectiveness Grant in order to fully utilize the grant funds prior to their expiration date. As a result, expenditures originally budgeted within the Local Control and Accountability Plan (LCAP) actions were charged to an alternative funding source. This adjustment did not reduce or eliminate the planned services provided to high-needs students. The district was still able to implement the intended actions and services, and the overall level of increased or improved services for unduplicated pupils remained substantially consistent with the goals outlined in the LCAP.

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
Lemoore Union High School District	Valerie Botelho Assistant Superintendent, Curriculum & Instruction	vbotelho@luhsd.k12.ca.us (559) 924-6610, extension 1202

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.

Lemoore Union High School District's (LUHSD) updated Local Control and Accountability Plan (LCAP) reflects a strategic realignment of resources and services in response to a decline in Supplemental and Concentration grant funding driven by a reduction in the district's unduplicated pupil percentage. Because Supplemental and Concentration funds are generated based on the proportion of English learners, low-income students, and foster youth, the lower unduplicated count has resulted in a corresponding decrease in available targeted funding. As a result, the district has undertaken a comprehensive review of its LCAP to ensure fiscal alignment, statutory compliance, and continued effectiveness in meeting the needs of its highest-need student populations.

The revised LCAP prioritizes the preservation of high-impact services while scaling or restructuring expenditures to reflect the reduced funding levels. LUHSD has focused on maintaining programs and supports that directly contribute to improved student outcomes for unduplicated pupils, including academic interventions, counseling services, and targeted instructional support. At the same time, the district has evaluated prior actions for effectiveness and cost-efficiency, eliminating redundancies and consolidating services where appropriate. This process ensures that all remaining Supplemental and Concentration expenditures continue to meet the proportionality requirements outlined in California Education Code and associated regulations.

Importantly, the LCAP update demonstrates LUHSD's commitment to fiscal responsibility and strategic planning by aligning ongoing expenditures with sustainable revenue projections. The district has recalibrated its goals, actions, and metrics to reflect both current funding realities and evolving student needs, while continuing to engage educational partners in the decision-making process. Overall, the changes

to the LCAP represent a deliberate and data-informed effort to maximize the impact of reduced Supplemental and Concentration funding while maintaining a clear focus on equity, accountability, and improved student achievement.

The Lemoore Union High School District includes Lemoore High School, Donald C. Jamison High School, Lemoore Adult School, and two dependent charter schools: Lemoore Middle College High School and Lemoore Online College Preparatory High School. The LCAP mentioned is specifically for Lemoore High School and Donald C. Jamison High School, while the charter schools develop their own LCAPs tailored to their individual sites. Jamison High School has been identified as a recipient of equity multiplier funding. This initiative will provide essential financial resources to JHS, recognizing our commitment to serving a significant number of students from historically underserved and underrepresented communities. The primary goal of this funding is to address disparities in educational opportunities and outcomes, ensuring a more equitable and inclusive learning environment for our students at Jamison High School.

Lemoore, situated in the Central San Joaquin Valley, is primarily an agricultural community but is unique due to the presence of a significant Naval Air Station within its boundaries, attracting a diverse national and international population to the district. Additionally, the Santa Rosa Rancheria further contributes to the diversity of the student body. Lemoore Union High School District is committed to serving the diverse needs of its students and actively collaborates with the community by providing access to district facilities for various events and recreation activities. The district hosts community youth programs, sporting events, performing arts activities, and large-scale events like the Hall of Fame Dinner, while also partnering with local service clubs to support community initiatives.

LUHSD reports no teacher vacancies and ensures all teachers are appropriately assigned according to Education Code Section 44258.9. 100% of core subject teachers are fully credentialed or enrolled in internship programs, with this information annually posted in School Accountability Report Cards (SARCs). All students, including English Learners (EL), have access to standards-aligned textbooks and materials, both at school and home, as mandated by Education Code Section 60119, with annual verification conducted via public hearings within the first eight weeks of school. School facilities are maintained in good condition, with cleanliness and safety upheld according to Education Code 17002(d), also reflected in annual SARCs. Significant upgrades and new constructions have occurred since 2016 at both Lemoore High School and Jamison High School, addressing student feedback for interior improvements and enhancing campus safety with increased supervision.

LUHSD is dedicated to aligning its curriculum and instruction with California State Standards (CSS) while catering to the diverse needs of all students. They have expanded offerings in Career Technical Education (CTE) and Performing Arts, ensuring a comprehensive curriculum. Efforts are ongoing to enhance equity and access to this curriculum for traditionally underserved student groups. Financial commitment and LCAP strategies prioritize preparing students for college and career success. The district is implementing coaching models for staff and collaborating with Solution Tree on Professional Learning Communities (PLCs), Multi-Tiered System of Supports (MTSS), and Universal Design for Learning (UDL) with additional English Language training. Equity and Access professional development and coaching are integral to a three-year plan aimed at refining PLC processes and enhancing academic, behavioral, and social-emotional support for all students. Modifications to the professional development plan extend coaching for PLCs and MTSS to address student needs better and ensure preparation for post-secondary education and careers.

All students at Lemoore High School are enrolled in a standard curriculum comprising four years of English and Social Studies, three years of Mathematics and Physical Education, and three years of Science. Additionally, they complete one year of Fine Arts, which may include Foreign Language (Spanish), Career Technical Education, and Visual and Performing Arts. Lemoore High School offers a comprehensive selection of Career Technical Education (CTE) courses across fourteen pathways, some of which offer dual enrollment or articulation opportunities with Lemoore College. Jamison High School offers three courses that offer CTE exposure in Graphic Arts/Entrepreneurship, Ag Science, and Criminal Law, with ongoing efforts to develop pathways for students to complete.

LUHSD serves a diverse student population, including Hispanic, White, African American, Filipino, American Indian, Asian, and Pacific Islander students. Among these groups, there are significant numbers of Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth. While the LCAP aims to benefit all students, including these subgroups, specific actions tailored to particular groups are noted. Lemoore High School is comprised of 60.5% Socioeconomically Disadvantaged Students, 7.9% English Learners, and 0.8% Foster Youth. Jamison High School is comprised of 81.1% Socioeconomically Disadvantaged Students, 12.2% English Learners, and 2.2% Foster Youth. As a whole, Lemoore Union High School District has 61.5% Socioeconomically Disadvantaged Students, 8.1% English Learners, and 0.8% Foster Youth.

Reflections: Annual Performance

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

On the 2023 CAASPP data on the California Dashboard, Lemoore Union High School District saw a positive progression in math across all student groups (14.4-point gain in distance from standard). Notably, efforts targeting English Learners in math have yielded promising results, with students moving closer to the standard (19.4-point gain in distance from standard). Similarly, Students with Disabilities have shown improvement in math (28.6-point gain in distance from standard), indicating effective teaching strategies. However, there's a pressing need for attention in English Language Arts (ELA), where all student groups saw a negative regression in ELA (11-point loss in distance from standard), particularly EL (31.2-point loss in distance from standard) and Socioeconomically Disadvantaged (25.2-point loss in distance from standard). It should be noted that even though the Students with Disabilities are still scoring below standard, they did see a positive progression in their ELA scores this year (3.5-point gain in distance from standard).
On the 2023 California Dashboard, Lemoore Union High School District achieved notable successes in various areas, particularly in the graduation rate (86.2% graduation rate) and Career Technical Education (CTE) pathway completion, with significant growth observed among Students with Disabilities (6.8% increase in CTE pathway completion rate). These increases were particularly encouraging, indicating effective support systems had been in place.

However, there were evident challenges that demanded attention, notably in ensuring English Learner students' progress in meeting A-G requirements (20% met A-G requirements) and addressing the persistent gap in College and Career Indicator (CCI) rates between different student groups. On the California Dashboard, All Students were Medium on the College and Career Indicator with 37.1% of students prepared. However, there was a pressing need for attention with student groups: English Learners (Very Low), Hispanic (Low), Homeless (Low), Socioeconomically Disadvantaged (Low), and Students with Disabilities (Low). Additionally, the decline in CTE pathway completion for EL students (Down 12%) warranted targeted interventions to support their academic and career aspirations effectively. Collaborative efforts were needed to maintain positive trajectories while addressing areas of concern, ensuring equitable opportunities for all students within the

district.

On the 2023 California Dashboard, Lemoore Union High School District demonstrated progress in addressing suspension rates, particularly among English Learners (6.8% decrease) and African American (8.5% decrease) students, marking a positive stride towards fostering a supportive and inclusive learning environment. The reduction in suspension rates for Students with Disabilities (1.9% decrease) over the years reflected dedicated efforts to promote disciplinary alternatives and support mechanisms. However, challenges persisted, notably in the suspension rates among Foster Youth (36.6% increase) and American Indian (10.7% increase) students, highlighting the need for targeted interventions and support systems to address the underlying issues contributing to their disproportionately high suspension rates. It was imperative for the district to prioritize strategies that provided comprehensive support and resources tailored to the unique needs of its student populations, ensuring equitable opportunities for academic success and socio-emotional well-being.
While LUHSD had implemented programs and services that yielded positive results for some student groups, work continued to ensure equitable access and outcomes. The California School Dashboard provided the district with performance outcomes that spotlighted inequitable results. LUHSD received the lowest performance level for multiple student groups on the 2023 California School Dashboard. English Learners (EL) reported the lowest performance level in English Language Arts and the College and Career Indicator. Socioeconomically Disadvantaged (SED) students reported at the lowest levels in Math and suspensions. Foster Youth (FY) and American Indian (AI) students also received the lowest performance level on the suspension indicator. One high school in the LEA, Jamison High School, received the lowest performance level for all students on the suspension and college and career indicators (CCI).

Additionally, at the school site level, both Jamison High School (JHS) and Lemoore High School (LHS) received the lowest performance level for multiple student groups. JHS received poor performance levels for SED students in the areas of suspension and CCI, while Hispanic students also received the lowest performance level for CCI. LHS, similar to district outcomes, received poor performance levels for SWD and EL student groups for ELA, SED student group reported at the lowest level in Math, and AI students in suspensions.
The 2024 CAASPP data on the California Dashboard showed positive progression for Lemoore Union High School District in English Language Arts (ELA) across all student groups (a 17.5-point gain in distance from standard). Notably, efforts targeting English Learners in ELA yielded promising results, with students moving closer to the standard (a 39.2-point gain in distance from the standard). Similarly, Socioeconomically Disadvantaged Students showed improvement in ELA (a 24.5-point gain in distance from standard), indicating that teaching strategies were effective. It should be noted that even though Students with Disabilities showed minimal improvement, they still experienced a positive progression in their ELA scores (a 1.9-point gain in distance from standard).
CAASPP data from 2024 showed that there was a continued need for attention in math, where all student groups maintained their performance (a 2.7-point gain in distance from standard). Lemoore Union High School District saw a negative progression in math for English Learners (a 7.9-point loss in distance from standard) and Students with Disabilities (an 8-point loss in distance from standard). It should be noted that even though gains were small, LUHSD did see a positive progression in math scores for the following groups: White (a 6.8-point gain in distance from standard), Hispanic (a 7.2-point gain in distance from standard), and Socioeconomically Disadvantaged (a 10.1-point gain in distance from standard).

Lemoore Union High School District achieved success in various areas, particularly in the graduation rate (95.8%), with significant growth observed in English Learners (a 9% increase) and Career Technical Education (CTE) pathway completion (a 158-student increase). These increases were particularly encouraging, indicating that effective support systems were in place. However, there were evident challenges that demanded attention, notably in ensuring English Learner students' progress in meeting A–G requirements (14.6% met A–G requirements)

and Students with Disabilities (1.6% met A–G requirements), as well as in addressing the persistent gap in College and Career Indicator (CCI) rates between different student groups. On the California Dashboard, All Students were rated Medium on the College and Career Indicator, with 37.1% of students prepared; however, there was a pressing need for attention with the following student groups: English Learners (8.7%), Hispanic (32.2%), Homeless (18.5%), Socioeconomically Disadvantaged (32.4%), and Students with Disabilities (14.3%). Additionally, the minimal progression in CTE pathway completion for EL students (0.94%) and SED students (1.6%), along with the regression for SWD students (-1.11%), warranted targeted interventions to support their academic and career aspirations effectively. Collaborative efforts were needed to maintain positive trajectories while addressing areas of concern and ensuring equitable opportunities for all students within the district. The graduation rate at JHS was below the district average by over 4%.

Lemoore Union High School District demonstrated progress in addressing suspension rates, particularly among English Learners (a 2.1% decrease), Socioeconomically Disadvantaged students (0.6%), Students with Disabilities (a 3% decrease), and American Indian students (a 14.2% decrease), marking a positive stride toward fostering a supportive and inclusive learning environment. The reduction in suspension rates over the years reflected dedicated efforts to promote disciplinary alternatives and support mechanisms. It was imperative for the district to prioritize strategies that provided comprehensive support and resources tailored to the unique needs of its student populations, ensuring equitable opportunities for academic success and socio-emotional well-being.

While LUHSD implemented programs and services that yielded positive results for some student groups, work continued to ensure equitable access and outcomes. The California School Dashboard provided the district with performance outcomes that spotlighted inequitable results. LUHSD received the lowest performance level for multiple student groups on the 2024 California School Dashboard. Students with Disabilities recorded the lowest performance level in English Language Arts, Math, and the College and Career Indicator. English Learners recorded the lowest performance level in math. Long-term English Learners recorded the lowest performance level in math. African American and Hispanic students recorded the lowest performance level in suspension.

Additionally, at the school site level, both Jamison High School (JHS) and Lemoore High School (LHS) received the lowest performance level for multiple student groups. Jamison High School's Socioeconomically Disadvantaged and Hispanic students received the lowest performance level on the College and Career Indicator and Suspension. Lemoore High School’s (LHS) English Learners and Students with Disabilities received the lowest performance level in math. Students with Disabilities also received the lowest performance level on the College and Career Indicator. African American students received the lowest performance level on suspension rates. English Learners and Students with Disabilities student groups received poor performance levels for English Language Arts.

Additionally, in 2024, at the school site level, both Jamison High School (JHS) and Lemoore High School (LHS) received the lowest performance level for multiple student groups. Jamison High School's Socioeconomically Disadvantaged and Hispanic students received the lowest performance level on the College and Career Indicator and Suspension. Lemoore High School’s (LHS) English Learners and Students with Disabilities received the lowest performance level in math. Students with Disabilities also received the lowest performance level on the College and Career Indicator. African American students received the lowest performance level on suspension rates. English Learners and Students with Disabilities student groups received poor performance levels for English Language Arts.

On the 2025 CAASPP data on the California Dashboard, Lemoore Union High School District saw a positive progression in English Language Arts across all student groups (22.2-point gain in distance from standard). Notably, efforts targeting English Learners in ELA have

yielded promising results, with students moving closer to the standard (19.6-point gain in distance from standard). Similarly, Students with Disabilities (13.3-point gain in distance from standard), Socioeconomically Disadvantaged Students (19.1-point gain in distance from standard) White Students (23.8-point gain in distance from standard), Filipino Students(36.5-point gain in distance from standard), Two or More Races (57-point gain in distance from standard)and African American Students (72.7-point gain in distance from standard)have shown improvement in ELA indicating effective teaching strategies.
On the 2025 CAASPP data on the California Dashboard, Lemoore Union High School District saw a positive progression in Mathematics across the following student groups Filipino Students (50.2-point gain in distance from standard), Two or More Races (47.2-point gain in distance from standard), English Learners (12.1-point gain in distance from standard), Long-Term English Learners (9.7-point gain in distance from standard), and Students with Disabilities (13.4-point gain in distance from standard). However, there's a need for continued attention in Mathematics, where all student groups maintained in Math (Maintained 1.3-point in distance from standard). Specific groups need more focused support, particularly Hispanic Students (8.6-point loss in distance from standard) and African American Students (4.1-point loss in distance from standard). The following student groups maintained Socioeconomically Disadvantaged (maintained -1.8 points in distance from standard), White Students (maintained -0.7 points in distance from standard).

On the 2025 California Dashboard, Lemoore Union High School District saw a challenge in graduation rates for All Students (4.5% Decline), English Learners (8.8% Decline), Hispanic Students (6.8% Decline), Homeless Students (23.8% Decline), Socioeconomically Disadvantaged Students (5% Decline), Students with Disabilities (13.8% Decline), Long-Term English Learners (4% Decline), Filipino (3.8% Decline)and White (3.1% Decline). However, it should be noted that Two or More Races students had a 100% graduation rate. LUHSD achieved notable successes in English Language Arts, with all student groups seeing an increase in points, increasing all student groups' distance from standard in a positive direction. In Mathematics, five student groups saw an increase in points on the CAASPP testing (Filipino-50.2 point increase, Two or More Races- 47.2 point increase, English Leaners- 12.1 point increase, Long-Term English Learners -9.7 point increase, and Students with Disabilities (13.4 point increase). LUHSD also saw an increase in All Students (7.1% increase), Long-Term English Learners (5.6%), and Socioeconomically Disadvantaged Students (12.4% increase) on the College and Career Indicator. These increases were particularly encouraging, indicating effective support systems had been in place.
On the 2025 California Dashboard, Lemoore Union High School District demonstrated progress in addressing suspension rates for two student groups: African American (2.4% decrease) and Hispanic (0.9% decrease) students, marking a positive stride towards fostering a supportive and inclusive learning environment. However, challenges persisted, notably in the suspension rates among English Learners (0.5% increase), American Indian (8.6% increase) students, Foster Youth (3.3% increase) students, Homeless (0.8% increase) students, Students with Disabilities (0.5% increase) students, Filipino(2.1% increase) students, White (2.1% increase) students, and Pacific Islanders (7.1% increase) students, highlighting the need for targeted interventions and support systems to address the underlying issues contributing to their disproportionately high suspension rates. It was imperative for the district to prioritize strategies that provided comprehensive support and resources tailored to the unique needs of its student populations, ensuring equitable opportunities for academic success and socio-emotional well-being.

While LUHSD had implemented programs and services that yielded positive results for some student groups, work continued to ensure equitable access and outcomes. The California School Dashboard provided the district with performance outcomes that spotlighted inequitable results. LUHSD received the lowest performance level (red) for multiple student groups on the 2025 California School Dashboard. Hispanic students reported the lowest performance level in Mathematics. Socioeconomically Disadvantaged Students reported the lowest performance level in Mathematics and Suspension Rates. Homeless students reported the lowest performance level on the College and

Career Indicator and Suspension Rates. Foster Youth, English Learners, Students with Disabilities, and American Indians reported the lowest performance level in Suspension Rates. One high school in the LEA, Jamison High School, received the lowest performance level for all students on the suspension and college and career indicators (CCI).
Additionally, at the school site level, both Jamison High School (JHS) and Lemoore High School (LHS) received the lowest performance level for multiple student groups. LHS received poor performance levels for American Indian and Students with Disabilities in the area of suspension. JHS received poor performance levels for Hispanics on the College and Career Indicators. Socioeconomically Distadvantaged Students received the lowest performance level on the college and career indicator and suspension rates.

LUHSD will use Learning Recovery Block Grant (LREBG) funding to address the needs of students at Lemoore High School (LHS) via the following actions:
1.11 Providing an additional teacher in the Social Science department to reduce class sizes and improve literacy outcomes to address low performance on the CA Dashboard for EL students and SED students in English Language Arts. This action will be LREBG funded to serve students at LHS. CAASPP ELA scores will be monitored for effectiveness. Evidence-based action description: https://arxiv.org/abs/2007.02653
1.12 LUHSD will provide funding to support after-school tutoring for our English Learners at Lemoore High School with their English language development skills and language acquisition. The tutor will support the goal of increasing and improving the academic success of our English learners. The intended outcome of this action is to increase the academic performance of our EL students. (Red indicator on CA Dashboard) LREBG funding. (Year 2 No Adjustment), will be used to serve EL students at LHS. LTEL focus will be to increase Math achievement via tutoring based on current CAASPP outcomes. Evidence-based action description: https://link.springer.com/article/10.1007/s40299-024-00966-8
1.13 LUHSD math scores show a need to decrease the distance from the standard on CAASPP testing. LHS will implement three periods of Math Teacher on Special Assignment (TOSA) support and three periods of dedicated math intervention classes to address student learning gaps, provide professional development, and strengthen instructional practices. LREBG funds, will be used to fund this action to serve students at Lemoore HS. CAASPP Math scores will be monitored for effectiveness. Evidence-based action description: https://arxiv.org/abs/2007.02653
2.11 To improve the effectiveness of the counseling program at Lemoore High School, LUHSD will add an additional full-time, site-based counselor. This investment will allow for a reduced caseload across the counseling team, enabling counselors to more effectively utilize local data to address key priorities: increasing graduation and attendance rates. With smaller caseloads, counselors will have more capacity to build meaningful relationships with students through regular check-ins and individualized support. The added counselor will strengthen student connectedness by linking students to campus and community-based resources, reviewing academic progress, and connecting credit-deficient students to recovery options. In collaboration with school administrators, the counselor will engage families through conferences and partnerships with liaisons. As a member of the School Intervention Team, the counselor will also use the Vector Solutions platform. This position will be funded fully through LREBG (Learning Recovery Emergency Block Grant), resources for use at Lemoore High School. Graduation and attendance rates will be monitored for effectiveness. Evidence-based action description: https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf
3.11 Instructional Reset Teacher who works with students at LHS on Tier 2 supports through direct instruction, personalized academic help, embedded social-emotional learning (SEL), and guided opportunities for students to repair relationships with staff and peers. The goal is to increase school connectedness and to decrease the overall suspension rate at LHS. LREBG funding will be used to support students at LHS. Student surveys and suspension rates will be monitored for effectiveness. Evidence-based action description:

https://www.aclusocal.org/sites/default/files/wp-content/uploads/2014/03/Ev-Based-Practices-LCFF-Discipline-Toolkit.3.17.14.public.pdf

Reflections: Technical Assistance

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

Lemoore Union High School District (LUHSD) has been actively engaged in a collaborative effort with the Kings County Office of Education (KCOE) to improve various aspects of their educational system through the technical assistance program. LUHSD is continuously collaborating with KCOE as part of a technical assistance process aimed at improving the district's performance. Throughout the 2023-2024 school year, LUHSD's Technical Assistance Team, comprised of district administrators, site administrators, and teachers, met with KCOE staff four times. These meetings involved reviewing local data to assess the current situation and identify areas requiring improvement. After reviewing local data, the team determined suitable metrics and established baselines to measure progress in areas related to their change idea. Goals were set in specific areas, including academics (for English Learners (EL) and Socio-economically disadvantaged (SED) and suspensions (for EL, Foster Youth (FY), American Indian (AI), and SWD). In December, the team readjusted their problem of practice and set new goals based on the release of a new dashboard. New goals were established to address suspensions for SED, FY, and AI students. Academic goals were also set for EL and SED students, along with College Career Indicator (CCI) goals for EL students.

While our improvement efforts may expand to include additional student groups, it is important to clarify that the following groups represent our baseline eligibility for Technical Assistance. This eligibility is based on the Fall 2024 Dashboard, which identified Students with Disabilities (SWED) in both ELA and Math, as well as College and Career Indicator (CCI). Additionally, the Fall 2025 Dashboard identified Homeless students in Suspension and CCI. These identified groups serve as the foundation for our Technical Assistance work and will remain a primary focus as we implement supports and monitor progress.

Throughout the 2024-2025 school year, LUHSD's Technical Assistance Team, comprised of district administrators, site administrators, and teachers, met with KCOE staff four times. The team met on 7/30/2024 for the Data-Driven Dialogue Analytical Partnership Retreat and on 12/19/2024, 1/15/2025, and 4/9/2025. These meetings involved reviewing local data to assess the current situation and identify areas requiring improvement. After reviewing local data, the team determined suitable metrics and established baselines to measure progress in areas related to their change idea. Goals were set in specific areas, including suspensions (SED, FY, and AI students), academics, ELA and Math (EL and SED), and CCI (EL). In December, the team readjusted their problem of practice and set new goals based on the release of a new dashboard. New goals were established to address suspension (SED, AA, and AI), academics (EL, SWD), and CCI (SWD).

As part of the work being done, the team set an aim statement to decrease the suspension rates and to improve academic progress on CAASPP testing. The primary drivers to help reach our aim statement related to suspension are that we will have designated staff to support students building skills, we will build staff capacity, and we will build a restorative culture. The primary drivers to help reach our aim statement related to academic progress are that we will increase teacher and staff confidence, we will provide consistent, targeted, and effective interventions, and we will have better student outcomes (goals, work completion, discipline, and engagement).

LUHSD continued its work with KCOE during the 2025-2026 school year. The continued collaboration between LUHSD and KCOE focused on data-driven decision-making and goal-setting to address specific areas of improvement within the district's educational system. The focus

for the year was English Learner Math and College and Career, Socioeconomically Disadvantaged Students Math and Suspension Rates, and Students with Disabilities ELA and Math. The team met on July 29, 2025, for the Analytical Partners Retreat. The team also met on 11/4/2025, 2/2/2026, and 4/20/20206 and worked on the strategy road map.

LUHSD will continue to work with KCOE on the following DA subgroups: SWD (ELA, Math, CCI) and Homeless (CCI and Suspension) during the 2026-2027 school year. The continued collaboration between LUHSD and KCOE will focus on data-driven decision-making and goal-setting to address specific areas of improvement within the district's educational system. The team had their first meeting in July 2026. The DA team will meet during the 2026-2027 school year on the following dates: 10/20/2026, 1/26/2027, and 4/20/2027.

LUHSD will continue working with KCOE during the 2026-2027 school year. The continued collaboration between LUHSD and KCOE will focus on data-driven decision-making and goal-setting to address specific areas of improvement within the district's educational system.
LCAP actions that align with our technical assistance work include:
Suspensions: 3.2, 3.4, 3.5, 3.8, 3.9, 3.10, 3.11, 4.2, 4.4
Academics: 1.1, 1.2, 1.5, 1.7, 1.11, 1.12, 1.13, 2.5, 2.8, 2.9, 4.1, 4.4
CCI: 1.3, 1.4, 4.3

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
Teachers	-LCAP survey given to teachers to request input related to student needs, possible actions to address needs, and potential updates to the LCAP 1/2026 -Survey given to teachers on additional training and support that they would find valuable 1/2026 -Survey given to teachers on what specific technology tools or resources they believe would most benefit their classroom instruction1/2026 -Reviewed data on academics, discipline, and CCI measures and gathered input. 2/2026 • Teachers on SSC at LHS provided data on LCAP actions and goals and LREBG funding 2/2026 • Teachers on SSC at JHS provided data on LCAP actions and goals and Equity Multiplier 2/2026 --Teachers on the District Advisory Committee (DAC) provided data on LCAP and LREBG actions and goals 3/2026
Parents	-Presented the LCAP to the School Site Councils at LHS and JHS, the DELAC, and the IEC. 2/2026 The SSC included parents or legal guardians of students with disabilities in the school district.2/2026 -LCAP survey given to parents to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. 2/2026

Educational Partner(s)	Process for Engagement
	-Reviewed data on academics, discipline, and CCI measures at SSC, ELAC/DELAC, and IEC meetings and gathered input. 9/2025, 10/202, 11/2025, 2/2026, 3/2026, 4/2026, 5/2026 Due to the nature and size of the LEA, most parents participating in the DELAC are the parents of students at the primary site required to form an ELAC. Therefore, a joint ELAC/DELAC meeting is held. Parents from the smaller continuation site, JHS, are invited to participate in an LEA DELAC. However, the committee is usually made up of LHS parents with a few participants from JHS. DELAC meetings were held in 2/2026 -Parents on District Advisory Committee (DAC) provided data on LCAP actions and goals and LREBG 3/2026 *The SSC and DAC include parents or legal guardians of currently enrolled students with disabilities in the school district.
Students	-LCAP survey given to students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP 1/2026 -Healthy Kids Survey given to students 2/2026 • Reviewed data on academics, discipline, and CCI measures and gathered input from students who were part of the SSC groups. 2/2026 -LCAP student advisory group was held 2/2026 -Students on the District Advisory Committee (DAC) provided data on LCAP actions and goals and LREBG 3/2026 • Student Advisory- 2/2026
Administrators	• LCAP survey given to administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP 2/2026 -Reviewed data monthly at cabinet meetings 8/2025, 9/2025, 10/2025, 11/2025, 12/2025, 1/2026, 2/2026, 3/2026, 4/2026,5/2026 • Reviewed data on academics, discipline, and CCI measures and gathered input. 12/2024, 1/2025, 2/2025, 3/2025,4/2025 -Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions 2/2026, 3/2026, 4/2026

Educational Partner(s)	Process for Engagement
	• Administrators on the District Advisory Committee (DAC) provided data on LCAP actions and goals and LREBG 3/2026
Other School Personnel/Classified Staff	-LCAP survey given to classified staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. 1/2026 -Reviewed data on academics, discipline, and CCI measures and gathered input with classified staff who were members of the district cabinet.12/2024 1/2025, 2/2025, 3/2025, 4/2025, 5/2025 -Reviewed data monthly at cabinet meetings 8/2025, 9/2025, 10/2025 11/2025, 12/2025, 1/2026, 2/2026, 3/2026, 4/2026,5/2026 -Classified and other school personnel on District Advisory Committee (DAC) provided data on LCAP actions and goals and LREBG 3/2026
Community Partners	• Attended the Indian Education Council (IEC) and discussed the LCAP and provided updates to the LCAP throughout the year 2/2026 -Attended IEC and provided updates on student achievement data throughout the year 9/2025, 10/2025, 11/2025, 2/2026, 3/2026, 4/2026, 5/2026 • Reviewed data on academics, discipline, and CCI measures and gathered input with IEC. 2/2026 • Posted the LCAP for public comment prior to the public hearing 5/2026 • Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP 5/2026 -Adopted the LCAP and Budget at the board meeting and reported the local indicator data as a non-consent item 6/2026 -Posted the adopted LCAP prominently on our district web page 7/2026 -Community partners on the District Advisory Committee (DAC) provided data on LCAP actions and goals 3/2026 • CTE Advisory Review Board discussed data in LCAP 3/2025
Special Education Department	• Director of Student Services, Assistant Principal who oversees SPED, and TOSA who works with SPED are part

Educational Partner(s)	Process for Engagement
	of Technical Assistance Team who works with KCOE and looks at and reviews data regarding SWD at meetings 4x a year • Reviewed data on academics, discipline, and CCI measures and gathered input during cabinet meetings and SWD were broken out 12/2024, 1/2025, 2/2025, 3/2025,4/2025 -Student Services Meetings were held throughout the year to discuss needed supports and capacity-building opportunities for staff serving SWD 9/2025, 10/2025, 12/2025, 12/2024, 1/2026, 3/2026, 4/2026, 5/2026 -SELPA Consultation 5/2026
Federation of Teachers and Classified Employees	• Reviewed data and identified potential adjustments to actions. -LCAP Survey given to classified and certificated staff to provide input related to student needs, possible actions to address needs, and potential updates to the LCAP. 1/2026
Schools Receiving Equity Multiplier Funds (Jamison High School)	-Survey given to staff, parents, and students to request input related to student needs and possible actions to address needs 1/2026 -Reviewed data on academics, discipline, and CCI measures at SSC, ELAC/DELAC, DAC, and IEC meetings and gathered input. • Reviewed data with the administration(Principal, Director of Student Services, Assistant Superintendent, Superintendent, Director of Technology, Director of Transportation, Director of Food Services, Director of Business Services, Director of Maintenance and Operations) on academics, discipline, and CCI measures and gathered input. 12/2024 1/2025, 2/2025, 3/2025, 4/2025, 5/2025 • Met with JHS staff to gather input on the possible use of funds toward the required action areas as defined by CA School Dashboard- 2/2026 • Met with JHS SSC to gather input on the possible use of funds toward the required action areas as defined by CA School Dashboard- 2/2026 • Equity Multiplier input team met with Jamison High School to provide input on the goal, action, and the use of funds

Educational Partner(s)	Process for Engagement
	toward the required action areas as defined by CA School Dashboard.- 2/2026,3/2026, 4/2026 -The District Advisory Committee (DAC) provided data on LCAP actions and goals, including how to use Equity Multiplier Funds and LREBG 3/2026

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

The adopted LCAP was heavily influenced by feedback from educational partners, including staff, parents, and students. To engage these partners, surveys were distributed across all school sites to gather input. Additionally, the Assistant Superintendent of Curriculum and Instruction held meetings with the School Site Councils of Lemoore High School and Jamison High School, where data was reviewed, and feedback was sought on areas of celebration, areas of needed growth, pressing questions pertaining to the data, and feedback on the LCAP action items that aligned. Similar discussions occurred with the ELAC and DELAC committees, focusing on specific areas relevant to English Learners. At district cabinet meetings, regular reviews of data took place, with cabinet members engaging in discussions on various aspects and offering feedback. Site staff meetings served as another avenue for sharing data and soliciting feedback, with discussions centered on identifying areas of celebration, growth, and actionable items. The District Advisory Committee also served as a venue where data was reviewed and feedback was sought on areas of celebration, areas of needed growth, pressing questions pertaining to the data, and feedback on the LCAP action items that aligned. Jamison High School is eligible for Equity Multiplier funding. The use of these funds was shaped by feedback from educational partners. The Assistant Superintendent of Curriculum and Instruction held meetings with the School Site Councils of Jamison High School, where data was reviewed, and feedback was solicited on areas of celebration, areas needing growth, pressing questions about the data, and feedback. Staff meetings at Jamison High School were also used to analyze data and gather feedback. With district advisement and the feedback gathered, a plan for the funds was devised. Overall, these collaborative efforts ensured that the LCAP reflected the collective insights and priorities of educational stakeholders.
The following actions were influenced or developed in response to educational partner feedback:
1.2: A variety of educational partner input was considered as part of the LEA’s decision to invest in UDL and PLC professional learning and development:
On the 2023-2024 LCAP survey, 23% of LUHSD staff reported a need for additional professional development in UDL, SEL, or behavior management. LUHSD is committed to providing continued professional development in UDL to support teachers in creating classroom environments that are inclusive and provide best first instruction that leads to improved academic outcomes and social-emotional behaviors. During the 2024-2025 LCAP feedback sessions, it was pointed out that professional development needs to focus on hands-on interactive teaching methods to help reach all learners and increase student engagement.
82% of LUHSD students indicated moderate or high boredom at school on the California Healthy Kids Survey, indicating a need for more diverse instructional methodology.
District cabinet members asked for support in providing professional development opportunities for UDL when academic data was reviewed during the monthly meeting in December 2023. After working with outside support to implement UDL during the 2024-2025 school year, District Cabinet members wanted additional support with the implementation of UDL with fidelity across their school sites. During the 2025-

2026 school year LUHSD contracted with KCOE for additional UDL training. The training focused on the implementation of UDL. UDL Learning Walks were a key part of the UDL training. During the UDL learning walks teacher had the opportunity to observe their fellow teachers delivering lessons using the UDL framework. On the 2025-2026 LCAP survey, several staff members reported that UDL training was some of the most impactful training they received this school year.

1.4 and 1.10: Parent and student voices were strongly considered in the decision to enhance CTE pathways. Parent surveys expressed the need for more career exploration and awareness. Parents have also expressed an interest in seeing more expansion of our CTE pathways into other sectors. Student surveys suggested improving and expanding the tools and resources in our CTE programs. When surveyed at LHS during the 2023-2024 school year, 52.8% of the students felt that the school was preparing them for the future as a college and/or career-ready individual, while 17.3% felt that the school was not preparing them. Additionally, feedback provided from DELAC at the April 2024 LCAP session indicated that one of the reasons that EL students may not be participating in CTE classes at the same rate as others is that they are not sure of what is available to them. On the 2024-2025 LCAP survey, students requested more career prep classes, while parents and staff reported the district's efforts to continuously improve CTE as a positive, but would also like to see pathways continue to expand in the future. Parents would also like to have more information on the CTE pathways provided to them so that they can guide their students in making decisions. Parents suggested that this be done not only for incoming 9th graders but also as part of the counseling nights. During the LUHSD cabinet meetings, the need to expand college and career readiness at all sites was identified as a continuous need. The 2024-2025 LCAP survey also expressed concern about a lack of communication from counselors. On the 2025-2026 LCAP survey, 77% of LUHSD parents felt that their students' school offers activities that prepare their students for careers and work. Some parent comments on the LCAP survey suggest that having hands-on classes that will benefit them in the real world is something we should continue to focus on in order to improve the school. They shared that this is important for students who don't choose to go to college after. CTE Advisory Board has suggested that we continue to enhance our CTE pathways so that they meet industry standards. On the 2025-2026 LCAP survey, students expressed an interest in expanding CTE pathways. The pathway most requested to enhance was the Arts, Media, and Entertainment Pathway (356 students expressed interest). Students also asked for a real estate course to be taken into consideration.

1.5 and 1.1: Staff and parent feedback indicated strong support for increasing rigor and providing appropriate support. Action 1.5 will broaden teacher knowledge and instructional strategies across the LHS campus and ensure all teachers are able to incorporate WICOR strategies, which will prepare students for more rigorous learning. During the 2024-2025 LCAP feedback sessions, it was suggested at the LHS School Site Council and the District Advisory Committee that we continue to expand the co-teaching programs to increase rigor and support for our SPED and EL students. SPED teachers who were a part of the co-teaching also provided feedback and felt it was essential that we continue to expand this program. During 205-2026 stakeholder meetings, the same sentiment was expressed regarding expanding co-teaching.

1.6: LCAP survey results showed an overwhelming response in support for our arts programs. Student surveys asked for additional support for band and theater programs. Parent surveys echoed the same need for support of our band and drama programs. Parents asked for additional funding to support the program due to the growing population and the need for more equipment and transportation to make the programs competitive. With the addition of the band teacher and guitar program during the 2024-2025 school year, stakeholders continue to express the need to increase support and funding for the arts. When reviewing LCAP feedback data as part of the LUHSD Cabinet, team members pointed out the overwhelming feedback to continue to expand the arts programs. On the 2025-2026 LCAP survey, parents and students both expressed the need to continue to fund improvements in our drama and music programs.

1.11, 2.5, 2.8, 2.9, and 2.10: Five actions in this year's LCAP addressing the needs of English Learner students evolved from teacher, student, and administrative feedback.
DELAC members indicated at their January 2024 meeting that they were pleased by the addition of multilingual staff in the offices and that increasing multilingual staff makes families feel more welcomed and comfortable. At the same meeting, parents asked for more information on student support after reviewing outcome data at the previous meeting and the EL Master Plan draft. DELAC members indicated an interest in additional academic and SEL support. Parents of EL students expressed that they are happy that the school has added EL aides to support their students. At the DELAC meeting, it was suggested that we offer after-school tutoring that is specific to our EL students as another means of supporting them academically. On the 2023-2024 LCAP staff survey feedback, 25% of teachers indicated that the most recent ELD training was helpful and/or they would like additional training for staff. On the 2024-2025 LCAP survey, staff reported that working with the KCOE EL consultant was one of the most impactful professional development sessions that they took part in this year. Staff also shared that they feel the EL training has shown them how to work with English Learners. During the LCAP discussion that occurred as part of the School Site Council meeting at Lemoore High School, the 2.8 action item was called out as positive. The district and site administration reviewed academic and suspension outcomes at the December and January cabinet meetings. Feedback from the administration included the need for additional academic and SEL support for EL students. On the 2025-2026 LCAP survey, staff expressed appreciation for recent EL trainings. Positive feedback was received at the DELAC meeting for the addition of EL supports, such as instructional aides and tutoring. Parents shared that the addition of these has helped their students with their academics.

2.1 and 2.2: Providing academic assistance at Saturday school and credit recovery in actions 2.1 and 2.2 were supported by various educational partners. During the SSC sessions, it was brought up that Saturday School has been a positive for their student. Parents felt that it was necessary to continue providing students with an opportunity to make up attendance. The addition of a separate Saturday School at JHS was seen as a positive. Students and staff at JHS felt more comfortable with this opportunity at their own school site. On the 2025-2026 LCAP survey, 82% of parents gave a favorable response, and 18% of parents gave a neutral response regarding JHS's promotive positive attendance and helping improve student attendance. At LHS, 77% of parents have a positive response to their students' school, promoting positive attendance or helping their student improve their attendance, 17% gave a neutral response, and 6% gave an unfavorable response.

2.6, 3.2, 3.4, and 3.10: By implementing Restorative Justice approaches and refining the MTSS framework, LUHSD can better support students and promote a positive school climate that prioritizes student well-being and success. All school sites have seen an increase in referrals for social-emotional support, which indicates a growing recognition of the importance of addressing students' holistic needs. However, the survey findings reveal a gap in communication and awareness regarding the availability of these resources. Although we have social emotional supports in place for students at all of our sites in the district when parents were surveyed on the 2023-2024 LCAP survey 25.5% of respondents that they didn't feel that they know who how to access the social emotional supports that their students needed; 15.4% of the students responded to the student survey that they didn't know how to access the supports. During the 2025-2026 LCAP survey, 9% of parents at JHS and 16% of parents at LHS responded that they didn't feel they knew how to access the social-emotional supports that their students need; 4% of students at JHS and 13% of students at LHS responded to the student survey that they didn't know how to access support. Enhancing outreach efforts to ensure that both parents and students are aware of and know how to access social-emotional support is crucial for maximizing their impact and fostering a supportive learning environment for all. Ensuring social workers are available to students to assist with SEL supports is a high priority. By addressing these challenges and enhancing support systems for academic, behavioral, and

social-emotional needs, LUHSD can ensure that all students have equal opportunities for success. It's through collaborative efforts and a commitment to continuous improvement that the district can truly advance its mission of equity and excellence in education. During the 2024-2025 LCAP session with Lemoore High School's SSC, it was brought up that we need to ensure that we continue to provide additional time for social workers to provide intervention and crisis services to our students. During the 2025-2026 year stakeholers expressed the need to have student services staff educate students and families on how to access resources. During the 2025-2026 LCAP survey, parents reported that they felt staff needed additional support in working with all kids and their diverse needs.

3.1, 3.5, and 3.6: During the 2024-2025 LCAP survey, parents and students expressed concerns about vaping and drug use on campus, particularly in the restrooms. Parents and staff in feedback sessions also reported that we always need to put a focus on school safety, as we can never be too safe. Parents reported on the LCAP survey that they were happy with the collaboration with Lemoore PD. The staff have expressed that they are happy with the implementation of Crisis Go. During the 2025-2026 Student Advisory, students shared that they feel that they are prepared for lockdown situations. They reported that they have been practicing these situations, and teachers are using the CrisisGo app during the drills. Signage was added on the LHS campus so that buildings could be easily identified in case of an emergency. Students report that the signage has also been super helpful to them in knowing where buildings are located on campus.

3.8: Informed by JHS School Site Council needs assessment and funded by their site CSI during the 2023-2024 school year. During the 2025-2026 school year, JHS lost its behavior technician. After reviewing data and talking to stakeholders, it was determined that an intervention aide would better meet the needs of the school. The position was changed to an intervention aide mid-year.

3.9: The Indian Education Council (IEC) is a valued educational partner of LUHSD, and LUHSD representatives meet monthly with the organization. They continue to indicate their support of a designated counselor to provide outreach and support to Native American students on the local reservation. IEC wants to continue the Summer Bridge program that assists incoming 9th-grade students with their transition to high school. Counseling services provided are funded by Title VI funds.

4.1-4.3: Jamison High School is eligible for Equity Multiplier funding. The use of these funds was shaped by feedback from educational partners. The Assistant Superintendent of Curriculum and Instruction held meetings with the School Site Councils of Jamison High School, where data was reviewed and feedback was solicited on areas of celebration, areas needing growth, pressing questions about the data, and feedback. Staff meetings at Jamison High School were also used to analyze data and gather feedback. Student, staff, and parent surveys were another method used to gather feedback from educational partners. With district advisement and the feedback gathered, a plan for the funds was devised. During the 2024-2025 LCAP feedback sessions, college and career exposure at Jamison High School was pointed out as a continued area of need. Parents and students both pointed out that they would like to see more opportunities to prepare students for post-secondary transitions. When meeting with staff, they also expressed interest in a dual enrollment course being offered during the day at JHS. Staff felt that a dual enrollment course that would prepare students for college success would be most appropriate and would open doors for students to take college courses in the future. On the LCAP survey, students expressed an interest in more college field trips. On the LCAP survey, students shared that in order to improve the school and increase community and belonging, they would like to see more lunchtime activities and more sports. When staff were asked what they felt the school needed to improve academic success, they shared that they felt the school needed more technology in the classrooms. They felt that instruction could be improved if they had the ability to walk around the room and use a tablet device to write examples and provide instruction from anywhere in the classroom. They shared that technology would also allow students to do more presentations and interact with materials in real time on the smart board. During the 2025-

2026 LCAP survey, students shared that they would like to see more lunchtime and extracurricular activities, more technology usage to learn academics, and more fieldtrips as a means of improving their school. On the 2025-2026 LCAP survey, parents shared that they would like ot see more outside activities for the students. During the SSC meeting, additional lunchtime activities were discussed as a way to get more students involved. Parents, staff, and students gave positive feedback on the intervention aides at JHS, pushing students academically and helping to keep them focused on positive behavior and attendance.

LREBG Funding
1.11 During the 2024-2025 school year, a social science teacher was added to LHS to reduce class sizes and work on literacy skills. Based on the 2025 CA Dashboard, literacy skills were improved. Lemoore High School saw a 20.8-point increase on the CAASPP ELA assessment. Socioeconomically Disadvantaged students increased their performance by 20 points, moving them from scoring below standard on the CAASPP ELA assessment in 2024 to above standard in 2025.

1.12 EL Tutoring at Lemoore High School to Support English Learners was added for the 2025-2026 school year. During DELAC meetings, when reviewing data, members felt that in order to see an improvement in the academic progress of our English Learners, we need to offer tutoring that is specific to those students. This aligns with the needs we are seeing on the 2024 California Dashboard, in English Language Arts, EL students scored 95.5 points below standard, while All Students scored 0.7 points above standard. In Math, EL Students scored 190.9 points below standard, while All Students scored 97.3 points below standard. On the 2024 ELPAC, 47.24% of our English Learners scored a Level 3 or Level 4 combined. On the 2025 CA Dashboard in English Language Arts, EL students scored 64.7 points below standard, while All Students scored 31.9 points above standard. In Math, EL Students scored 167.2 points below standard, while All Students scored 85 points below standard. On the 2025 ELPAC, 41.36% of our English Learners at LHS scored a Level 3 or Level 4 combined.

1.13 At LHS, targeted math support through TOSA leadership and intervention courses in math was added. Based on the 2024 California Dashboard, All Students scored 89.3 points below standard on the CAASPP Math. This was an increase in distance from the standard by 5.1 points from the year before. In addition, the following student groups, SED (109.5 pts), EL (185.4 pts), SWD (203.8 pts), Hispanic (102.4 pts), and LTEL (212.2 pts) scored further from standard than All Students (89.3 pts). Based on the 2025 California Dashboard, All Students scored 85 points below standard on the CAASPP Math. This was an increase in distance from the standard by 4.3 points from the year before. In addition, the following student groups, SED (105.5 pts), EL (167.2 pts), SWD (185.8 pts), Hispanic (10.2 pts), and LTEL (195.4 pts) scored further from standard than All Students (85 pts).

2.11 An additional counselor will be added at Lemoore High School. Based on feedback from the LCAP and the DAC, families felt that counselors are not able to get back to them with the information that they need in a timely manner. They also felt that counselors need more time with students to assist with academic advising as it relates to ensuring students were on track to earn a diploma and reach their post-secondary transition goal. Recognizing this, LUHSD is committed to providing an additional full-time site-based counselor at Lemoore High School. The counselor will support overall student connectedness by holding regularly scheduled check-ins with the LHS students, connecting them to a variety of resources both on and off the campus. The counselor will also review credits and link credit-deficient students to the appropriate resources. The counselor will hold conferences with families and liaisons. The counselor will work hand in hand with the school administrators. The counselor will be part of the School Intervention Team and will use the Vector Solutions platform. This aligns with

what we are seeing with our graduation rates of our English Learners. LHS has a 91.7% graduation rate for ELs on the 2024 California Dashboard, while All Students graduated with a 97.4% graduation rate. The need for counselors to intervene more with attendance and connectedness is also confirmed by the 2024 California Dashboard. The Chronic Absenteeism Rate for All Students is 12%, which is lower than that of Hispanic (14.2%), AI (23.5%), EL (17%), SED (15.2%), SWD (17.6%), and FY (43.8%).LHS has a 82.2% graduation rate for ELs on the 2025 California Dashboard, while All Students graduated with a 94.2% graduation rate. The need for counselors to intervene more with attendance and connectedness is also confirmed by the 2025 California Dashboard. The Chronic Absenteeism Rate for All Students is 13.8%, which is lower than that of Hispanic (15.3%), EL (19%), SED (17%), SWD (22.4%), and FY (26.3%).

3.8 During the 2025-2026 school year, JHS lost its Behavior Technician. After reviewing data and talking to stakeholders, it was determined that an Intervention Aide would better meet the needs of the school. The position was changed to an intervention aide mid-year to better meet the needs of the school, since behavior was only one area the students were struggling with. The position was replaced with an Intervention Aide who will focus on academics, attendance, and behavior, with the goal of making them well-rounded students who would graduate with a high school diploma. The Behavior Technician was LREBG-funded, but the Intervention Aide is not. The Intervention Aide is funded by Equity Multiplier Funds in Goal 4.

3.11 An Instructional Reset Teacher was added to LHS. This position focuses on Tier 2 interventions to increase school connectedness and reduce suspension rates. Feedback on the LCAP survey, from SSC, DELAC, and DAC, indicates that LHS has behavioral issues that we need to target to reduce our suspension rates. Identified areas were drugs, fighting, weapons, and conduct in the bathrooms. The suspension data on the 2024 California Dashboard aligns with these concerns: Suspension rate for All Students on the California Dashboard was 7.5% in 2024, which was lower than the suspension rate for AA (11.2%), AI (13.5%), EL (11.8%), SWD (10.9%), SED (9.6%), and LTEL 11.6%). The suspension data on the 2025 California Dashboard aligns with these concerns: Suspension rate for All Students on the California Dashboard was 7.6% in 2025, which was lower than the suspension rate for AA (8.6%), AI (22.6%), EL (11.8%), SWD (10.4%), SED (9.3%), and LTEL 8.2%).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All schools will provide excellent instruction, curriculum and broad educational program, that builds college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LUHSD stakeholders have emphasized the importance of maintaining a comprehensive curriculum that caters to the diverse needs and interests of all students. This commitment includes the continued offering of programs such as Visual and Performing Arts, Career Technical Education (CTE), and Advanced Placement (AP) / Dual Enrollment courses. The overarching goal of LUHSD is to enhance the number of graduates while ensuring that each graduating student is well-prepared for their chosen post-secondary path, whether it be college or career-oriented. By providing a range of educational opportunities, LUHSD aims to empower students to achieve their academic and professional aspirations, thereby fostering a community of lifelong learners who are equipped for success in the modern world.
This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting our students in ELA as we have seen a decline in our points from standard on the dashboard (16.8 Points Below Standard Declined 11 Points). As a district our students scored 16.8 points below standard however, our EL students scored 134.7 points below standard and our SWD scored 125 points below standard in ELA on the 2023 Smarter Balance Assessment.
The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting our students in Math as well. As a district we have seen an increase in our points from standard on the dashboard (94.4 Points Below Standard Increased 12.4 Points) however, our students are still performing below standard. Our SED students are of additional concern in math as they are performing 126.6 points below standard.
During the LCAP development process staff has indicated that they need additional support with instructional strategies to address the diverse needs of the learners in their classrooms.
Parent and student input played a vital role in the development of this goal. Parents and students both expressed the importance of continued expansion of the college and career pathways offered in the Lemoore Union High School District. Parent surveys expressed the need for more career exploration and awareness. Parents have also expressed an interest in seeing more expansion of our CTE pathways into other sectors. Student surveys suggested improving and expanding the tools and resources in our CTE programs. When surveyed at

LHS 52.8% of the students felt that the school was preparing them for the future as a college and/or career ready individual while 17.3% felt that the school was not preparing them.
Survey results showed an overwhelming response towards support for our arts programs. Student surveys asked for additional supports for band and theater programs. Parent surveys echoed the same need for support of our band and drama program. Parents asked for additional funding to support the program due to the growing population and the need for more equipment and transportation needed to make the programs competitive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	Priority 2A: Student Performance on State Academic Indicators as Indicated on the California Dashboard.	2023 CA Dashboard LUHSD ELA= 16.8 Points Below Standard (Declined 11 Points) EL= 134.7 Points Below Standard Hispanic= 31.9 Points Below Standard SED= 43 Points Below Standard SWD= 125 Points Below Standard White=7.8 Points Above Standard LTEL = N/A Math=100 Points Below Standard SED=126.6 Points Below Standard EL=183 Points Below Standard	2024 CA Dashboard LUHSD ELA= 0.7 Points Above Standard (Increased 17.5 Points) EL= 95.5 Points Below Standard Hispanic= 3 Points Below Standard SED= 18.5 Points Below Standard SWD= 123.1 Points Below Standard White=10.9 Points Above Standard LTEL= 132.3 Points Below Standard Math=97.3 Points Below Standard	2025 CA Dashboard LUHSD ELA= 22.9 Points Above Standard (Increased 22.2 Points) EL= 76 Points Below Standard Hispanic= 6.2 Points Above Standard SED= 0.6 Points Above Standard SWD= 109.9 Points Below Standard White=34.7 Points Above Standard LTEL= 115 Points Below Standard Math=95.9 Points Below Standard	CA Dashboard LUHSD ELA= 0 Points Below Standard EL= 45 Points Below Standard Hispanic= 0 Points Below Standard SED= 0 Points Below Standard SWD= 45 Points Below Standard White=Maintain Positive Points Above Standard LTEL= 105 Points Below Standard Math=60 Points Below Standard SED=60 Points Below Standard	CA Dashboard LUHSD ELA= 39.7 Point Increase EL=58.7 Point Increase Hispanic= 38.1 Point Increase SED= 43.6 Point Increase SWD= 15.1 Point Increase White=26.9 Point Increase LTEL= No dashboard data when baseline was established. However, from 2024-2025 there was a 17.3 point increase.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic=118.5 Points Below Standard SWD=185.8 Points Below Standard White= 65.2 Points Below Standard LTEL= N/A LHS ELA=10.1 Points Below Standard (Declined 13.5 Points) SWD=130.9 Points Below Standard EL=Red 129.9 Points Below Standard Hispanic=23.6 Points Below Standard SED=37 Points Below Standard White=10.8 Points Above Standard LTEL= N/A Math=94.4 Points Below Standard (Increased 12.4 Points) SED=120.5 Points Below Standard EL=184.8 Points Below Standard	(Maintained 2.7 Points) SED=116.5 Points Below Standard EL=190.9 Points Below Standard Hispanic=111.3 Points Below Standard SWD=193.8 Points Below Standard White= 58.4 Points Below Standard LTEL= 218.7 Points Below Standard (LREBG) LHS ELA =11.1 Points Above Standard (Increased 21.2 Points) SWD=122.2 Points Below Standard EL=Orange 90.2 Points Below Standard Hispanic=9 Points Above Standard SED=8.1 Points Below Standard White=14.7 Points Above Standard	SED=118.3 Points Below Standard EL=178.7 Points Below Standard Hispanic=119.9 Points Below Standard SWD=180.4 Points Below Standard White= 59.1 Points Below Standard LTEL= 209 Points Below Standard (LREBG) LHS ELA =31.9 Points Above Standard (Increased 20.8 Points) SWD=115.6 Points Below Standard EL=64.7 Points Below Standard Hispanic=18.2 Points Above Standard SED=11.9 Points Above Standard White=36 Points Above Standard LTEL= 94.8 Points Below Standard	EL=115 Points Below Standard Hispanic=100.8 Points Below Standard SWD=115 Points Below Standard White= 56.2 Points Below Standard LTEL= 199 oints below standard LHS ELA=At Standard SWD=45 Points Below Standard EL=45 Points Below Standard Hispanic=At Standard SED=At Standard White=At Standard LTEL=94.8 Points Below Standard Math=60 Points Below Standard SED= 60 Points Below Standard EL=115 Points Below Standard SWD=115 Points Below Standard	Math= 4.1 Point Increase SED=8.3 Point Increase EL = 4.3 Point Increase Hispanic=1.4 Point Decrease SWD = 5.4 Point Increase White= 6.1 Point Increase LTEL= No dashboard data when baseline was established. However, from 2024-2025 there was a 9.7 point increase. LHS ELA =42 Point Increase SWD=15.3 Point Increase EL = 65.2 Point Increase Hispanic=41.8 Point Increase SED=48.9 Points Increase White=25.2 Point Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD=194.2 Points Below Standard Hispanic=112.9 Points Below Standard White= 58.5 Points Below Standard LTEL=N/A JHS ELA= 84.5 Points Below Standard (Increased 31.3 Points) Math= 169.9 Points Below Standard (Increased 47.1 Points)	LTEL= 117.4 Points Below Standard Math=89.3 Points Below Standard (Increased 5.1 Points) SED=109.5 Points Below Standard EL=185.4 Points Below Standard SWD=203.8 Points Below Standard Hispanic=102.4 Points Below Standard White= 55 Points Below Standard LTEL= 212.2 Points Below Standard JHS ELA= 106.7 Points Below Standard (Decreased by 22.2 points) Math= 193.5 Points Below Standard (Decreased by 23.6 Points)	Math=85 Points Below Standard (Increased 4.3 Points) SED=105.5 Points Below Standard EL=167.2 Points Below Standard SWD=185.8 Points Below Standard Hispanic=107.2 Points Below Standard White= 56.1 Points Below Standard LTEL= 195.4 Points Below Standard JHS ELA= 52.7 Points Below Standard (Increased by 54 points) Math= 197.2 Points Below Standard (Decreased by 3.7 Points)	Hispanic=0 Points Below Standard White= 49.5 Points Below Standard LTEL=185.4 Points Below Standard JHS ELA= 45 Points Below Standard Math= 115 Points Below Standard	LTEL= No dashboard data when baseline was established. However, from 2024-2025 there was a 22.6 point increase. Math=9.4 Point Increase SED=15 Point Increase EL=17.6 Point Increase SWD= 8.4 Point Increase Hispanic=5.7 Point Increase White= 2.4 Point Increase LTEL= No dashboard data when baseline was established. However, from 2024-2025 there was a 16.8 point increase. JHS ELA= 31.8 Point Increase Math= 27.3 Point Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	Priority 2B: EL Progress Indicator	2023-2024 CALPADS Data LUHSD RFEP=29 LHSRFEP=29 JHS RFEP=0 Updated During the 2025-2026 School Year 2023 CALPADS Data LUHSD RFEP=6 LHS- RFEP=6 JHS RFEP=0 CA Dashboard ELPI 36.4%	2024-2025 RFEP LUHSD= 12 LHS= 9 JHS= 3 Updated During the 2025-2026 School Year 2024 CALPADS Data LUHSD RFEP=29 LHS- RFEP=29 JHS RFEP=0 CA Dashboard ELPI= 40.1%	2025 CALPADS Data LUHSD RFEP=34 Total Students LHS RFEP=30 Total Students JHS RFEP=4 Total Students CA Dashboard ELPI= 43.9%	CALPADS Data LUHSD RFEP=31 Total Students LHS RFEP=31 Total Students JHS RFEP=3 Total Students CA Dashboard ELPI 65%	CALPADS Data LUHSD RFEP= 28 Student Increase LHS= RFEP= 24 Student Increase JHS RFEP= 4 Student Increase CA Dashboard ELPI= 3.8% Increase
4	Priority 4E: ELPAC Testing Results	2023-2024 ELPAC Results LUHSD Level 3 and Level 4 Combined 43.9% LHS Level 3=36.6% Level 4= 9.2% JHS Level 3= 23.1%	2024 ELPAC Results LUHSD Level 3 and Level 4 Combined 47.24% LHS Level 3=29.25% Level 4= 15.65% JHS	2025 ELPAC Results LUHSD Level 3 and Level 4 Combined 43.15% LHS Level 3=26.32% Level 4= 15.04% JHS	ELPAC Results LUHSD Level 3 and Level 4 Combined 55% LHS Level 3=41.6% Level 4= 14.2% JHS Level 3= 28.1%	ELPAC Results LUHSD Level 3 and Level 4 Combined 0.75% Decrease LHS Level 3=10.28% Decrease Level 4= 5.84% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 4= 0%	Level 3= 50% Level 4= 18.75%	Level 3= 30.77% Level 4= 30.77%	Level 4= 5%	JHS Level 3= 7.67% Increase Level 4= 30.77% Increase
8	Priority 8: College Career Indicator on CA Dashboard	2023 CA Dashboard All Students=37.1% EL=8.7% Hispanic=32.2% Homeless= 18.5% SED=32.4% SWD=14.3% LTEL = Not a student group in baseline year LHS All Students=41.4% EL=11.4% Hispanic=36.7% SED=37.3% SWD=15.4% Two or More Races= 54.8% White=50.6% LTEL=Not a student group in baseline year JHS All Students = 1.9% Hispanic=0% SED=1.9%	CA Dashboard LUHSD All Students=41% EL=12.5% Hispanic=38% Homeless= 12.5% SED=32.4% SWD=9.4% LTEL= 12.2% LHS All Students=47.9% EL=16.7% Hispanic=45.3% SED=46% SWD=5.9% Two or More Races= 56.3% White=52.1% LTEL= 16.7% JHS All Students=0% 0% Hispanic=0% SED=0%	2025 CA Dashboard LUHSD All Students=48.1% Prepared EL=15.1% Hispanic=43.8% Homeless= 5% SED=44.8% SWD=8.3% LTEL= 17.8% LHS All Students=40.7% EL=17.8% Hispanic=52.3% SED=53.6% SWD=10.9% Two or More Races= 66.7% White=64.6% LTEL= 21.6% JHS All Students=0% Hispanic=0% SED=0%	CA Dashboard All Students=64.10 EL=12.7% Hispanic=32.2% Homeless= 24.5% SED=36.4% SWD=17.3% LTEL = 14.2% LHS All Students=44.4% EL=15.4% Hispanic=39.7% SED=37.3% SWD=18.4% Two or More Races= 57.8% White=53.6% LTEL = 18.5% JHS All Students= 4.9% Hispanic=3% SED=5.9%	CA Dashboard LUHSD All Students=11% Increase EL=6.4% Increase Hispanic=11.6% Increase Homeless= 13.5% Decrease SED=12.4% Increase SWD=4.9% Decrease LTEL= No dashboard data when baseline was established. However, from 2024-2025 there was a 5.6 point increase. LHS All Students=0.7% Increase EL=6.4% Increase Hispanic=15.6% Increase SED=16.3% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD=4.5% Decrease Two or More Races= 11.9% Increase White=14% Increase LTEL= No dashboard data when baseline was established. However, from 2024-2025 there was a 4.9% point increase. JHS All Students= 1.9% Decrease Hispanic= Maintained SED=1.9% Decrease
4	Priority 4G: AP Testing Pass Rates (Discontinued AP Testing Pass Rates 24-25 SY) Students who Met Prepared on CCI based on AP (Added 25-26 SY)	2024 School Year 50.78% Total AP Students with Scores 3+ *Students who met prepared on the CCI for AP 12.9% College/Career Levels and Measures (CA Dashboard)	Students will take the AP testing in May 2025. LHS has 201 students signed up to take AP exams. 2024- Students who met prepared on the CCI for AP 9.2%	2025- Students who met prepared on the CCI for AP 53.5%	55.78% Total AP Students with Scores 3+ (Discontinued 6/2025) 15% of Students Meet Prepared on the CCI for AP	CA Dashboard 40.6% Increase on CCI for AP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Priority 8: Priority 8: Dual Enrollment Course Offerings and Student Pass Rates (Discontinued Student Pass Rate in 2024-25)	2023 LHS=106 Students Enrolled 83% of Students Earned a C or Better (Discontinued Student Pass Rate in 2024-25) Local SIS JHS=0 Students Enrolled.	2024-2025 LHS=242 Students Enrolled JHS= 0 Students Enrolled	2025-2026 LHS=330 Students Enrolled Dual enrollment was added at JHS during the 25-26 school year. JHS= 6 Students Enrolled	LHS=111 Students Enrolled 88% of Students Earned a C or Better (Discontinue Pass Rate) JHS= 8 Students Enrolled	LHS= 224 Student Increase in student dual enrollment JHS= 6 Student Increase in Dual Enrollment
4	Priority 4C: CTE Pathways- Number of Pathways. Student Concentrator and Completer Numbers	23-24 CALPADS Report 14 CTE Pathways CTE Concentrators=726 Students SWD= 14.2% SED= 61% EL= 6.6% Foster= 1.1% Homeless= 1.9% CTE Completers= 216 Students SWD= 10.2% SED= 46.8% EL= 2.8% Foster= 0% Homeless= 0.5%	2024-2025 CTE Data 14 CTE Pathways CTE Concentrators = 743 Students SWD= 6.06% SED= 63.26% EL= 5.92% Foster= 1.48% Homeless=3.36% CTE Completers = 374 Students SWD= 9.09% SED= 47.86% EL= 3.74% Foster= 0.27% Homeless= 1.87%	2025-2026 Aeries Data 14 CTE Pathways CTE Concentrators = 676 Students SWD=8.43% SED= 63.26% EL= 7.84% Foster= 1.04% Homeless=3.25% CTE Completers = 280 Students SWD=4.64% ED= 47.86% EL= 10.71% Foster=0.71% Homeless= 2.14%	CALPADS Report 14 CTE Pathways CTE Concentrators=799 Students SWD= 24.2% SED= 71% EL= 16.6% Foster= 11.1% Homeless= 11.9% CTE Completers = 238 Students SWD= 15.2% SED= 51.8% EL= 7.8% Foster= 5% Homeless= 5.5%	2024-2025 CTE Data 14 CTE Pathways CTE Concentrators = 50 Student Decrease SWD= 5.77% Decrease SED= 2.26% Increase EL= 1.24% Increase Foster= 0.06% Decrease Homeless=1.35% Increase CTE Completers = 64 Student Increase SWD= 5.56% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED= 1.06% Increase EL= 7.91% Increase Foster= 0.71% Increase Homeless= 1.64% Increase
7	Priority 7A, B, C: A Broad Course of Study Including Courses Described Under Sections 51210 and 51220(a)-(i), As Applicable: *Programs and Services Developed and Provided to Unduplicated Pupils *Programs and Services Developed and Provided to Individuals with Exceptional Needs	2023-2024 Aeries Report Arts EL=7.5% Foster= 6.3% SWD= 10.5% SED= 5.7% Physical Education EL= 7.9% SWD= 10.4% Foster= 0.5% SED= 7.1% CTE Courses EL= 8.4% Foster= 0.3% SED= 7.9% SWD= 25.5%	2024-2025 Aeries Report Art EL= 7.74% Foster= 0.98% SWD= 6.75% SED= 7.3% PE EL= 8.12% Foster= 0.82% SWD= 9.69% SED= 8.2% CTE Courses EL= 5.19% Foster= 1.07% SWD= 7.07% SED= 58.1%	2025-2026 Aeries Report Art EL= 7.04% Foster= 0.74% SWD= 8.69% SED= 53.21% PE EL= 6.93% Foster= 0.86% SWD= 10.42% SED= 50.01% CTE Courses EL= 5.31% Foster= 0.62% SWD= 11.15% SED= 49.15%	Aeries Report Arts EL=13.5% Foster= 12.3% SWD=16.5% SED= 11.7% Physical Education EL= 13.9% SWD= 13.4% Foster = 6.5% SED = 13.1% CTE Courses EL= 14.4% Foster= 6.3% SED= 13.9% SWD= 31.5%	Aeries Report Arts EL=0.46% Decrease Foster= 5.56% Decrease SWD=1.81% Decrease SED= 47.51% Increase Physical Education EL= 0.97% Decrease SWD= 0.02% Increase Foster = 0.36% Increase SED = 42.91% Increase CTE Courses EL= 3.09% Decrease Foster= 0.32% Increase SED= 14.35% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD= 41.25% Increase
4	Priority 4B, C,D: Percentage of Students who Met A-G Completion Requirements; Percentage of Students Who Completed at Least One CTE Pathway; Percentage of Students Who Met A-G Completion Requirements and Completed at Least One CTE Pathway	2023 CA Dashboard A-G Completion Rate LUHSD All Students=39.5% EL=10.9% Hispanic=33.2% Homeless= 22.2% SED=34.2% SWD=12.5% White= 48.9% African American= 37.5% LHS All Students=44.4% EL=14.3% Hispanic=37.8% SED=39.8% SWD=13.5% White=52.9% Two or More Races= 67.7% JHS All Students= 0% Completed at Least 1 CTE Pathway LUHSD All Students=28.8% EL=4.3% Hispanic=29.3% Homeless= 14.8% SED=25.5%	2024 CA Dashboard A-G Completion Rate LUHSD All Students=34.4% Hispanic=35.1% White= 31.1% African American= 38.1% EL=14.6% SED=32% SWD=1.6% Homeless=12.5% LHS All Students=40.2% Hispanic=41.8% White=34% Two or More Races= 31.3% EL=19.4% SED=38.7% SWD=2% JHS All Students= 0% Completed at Least 1 CTE Pathway LUHSD	2025 CA Dashboard A-G Completion Rate LUHSD All Students=34.2% Hispanic=33.7% White= 32.6% African American= 21.7% EL=13.2% SED=31.9% SWD=3.3% Homeless=5.0% LHS All Students=40.1% Hispanic=40.2% White=35.4% Two or More Races= 47.6% EL=15.6% SED=38.2% SWD=4.3% JHS All Students= 0% Completed at Least 1 CTE Pathway LUHSD	2026 CA Dashboard A-G Completion Rate All Students= 44.5% EL=15.9% Hispanic=38.2% Homeless= 27.2% SED=39.2% SWD=17.5% White= 53.9% African American= 42.5% LHS All Students=49.4% EL=19.3% Hispanic=42.8% SED=44.8% SWD=18.5% White=57.9% Two or More Races= 72.7% JHS All Students= 2% Completed at Least 1 CTE Pathway LUHSD All Students=33.8%	CA Dashboard A-G Completion Rate LUHSD All Students=5.3% Decrease Hispanic=0.5% Increase White= 16.3% Decrease African American= 15.8% Decrease EL=2.3% Increase SED=2.3% Decrease SWD=9.2% Increase Homeless=17% Decrease LHS All Students=4.3% Decrease Hispanic=2.4% Increase White=17.5% Decrease Two or More Races= 20.1% Decrease EL=1.3% Increase SED=1.6% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD=16.1% White= 36.2% LHS All Students=32.3% EL=5.7% Hispanic=33.3% SED=29.6% SWD=17.3% White=39.1% Two or More Races= 25.8% JHS All Students= 0% Met A-G and Completed at Least 1 CTE Pathway LUHSD All Students=15.1% EL=0% Hispanic=13.4% Homeless= 7.4% SED=12.2% SWD=7.1% White= 21.3% LHS All Students=17.0% EL=0% Hispanic=15.2% Homeless= 8.7% SED=14.2% SWD=7.7%	All Students=35.7% Hispanic=32.2% White= 50.5% EL=18.8% SED=34.4% SWD=14.5% Homeless= 12.5% LHS All Students=41.2% Hispanic=37.5% White=55.3% Two or More Races= 50% EL=25% SED=41.1% SWD=15.7% JHS All Students= 1.6% Met A-G and Completed at Least 1 CTE Pathway LUHSD All Students=13.7% Hispanic=13.4% White= 14.6% EL=6.3% SED=13.1%	All Students=40.9% Hispanic=38.5% White= 50.0% EL=24.5% SED=36.5% SWD=26.7% Homeless= 15.0% LHS All Students=47.6% Hispanic=45.6% White=54.4% Two or More Races= 57.1% EL=28.9% SED=43.8% SWD=34.8% JHS All Students= 1.7% Met A-G and Completed at Least 1 CTE Pathway LUHSD All Students=17.9% Hispanic=18.4% White= 15.1% EL=7.5% SED=15.7%	EL=9.3% Hispanic=38.3% Homeless= 19.8% SED=30.5% SWD=21.1% White= 41.2% LHS All Students=37.3% EL=10.7% Hispanic=38.3% SED=34.6% SWD=22.3% White=44.1% Two or More Races= 30.8% JHS All Students= 2% Met A-G and Completed at Least 1 CTE Pathway All Students=20.1% EL=5% Hispanic=18.4% Homeless= 12.4% SED=17.2% SWD=12.1% White= 26.3% LHS	SWD=9.2% Decrease JHS All Students= Maintained Completed at Least 1 CTE Pathway LUHSD All Students=12.1% Increase Hispanic=9.2% Increase White= 13.8% Increase EL=20.2% Increase SED=11% Increase SWD=10.6% Decrease Homeless= 0.2% Decrease LHS All Students=15.3% Increase Hispanic=5.2% Increase White=10.9% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White=23.0% Two or More Races= 16.1% JHS All Students= 0%	SWD=0% Homeless= 6.3% LHS All Students=16.1% Hispanic=15.9% White=16.0% Two or More Races= 25% EL=8.3% SED=15.9% SWD=0% Homeless= * JHS All Students= 0%	SWD=3.3% Homeless= 0% LHS All Students=20.9% Hispanic=22.0% White=16.5% Two or More Races= 33.3% EL=8.9% SED=18.8% SWD=4.3% Homeless= 0% JHS All Students= 0%	All Students=22.0% EL=5% Hispanic=20.2% Homeless= 13.7% SED=19.2% SWD=12.7% White=28.0% Two or More Races= 21.1% JHS All Students= 2%	EL=18.8% Increase SED=6.9% Increase SWD=9.4% Increase JHS All Students= 1.7% Increase Met A-G and Completed at Least 1 CTE Pathway LUHSD All Students=2.8% Decrease Hispanic= 5% Increase White= 6.2% Decrease EL=7.5% Increase SED=3.5% Increase SWD=3.8% Decrease Homeless= 7.4% Decrease LHS All Students=3.9% Increase Hispanic=6.8% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						White=6.5% Decrease Two or More Races= 17.2% Increase EL=8.9% Increase SED=4.6% Increase SWD=3.4% Decrease Homeless= 8.7% Decrease JHS All Students= Maintained
4	Priority 4H: Early Assessment (EAP)	2023 CA Dashboard LUHSD ELA= 46.66% EL= 2.56% Hispanic= 53.29% SED= 36.73% SWD= 10% White= 50.91% Math= 20.53% EL= 2.56% Hispanic= 15.03% SED= 13.17% SWD= 2.00 White= 31.82% LHS	2024 CA Dashboard LUHSD ELA= 56.92% EL= 9.68% Hispanic= 54.58% SED= 49.06% SWD= 11.9% White= 59.77% Math= 21.55% EL= 6.67% Hispanic= 17.55% SED= 16.43% SWD= 2.33 White= 28.09%	2025 CA Dashboard LUHSD ELA= 62.35% EL= 10.53% Hispanic= 56.99% SED= 55.47% SWD= 9.09% White= 65.05% Math= 20.54% EL= 2.63% Hispanic= 13.55% SED= 13.91% SWD=6.06% White=32.04%	CA Dashboard LUHSD ELA= 51.66% EL= 7.56% Hispanic= 58.29% SED= 41.73% SWD= 15% White= 55.91% Math= 25.53% EL= 7.56% Hispanic= 22.03% SED= 18.17% SWD= 7.00% White= 36.82% LHS	CA Dashboard LUHSD ELA= 15.69% Increase EL= 7.97% Increase Hispanic= 3.7% Increase SED= 18.74% Increase SWD= 0.91% Decrease White= 14.14% Increase Math= 0.01% Increase EL= 0.07% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA= 49.28% EL= 3.03% Hispanic= 46.91% SED= 39.47% SWD= 8.51% White= 50.94% Math= 21.98% EL= 3.03% Hispanic= 16.59% SED= 14.48% SWD= 2.13% White= 33.02% JHS ELA= 14.7% Math= 2.94%	LHS ELA= 56.92% EL= 9.68% Hispanic= 54.58% SED= 49.06% SWD= 11.9% White= 59.77% Math= 21.65% EL= 6.67% Hispanic= 17.55% SED= 16.43% SWD= 6.98% White= 28.09% JHS ELA= 20.45% Math= 0%	LHS ELA= 65.57% EL= 13.79% Hispanic= 61.7% SED= 60.18% SWD= 9.68% White= 64.64% Math= 22.92% EL= 3.45% Hispanic= 15.68% SED= 15.95% SWD= 6.46% White= 33.33% JHS ELA= 34.78% Math= 0%	ELA= 54.28% EL= 8.03% Hispanic= 51.91% SED= 44.47% SWD= 13.51% White= 55.94% Math= 26.98% EL= 8.03% Hispanic= 21.59% SED= 19.48% SWD= 7.13% White= 40.02% JHS ELA= 19.7% Math= 7.94%	Hispanic= 1.48% Decrease SED= 0.74% Increase SWD= 4.06% Increase White= 0.22% Decrease LHS ELA= 16.29% Increase EL= 1076% Increase Hispanic= 14.79% Increase SED= 20.71% Increase SWD= 1.17% Increase White= 13.7% Increase Math= 0.94% Increase EL= 0.42% Increase Hispanic= 0.91% Decrease SED= 1.47% Increase SWD= 4.33% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						White= 0.31% Increase JHS ELA= 20.08% Increase Math= 2.94% Decrease
5	Priority 5B: Chronic Absenteeism Rates	2023 Data Quest LUHSD Chronic Absenteeism Rate 16.8% AA= 18.4% AI=31% Hispanic=18% White= 13.6% Two or More Races= 13.5% Filipino= 10.9% EL= 30.0% SED= 24.0% FY= 65.5% LHS Chronic Absenteeism Rate 14.6% AA= 16.9% AI=18.2% Hispanic=15.8% White= 11.9% Two or More Races= 13.6% Filipino= 9.5% EL= 22.3%	2024 Data Quest LUHSD Chronic Absenteeism Rate 14.5% AA= 14% AI=28.2% Hispanic=17.1% White= 9.9% Two or More Races= 5.6% Filipino= 4.7% EL= 21.8% SED= 18.3% FY= 42.1% LHS Chronic Absenteeism Rate 12% AA= 10.2% AI=23.5% Hispanic=14.2% White= 8.6% Two or More Races= 5.7% Filipino= 4.7%	2025 Data Quest LUHSD Chronic Absenteeism Rate 16.1% AA= 14.3% AI=18.8% Hispanic=18.1% White= 14.3% Two or More Races= 8.4% Filipino= 3.6% EL= 24.9% SED= 19.8% FY= 40% LHS Chronic Absenteeism Rate 13.8% AA= 12.5% AI=13.8% Hispanic=15.3% White= 13.5% Two or More Races= 6.8% Filipino= 3.6%	Data Quest LUHSD Chronic Absenteeism Rate 10.8% AA= 13.4% AI=26% Hispanic=13% White= 8.6% Two or More Races= 8.5% Filipino= 5.9% EL= 25.0% SED= 19.0% FY= 60.5% LHS Chronic Absenteeism Rate 8.6% AA= 11.9% AI=13.2% Hispanic=10.8% White= 6.9% Two or More Races= 8.6%	Data Quest LUHSD Chronic Absenteeism Rate 0.7% Decrease AA= 4.1% Decrease AI=12.2% Decrease Hispanic=0.1% Increase White= 0.7% Increase Two or More Races= 5.1% Decrease Filipino= 7.3% Decrease EL= 5.1% Decrease SED= 4.2% Decrease FY= 25.5% Decrease LHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED= 19.3% FY= 56.5% JHS Chronic Absenteeism Rate 60.2% Hispanic= 56.5% White= 69.2% EL= 56.3% SED= 66.7% FY= * District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 All Students= 8.41% AI= 14.29% FY= 12.9% EL =12.0% SWD= 9.63% Hispanic= 9.56%	EL= 17% SED= 15.2% FY= 43.8% JHS Chronic Absenteeism Rate 57.9% Hispanic= 61.7% White= 41.2% EL= 72.2% SED= 57.9% FY= * District Attendance Data for Percentage of Students with Less Than 90% Attendance as of December 2024 All Students= 11.2% AI= 14.29% FY= 27.3% EL =16.2% SWD= 16.9% Hispanic= 12.1%	EL= 19% SED= 17% FY= 26.3% JHS Chronic Absenteeism Rate 56% Hispanic= 61.7% White= 41.2% EL= 76.5% SED= 57.1% FY= *	Filipino= 4.5% EL= 17.3% SED= 14.3% FY= 51.5% JHS Chronic Absenteeism Rate 54.2% Hispanic= 51.5% White= 64.2% EL= 51.3% SED= 61.7% FY= * District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 All Students 2.41% AI= 9.29% FY= 7.9% EL= 7.0% SW = 2.63% Hispanic= 4.56%	Chronic Absenteeism Rate 0.8% Decrease AA= 4.4% Decrease AI=4.4% Increase Hispanic=0.5% Decrease White= 1.6% Increase Two or More Races= 6.8% Decrease Filipino=5.9% Decrease EL= 3.3% Decrease SED= 2.3% Decrease FY= 30.2% Decrease JHS Chronic Absenteeism Rate 4.2% Decrease Hispanic= 5.2% Increase White= 28% Decrease EL= 20.2% Increase SED= 9.6% Decrease FY= *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						District Attendance Data for Percentage of Students with Less Than 90% Attendance as of December 2024 All Students= 2.79% Increase AI= no change FY= 14.4% increase EL = 4.2% increase SWD= 7.27% increase Hispanic= 2.54% increase
2	Priority 2A: Student Performance on the CAST.	2023 CAST Scores-DataQuest LUHSD All Students= 78.33% Below Standard 21.67% At or Above LHS All Students= 76.89% Below Standard 23.11% At or Above Hispanic= 84.31% Below Standard 15.69% At or Above AI= * AA= 86.96% Below Standard 13.04% At or Above	2024 CAST Scores-DataQuest LUHSD All Students= 71.4% Below Standard 28.6% At or Above LHS All Students= 70.89% Below Standard 29.11% At or Above Hispanic= 76.27% Below Standard 23.73% At or Above AI= *	2025 CAST Scores-DataQuest LUHSD All Students= 66.82% Below Standard 33.18% At or Above LHS All Students= 65.3% Below Standard 34.57% At or Above Hispanic= 70.54% Below Standard 29.46% At or Above AI= *	CAST Scores-DataQuest LUHSD All Students= 35.18% At or Above LHS 39.57% At or Above Hispanic= 34.46% At or Above AI= * AA= 38.33% At or Above White= 43% At or Above	DataQuest LUHSD All Students= 11.51% Increase in Students At or Above Standard LHS 16.46% Increase in At or Above Hispanic= 18.77% Increase in At or Above AI= * AA= 25.29% Increase in At or Above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White= 61.82% Below Standard 38.18% At or Above EL= 100% Below Standard 0% At or Above SED =82.62% Below Standard 17.38% At or Above SWD= 95.74% Below Standard 4.26% At or Above FY=* JHS All Students= 100% Below Standard 0% At or Above Hispanic= 100% Below Standard 0% At or Above AI= * AA= * White= * EL= * SED=100% Below Standard 0% At or Above SWD=* FY=*	AA= 72.22% Below Standard 27.78% At or Above White= 61.79% Below Standard 38.21% At or Above EL= 96.67% Below Standard 3.33% At or Above SED =77.62% Below Standard 22.38% At or Above SWD= 95.45% Below Standard 4.55% At or Above FY= * JHS All Students= 85.71% Below Standard 14.29% At or Above Hispanic= 90.91% Below Standard 9.09% At or Above AI= * AA= * White= * EL= * SED=81.82% Below Standard 18.18% At or Above	AA= 66.67% Below Standard 33.33% At or Above White= 62% Below Standard 38% At or Above EL= 96.77% Below Standard 3.23% At or Above SED =71.31% Below Standard 28.69% At or Above SWD= 90.91% Below Standard 9.09% At or Above FY= * JHS All Students= 95% Below Standard 5% At or Above Hispanic= 94.12% Below Standard 5.88% At or Above AI= * AA= * White= * EL= * SED=94.74% Below Standard 5.26% At or Above SWD=* FY=*	EL= 8.23% At or Above SED =33.69% At or Above SWD=4.09% At or Above JHS All Students= 10% At or Above Hispanic= 10.88% At or Above SED=10.26% At or Above	White= 4.82% Increase in At or Above EL= 8.23% Increase in At or Above SED =16.31% Increase in At or Above SWD=0.17% Decrease in At or Above JHS All Students= 10% Increase in At or Above Hispanic= 10.88% Increase in At or Above SED=10.26% Increase in At or Above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD=* FY=*			

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.

Year 1:
1.1 SPED Teacher Co-Teaching: 2 SPED Teachers and 4 Gen Ed Teachers attended a Co-Teaching conference during the fall semester. LHS has co-teaching taking place in all core departments. LHS has 8 sections in its master schedule where co-teaching is taking place. On the CAASPP testing, LHS saw an 8.7 point gain in distance from standard in ELA for Students with Disabilities. In math, Students with Disabilities increased their distance from standard by 9.6 points.
1.2 Provide Professional Development for Staff (PLCs & UDL Instructional Strategies): Solution Tree completed 2 in-person training sessions and 3 interactive web conferences during the fall semester. UDL training has taken part with Novak and KCOE. Novak has done 2 in-person trainings, and KCOE has done 4. In addition,n a group of staff members attended the Innovative Leadership Through Universal Design for Learning with Nicole Tucker Smith. PLC materials for staff have been purchased. Interim Assessments are given as part of the PLC process. LHS gave 4 interim assessments in its English Department in the first semester. LHS gave 6 interim assessments in its math department during the first semester. JHS has given 1 interim assessment in English, Math, and Science during the first semester. On the staff survey, teachers reported that some of the most impactful professional development that they received this year had to do with the PLC process. Staff at LHS expressed that they were grateful for the Solution Tree Coach, who has expertise in singletons. Staff also reported wanting more time to work in their PLCs.Staff have enjoyed the UDL training that they have received. Staff reports increased knowledge behind the theory of UDL, but want more practical UDL advice that they can apply. Students reported that different learning styles should be considered, with more hands-on and interactive teaching methods.
1.3 Maintain Advanced Placement and Dual Enrollment Courses: Since August 2024, LHS has enrolled 242 students in dual enrollment and 110 in concurrent enrollment. LHS has held a dual enrollment parent night. Lemoore College is on campus every Monday in addition to other workshops that we partner with them for. College of the Sequoias is on campus bi-weekly. LHS offers 10 AP courses(21 sections) as part of its master schedule. LHS has 201 students scheduled to take the AP exam in the spring.
1.4 Enhance CTE Pathways (WASC): CPR courses and licensing have been purchased for CNA and Health Occupation Students. Purchased the Project Lead the Way program to be used in the Engineering Pathway.
1.5 AVID Program and Elective Courses: LHS currently offers 4 sections of AVID (9th grade, 10th grade, 11th grade, and 12th grade. LHS has 91 total students enrolled in AVID.
1.6 Enhance Performing Arts Programs (WASC): VAPA staff is in place at LHS. A guitar course was added at LHS. A Music Technology course was added at LHS.

1.7 Support for Teachers/ Teacher Induction Program: LUHSD has two TOSAs who support new teachers. LUHSD TOSAs provide an average of 5 1:1 sessions a week with staff in addition to the group sessions they complete. The topics and skills most worked on during the sessions include: Support with SST/504/IEPs, Classroom Management, Engagement and Instructional Strategies, and Technology usage. LHS held a new teacher support day before the start of school. LHS holds new teacher meetings on a monthly basis. LUHSD has assigned mentors to teachers in the teacher induction program. We have 12 mentors for our 17 teachers in the induction program (10 in their 1st year of the program and 7 in their 2nd year of the program).
1.8 Computer Network Technicians: LUHSD Computer Network Technicians attended LHS and JHS orientations and assisted with device checkout, troubleshooting hardware and software issues, and assisting with device setup and configuration. LUHSD has had 551 help desk tickets submitted during the first semester.
1.9 Student Information Coordinator: The Student Information Coordinator has created a CALPADS calendar for training and data verification for each site to follow. The Student Information Coordinator has held one CALPADS workday with each site to look at data and verify student information in Aeries. The Student Information Coordinator, along with the site and district admin, has gone to two CALPADS trainings at KCOE.
1.10 College and Career Counselor: 7 colleges were on the LHS campus during the first semester, and 3 colleges were on the JHS campus. LHS has done homeroom lessons on college exploration, FAFSA, personality assessments, and CTEs' relationship to LUHSD, and held a career fair with 36 vendors. Dual enrollment and FAFSA parent nights were held.LHS has had 16 guest speakers in its CTE classes. An overarching theme in the parent LCAP survey is that they feel counselors are not returning phone calls and communicating in a timely manner, which is preventing them from knowing all of the options available to students. Parents have also expressed concern that by the time they find out information, the dual enrollment courses are full. On the student LCAP survey, students expressed an interest in more opportunities to be in advanced courses.
1.11 Social Science Teacher for Class Size Reduction: Starting in the 2024-2025 school year, LHS added a teacher to the social science department.

Successes:
1.1 SPED Co-Teaching: Co-teaching is active across all core departments. Eight co-taught sections are in the master schedule. Significant gains in CAASPP scores for Students with Disabilities: ELA: +8.7 points and Math: +9.6 points
1.2 Professional Development (PLCs & UDL): Multiple high-quality PDs delivered (Solution Tree, Novak, KCOE, Nicole Tucker Smith). PLC implementation is yielding meaningful engagement: LHS gave 10 interim assessments across ELA and math in Semester 1. Teachers report the PLC work as some of the most impactful PD.
Staff appreciates the tailored support from a PLC coach with singleton expertise. UDL training is positively received; teachers report deeper theoretical understanding.
1.3 AP and Dual Enrollment: Strong student participation: 242 dual enrollment students.110 concurrent enrollment students. 201 students are scheduled for AP exams. Ongoing parent outreach and consistent college partner presence on campus.
1.4 CTE Pathways: Investments made in equipment and curriculum (CPR licensing, PLTW). Expansion in Health and Engineering pathways.
1.5 AVID: Full 9–12 program implemented with 91 students enrolled. Supports vertical alignment and college readiness.
1.6 Performing Arts: Expanded course offerings (Guitar, Music Tech). Full VAPA staffing in place.
1.7 Teacher Support & Induction: Two dedicated TOSAs providing individualized and group support. Strong induction program with mentor assignments and regular meetings. Proactive new teacher orientation and monthly follow-up.

1.8 Tech Support: Network techs integrated into orientation and device roll-out. 551 help desk tickets were addressed during the first semester, showing system use and response.
1.9 Student Information Coordinator: Structured CALPADS training and verification calendar established. Collaborative workdays and external training attended with admin teams.
1.10 College and Career Counseling: Wide variety of services and outreach: guest speakers, homeroom lessons, career fair, and FAFSA/dual enrollment events. 36 vendors attended the career fair — strong industry partnership development.
1.11 Class Size Reduction: Added a Social Science teacher to reduce class sizes, improving instructional conditions for 2024–2025.

Challenges
1.1 SPED Co-Teaching: While academic gains are notable, continued support and training may be needed to ensure consistency and fidelity in co-teaching models.
1.2 Professional Development: Teachers report a need for more time for PLC work. UDL training has raised awareness, but staff want more actionable, classroom-ready strategies. Student feedback aligns, requesting more interactive and hands-on instruction.
1.3 AP and Dual Enrollment: Some parents report communication gaps that result in missed opportunities (e.g., courses being full before they are aware). This points to a need for improved and earlier parent communication around enrollment timelines.
1.10 College and Career Counseling: Parent LCAP survey highlighted: Delayed communication from counselors, Difficulty accessing timely information, Frustration around full dual enrollment courses. Student feedback: Interest in more advanced course options — may signal a need to expand or diversify offerings further.

Year 2:
1.1 SPED Teacher Co-Teaching: 3 SPED Teachers and 3 Gen Ed Teachers attended a Co-Teaching conference during the fall semester. LHS has co-teaching taking place in the ELA and Math departments. LHS has 9 sections in its master schedule where co-teaching is taking place. On the CAASPP testing, LHS saw a 6.6 point decrease in distance from standard in ELA for Students with Disabilities. In math, Students with Disabilities decreased their distance from the standard by 18 points.
1.2 Provide Professional Development for Staff (PLCs & UDL Instructional Strategies): Solution Tree has completed in-person and virtual sessions with staff. Focus has been on questions one and 2 and we are now moving into questions three and four as it pertains to block periods. The guiding coalition has met with Solution Tree. UDL training has taken part withKCOE. UDL training has shifted from theory to action. Instructional Rounds have increased to look for UDL in action. Interim Assessments are given as part of the PLC process at all school sites. Training has been done in Interim Assessments. Interim Assessment calendars have been established at all sites.
On the staff survey, teachers reported that some of the most impactful professional development that they received this year had to do with the PLC process, UDL, Interim Assessments, English Learner Network, and AI. Staff at LHS expressed that they were grateful for the Solution Tree Coach and the direction he is pushing them. Staff also reported they appreciated the additional time in their schedule to devote to work in their PLCs.Staff have enjoyed the UDL training that they have received. Staff appreciates the UDL being tied into model lessons. Specialty conferences were called out as being beneficial to staff, such as the counseling and music conferences.
1.3 Maintain Advanced Placement and Dual Enrollment Courses: Since August 2025, LHS has enrolled 330 students in dual enrollment. LHS has held dual enrollment parent nights with Lemoore College in attendance. JHS added a dual enrollment course in the fall of 2025 with 6 students completing. A second dual enrollment course was added at JHS in the spring with 6 students participating. Lemoore College is on campus weekly in addition to other workshops that we partner with them for. College of the Sequoias is on campus bi-weekly. LHS offers 7 AP courses(17 sections) as part of its master schedule. LHS has 392 students enrolled in AP courses.

1.4 Enhance CTE Pathways (WASC): CTE pathways have been enhanced to help them better align with industry standards. Input for the enhancement has been in conjunction with the CTE advisory board.
1.5 AVID Program and Elective Courses: LHS currently offers 4 sections of AVID (9th grade, 10th grade, 11th grade, and 12th grade. LHS has 100 total students enrolled in AVID. LHS had 12 staff members attend the AVID conference and get training in AVID during the summer of 2025.
1.6 Enhance Performing Arts Programs (WASC): LHS has expanded course offerings in VAPA. LHS expanded its offerings to three sections of guitar this school year. Full VAPA staffing is in place.
1.7 Support for Teachers/ Teacher Induction Program: LUHSD has two TOSAs to provide support to new teachers and teachers in the induction program. TOSAs complete between 4-6 plus 1:1 sessions with teachers each week. On average, TOSAs complete 1-2 group sessions a week. Topics most worked on include engagement strategies, instructional support, IEP/504/SST support, and technology integration. LUHSD has assigned mentors to teachers in the teacher induction program. We have 9 mentors for our 9 teachers in the induction program (4 in their 1st year of the program and 5 in their 2nd year of the program).
1.8 Computer Network Technicians: LUHSD Computer Network Technicians attended LHS and JHS orientations and assisted with device checkout, troubleshooting hardware and software issues, and assisting with device setup and configuration. LUHSD has had 616 help desk tickets submitted during the first semester.
1.9 Student Information Coordinator: The Student Information Coordinator has created a CALPADS calendar for training and data verification for each site to follow. The Student Information Coordinator has held one CALPADS workday with each site to look at data and verify student information in Aeries. The Student Information Coordinator, along with the site and district admin, has gone to CALPADS training. 1:1 meetings held with sites to review data before submission to ensure accuracy.
1.10 College and Career Counselor: 7 colleges were on the LHS campus during the first semester, and 4 colleges were on the JHS campus. LHS has done homeroom lessons on college exploration, FAFSA, personality assessments, and CTEs' relationship to LUHSD, and held a career fair with 40 vendors. Dual enrollment and FAFSA parent nights were held.LHS has had 14 guest speakers in its CTE classes. LUHSD hosted CollegeNight. A total of 58 colleges, 1 organization, and 5 military personnel attended college night.
1.11 Social Science Teacher for Class Size Reduction: Starting in the 2024-2025 school year, LHS added a teacher to the social science department to reduce class size and work on literacy outcomes for our SED and EL students. On the CAASPP testing, LHS saw a 25.6 point gain in distance from standard in ELA for EL students and a 20 point gain for SED students. LREBG funds were used to fund this position. LUHSD feels this is a success since we saw an improvement in our ELA scores.
1.12 EL tutoring was added after school to support English Learners. This tutoring started in the 2025-2026 school year. (LREBG)
1.13 LHS added targeted math support through TOSA leadership and intervention courses in an effort to improve CAASPP scores for SED, EL, and SWD. This was started in the 2025-2026 school year. (LREBG)

Successes:
1.1 SPED Co-Teaching: Co-teaching is active in the ELA and Math departments. Nine co-taught sections are in the master schedule for the 2025-2026 school year, which is an increase of 1 section. Three SPED teachers and 3 general education teachers attended a co-teaching conference. On the CAASPP testing for 2025, LHS saw significant gains for Students with Disabilities: a 6.6 point gain in distance from standard in ELA and an18 point gain in math.
1.2 Professional Development (PLCs & UDL): Multiple high-quality PDs delivered (Solution Tree and KCOE). PLC implementation is yielding meaningful engagement: an increase in interim assessments being given at all sites in ELA, Math, Science, and ELPAC. Teachers report the PLC work as some of the most impactful PD. Staff appreciates the tailored support from a PLC coach with singleton expertise. UDL

training is positively received; teachers report deeper theoretical understanding. Teachers are appreciating UDL being put into action as part of the PD focus this year. From the baseline year, LUHSD has seen a 39.7 point decrease in distance from standard in ELA for all students and a 4.1 point decrease in distance from standard for all students in math. LUHSD has seen a decrease in distance from standard for all student groups in ELA: EL (58.7 points), SED (43.6 points), SWD (15.1points), White (26.9 points), and LTEL (Although we had no dashboard data when baseline year was established from 2024 to 2025, there was a 17.3 point gain). In math, LUHSD has seen a decrease in distance from standard for most student groups: SED (8.3 points), EL (4.3 points), SWD (5.4 points), White (6.1 points), and LTEL (Although we had no dashboard data when the baseline year was established from 2024 to 2025, there was a 9.7 point gain).
1.3 AP and Dual Enrollment: Strong student participation: 242 dual enrollment students during the 2024-2025 school year at LHS and 336 students during the 2025-2026 school year at LHS. JHS added a dual enrollment course in the Fall of 2025-2026, with 6 students completing. A second dual enrollment course was added at JHS in the Spring of 2026 and has 6 students participating. 53.5% of students met prepared on the CCI for AP testing in 2025. Ongoing parent outreach and consistent college partner presence continue on campus at both LHS and JHS. LHS has 392 students enrolled in AP courses. LHS saw an increase in students who met prepared (40.6%) on the CCI for AP from 2024 to 2025.
1.4 CTE Pathways: LUHSD has seen an 11% increase in CCI for all students. LUHSD has seen an 11.6% increase for Hispanics, 12.4% Increase for SED, and 6.4% increase for EL. At LHS, Hispanics have seen a 15.6% increase, and SED has seen a 16.3% increase on the CCI. Investments have been made in the different CTE pathways with feedback from the CTE advisory board to make them align better with industry standards. From the baseline year, LUHSD has seen an increase in students who have completed at least 1 CTE Pathway: All Students (12.1%), Hispanic(9.2%), White (13.8%), EL (20.2%), and SED (11%).
1.5 AVID: Full 9–12 program implemented with 100 students enrolled (9 student increase from 2024-2025). The AVID program supports vertical alignment and college readiness. From the baseline year, LUHSD has seen a 39.7 point decrease in distance from standard in ELA for all students and a 4.1 point decrease in distance from standard for all students in math. LUHSD has seen a decrease in standards for all student groups in ELA: EL (58.7 points), SED (43.6 points), and LTEL (Although we had no dashboard data when baseline year was established from 2024 to 2025, there was a 17.3 point gain). In math, LUHSD has seen a decrease in standards for most student groups: SED (8.3 points), EL (4.3 points), and LTEL (Although we had no dashboard data when the baseline year was established from 2024 to 2025, there was a 9.7 point gain). FY scores were not reported for ELA or Math.
1.6 Performing Arts: Expanded course offerings at the school site. LHS expanded its offerings to three sections of guitar this school year. Full VAPA staffing in place. Enrollment data in VAPA has increased for the following student groups since the baseline year: SED (47.51%). From the 2024-2025 school year, enrollment in VAPA has also increased for SWD (1.94%).
1.7 Teacher Support & Induction: Two full-time and two part-time dedicated TOSAs are in place and providing individualized and group support. During the 2025-2026 school year, the 2nd part time TOSA was added to focus on math. Strong induction program with mentor assignments and regular meetings. Proactive new teacher orientation and follow-up support meetings for new teachers throughout the year. TOSAs complete between 4-6 plus 1:1 sessions with teachers each week. On average, TOSAs complete 1-2 group sessions a week. Topics most worked on include engagement strategies, instructional support, IEP/504/SST support, and technology integration. The number of teachers in NTI has decreased from the previous year. From the baseline year, LUHSD has seen a 39.7 point decrease in distance from standard in ELA for all students and a 4.1 point decrease in distance from standard for all students in math. LUHSD has seen a decrease in distance from standards for all student groups in ELA: EL (58.7 points), SED (43.6 points), and LTEL (Although we had no dashboard data when baseline year was established from 2024 to 2025, there was a 17.3 point gain). In math, LUHSD has seen a decrease in distance from standards for most student groups: SED (8.3 points), EL (4.3 points), and LTEL (Although we had no dashboard data when the baseline year was established from 2024 to 2025, there was a 9.7 point gain). FY scores were not reported for ELA or Math. From the baseline year, LHS

has seen a 5.84% increase in students scoring a Level 4 on the ELPAC. JHS has seen a 30.77% increase in students scoring a Level 4 on the ELPAC.
1.8 Tech Support: Network techs integrated into orientation and device roll-out. 616 help desk tickets were addressed during the first semester, showing system use and response.
1.9 Student Information Coordinator: Structured CALPADS training and verification calendar established. Collaborative workdays and external training attended with admin teams and classified staff. 1:1 site support is provided on data verification before each report is submitted in CALPADS. Clean data in CALPADS has allowed for proper identification of students in the correct programs, such as FY, EL, and SED. From the baseline year, LHS has seen a decrease in Chronic Absenteeism Rate for All Students(0.8%), EL (3.3%), SED (2.3%), and FY (30.2%). JHS has seen a decrease in All Students (4.2%) and SED (9.6%).
1.10 College and Career Counseling: Wide variety of services and outreach: guest speakers, homeroom lessons, career fair, and FAFSA/dual enrollment events. 40 vendors attended the career fair — strong industry partnership development. An active CTE advisory board is in place that meets throughout the year to help with the expansion and enhancement of programs. Student Advisory Council shared that they feel very supported by the College and Career staff. Students report that the counselor makes themselves available to answer questions and offer support. Students shared that they feel that they can reach out to them anytime and get the assistance they need.
1.11 Class Size Reduction: In 2024-2025, a Social Science teacher was added to reduce class sizes and improve literacy outcomes for EL and SED students. EL students experienced a 25.6 point gain, and SED experienced a 20 point gain on the ELA portion of the CAASPP testing.(LREBG)
1.12 EL Tutoring at Lemoore High School to Support English Learners: EL tutoring started in January 2026. Fully implemented during the 2025-2026 school year. (LREBG)
1.13 Math TOSA Fully implemented during the 2025-2026 school year. (LREBG)

Challenges
1.1 SPED Co-Teaching: While academic gains are notable, continued support and training is needed to ensure consistency and fidelity in co-teaching models, especially with the transition in staff members. Two new hires in SPED to start the 2025-2026 school year meant that teachers needed training to ensure that they understood the co-teaching model. LHS wanted to cover more periods of math and English, so they had to change co-teaching from all core departments to just ELA and Math.
1.2 Professional Development: Teachers have had multiple trainings with Solution Tree and KCOE on PLC and UDL. In addition, training has been done on CAASPP Interim Assessments. Although teachers report that these trainings have been beneficial and we are seeing an overall rise in CAASPP scores in ELA and Math, we are still seeing some discrepancies that show more work needs to be done. From the baseline year, there was a 1.4 point decline for Hispanic Students in Math for LUHSD. JHS saw a 27.3 point decline from the baseline year in math for All Students.
1.3 AP and Dual Enrollment: LHS has decreased the number of AP courses offered and replaced some with dual enrollment as a result of student interest. Students have expressed an interest in tutoring to support their dual enrollment work. LHS School Site Council shared that they would like to see an increase in dual enrollment courses in core areas.
1.10 College and Career Counseling: LHS School Site Council reported that they would like to see an increase in guest speakers and college support for all grade levels. Students at the meeting shared that they would like to see more speakers regarding college during WIN time. Continued work in College and Career Readiness is needed. From the baseline year, LUHSD has seen a 13.5% decrease in CCI for Homeless and a 4.9% decrease for Students with Disabilities. JHS has seen a 1.9% decrease for All Students on the CCI.

1.13 Although LHS added a math TOSA during the 2025-2026 school year, the LCAP survey for students showed that they were still asking for additional math support as a way to improve the school. A decrease in math scores for Hispanic students of 1.4 points from baseline year shows a need for continued work in this area.
Based on the CA Dashabord for 2025, All Students are scoring 80 points below standard with other student groups scoring even lower: SED (105.65 points), SWD (185.8 points), EL (167.2 points), LTEL (195.4 points), Homeless(182.1 points), Hispanics (107.2 points), and African Americans (113.8 points).

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

1.2 Provide Professional Development for Staff- Lemoore Union High School District identified a material difference between budgeted and estimated actual expenditures for this action in the amount of $162,000.00. The variance is attributable to a strategic shift in funding sources, as the district prioritized the use of one-time funds that are scheduled to expire in June 2026. In order to maximize the utilization of these limited-duration resources, expenditures initially budgeted under ongoing funds were deferred or realigned. As a result, the originally budgeted amount for this action was not fully expended.
1.5 AVID Program and Elective Courses- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for Action 1.5 in the amount of $10,943.00. This variance is the result of a strategic shift in funding sources for professional development activities. Specifically, expenditures were redirected to one-time funding that is scheduled to expire in June 2026. In order to maximize the use of these limited-duration funds, the district prioritized covering professional development costs with one-time resources rather than ongoing funds. As a result, the originally budgeted amount for Action 1.5 was not fully expended.
1.10 College and Career Counselor- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action in the amount of $112,678. This variance is due to the reassignment of funding for the College and Career Counselor position to the A-G Grant. As a result, none of the originally budgeted expenditures for this action were incurred under the identified funding source. This shift reflects the district's strategic use of available grant funding to support allowable expenditures, thereby preserving ongoing funds for other district priorities. The change in funding source did not result in a reduction of services, as the College and Career Counselor position remained fully funded and operational through the A-G Grant.
1.12 EL Tutoring at Lemoore High School to Support English Learners- Lemoore Union High School District identified a material difference between budgeted and estimated actual expenditures for this action in the amount of $49,092. The variance is attributable to staffing challenges, specifically the inability to recruit and retain a sufficient number of qualified tutors to fully implement the planned strategies. As a result, a portion of the budgeted funds remained unexpended. Despite this limitation, the district continued to implement the action to the extent possible with available staff.

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

The following actions were successful based on the following metrics:
Year 1:
Action 1.1, 1.2, 1.5, 1.7, 1.8, and 1.11: Lemoore Union High School District saw an increase in their ELA (17.5 points) and math (2.7 Points) scores on the CAASPP testing. It should be noted that every student group in the LUHSD district saw a decrease in points from standards

on the ELA portion of the CAASPP. LUHSD saw a significant increase in the ELA scores of their English Learners (39.2 points) and Socioeconomically Disadvantaged Students (24.5 points). It should also be noted that in math, LUHSD saw a slight decrease in points away from the standard (2.7 points). LUHSD saw the largest gains in math among our Socioeconomically Disadvantaged Students (10.1 points). In math, LUHSD saw an increase in distance from standard for our English Learners (7.9 points) and our Students with Disabilities (8 points). Lemoore High School saw an increase in all students on the ELA portion of state testing. LHS moved from 10.1 points below standards to 11.1 points above standards in ELA. The student group that saw the largest gain was the English Learners (39.7 points). Although growth in math was not large, LHS still saw growth. LHS math went from 94.4 points below standards to 89.3 points below standards. LHS saw notable growth in math scores for their Socioeconomically Disadvantaged Students (11 points)and Hispanic Students (10.5). LHS saw a decline in math scores for Students with Disabilities (9.6 points) and English Learners (0.6 points). Jamison High School saw a decline in ELA (22.2 points) and Math scores (23.6 points).

Action 1.4 1.10: Lemoore High School saw an increase in the College and Career Indicator on the California Dashboard for All Students (6.5%), English Learners (5.3%), Hispanic (8.6%), Socioeconomically Disadvantaged (8.7%), 2+ Races (1.5%), and White (1.5%). LHS saw a decrease in the CCI for students with disabilities (9.5%). Jamison High School saw a decrease in the College and Career Indicator for All Students (1.9%) and Socioeconomically Disadvantaged Students (1.9%). LUHSD saw a decrease overall in their A-G completion rate (5.1%). Two groups in the LUHSD saw an increase in the A-G completion rates: English Learners (3.7%) and Hispanics (1.9%). LUHSD saw their largest decrease in A-G completion rates among their Students with Disabilities (10.9%). Lemoore High School also saw a decline in its overall A-G completion rates (4.2%). Lemoore High School had two groups with an increase in A-G completion rates: English Learners (5.1%) and Hispanics (4%). Lemoore High School saw significant declines in the A-G completion rates for the following student groups: White (18.9%), Students with Disabilities (11.5%), and 2+ Races (36.4%). Jamison High School saw no fluctuation in its A-G completion rate. Both Lemoore High School(8.9%) and Jamison High School(1.6%) saw an overall increase in the number of students who completed at least 1 CTE pathway. Lemoore High School saw a decrease in the students with Disabilities (1.6%) who completed at least 1 CTE pathway. Lemoore High School saw an overall decline (0.9%) in the number of students who met A-G and completed at least 1 CTE pathway. It should be noted that Students with Disabilities (7.7%) and White students (7%) also saw a decline. Lemoore High School saw growth in this area for its English Learners (8.3%). Jamison High School maintained in this area.

Action 1.9: LUHSD saw significant reductions in the chronic absenteeism rate of EL students (8.2%), SED students (5.7%), and FY (23.4%). Lemoore High School saw a decrease in the chronic absenteeism rates of all student groups with the exception of American Indian Students, who saw an increase (5.3%). Jamison High School saw a decrease in the chronic absenteeism rates of all student groups, with the exception of Hispanic Students, who saw an increase (5.2%) and English Learners (15.9%).

Action 1.6: LUHSD saw an increase in English Learners(0.24%) and Socioeconomically Disadvantaged Students (1.6%) enrolled in the VAPA program; however, they saw a decrease in Foster Youth(5.32%) and Students with Disabilities (3.75% enrolled in VAPA.

Action 1.3: LHS offered 10 AP courses(21 sections) as part of their master schedule during the 2024-2025 school year. LHS has 201 students scheduled to take the AP exams. The pass rate for the AP exams will not be released until July 2025.

Year 2:

The following actions were successful based on the following metrics:
Action 1.1, 1.2, 1.5, 1.7, 1.8, 1.11, 1.12, 1.13: Lemoore Union High School District saw an increase in their ELA (39.7 points) and math (4.1 Points) scores on the CAASPP testing in comparison to the baseline year. It should be noted that every student group in the LUHSD district saw a decrease in points from standards on the ELA portion of the CAASPP. LUHSD saw a significant increase in the ELA scores in comparison to the baseline year, of their English Learners (58.7 points), Hispanic (38.1 points), and Socioeconomically Disadvantaged Students (43.6 points).
LHS English went from 10.1 points below standard in the baseline year to 31.9 points above standard in 2025. LHS saw a notable increase in ELA scores compared to the baseline year for their Socioeconomically Disadvantaged Students (48.9 points), Students with Disabilities (15.3 points), English Learners (65.2 points), Whites (25.2 points), and Hispanic Students (41.8 points). From 2024 to 2025, ELA scores at LHS saw the largest growth in their Students with Disabilities (6.6 points), English Learners (25.5 points), Whites (21.3 points), and Long-Term English Learners (22.6 points). LHS saw significant growth in ELA (20.8 points) in 2025. LHS math went from 94.4 points below standard in the baseline year to 85 points below standard. Compared to last year, LHS saw an overall decrease in distance from the standard of 4.3 points. LHS saw notable growth in math scores in comparison to the baseline year for their Socioeconomically Disadvantaged Students (15 points), Students with Disabilities (8.4 points), English Learners (17.6 points), Whites (2.4 points), and Hispanic Students (5.7points). From 2024 to 2025, math scores at LHS saw the largest growth in their Students with Disabilities (18 points), English Learners (18.2 points), and Long-Term English Learners (16.8 points). Although growth in math was not large, LHS still saw growth in its 2025 scores. From the baseline year, JHS saw an increase in ELA scores (31.8 points) and Math (27.3 points). From 2024-2025, JHS saw an increase in ELA scores (54 points) and a decrease in math (3.7 points).

Action 1.4 1.10: In comparison to the baseline year, Lemoore High School saw an increase on the College and Career Indicator on the California Dashboard for All Students (0.7%), English Learners (6.4%), Hispanic (15.6%), Socioeconomically Disadvantaged (16.3%), 2+ Races (11.9%), and White (14%). LHS saw a decrease in the CCI for students with disabilities (4.5%). In comparison to the baseline year, Jamison High School saw a decrease in the College and Career Indicator for All Students (1.9%) and Socioeconomically Disadvantaged Students (1.9%). LUHSD saw a decrease overall in the number on their A-G completion rate (5.3%) in comparison to the baseline year. Two groups in the LUHSD saw an increase in the A-G completion rates: English Learners (2.3%), Students with Disabilities (9.2%), and Hispanics (0.5%). LUHSD saw their largest decrease in A-G completion rates among their Homeless Students (17%). From the baseline year, Lemoore High School also saw a decline in its overall A-G completion rates (4.3%). Lemoore High School had two groups with an increase in A-G completion rates: English Learners (1.3%) and Hispanics (2.4%). Lemoore High School saw significant declines in the A-G completion rates for the following student groups: White (17.5%), Students with Disabilities (9.2%), and 2+ Races (20.1%). Jamison High School saw no fluctuation in its A-G completion rate. Both Lemoore High School(15.3%) and Jamison High School(1.7%) saw an overall increase in the number of students who completed at least 1 CTE pathway in comparison to the baseline year. Lemoore High School saw an increase in all students who completed at least 1 CTE pathway when measured against the baseline year. Lemoore High School saw an overall increase (3.9%) in the number of students who met A-G and completed at least 1 CTE pathway in comparison to the baseline year. It should be noted that Students with Disabilities (3.4%), SED (4.6%), Homeless (8.7%), and White (6.5%) also saw a decline when compared to the baseline. Lemoore High School saw growth in this area for their Hispanic (6.8%), 2+ Races (17.2%), English Learners (8.9%), and Socioeconomically Disadvantaged (4.6%). Jamison High School maintained in this area.

Action 1.9: From the baseline year, LUHSD saw significant reductions in the chronic absenteeism rate of EL students (5.1%), SED students (4.12%), American Indian students (12.2%), and Foster Youth students (25.5%). From the baseline year, Lemoore High School saw a

decrease in the chronic absenteeism rates of all student groups except American Indian Students, who saw an increase (4.4%), and White students (1.6%). Jamison High School saw a decrease from the baseline year in the chronic absenteeism rates of all student groups except Hispanic Students, who saw an increase (5.2%) and English Learners (20.2%).

Action 1.6: From the baseline year, LUHSD saw an increase in Students with Disabilities (1.94%) and Socioeconomically Disadvantaged Students (45.91%) enrolled in the VAPA program; however, they saw a decrease in Foster Youth(0.24%) and English Learners (0.7%) enrolled in VAPA.

Action 1.3: LHS offered 9 AP courses(17 sections) as part of their master schedule during the 2025-2026 school year. LHS has 392 students enrolled in AP classes. The pass rate for the AP exams will not be released until July 2026. In 2025, LHS had 53.5% of students who met the preparedness requirements on the CCI for AP.

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.

Following is 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 Change:
Priority 2A: Student Performance on the CAST was previously reported via data obtained from DataQuest. However, we will now report data obtained from the CA Dashboard.
Priority 8: College Career Indicator on CA Dashboard (including EAP) now contains LTEL data.
Priority 4G: AP Testing Pass Rates (Discontinued AP Testing Pass Rates 24-25 SY) & added Students who Met Prepared on CCI based on AP
Priority 8: Dual Enrollment Course Offerings and Student Pass Rates: Discontinued student pass rate

Action changes:
1.5 AP Testing Pass Rate- Metric will be changed. The AP pass rate will be discontinued and we will begin using the students who met prepared on the CCI based on the AP indicator as the metric. The reason for the change is that the AP test scores don't come in until July which is too late to make decisions.
1.6 Dual Enrollment Course Offerings and Student Pass Rates- The student pass rate on this metric will be discontinued. The spring semester grades come in too late to make decisions. We will continue to use the dual enrollment numbers as part of the metric.
1.11 This action will be LREBG funded in the amount of $92,574.00 to serve students at LHS. CAASPP ELA scores will be monitored for effectiveness. Evidence-based action description: https://arxiv.org/abs/2007.02653
1.12 LUHSD will provide funding to support after-school tutoring for our English Learners at Lemoore High School with their English language development skills and language acquisition. The tutor will support the goal of increasing and improving the academic success of our English learners. The intended outcome of this action is to increase the academic performance of our EL students. (Red indicator on CA Dashboard). This action was developed based on feedback from our DELAC committee. The DELAC committee felt that our EL students would stay for after-school tutoring and extra support if they had an identified session to go to. LREBG funding, in the amount of $54,814.00, will be used to

serve EL students at LHS. LTEL focus will be to increase Math achievement via tutoring based on current CAASPP outcomes. Evidence-based action description: https://link.springer.com/article/10.1007/s40299-024-00966-8.
1.13 LHS will add a TOSA to work with the math department to address academic performance on CAASPP math assessment. LHS will also add sections of intensive math support to address the low performance in math. LREBG funds, in the amount of $112,980.00, will be used to fund this action to serve students at Lemoore HS. CAASPP Math scores will be monitored for effectiveness. Evidence-based action description: https://arxiv.org/abs/2007.02653

Budget increases were made to the following actions:
1.1- Increased funding due to Collective bargaining agreement and step and column increases.
1.2- Increased funding due to an increase in Professional Development.
1.4- Increased funding due to Collective Bargaining Agreement and step and column increases.
1.6- Increased funding due to Collective bargaining agreement and step and column increases.
1.7- Increased funding due to Collective bargaining agreement and step and column increases.

Year 2:

In regard to Action 1.3, 1.8, and 1.10 moving to contributing to the 2026-2027 fiscal year. As part of the 2026–2027 LCAP development process, Lemoore Union High School District reflected on prior practices and realigned several actions to better align with the needs of its unduplicated pupil population and the district's available Supplemental and Concentration funding. Due to a decrease in the district's unduplicated pupil percentage from 60% to 58%, LUHSD experienced a corresponding reduction in Supplemental and Concentration funding, requiring the district to strategically reevaluate and adjust the alignment of services and expenditures within the LCAP.

As a result of this reflection and realignment process, Actions 1.3, 1.8, and 1.10, which were previously identified as non-contributing actions, have been redesignated as contributing actions in the 2026–2027 LCAP. The district determined that these actions directly support and provide meaningful services to unduplicated pupils attending Lemoore High School. LUHSD continues to view these programs and supports as essential components in addressing the academic, social-emotional, and overall educational needs of the students served by the district.

Lemoore Union High School District's (LUHSD) updated Local Control and Accountability Plan (LCAP) reflects a strategic realignment of resources and services in response to a decline in Supplemental and Concentration grant funding driven by a reduction in the district's unduplicated pupil percentage. Because Supplemental and Concentration funds are generated based on the proportion of English learners, low-income students, and foster youth, the lower unduplicated count has resulted in a corresponding decrease in available targeted funding. As a result, the district has undertaken a comprehensive review of its LCAP to ensure fiscal alignment, statutory compliance, and continued effectiveness in meeting the needs of its highest-need student populations.

The revised LCAP prioritizes the preservation of high-impact services while scaling or restructuring expenditures to reflect the reduced funding levels. LUHSD has focused on maintaining programs and supports that directly contribute to improved student outcomes for unduplicated pupils, including academic interventions, counseling services, and targeted instructional support. At the same time, the district has evaluated prior actions for effectiveness and cost-efficiency, eliminating redundancies and consolidating services where appropriate.

This process ensures that all remaining Supplemental and Concentration expenditures continue to meet the proportionality requirements outlined in California Education Code and associated regulations.

Importantly, the LCAP update demonstrates LUHSD's commitment to fiscal responsibility and strategic planning by aligning ongoing expenditures with sustainable revenue projections. The district has recalibrated its goals, actions, and metrics to reflect both current funding realities and evolving student needs, while continuing to engage educational partners in the decision-making process. Overall, the changes to the LCAP represent a deliberate and data-informed effort to maximize the impact of reduced Supplemental and Concentration funding while maintaining a clear focus on equity, accountability, and improved student achievement.

The Lemoore Union High School District includes Lemoore High School, Donald C. Jamison High School, Lemoore Adult School, and two dependent charter schools: Lemoore Middle College High School and Lemoore Online College Preparatory High School. The LCAP mentioned is specifically for Lemoore High School and Donald C. Jamison High School, while the charter schools develop their own LCAPs tailored to their individual sites. Jamison High School has been identified as a recipient of equity multiplier funding. This initiative will provide essential financial resources to JHS, recognizing our commitment to serving a significant number of students from historically underserved and underrepresented communities. The primary goal of this funding is to address disparities in educational opportunities and outcomes, ensuring a more equitable and inclusive learning environment for our students at Jamison High School.

Lemoore, situated in the Central San Joaquin Valley, is primarily an agricultural community but is unique due to the presence of a significant Naval Air Station within its boundaries, attracting a diverse national and international population to the district. Additionally, the Santa Rosa Rancheria further contributes to the diversity of the student body. Lemoore Union High School District is committed to serving the diverse needs of its students and actively collaborates with the community by providing access to district facilities for various events and recreation activities. The district hosts community youth programs, sporting events, performing arts activities, and large-scale events like the Hall of Fame Dinner, while also partnering with local service clubs to support community initiatives.

LUHSD reports no teacher vacancies and ensures all teachers are appropriately assigned according to Education Code Section 44258.9. 100% of core subject teachers are fully credentialed or enrolled in internship programs, with this information annually posted in School Accountability Report Cards (SARCs). All students, including English Learners (EL), have access to standards-aligned textbooks and materials, both at school and home, as mandated by Education Code Section 60119, with annual verification conducted via public hearings within the first eight weeks of school. School facilities are maintained in good condition, with cleanliness and safety upheld according to Education Code 17002(d), also reflected in annual SARCs. Significant upgrades and new constructions have occurred since 2016 at both Lemoore High School and Jamison High School, addressing student feedback for interior improvements and enhancing campus safety with increased supervision.

Metric changes:
Metric 2A Student Performance: Updated Target for Year 3 LTEL Only
Metric 2B EL Performance: Updated to reflect changes to data added in 2025-2026 school year.
Metric 8 Dual Enrollment: JHS dual enrollment data was added due to them now offering dual enrollment on their campus

Budget adjustments were made to the following actions:

1.1 Increased funding due to the Collective Bargaining Agreement and step and column increases.
1.2 Decreased funding due to reduction of contracted services.
1.3 Decreased funding due to reducing the number of AP classes offered at LHS during the 2026-2027 school year. Moved to a contributing in the 2026-2027 school year.
1.4 Decreased funding due to CTE periods taught in the master schedule.
1.5 Decreased funding due to the Collective Bargaining Agreement and step and column decreases.
1.6 Increased funding due to the collective bargaining agreement and step and column increases.
1.7 Increased funding due to the collective bargaining agreement and step and column increases.
1.8 Increased funding due to the collective bargaining agreement and step and column increases. Moved to a contributing in the 2026-2027 school year.
1.9 Increased funding due to the collective bargaining agreement and step and column increases.
1.10 Increased funding due to the collective bargaining agreement and step and column increases. Moved to a contributing in the 2026-2027 school year.
1.11 Increased funding due to the collective bargaining agreement and step and column increases. (LREBG)

Action changes:
1.10 College and Career Counselor- Red groups were updated to add homeless students in LUHSD as a result of the 2025 CA Dashboard. The DA groups supported through this action were also added to include homeless students.
1.13 Targeted Math Support Through TOSA Leadership and Intervention Courses: Action was updated to include the SED and Hispanic Students in LUHSD as a result of them being red on the 2025 CA Dashboard.
4C Metric Data Source Change from CALPADS to Aeries due to lag in data.
DA Groups: Updated to reflect SED (ELA, Math, CCI) and Homeless (CCI and Suspension)

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	SPED Teacher Co-Teaching	Special Education Teachers co-teach in the English and math departments to address academic barriers for students. (Red indicator on the CA Dashboard in ELA) funded through special education. The following DA groups will be supported through this action: SWD for ELA and Math	$103,452.00	No
1.2	Provide Professional Development for Staff	LUHSD provides professional development for all staff, focusing on Professional Learning Communities (PLC) and Universal Design for Learning (UDL). LUHSD has a diverse student population that	$115,474.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(PLCs & UDL Instructional Strategies)	demonstrates differences including English language acquisition, cultural perceptions, and learning styles. PLCs provide a structure for data-driven decision-making within each PLC. The PLCs receive PD to assist them in developing instructional and assessment coherence to ensure more equitable student experiences and outcomes. (ELA red indicators for EL for ELA and SED for math on the CA Dashboard for LHS and LUHSD) The following DA groups will be supported through this action: SWD		
1.3	Maintain Advanced Placement and Dual Enrollment courses	To enhance college readiness and expand post-secondary opportunities for high school students, LUHSD will prioritize the promotion and expansion of dual enrollment programs. LUHSD will collaborate with local community colleges and universities to establish and strengthen partnerships for dual enrollment programs. LUHSD will work to expand the range of dual enrollment courses available to students, including introductory college-level courses in core subjects and will explore opportunities to offer specialized courses that align with students' career interests. LUHSD will provide a College and Career Counselor to help students navigate the dual enrollment process, including academic advising, course selection assistance, and college readiness workshops. LUHSD will invest in PD opportunities for teachers to ensure they are equipped with the knowledge and skills necessary to effectively facilitate dual enrollment courses. LHS will offer AP courses as part of their master schedule. Students enrolled in the AP classes will be encouraged to take the AP exams. AP testing will be offered at LHS in the spring. LUHSD will provide training to AP staff in order to improve instructional practices and delivery in the AP and PreAP classes. The PD will aim to increase the academic achievement of the students on the AP exams.	$48,234.00	Yes
1.4	Enhance CTE Pathways (WASC)	A review of the College and Career Data shows a need to ensure are English Learner (EL) students have access and support to all CTE offerings. Stakeholder feedback identified that one of the reasons that EL students may not be participating in CTE classes at the rate as others is that they are not sure of what is available to them. LUHSD will continue	$870,401.01	Yes

Action #	Title	Description	Total Funds	Contributing
		offering CTE courses to help EL students learn about careers and gain practical experience. The College and Career Specialist recruits students through presentations and Home Room lessons in order to ensure EL, SED, FY, and their families understand the programs available to them and how to register for these programs. (CCI red indicator for the LEA on the CA Dashboard for EL).		
1.5	AVID Program and Elective Courses	LUHSD is implementing AVID strategies to enhance our instructional framework. Teachers will actively engage in professional development related to the AVID program, focusing on incorporating WICOR strategies into their classrooms throughout the school year. This training ensures that our socioeconomically disadvantaged (SED) and English learner (EL) students have access to the skills and strategies needed to comprehend instructional materials.	$136,887.00	Yes
1.6	Enhance Performing Arts Programs (WASC)	To enrich the educational experience and foster holistic development among all high school students, LUHSD will prioritize the expansion and enhancement of Visual and Performing Arts (VAPA) education. LUHSD will invest in the continuous development and implementation of robust VAPA curriculum, materials, instruments, and facilities, that provides students with opportunities to explore and cultivate their creativity, expression, and artistic talents. This VAPA program will encompass a diverse range of disciplines, including visual arts, performing arts, music, theater, catering to the varied interests and passions of students.	$486,199.00	Yes
1.7	Support for Teachers/ Teacher Induction Program	LUHSD offers support to new teachers and teachers in the teacher induction program. A new teacher support day is held before the school year begins and provides new teachers with essential insights into the school's culture, practices, and strategies for effectively teaching diverse student populations. Regular meetings are held throughout the school year that offer personalized support for both new teachers and more experienced teachers who may need extra assistance. During these meetings, teachers engage in reflective conversations, receive modeling, and coaching from administration and a Teacher on Special Assignment	$391,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(TOSA). Through these meetings teachers can improve their own instructional practices and classroom management skills. The Teacher Induction Program is designed specifically to support new teachers who are going through the Teacher Induction Program.		
1.8	Computer Network Technicians	To enhance technology accessibility and support for students and staff, LUHSD will allocate resources to maintain Computer Network Technicians across all school sites. Their roles include troubleshooting hardware and software issues, assisting with device setup and configuration, and providing basic technical training and guidance. They serve as a point of contact for accessing technical support resources, submitting help tickets, and receiving timely assistance to address technology challenges. LUHSD will ensure that the Computer Network Technicians continue to attend trainings so they are up to date with current technology advancements. All students have access to hard-copy textbooks.	$128,604.00	Yes
1.9	Student Information Coordinator	Position developed to address the need for accurate data collection and identification of marginalized student groups. Needed for proper identification of students in their correct programs, FY, EL, and SED to allow for a better analysis of student outcomes so that the LEA may align resources and programs to address student needs.	$147,396.00	Yes
1.10	College and Career Counselor	84.5% of Hispanic students at LHS and 89.8% of Hispanic students at JHS were also dually identified as being Socioeconomically Disadvantaged Student during the 2025–2026 school year, 69.8% of Homeless students at LHS and 92.8% of Homeless students at JHS were also dually identified as Socioeconomically Disadvantaged. Because of this we will we will use a College and Career Counselor to offer support to students regarding how to access CTE and dual enrollment courses. College and Career Counselor will assist with lessons, career fairs, and guest speakers to increase student awareness in order to address the College and Career red indicators on the CA Dashboard for all students and Hispanic and SED students at Jamison High School and Homeless students in LUHSD.	$121,301.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following DA groups will be supported through this action: SWD, Homeless		
1.11	Social Science Teacher for Class Size Reduction at LHS	Providing an additional teacher in the Social Science department to reduce class sizes and improve literacy outcomes to address red indicator on the CA Dashboard for EL students and orange indicator for SED in English Language Arts. This action will be LREBG funded in the amount of $94,372.00 to serve students at LHS. CAASPP ELA scores will be monitored for effectiveness. Evidence-based action description: https://arxiv.org/abs/2007.02653	$94,372.00	No
1.12	EL Tutoring at Lemoore High School to Support English Learners	LUHSD will provide funding to support after-school tutoring for our English Learners at Lemoore High School with their English language development skills and language acquisition. The tutor will support the goal of increasing and improving the academic success of our English learners. The intended outcome of this action is to increase the academic performance of our EL students. (Red indicator on CA Dashboard) LREBG funding, in the amount of $54,814.00, will be used to serve EL students at LHS. Evidence-based action description: https://link.springer.com/article/10.1007/s40299-024-00966-8 LTEL focus will be to increase Math achievement via tutoring based on current CAASPP outcomes.	$54,814.00	No
1.13	Targeted Math Support Through TOSA Leadership and Intervention Courses	LUHSD math scores show a need to decrease the distance from the standard on CAASPP testing. LHS will implement three periods of Math Teacher on Special Assignment (TOSA) support and three periods of dedicated math intervention classes to address student learning gaps, provide professional development, and strengthen instructional practices. LREBG funds, in the amount of $113,562, will be used to fund this action to serve students at Lemoore HS. CAASPP Math scores will be monitored for effectiveness. Red indicator on the CA Dashboard for SED and Hispanic Students in LUHSD. Evidence-based action description:	$113,562.00	No

Action #	Title	Description	Total Funds	Contributing
		https://arxiv.org/abs/2007.02653 The following DA groups will be supported through this action: SWD The following DA groups will be supported through this action through the use of braided LREBG funds: Homeless and SWD for CCI and CAASPP Scores.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a variety of supports for students, parents and families to reduce impediments to student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

LUHSD's commitment to addressing disparities in graduation rates, attendance rates, and disciplinary actions among different student subgroups is evident, but it's clear there's still work to be done.
This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of the California School Dashboard data indicated a clear need to continue to address discrepancies in our graduation rates. The discrepancy in graduation rates, particularly among Students with Disabilities (SWD) 85.70%, English learners (EL) 84.80%, and American Indian/Alaska Native (AI) 69.20%students, highlights the need for targeted interventions and support systems tailored to the unique needs of these groups. A review of district attendance data shows five student groups attending the district average (8.41%) for percentage of students with less than 90% attendance American Indian (AI) 14.29%, Foster Youth (FY) 12.9%, English Leaners (EL) 12.0%, Students with Disabilities 9.63%, and Hispanic (HISP)9.56% Students. Similarly, the disproportionately high suspension rates among Socioeconomically Disadvantaged (SED)10.40%, Foster Youth (FY) 41.40%, and American Indian (AI) 25.60%, students underscore the urgency of addressing systemic barriers to equitable disciplinary practices. By implementing Restorative Justice approaches and refining the MTSS framework, LUHSD can better support these students and promote a positive school climate that prioritizes student well-being and success. The increase in referrals for social-emotional support indicates a growing recognition of the importance of addressing students' holistic needs. However, the survey findings reveal a gap in communication and awareness regarding the availability of these resources. Although we have social emotional supports in place for students at all of our sites in the district when parents were surveyed 25.5% of respondents that they didn't feel that they know who how to access the social emotional supports that their students needed; 15.4% of the students responded to the student survey that they didn't know how to access the supports. Enhancing outreach efforts to ensure that both parents and students are aware of and know how to access social-emotional supports is crucial for maximizing their impact and fostering a supportive learning environment for all. By addressing these challenges and enhancing support systems for academic, behavioral, and social-emotional needs, LUHSD can ensure that all students have equal opportunities for success. It's through collaborative efforts and a commitment to continuous improvement that the district can truly advance its mission of equity and excellence in education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	Priority 5E: Graduation Rates by Student Subgroups on CA Dashboard	2023 CA Dashboard LUHSD All Students=94.2% (Declined 1.6%) SED=93.6% Graduated FY: 92.3% EL: 84.8% LHS All Students 95.8% (Declined 1.1%) SED= 95.7% Graduated FY= * EL= 82.9% JHS All Students 81.1% (Declined 12%) SED= 81.1% Graduated Hispanic= 86.1% FY= * EL= 90.9%	2024 CA Dashboard LUHSD All Students=95.8% Graduated SED=95.4% FY: * EL: 93.8% LHS All Students 97.4% Graduated SED= 97.4% FY= * EL= 91.7% JHS All Students 91.8% SED= 91.7% Graduated Hispanic= 95.1% FY= * EL= *	2025 CA Dashboard LUHSD All Students=91.3% Graduated (Declined 4.5%) SED=90.4% FY: * EL: 84.9% LTEL= 91.1% LHS All Students 94.2% (Declined 3.2%) SED= 93.4% FY= * EL= 82.2% LTEL= 89.2% JHS All Students 81.4% (Declined 10.4%) SED= 81.8% Hispanic= 78.6% FY= * EL= * LTEL= *	CA Dashboard LUHSD All Students= 95% or Higher SED= 95% FY: 95% EL: 90.8% LTEL= 93% LHS All Students= 98% SED= 98% FY= * EL= 95% LTEL= 92% JHS All Students= 87.1% SED= 87.1% Hispanic= 97.1% FY= * EL= 90.9%	CA Dashboard LUHSD All Students Graduated= 2.9% Decrease SED=3.2% Decrease FY: * No data point for 2025 EL: 0.1% Increase LTEL= No baseline established in 2023. LHS All Students Graduated= 1.6% Decrease SED= 2.3% Decrease FY= * No data point for 2025 EL= 0.7% Increase LTEL= No baseline established in 2023. JHS All Students Graduated 0.3% Increase SED= 0.7% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FY= * No data point for 2025 Hispanic= 7.5% Decrease EL= * No data point for 2025
4	Priority 4F: EL Reclassification Rates	2023-2024 CALPADS Data LUHSD RFEP=29 LHSRFEP=29 JHS RFEP=0 Updated During the 2025-2026 School Year 2023 CALPADS Data LUHSD RFEP=6 LHS- RFEP=6 JHS RFEP=0	2024-2025 RFEP LUHSD= 12 LHS= 9 JHS= 3 Updated During the 2025-2026 School Year 2024 CALPADS Data LUHSD RFEP=29 LHS- RFEP=29 JHS RFEP=0	2025 CALPADS Data LUHSD= 34 LHS= 30 JHS= 4	CALPADS Data LUHSD RFEP=31 LHS RFEP=31 JHS RFEP=3	2025 CALPADS RFEP Data as Compared to 2023 CALPADS RFEP Data LUHSD= Increased by 28 LHS= Increased by 24 JHS= Increased by 4
5	Priority 5B: Chronic Absenteeism Rates	2023 Data Quest LUHSD Chronic Absenteeism Rate 16.8% AA= 18.4% AI=31% Hispanic=18% White= 13.6%	2024 Data Quest LUHSD Chronic Absenteeism Rate 14.5% AA= 14% AI=28.2% Hispanic=17.1% White= 9.9%	2025 Data Quest LUHSD Chronic Absenteeism Rate 16.1% AA= 14.3% AI=18.8% Hispanic=18.1% White= 14.3% Two or More Races= 8.4%	Data Quest LUHSD Chronic Absenteeism Rate 10.8% AA= 13.4% AI=26% Hispanic=13% White= 8.6%	Data Quest LUHSD Chronic Absenteeism Rate 0.7% Decrease AA= 4.1% Decrease AI=12.2% Decrease Hispanic=0.1% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races= 13.5% Filipino= 10.9% LHS Chronic Absenteeism Rate 14.6% AA= 16.9% AI=18.2% Hispanic=15.8% White= 11.9% Two or More Races= 13.6% Filipino= 9.5% EL= 22.3% FY= 56.5% SED= 19.3% SWD= 21.2% JHS Chronic Absenteeism Rate 60.2% Hispanic= 56.5% White= 69.2% District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 All Students= 8.41% AI= 14.29% FY= 12.9% EL =12.0% SWD= 9.63% Hispanic= 9.56%	Two or More Races= 5.6% Filipino= 4.7% LHS Chronic Absenteeism Rate 12% AA= 10.2% AI=23.5% Hispanic=14.2% White= 8.6% Two or More Races= 5.7% Filipino= 4.7% EL= 17% SED= 15.2% SWD= 17.6% FY= 43.8% JHS Chronic Absenteeism Rate 57.9% Hispanic= 61.7% White= 41.2% District Attendance Data for Percentage of Students with Less Than 90% Attendance as of December 2024 All Students= 11.2%	Filipino= 3.6% LHS Chronic Absenteeism Rate 13.8% AA= 12.5% AI=13.8% Hispanic=15.3% White= 13.5% Two or More Races= 6.8% Filipino= 3.6% EL= 19% SED= 17% FY= 26.3% SWD= 22.4% JHS Chronic Absenteeism Rate 56% Hispanic= 61.7% White= 41.2% District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April All Students 2.41% AI= 9.29% FY =7.9%	Two or More Races= 8.5% Filipino= 5.9% LHS Chronic Absenteeism Rate 8.6% AA= 11.9% AI=13.2% Hispanic=10.8% White= 6.9% Two or More Races= 8.6% Filipino= 4.5% EL= 16.3% FY= 50.5% SED= 13.3% SWD= 15.2% JHS Chronic Absenteeism Rate 54.2% Hispanic= 51.5% White= 64.2% District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 All Students 2.41% AI= 9.29%	White= 0.7% Increase Two or More Races= 5.1% Decrease Filipino= 7.3% Decrease LHS Chronic Absenteeism Rate 0.8% Decrease AA= 4.4% Decrease AI=4.4% Increase Hispanic=0.5% Decrease White= 1.6% Increase Two or More Races= 6.8% Decrease Filipino=5.9% Decrease EL= 3.3% Decrease SED= 2.3% Decrease FY= 30.2% Decrease SWD= 1.2% Increase JHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			AI= 14.29% FY= 27.3% EL =16.2% SWD= 16.9% Hispanic= 12.1%	EL =7.0% SWD =2.63% Hispanic= 4.56%	FY =7.9% EL =7.0% SWD =2.63% Hispanic= 4.56%	Chronic Absenteeism Rate 4.2% Decrease Hispanic= 5.2% Increase White= 28% Decrease EL= 20.2% Increase SED= 9.6% Decrease FY= * District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2025 All Students Increased 5.59% AI = Decreased 6% FY= Increased by 14.1% EL = Increased by 5.7% SWD = Increase by 1.37% Hispanic = Increase by 4.94%
3	Priority 3B and 3C: Schedule One Meeting Per Semester (Minimum) for SSC,	2023-2024 SSC Meetings LHS- 4 JHS- 4	2024-2025 SSC Meetings LHS-4 JHS-4	2025-2026 SSC Meetings As of 2/4/2026 LHS-2	SSC Meetings LHS- 4 JHS- 4	2024-2025 SSC Meetings LHS-4 -Maintained JHS-4- Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Title I, ELAC/DELAC, IEC	ELAC/DELAC- 4 Title 1- 2 Indian Education Council (IEC)- 7 Parent Letter Sent Out to Groups Including Unduplicated and SPED-0 Student Advisory Council -1	ELAC/DELAC- 4 Title 1- 2 IEC- 7 Parent Letter Sent Out to Groups Including Unduplicated and SPED-1 Student Advisory Council- 1	JHS-2 ELAC/DELAC-1 Title 1-0 IEC-3 Parent Letter Sent Out to Groups Including Unduplicated and SPED-1 Student Advisory Council-1	ELAC/DELAC- 4 Title 1- 2 IEC- 7 Parent Letter Sent Out to Groups Including Unduplicated and SPED-2 Studnet Advisory Council - 1	ELAC/DELAC- 4- Maintained Title 1- 2- Maintained IEC- 7-Maintained Parent Letter Sent Out to Groups Including Unduplicated and SPED-1- Increase by 1 Student Advisory Council- 1 Increase by 1
3	Priority 3A: LCAP Parent Survey Participation Rate and Survey Result Data	2023-2024 LCAP Survey LHS 16.5% of Parents Completed the 2023-2024 LCAP Survey 69.2% of Parents Reported Connectedness to the School JHS 69% of Parents Completed the 2023-2024 LCAP Survey 95.9% of Parents Reported	2024-2025 LCAP Survey LHS 25% of Parents Completed the 2024-2025 LCAP Survey 69% of Parents Reported Connectedness to the School 88% of SED Parents Reported that they Feel Welcome to Participate in School Activities.	2025-2026 LCAP Survey LHS Parent Survey 28% Participation Rate 71% Reported a positive feeling towards school connectedness. • SED= 85% • SWD= 59% • EL= 100%	2024-2025 LCAP Survey LHS 50% of Parents Completed the 2024-2025 75% of Parent-Reported Connectedness to the School • 93% of SED Parents Reported that they Feel Welcome to	LCAP Survey LHS 8.5% Increase of Parents Completing the Survey 1.8% Increase in the Number of Parents Reporting Connectedness to the School JHS 52% Decrease of Parents Completing the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Connectedness to the School Due to limitations in our current data collection methods, we have not been able to break down data by specific student groups. However, beginning in the 2024-25 school year, our district will transition to a new survey platform that will enable us to disaggregate data by student group.	90% of SWD Parents Reported that they Feel Welcome to Participate in School Activities. 0% of EL Parents Responded 60% of Indian Education Parents Reported that they Feel Welcome to Participate in School Activities. JHS 17% of Parents Completed the 2024-2025 LCAP Survey 72% of Parents Reported Connectedness to the School 100% of SED Parents Reported that they Feel Welcome to Participate in School Activities. 100% of SWD Parents Reported that they Feel Welcome to Participate in School Activities.	• Indian Ed= 100% JHS Parent Survey 17% Participation Rate 73% Reported a positive feeling towards school connectedness. • SED= 75% • SWD= 100% • EL= 0% • Indian Ed= 50%	Participate in School Activities. • 95% of SWD Parents Reported that they Feel Welcome to Participate in School Activities. • 5% of EL Parents Responded • 65% of Indian Education Parents Reported that they Feel Welcome to Participate in School Activities. JHS 75% of Parents	Survey 23.9% Decrease in Parents Reporting Connectedness to the School Targets were not disaggregated by student and parent groups until 24-25 so we are unable to see the difference from baseline. However, we can see the difference between 24-25 and 25-26. Those results are indicated below: LHS Number of Parents Reporting Connectedness to the School SED= 3% Decrease • SWD= 31% Decrease • EL= 100% Increase • Indian Ed= 40% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0% of EL Parents Responded 0% of Indian Education Parents Responded		Completed the 2024-2025 LCAP Survey Maintain 95% or higher of Parent-Reported Connectedness to the School • 100% of SED Parents Reported that they Feel Welcome to Participate in School Activities. • 100% of SWD Parents Reported that they Feel Welcome to Participate in School Activities. • 5% of EL Parents Responded	JHS Number of Parents Reporting Connectedness to the School SED= 25% Decrease • SWD= Maintained • EL= Maintained • Indian Ed= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• 5% of Indian Education Parents Responded Due to limitations in the data collection methods during the 2023-2024 school year,LUHSD will begin setting targets disaggregated by student groups based on the 24-25 school year survey data.	
5	Priority 5A: Student Attendance Rates	Aeries- Local Data LUHSD District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 All Students= 8.41% AI= 14.29% FY= 12.9% EL =12.0% SWD= 9.63% Hispanic= 9.56%	District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2025 All Students 8.3% AI= 14.29% FY= 0% EL =11.7% SWD= 12% Hispanic= 8.9%	District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2026 All Students 14% AI= 6.29% FY= 27% EL =17.7% SWD= 11% Hispanic= 14.5%	District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April All Students 2.41% AI= 9.29% FY =7.9% EL =7.0% SWD =2.63% Hispanic= 4.56%	District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2025 All Students Increased 5.59% AI = Decreased 6% FY= Increased by 14.1% EL = Increased by 5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD = Increase by 1.37% Hispanic = Increase by 4.94%
5	Priority 5D: Dropout Rates	2023 Data Quest Four-Year Adjusted Cohort Outcome LUHSD All Students=14 AA= 0 AI=2 Hispanic=7 White= 3 2 or More Races=0 Filipino=0 LHS All Students= 11 Hispanic=7 White= 2 AI=1 JHS All Students= 3	2024 Data Quest Four- Year Adjusted Cohort Outcome LUHSD All Students=3 AA = 0 AI=1 Hispanic=2 White = 0 2 or More Races=0 Filipino=0 LHS All Students= 3 Hispanic=2 White = 0 AI= 1 JHS All Students= 0	2025 Data Quest Four- Year Adjusted Cohort Outcome LUHSD All Students=12 AA = 0 AI=* Hispanic=9 White = 3 2 or More Races=0 Filipino=* LHS All Students= 11 Hispanic=9 White = 2 AI= * JHS All Students= 1	Data Quest Four-Year Adjusted Cohort Outcome LUHSD All Students=11 AA= 0 AI=1 Hispanic=4 White= 2 2 or More Races=0 Filipino=0 LHS All Students= 7 Hispanic=4 White= 1 AI = 1 JHS All Students= 2	Data Quest Four-Year Adjusted Cohort Outcome LUHSD All Students=2 Decrease AA= Maintained AI=* Hispanic=2 Increase White= Maintained 2 or More Races=Maintained Filipino=* LHS All Students= Maintained Hispanic=2 Increase White= Maintained AI= * JHS All Students= 2 Decrease

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.

Year 1:
2.1 Provide Saturday School: Both LHS and JHS offer Saturday School to address student attendance. JHS held 4 Saturday School sessions during the first semester, and LHS held 8. The LCAP parent survey indicated that 71% of parents had a favorable response, 23% had a neutral response, and 5% had a non-favorable response to their students' school promoting positive attire or helping their student improve their attendance.
2.2 Provide Courses for Credit Recovery Including Summer School Sessions: Since the beginning of the school year, LUHSD has had students working on Edgenuity to recover credits. LHS currently has 4 after-school credit recovery teachers.75% of parents provided a positive response on the LCAP survey regarding their student's school providing supports that help their student be academically successful. Dropout rates have decreased at both Lemoore High School(8 students) and Jamison High School(3 students). Overall graduation rates have increased at both LHS(1.6%) and JHS(10.7%).
2.3 Continue Intervention Counseling at Jamison High School: The JHS counselor has met with each student to do academic planning. During the first and second trimester, the JHS counselor has ensured students are placed in the proper classes to lead to a high school diploma. JHS counselor is a member of the school's intervention team. Overall graduation rates have increased at JHS by 10.7%. Socioeconomically Disadvantaged students increased their graduation rate by 10.6%.
2.4 Provide a Full-Time Health Care Assistant and Part-Time Health Clerk to Assist with Medical Care: LUHSD has a full-time Health Care Assistant and a part-time Health Clerk who work directly with students and families. Chronic Absenteeism rates for LUHSD have decreased by 2.3%. On the LCAP Survey, 77 parents shared that they would like to have a workshop on how to access district and community resources(Student Services and health services).
2.5 EL TOSA: LHS has an EL TOSA who pushes into classrooms to offer support three periods a day. The EL TOSA has gone to numerous EL training sessions during the first semester of the 2024-2025 school year and has come back and supported teachers with the instructional strategies he has learned. Staff reported on the LCAP survey that the ELD training that they have received has made them more equipped to work with English Learners. Another staff member reported that they feel that in order to continue to promote academic success for all students, we need to have better systems in place to support our English Learners.
2.6 Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students: Each Wings student at LHS and JHS has been assigned a mentor. Wings mentors meet with students two times a month. At LHS and JHS, there are a total of 21 mentors. Jamison High School saw significant gains in the graduation rates of its Socioeconomically Disadvantaged Students (10.6%). Although the gains were not as high at LHS, they also saw an increase in the graduation rates of SED students (1.6%).
2.7 Provide Resources for the WINGS Program (Targeting Foster and SED Students): Wings has had one meeting during the first semester that included a guest speaker who provided information on how students could get involved with programs that offer resources. In the LCAP survey, it was suggested that one way to improve our support for foster and socioeconomically disadvantaged students is to provide resources, food, and school supplies to the students. It was also suggested on the LCAP that we do a better job communicating with our students about what resources are available to them and then link them up to the local resources.
2.8 Professional Development for Working with English Learners: LUHSD has contracted with KCOE to offer professional development for working with English Learners. KCOE has provided 6 in-person trainings to the EL teachers on campus. KCOE has provided one all-staff

EL training. Math teachers have attended three Integrated ELD + Math trainings with FCOE. EL teachers and admin have been attending the KCOE EL Network. There have been two meetings to date. On the LCAP staff survey, staff reported that working with the KCOE EL consultant was one of the most impactful professional development sessions that they took part in this year. Staff also shared that they feel the EL training has always shown them how to work with English Learners. During the LCAP discussion that occurred as part of the School Site Council meeting at Lemoore High School, this specific action item was called out as positive.
2.9 ELD Instructional Assistants at Lemoore High School to Support English Learners: LHS has two EL Instructional Assistants who push into classes and support our EL students. The two assistants are able to support 30 periods each week. On the LCAP survey, 64% of parents reported that they felt their student's school offered effective supports for English Learners.
2.10 Bilingual Clerical Support to Assist with Absenteeism and School Connectedness: Starting in the 2024-2025 school year, LHS has bilingual clerical support in all offices. LHS saw a decrease in chronic absenteeism for Hispanic students (1.6%) and English Learners(5.3%). During the LCAP discussion that occurred as part of the School Site Council meeting at Lemoore High School, this specific action item was called out as positive.

Successes:
2.1 Saturday School: Both LHS and JHS implemented Saturday School to improve attendance. LHS held 8 sessions, JHS held 4. LCAP survey results indicate strong parent support (71% favorable) for attendance-related efforts.
2.2 Credit Recovery & Summer School: Edgenuity is actively used for credit recovery. 4 dedicated after-school credit recovery teachers at LHS. Dropout rates decreased (LHS: -8 students, JHS: -3 students). Graduation rates increased at both LHS (+1.6%) and JHS (+10.7%). 75% of parents positively rated academic support.
2.3 Intervention Counseling at JHS: All students at JHS received academic planning sessions. The counselor is active on the intervention team. Graduation rates for SED students increased significantly (+10.6%).
2.4 Health Care Assistant and Health Clerk: Chronic absenteeism decreased across LUHSD by 2.3%. Staff provided meaningful support to students and families. Parent interest expressed in workshops on district and community health resources (77 requests).
2.5 EL TOSA: EL TOSA pushes into classrooms three periods a day and shares new instructional strategies from PD. Staff reports ELD PD has improved its capacity to support English Learners. Recognition that continued work is needed for systemic EL support.
2.6 School Social Worker/WINGS Mentoring: Every WINGS student at LHS and JHS is assigned a mentor who meets with them twice monthly. SED graduation rates improved (JHS: +10.6%, LHS: +1.6%).
2.7 WINGS Program Resources: Hosted a meeting with a guest speaker on local resource access. Parents provided helpful suggestions: more resources, food, supplies, and better communication on what’s available to students.
2.8 PD for Working with English Learners: 6 in-person trainings with KCOE, plus one full staff training. Math teachers attended 3 integrated ELD + Math sessions. Staff reported these as among the most impactful PD experiences this year. Action was highlighted positively during the School Site Council.
2.9 ELD Instructional Assistants: Two EL IAs pushing into 30 class periods weekly to support EL students. 64% of parents believe their student’s school offers effective supports for English Learners.
2.10 Bilingual Clerical Support: Bilingual support is now present in all LHS offices. Chronic absenteeism decreased: Hispanic students: -1.6% and English Learners: -5.3%. Highlighted positively in the LHS School Site Council and DELAC discussions.

Challenges:

2.1 Saturday School Despite participation, 25% of parents on the LCAP survey were either neutral or not satisfied, indicating room for improvement.
2.2 Credit Recovery: While credit recovery and graduation rates improved, the data suggest that ongoing support and expansion of services may be needed to sustain gains and reach more students. LUHSD has a 95.8% graduation rate for all students and would like to get that to 100%.
2.3 JHS Counseling: While the counselor's work is commendable, ensuring long-term sustainability if broader social-emotional needs increase or students come with larger credit deficiencies. JHS currently has a 91.8% graduation rate for all students and would like to get that to 100%.
2.4 Health Services. Parent feedback revealed a gap in awareness and access to available services. High interest in workshops suggests a need for proactive outreach and resource navigation support.
2.5 EL TOSA: Staff highlighted the need for more structured and systemic supports to ensure long-term success for English Learners. Good training exists, but implementation gaps may remain. On the 2024 CA Dashboard, LUHSD had a 95.8% graduation rate for All Students but a 93.8% graduation rate for English Learners. At LHS, a 97.4% graduation rate was achieved by All Students, while English Learners had a 93.8% graduation rate.
2.6 Social Worker/Mentoring: WINGS mentoring is strong, but frequency and reach could be expanded for broader impact.
2.7 WINGS Program: Only one meeting held during the semester — may not be sufficient for deep impact. LCAP data suggests that parents and students need more frequent touchpoints and clearer communication about available services.
2.9 Instructional Assistants: While support is consistent (30 periods/week), support at after-school tutoring is not in place.
2.10 Bilingual Support: Positive outcomes observed, but it's critical to monitor family engagement to ensure this support is translating to better two-way communication regarding grades and attendance to assist with the increase in the graduation rate of our English Learners.

Year 2:
2.1 Provide Saturday School: Both LHS and JHS offer Saturday School to address student attendance. JHS held 4 Saturday School sessions during the first semester, and LHS held 12. The LCAP parent survey indicated that 95% of parents had a favorable response that their student's school promotes positive attendance or helps in improving their student's attendance. From the baseline year, LUHSD has seen a decrease in the Chronic Absenteeism Rate for All Students (0.7%), AA (4.1%), AI (12.2%), Two or More Races (5.1%), and Filipino (7.3%).
2.2 Provide Courses for Credit Recovery Including Summer School Sessions: Since the beginning of the school year, LUHSD has had students working on Edgenuity to recover credits. LHS currently has 3 after-school credit recovery teachers.76% of parents provided a positive response on the LCAP survey regarding their student's school providing supports that help their student be academically successful. Since 2004, dropout rates have increased at both Lemoore High School(8 students) and Jamison High School(1 student). Overall graduation rates have decreased at both LHS and JHS for all students. LHS declined by 3.2%, and JHS declined by 10.4%.
2.3 Continue Intervention Counseling at Jamison High School: The JHS counselor has met with each student to do academic planning. During each trimester, the JHS counselor has ensured students are placed in the proper classes to lead to a high school diploma. JHS counselor is a member of the school's intervention team. Overall, graduation rates dropped at JHS. On the CA Dashboard, JHS has a graduation rate of 81.4%, which is a decline of 10.4%. JHS maintained its suspension rate on the 2025 CA Dashboard at 11.5% suspended. Jamison saw a drop in chronic absenteeism by 2% for all students.
2.4 Provide a Full-Time Health Care Assistant and Part-Time Health Clerk to Assist with Medical Care: LUHSD has a full-time Health Care Assistant and a part-time Health Clerk who work directly with students and families. Chronic Absenteeism rates for LHS increased by 2%;

however, a reduction was seen in Foster Youth by 17.5% and American Indian by 9.7%. JHS saw a decrease in Chronic Absenteeism for all students by 2%.
On the LCAP Survey, 102 parents shared that they would like to have a workshop on how to access district and community resources(Student services and health services)
2.5 EL TOSA: LHS has an EL TOSA who pushes into classrooms to offer support three periods a day. The EL TOSA has gone to numerous EL trainings during the first semester of the 2025-2026 school year and has come back and supported teachers with the instructional strategies he has learned. Staff reported on the LCAP survey that the ELD training that they have received as part of the EL Network has been very beneficial. Staff also reported that the Elevation training provided clear and accessible insights into students' ELA learning progress and regression, which helps them to identify those students needing additional supports.
2.6 Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students: Each Wings student at LHS and JHS has been assigned a mentor. Wings mentors meet with students two times a month. At LHS and JHS, there are a total of 15 mentors. Both Jamison High School and Lemoore High School saw decreases in their graduation rates for SED students. Jamison High School saw a decrease in the graduation rates of its Socioeconomically Disadvantaged Students by 10%, and Lemoore High School saw a decrease by 4%.
2.7 Provide Resources for the WINGS Program (Targeting Foster and SED Students): Wings has had two meetings during the first semester. The Wings program has 15 mentors in place who are part of the LUHSD staff. In Spring 2026, an additional 6 mentors will be added from an outside agency. In the LCAP survey, it was suggested that one way to improve our support for foster and socioeconomically disadvantaged students is to provide resources, food, and school supplies to the students. It was also suggested on the LCAP that we do a better job communicating with our students what resources and programs are available to them, and then link them up to the local resources.
2.8 Professional Development for Working with English Learners: LUHSD has sent staff to the English Network trainings. A team of teachers who co-teach in the EL classrooms was sent to a co-teacher training. Staff have also taken part in Elevation training. EL teachers have also taken part in interim assessment training so they can administer the interim ELPAC.
2.9 ELD Instructional Assistants at Lemoore High School to Support English Learners: LHS has two EL Instructional Assistants who push into classes and support our EL students. The two assistants are able to support 30 periods each week. On the LCAP survey, 95% of parents reported that they felt their student's school offered effective supports for English Learners.
2.10 Bilingual Clerical Support to Assist with Absenteeism and School Connectedness: Starting in the 2024-2025 school year, LHS has had bilingual clerical support in all offices. That has continued into the 2025-2026 school year. LHS saw an increase in chronic absenteeism for Hispanic students (1.1%) and English Learners(2%). During the LCAP discussion that occurred as part of the DELAC meeting, this specific action item was called out as positive.
2.11 During the 2025-2026 school year, an additional counselor was added to LHS to reduce the counselor caseload, enabling the counselors to more effectively utilize data to help with graduation rates and attendance data. Counselors can also make more meaningful relationships with students. Counselors had more time to review student data and link them to interventions due to the reduction in caseload.(LREBG)

Successes:
2.1 Saturday School: Both LHS and JHS implemented Saturday School to improve attendance. LHS held 12 sessions, JHS held 4 sessions during the 1st semester. 22 Saturday School sessions will be held in the spring of 2026 at LHS, and 5 will be held at JHS. From the baseline year, school sites have seen decreases in the Chronic Absenteeism Rates for EL, FY, and SED. From the baseline year, LHS has seen a

decrease in EL (3.3%, SED (2.3%), and FY (30.2%). JHS has seen a decrease in SED (9.6%).LCAP survey results indicate strong parent support (95% favorable) for attendance-related efforts. Parent satisfaction with attendance support increased 24% from the previous year.
2.2 Credit Recovery & Summer School: Edgenuity is actively used for credit recovery. 3 dedicated after-school credit recovery teachers at LHS. JHS uses Edgenuity as part of their school day for students to recover credits. LHS had 222 active students in summer school, and 213 courses were completed. JHS had 43 active students in summer school, and 40 courses were completed. From the baseline year, LUHSD has seen a 0.1% increase in the graduation rate for English Learners. LHS has seen a 0.7% increase in graduation rates for ELs since the baseline year, and JHS has seen a 0.7% increase in graduation rates for SED students since the baseline year.
2.3 Intervention Counseling at JHS: All students at JHS received academic planning sessions. The counselor is active on the intervention team. JHS has seen a 0.3% increase in graduation rates for All Students and a 0.7% increase for SED students since the baseline year.
2.4 Health Care Assistant and Health Clerk: LHS saw a reduction in Chronic Absenteeism rates for Foster Youth by 17.5% and American Indian by 9.7%. JHS saw a decrease in Chronic Absenteeism for all students by 2%. Staff provided meaningful support to students and families. On the 2025-2026 LCAP Survey, parents expressed interest in workshops on district and community health resources (102 requests).
2.5 EL TOSA: EL TOSA pushes into classrooms three periods a day and shares new instructional strategies from PD. Staff reports ELD PD has improved its capacity to support English Learners. Recognition that continued work is needed for systemic EL support.
2.6 School Social Worker/WINGS Mentoring: A decrease in chronic absenteeism for Foster Youth (17.5% decrease) at LHS was seen on the CA Dashboard. JHS saw a decrease in chronic absenteeism rates for their Socioeconomically Disadvantaged students (0.80%). From the baseline year, JHS has seen a 0.7% increase in the graduation rates for SED students.
2.7 WINGS Program Resources: Wings hosted two meetings during the first semester with a speaker on how to access local resources. Wings has partnered with an outside service agency to add 6 mentors starting in the Spring of 2026.Every WINGS student at LHS and JHS is assigned a mentor who meets with them twice monthly. Parents provided helpful suggestions: more resources, food, supplies, and better communication on what's available to students. Parents would also like to see more counseling offered to these students to ensure they know how to access resources. From the baseline year, JHS has seen a 0.7% increase in the graduation rates for SED students.
2.8 EL teachers have become active in the EL Network and meet regularly with county staff for training. EL teachers have been trained in ELPAC interim assessments and are administering them at both LHS and JHS. On the LCAP staff survey, some staff reported that the most effective PD they have received this year came from the EL Network.
2.9 ELD Instructional Assistants: Two EL IAs pushing into 30 class periods weekly to support EL students. 95% of parents believe their student's school offers effective supports for English Learners. This was an increase of 31% from the previous year. From the baseline year, LHS has seen a 65.2-point increase in its ELA CAASP scores and a 17.6-point increase in its CAASP Math scores.
2.10 Bilingual Clerical Support: Bilingual support is present in all LHS offices. Highlighted positively in the LHS School Site Council and DELAC discussions as something that makes parents feel more welcome and supported by the school. From the baseline year, LHS has seen a decrease in the Chronic Absenteeism Rates for EL (3.3%), SED (2.3%), and FY (30.2%).
2.11 An additional counselor was added to LHS starting with the 2025- 2026 school year. The addition of the counselor reduced the counseling caseload at LHS. (LREBG)

Challenges:
2.1 Saturday School Despite participation, 5% of parents on the LCAP survey were either neutral or not satisfied, indicating room for improvement. Between 2024 and 2025, LUHSD saw an increase in chronic absenteeism rates for AA (0.3%), Hispanics (1%), Whites (4.4%), and Two or More Races (2.8%).

2.2 Credit Recovery: While credit recovery is in place after school and in the summer, graduation rates decreased at both LHS and JHS. JHS saw a decrease in graduation rates by 10.4% overall, and LHS saw a decrease of 3.2% the data suggest that ongoing support and expansion of services may be needed to reach more students. LUHSD would like to see a 100% graduation rate.
2.3 JHS Counseling: While the counselor's work is commendable, ensuring long-term sustainability if broader social-emotional needs increase or students come with larger credit deficiencies. During the 2025 school year, JHS saw a 10.45% decline in its graduation rate. Hispanic students declined by 16.6%, and Socioeconomically Disadvantaged students declined by 9.8%.
2.4 Health Services. Parent feedback revealed a gap in awareness and access to available services. High interest in workshops suggests a need for proactive outreach and resource navigation support.
2.5 EL TOSA: More supports have been put in place for English Learners, and staff have been sent to training, but disparities still remain. On the 2025 CA Dashboard, LUHSD had a 91.3% graduation rate for All Students but a 91.1% graduation rate for English Learners. The graduation rate for English Learners decreased from 91.7% on the LHS 2024 CA Dashboard to 82.2% on the 2025 CA Dashboard. At LHS, a 94.2% graduation rate was achieved by All Students, while English Learners had a 82.2% graduation rate on the 2025 CA Dashboard.
2.6 Social Worker/Mentoring: WINGS mentoring is strong, but frequency and reach could be expanded for broader impact. On the 2025 CA dashboard, LUHSD saw a decrease in graduation rates for Homeless (23.8% decrease) and Socioeconomically Disadvantaged (5% decrease).
2.7 WINGS Program: Only two meetings held during the semester — may not be sufficient for deep impact. Dashboard data suggests students may benefit from more frequent touchpoints and clearer communication about available services. From the baseline year, LUSD has seen a decrease in graduation rates for All Students (2.9%) and SED (3.2%. LHS has seen a decrease of 1.6% for All Students and 2.3% for SED Students.
2.9 Instructional Assistants: LHS has consistent support in the classroom with instructional assistants. Tutoring has been established after school, starting in the 2025-2026 school year, for EL. Although these supports are in place, our EL students still have graduation rates below that of all students. LHS had a graduation rate of 94.2% for all students on the 2025 CA Dashboard and a graduation rate of 82.2% for EL.
2.10 Bilingual Support: Positive feedback was received from parents, but it's critical to monitor family engagement to ensure this support translates to better two-way communication regarding grades and attendance to assist with the increase in the graduation rate of our English Learners. On the CA Dashboard, the chronic absenteeism rate increased by 2% at LHS for English Learners. The graduation rate for English Learners decreased by 10% on the CA Dashboard.
2.11 Additional Counselor at LHS: 2026 LCAP survey data suggested that parents and students still feel that timely communication with counselors is something that needs to be improved. (LREBG)

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.

2.1 Provide Saturday School- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for Saturday School in the amount of $3,325.00. This variance occurred because actual program costs were lower than originally projected. Although the full budgeted amount was not expended, Saturday School services were implemented as planned and made available to students. This difference does not represent a reduction in services but rather reflects efficient use of resources and lower-than-anticipated expenditures.

2.3 Continue Intervention Counseling at Jamison High- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures in the amount of $29,639. This variance is primarily attributable to an overestimation of employee benefit costs during the budgeting process, as well as lower-than-anticipated expenditures on non-personnel items associated with the LCAP action. As a result, the total budgeted amount was not fully expended. This difference reflects normal variances between projected and actual costs and does not represent a reduction in the level of services provided to students.
2.4 Provide a fulltime Health Care Assistant- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action in the amount of $47,567. This variance is attributable to overestimated salary and benefit projections during the budgeting process, as well as lower-than-anticipated expenditures for materials and supplies. As a result, the total budgeted amount was not fully expended. This difference reflects typical variances between projected and actual costs and does not represent a reduction in the level of services provided to students.
2.5 EL TOSA- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action in the amount of $49,491. This variance is due to an underestimation of personnel costs during the budgeting process. The initial budget was based on the prior Teacher on Special Assignment (TOSA) salary; however, following LCAP adoption, a staffing change occurred and the position was filled by a more experienced certificated employee placed higher on the salary schedule. As a result, actual salary and benefit costs exceeded the original budget. This difference reflects standard personnel cost variability and does not represent a change in the level of services provided to students.
2.7 Provide Resources for the WINGS Program- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action in the amount of $25,000. This variance is due to partial implementation of the planned activities, as the district was unable to fully execute all components of the action at the level originally projected. While some elements of the action were implemented, overall expenditures were lower than anticipated, resulting in unexpended funds. The district will continue to refine implementation strategies to ensure full execution of planned activities in future years.
2.8 Professional Development for Working with English- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action in the amount of $27,793. This variance is due to a strategic shift in funding sources, as all professional development costs associated with this action were funded using one-time funds that are set to expire in June 2026. As a result, the originally budgeted ongoing funds were not expended. This adjustment reflects prudent fiscal management by maximizing the use of limited-duration funding sources while maintaining the planned level of services for staff and students.
2.9 ELD Instructional Assistants at Lemoore High School to Support English Learners- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action in the amount of $8,930. This variance is attributable to an overestimation of salary and benefit costs during the budgeting process. Actual personnel expenditures were lower than projected, resulting in unexpended funds. This difference reflects typical fluctuations between projected and actual costs and does not represent a reduction in the level of services provided to students.
2.10 Bilingual Clerical Support- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action in the amount of $38,626. This variance is attributable to lower-than-anticipated personnel costs resulting from a staffing change. The budget was developed based on the prior clerk’s salary; however, following the employee’s promotion, the position was filled by a new employee placed at Step 1 of the salary schedule. As a result, actual salary and benefit costs were lower than projected, leading to unexpended funds. This difference reflects normal personnel cost variability and does not represent a reduction in the level of services provided to students.
2.11 Additional counselor at Lemoore High School- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action due to lower-than-anticipated personnel costs. At the time of budget development,

the district did not have a confirmed hire for the position and therefore budgeted conservatively. Once the position was filled, the employee's actual salary and benefit costs were lower than originally projected, resulting in unexpended funds. This variance reflects standard budgeting practices when staffing is undetermined and does not represent a reduction in the level of services provided to students. (LREBG)

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

The following actions were successful based on the following metrics:
Year 1:
Action 2.1, 2.2, 2.3, 2.6, 2.7: Lemoore Union High School District saw a slight increase in its overall graduation rates (1.6%). LUHSD saw significant gains in the graduation rates for English Learners (9%). Lemoore High School saw gains in the overall graduation rate for All Students (1.7%) but saw significant gains in the graduation rates for their English Learners (8.8%). Jamison High School saw significant gains in All Students (10.7%) and Socioeconomically Disadvantaged Students (10.6%).
Action 2.1, 2.4, 2.10: Lemoore Union High School District saw an overall reduction in the chronic absenteeism rate for all students (2.3%). LUHSD saw significant reductions in the chronic absenteeism rate of EL students (8.2%), SED students (5.7%), and FY (23.4%). Lemoore High School saw a decrease in the chronic absenteeism rates of all student groups with the exception of American Indian Students, who saw an increase (5.3%). Jamison High School saw a decrease in the chronic absenteeism rates of all student groups, with the exception of Hispanic Students, who saw an increase (5.2%) and English Learners (15.9%). Lemoore Union High School District saw a significant reduction in the dropout rates for All Students (11 students) and Hispanic Students (5 students). LHS reduced its dropout rate by 8 students, and JHS reduced its dropout rate by 3 students.
Action 2.5, 2.8, 2.9: Lemoore Union High School District saw a reduction in RFEP numbers (Decreased by 17). Lemoore High School also saw a reduction in RFEP numbers (Decreased by 20). It should be noted that Lemoore High School reclassified 29 students during the previous school year. Jamison High School saw an increase in RFEP by 3.
Action 2.1, 2.4, 2.6, 2.7: When looking at district attendance data, LUHSD SWD increased its attendance rates by 2.37% while FY decreased its attendance rates by 12.9%. These numbers show that there is still a discrepancy among student groups.

Year 2:
Action 2.1, 2.2, 2.3, 2.6, 2.7: Ineffective/Needs Improvement. From the baseline year, Lemoore Union High School District saw a decrease in its overall graduation rates (2.9%) and the graduation rate of Socioeconomically Disadvantaged Students (3.2%). LUHSD saw a slight increase in the graduation rate for English Learners (0.1%). LUHSD (4.5%), LHS (3.2%), and JHS (10.4%) all saw decreases in their graduation rates from the class of 2024 to the class of 2025. Data indicates these actions didn't produce the desired outcomes. LUHSD believes the actions can be effective and are tightening their structures and practices to look at and ensure clean data.
Action 2.1, 2.4, 2.10: Effective. From the baseline year, Lemoore Union High School District saw an overall reduction in the chronic absenteeism rate for all students (0.7%). From the baseline year, LUHSD saw a significant reduction in the chronic absenteeism rate of American Indian students (12.2%), African American (4.1%), Two or More Races (5.1%), and Filipino (7.3%). From the baseline year, LHS saw significant decreases in African Americans (4.4%), Two or More Races (6.8%), Hispanics (0.5%), Filipino (5.9%, English Learners (3.3%), Socioeconomically Disadvantaged (2.3%), and Foster Youth (30.2%). From the baseline year, JHS saw a significant decrease in White (28%) and Socioeconomically Disadvantaged (9.6%). From the 2024- to 2025 school year, LUHSD saw a decrease in the chronic absenteeism rates for American Indians (9.4%), Filipinos (0.9%), and Foster Youth (2.1%). LHS saw a reduction for American Indians

(9.7%), Filipinos (1.1%), and Foster Youth (17.5%). JHS saw a reduction for All Students (1.9%) and Socioeconomically Disadvantaged Students (0.8%). LHS saw an increase in chronic absenteeism rates from 2024 to 2025 for the following groups: All Students (1.8%), African Americans (2.3%), Hispanics (1.1%), Whites (4.9%), Two or More Races (1.1%), and Socioeconomically Disadvantaged Students (1.8%). JHS saw an increase from 2024 to 2025 in English Learners (4.3%). From the baseline year, LUHSD and JHS saw a decrease in dropout rates for All Students (2 students). From the 2024 to 2025 school year, Lemoore Union High School District saw a significant increase in the dropout rates for All Students (9 students), White Students (7 students), and Hispanic Students (5 students). Lemoore High School District saw a significant increase in the dropout rates for All Students (8 students), White Students (2 students), and Hispanic Students (7 students). Jamison High School saw an increase in All Students (1 student).
Action 2.5, 2.8, 2.9: Partially Effective. Lemoore Union High School District saw a reduction in RFEP numbers (Decreased by 17). Lemoore High School also saw a reduction in RFEP numbers (Decreased by 20). It should be noted that Lemoore High School reclassified 29 students during the previous school year. Jamison High School saw an increase in RFEP by 3.
Action 2.1, 2.4, 2.6, 2.7: Effective. When looking at district attendance data, LUHSD saw American Indian students reduce their rate of 90% attendance or less by 3.18%. Foster Youth increased the number of students with 90% attendance or less by 28.57%, and EL by 4.61%. These numbers show that there is still a discrepancy among student groups.
Action 2.11: Ineffective/Needs Improvement. An additional counselor was added to Lemoore High School for the 2025-2026 school year. Looking at survey data, it shows that even with the additional counselor, we will need to tighten up the structures we have in place within our counseling departments. Parent and student feedback on the surveys and in stakeholder committees continues to suggest that they would like more access to counselors. It was also brought up by WASC that LHS needs to work on their A-G completion rates. LUHSD believes that the additional counselor can be effective and has partnered with Solution Tree to provide additional training tot he counseling department starting in the 2026-2027 school year.

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

Following are 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:
Changes to metrics:
Priority 3B and 3C: Added Student Advisory Council
On the graduation rate metric LHS has already exceeded the three-year targeted outcome. Updated the three-year targeted outcome for All Students 98%, SED=98 %, FY= *, and EL= 95%.

Action changes:
2.11 An additional counselor will be added to LHS to reduce counselor caseload to provide more one-on-one attention to students in order to increase academic success. This will assist with students' academic progression leading to a diploma. With the reduced caseload, counselors can focus on barriers to success, such as attendance and SEL needs, that are keeping them from progressing. This action was developed with feedback from parent meetings and survey results. Parents and students both reported a need for more timely responses from counselors and better communication of what needs to be done to make students ready for their next steps after high school. This position will be funded fully through LREBG (Learning Recovery Emergency Block Grant), in the amount of $125,900.00, resources for use at Lemoore High School. Graduation and attendance rates will be monitored for effectiveness. Evidence-based action description:

https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf

Budget increases were made to the following actions:
2.2- Increase in funding due to Collective Bargaining Agreement and step and column increases
2.3- Increase in funding due to Collective Bargaining Agreement and step and column increases
2.4- Increase in funding due to Collective Bargaining Agreement and step and column increases
2.5- Increase in funding due to Collective Bargaining Agreement and step and column increases
2.6- Increase in funding due to Collective Bargaining Agreement and step and column increases

Year 2:
Budget changes were made to the following actions:
Metric Changes:
Goal 2 Metric 4F Reclassification Rates: Updated CALPADS Data to Reflect the 2023 data (baseline year) and 2024 data (year 1 outcomes)
Goal 2 Metric 5 Graduation Rate: Added a target for LTEL
2.3 Reduced funding only to reflect salary and benefits.
2.4 Reduced funding only to reflect salary and benefits.
2.5 Increased funding only to reflect salary and benefits.
2.6 Reduced funding only to reflect salary and benefits.
2.7 Reduced funding due to a reduction in the unduplicated count. The 6 additional mentors are volunteers.
2.8 Reduced due to EL PD being a free offering by local county office.
2.9 Increased to only reflect salary and benefits.
2.10 Reduced to only reflect salary and benefits.
2.11 Reduced in funding due to the employee in the position and alignment with the Collective Bargaining Agreement.(LREBG)

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	Provide Saturday School	To address student attendance challenges and promote academic achievement, LUHSD will implement a Saturday School program to provide students with opportunities to make up missed attendance hours. The Saturday School program is designed to accommodate students who have accumulated absences and need opportunities to make up missed attendance hours. The program will offer a structured and supportive	$9,352.00	No

Action #	Title	Description	Total Funds	Contributing
		environment where students can engage in academic activities to fulfill attendance requirements. Certificated teachers will be available to provide academic assistance during Saturday School. LUHSD will implement systems for monitoring student attendance and participation in the Saturday School program.		
2.2	Provide Courses for Credit Recovery Including Summer School Sessions	Local and state graduation rate data underscores a pressing necessity to elevate the graduation rates of LUHSD's English Learners (EL) students. Recognizing this, LUHSD is committed to providing credit recovery and summer school sessions for students to reclaim lost credits. Edgenuity, an online credit recovery platform with accessibility features to ensure equitable access, is a pressing necessity to address local and state graduation rate data indicating an equity gap for EL, SED, and FY student groups.	$126,371.00	Yes
2.3	Continue Intervention Counseling at Jamison High School	Local and state graduation rate data underscores a pressing necessity: to elevate the graduation rates, increase the attendance rates, and reduce the suspensions at JHS. Recognizing this, LUHSD is committed to providing a full-time site-based intervention counselor to at-risk students at Jamison High School. The counselor will support overall student connectedness, by holding regularly scheduled check-ins with the JHS students, connecting them to a variety of resources both on and off of the campus. The counselor will also monitor grades and ensure that students are enrolled in courses that put them on track towards earning a high school diploma. In addition, the counselor will offer counseling supports, assign students to intervention classes, credit recovery opportunities, and connections to community service and co-curricular sports. The counselor will hold conferences with families and liaisons. The counselor will work hand in hand with the school administrator to offer restorative practices as an alternative to discipline. The counselor will be part of the School Intervention Team and will use the Vector Solutions platform to deliver targeted lessons related to students' behaviors.	$114,791.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Provide a Full-Time Health Care Assistant and Part-Time Health Clerk to Assist with Medical Care	A review of chronic absenteeism data indicates there is a need to decrease our chronic absenteeism rates. A local needs assessment identified that in addition, our students in our continuation school in particular, our students, would benefit significantly from personnel who work directly with students and parents to reduce health concerns by increasing staff availability and eliminating health barriers that stand in the way of regular attendance. LUHSD will provide additional nursing services to assist with medical care at both LHS and JHS. The additional nursing services also will help with linking students and families with outside services such as Medi-Cal enrollment information. The additional nursing services will allow school nurses to be intentional in reaching out to our students families and students regarding health needs and health barriers that may be keeping their students from accessing their education.	$94,762.00	Yes
2.5	EL TOSA	LUHSD metrics show a need to increase the number of students scoring a level 3 or level 4 on the ELPAC and increase the EL reclassification rate. LHS will also have three periods of EL TOSA support focused on improving services and supports for EL students. The TOSA will provide support for teachers and help with instructional strategies. The intended outcome of this action is to increase the academic performance of our EL students.	$161,500.00	Yes
2.6	Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students	A review of local survey data and state academic achievement data in ELA and Math indicates there is a need to increase school connectedness and academic achievement of our FY, Homeless, and SED students. LUHSD will provide designated time for a social worker to work with FY, Homeless, and SED students. Social worker will create enrichment activities to help increase school connectedness. Social worker will set up a mentoring program to connect FY students to mentors. Mentors will provide individualized support for academic and social-emotional learning. The social worker will help connect students to additional supports on campus. Social worker will support students in SSTs. Social Workers will also support provide crisis services. Social worker will remove any barriers to available resources such as transportation, materials, supplies, clothing, food, counseling, and academic support. In addition, the Social Worker will	$118,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assist with linking families and students to outside resources. The intended outcome of this action is a decrease in the overall suspension and absenteeism rate and increase the academic performance and graduation rate by intervening with students and providing them with alternative skills that will lead to a reduction in behaviors.		
2.7	Provide Resources for the WINGS Program (Targeting Foster and SED Students)	WINGS Coordinator will ensure foster and homeless students are coded properly in student information system. WINGS Coordinator will assign mentors to identified students. Mentors will monitor students' grades, attendance, and discipline and provide individualized support for academic and social-emotional learning and help connect students to supports on campus. Wings Coordinator will help provide crisis services and will assist with connecting students and families with outside resources in order to help remove barriers to learning. WINGS Coordinator will work with Director of Student Services to order needed school supplies to remove barriers for academic success. WINGS Coordinator will also plan enrichment activities throughout the school year including lunches, motivational speakers, college visits, and hands on activities.	$5,000.00	Yes
2.8	Professional Development for Working with English Learners	LUHSD will provide professional development aligned to working with English Learners. PD will include how to administer the ELPAC, how to interpret ELPAC assessment data, how to develop instructional and curricular materials designed for our EL students, how to use the EL Roadmap, and how to put in place supports for in-class research-based language acquisition instructional strategies and practices for data analysis to make informed decisions. LUHSD will provide professional development aligned to the Co-Teaching model. After being trained a Co-Teaching model will be implemented. The intended outcome of this action is to increase the academic performance of our EL students.	$10,000.00	Yes
2.9	ELD Instructional Assistants at Lemoore High School	LUHSD will provide funding to support two ELD Instructional Assistants to support our English Learners at Lemoore High School with their English language development skills and language acquisition. The instructional assistants will push into the classrooms and support the students with the	$125,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
	to Support English Learners	goal of increasing and improving the academic success of our English learners. The intended outcome of this action is to increase the academic performance of our EL students. (Red indicator on CA Dashboard)		
2.10	Bilingual Clerical Support to Assist with Absenteeism and School Connectedness	LUHSD is committed to providing additional bilingual clerical support in the office to increase communication with parents and guardians to help build school connectedness and reduce chronic absenteeism for our American Indian (AI) Foster Youth (FY), English Learners (EL), Students with Disabilities (SWD), and Hispanic (HISP) Students. This provides opportunity for staff to communicate with students regularly, increase communication and build relationships with families, foster homes and group homes, Native liaisons, and communicate with the school site to help remove barriers and increase school connectedness. By ensuring their most basic needs are met and each student is connected to a caring adult on campus we expect that we will see an overall decrease in chronic absenteeism and feeling of connectedness for FY and EL students.	$51,140.00	Yes
2.11	Additional counselor at Lemoore High School	To improve the effectiveness of the counseling program at Lemoore High School, LUHSD will add an additional full-time, site-based counselor. This investment will allow for a reduced caseload across the counseling team, enabling counselors to more effectively utilize local data to address key priorities: increasing graduation and attendance rates. With smaller caseloads, counselors will have more capacity to build meaningful relationships with students through regular check-ins and individualized support. The added counselor will strengthen student connectedness by linking students to campus and community-based resources, reviewing academic progress, and connecting credit-deficient students to recovery options. In collaboration with school administrators, the counselor will engage families through conferences and partnerships with liaisons. As a member of the School Intervention Team, the counselor will also use the Vector Solutions platform. This position will be funded fully through LREBG (Learning Recovery Emergency Block Grant), in the amount of $101,545.00, resources for use at Lemoore High School. Graduation and attendance rates will be monitored for effectiveness. Evidence-based	$101,545.00	No

Action #	Title	Description	Total Funds	Contributing
		action description: https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All schools will provide a safe, clean, and welcoming environment that supports community engagement and ensures all students have optimal conditions for learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district and school site data on suspensions and expulsions highlighted concerning high numbers on the CA School Dashboard. Of particular note is the disproportionate disciplinary rates among certain student subgroups. The disproportionately high suspension rates among Socioeconomically Disadvantaged (SED)10.40%, Foster Youth (FY) 41.40%, and American Indian (AI) 25.60% students is an area that needs to be addressed. In order to get feedback from educational partners students and parents were surveyed in regards to rules and consequences on their school sites. 54.2% of students at LHS and 67.7% of students at JHS feel that rules and consequences for behaviors are clearly communicated and consistently applied to all students. 56.8% of parents at LHS and 95.6% of parents at JHS feel that rules and consequences for behaviors are clearly communicated and consistently applied to all students. 64.6% of staff at LHS feel that the school clearly communicates to students the consequences for breaking the rules. A Parsec survey was completed with our students to gain a deeper understanding of our discipline trends in the district. The survey came back with three themes: Equal and consistent enforcement of disciplinary measures is crucial, indifference and apathy towards consequences often leads to rule-breaking, peer pressure and desire for social acceptance can contribute to rule breaking. In response, LUHSD has pledged to integrate more Restorative Justice practices into site discipline and revamp the Multi-Tiered System of Supports (MTSS) to better support students and families with up-to-date interventions. During the LCAP development process, educational partners identified the need for more up to date classroom furnishings to align with the 21st century learning standards. Teachers expressed the need for furniture that is more conducive to group work and that fits with the UDL instructional practices that we are working on as a district. Furniture was also mentioned to be outdated. Students commented that the desks in the classroom don't take into consideration size variation among students.
Educational partners also suggested that we continue to work on the cleanliness and upkeep of our campuses. Parking lots, pools and fields, restrooms, and classrooms were all areas that were mentioned as areas that needed attention paid to them and upkeep and maintenance should be performed on them on a regular basis. During SSC and DELAC meetings educational partners suggested installing additional cameras to help with supervision as part of our campus updates. These educational partners also suggested adding additional safety measures besides the locking devices on the doors that would help keep students and staff safe in an emergency situation.
LUHSD is dedicated to enhancing equity and access for historically underserved student populations across the district. Efforts include prioritizing campus safety and fostering inclusive environments that welcome parental and community engagement. Furthermore, LUHSD

has committed to upgrading all facilities to align with 21st Century Learning standards. These investments aim to create modern learning spaces conducive to student success and educational excellence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C: Facility Inspection Tool (FIT)	2023 FIT Report LHS-Overall Good JHS-Overall Good	2024 FIT Report LHS-Overall Good JHS-Overall Good	2025 FIT Report LHS-Overall Good JHS-Overall Good	All sites will be in overall good condition on the FIT Report with only minor repairs needed	All sites maintained an overall good condition on FIT Report.
6	Priority 6A: Suspension Rates By Student Subgroups on the CA Dashboard	2023 CA Dashboard LUHSD All Students= 8.2% Suspended at Least 1 Day (Maintained -0.4%) AI=25.6% Suspended at Least 1 Day FY=41.4% Suspended at Least 1 Day SED=10.4% Suspended at Least 1 Day AA=9.9% Suspended at Least 1 Day Hispanic=9.1% Suspended at Least 1 Day Homeless=14.3% Suspended at Least 1 Day SWD=12% Suspended at Least 1 Day White=5.8% Suspended at Least 1 Day	2024 CA Dashboard LUHSD All Students= 7.8% Suspended at Least 1 Day Hispanic=9.4% AA=10.4% AI=11.4% White=4.4% FI=3% 2+= 2.7% EL=11.3% SWD=9.3% SED=9.8% FY=17.4% Homeless=10.5% LTEL= 11% (Not a group during baseline year) LHS All Students= 7.5%	2025 CA Dashboard LUHSD All Students= 7.8% Suspended at Least 1 Day Hispanic=8.5% AA=8% AI=20% White=6.5% FI=5.1% 2+= 3.6% EL=11.8% SWD=9.8% SED=9.4% FY=20.7% Homeless=11.3% LTEL= 10.3% (Not a group during baseline year) LHS All Students= 7.6%	CA Dashboard LUHSD All Students= 6% Suspended at Least 1 Day AI=9% FY=9% SED=6% AA=6% Hispanic=6.1% Homeless=9% SWD=6% White=4.3% EL=6% FI=1.5% 2+= Remain Below 1.5% LTEL= 6% LHS All Students= 6% Suspended at Least 1 Day AI=10%	CA Dashboard LUHSD All Students= 0.4% Decrease Suspended at Least 1 Day Hispanic=0.6% Increase AA=1.9% Decrease AI=5.6% Decrease White=0.7% Increase FI=2.1% Increase 2+= 0.8% Decrease EL=1.6% Decrease SWD=2.2% Decrease SED=1% Decrease FY=20.7% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL=13.4% Suspended at Least 1 Day FI=3% Suspended at Least 1 Day 2+= 4.8% Suspended at Least 1 Day LHS All Students= 7.7% Suspended at Least 1 Day (Declined 0.5%) AI=25.6% Suspended at Least 1 Day SED= 9.7% Suspended at Least 1 Day AA=8.2% Suspended at Least 1 Day Hispanic=8.8% Suspended at Least 1 Day SWD=13.2% Suspended at Least 1 Day White= 4.9% Suspended at Least 1 Day EL=12.3% Suspended at Least 1 Day FI=3.1% Suspended at Least 1 Day 2+= 4.8% Suspended at Least 1 Day JHS All Students= 20.2% (Increased 2%)	Suspended at Least 1 Day Hispanic=9.1% AA=11.2% AI=13.5% White= 4.1% FI=3.1% 2+= 0.5% EL=11.8% SWD=10.9% SED= 9.6% LTEL= 11.6% JHS All Students= 11.7% Suspended at Least 1 Day Hispanic= 14.5% SED=13.3%	Suspended at Least 1 Day Hispanic=8.1% AA=8.6% AI=22.6% White= 6.8% FI=5.2% 2+= 2.8% EL=10.4% SWD=11.6% SED= 9.3% LTEL= 8.2% JHS All Students= 11.5% Suspended at Least 1 Day Hispanic= 14.1% SED=11.7%	SED= 6% AA=6% Hispanic=6% SWD=6% White= 4.3% EL=6% FI=1.5% 2+= 0.5% LTEL= 6.6% JHS All Students= 10% Suspended at Least 1 Day SED=10% Hispanic= 10%	Homeless=3% Decrease LTEL= No dashboard data when baseline was established. However, from 2024-2025 there was a 0.7% decrease. LHS All Students= 0.1% Decrease Suspended at Least 1 Day Hispanic=0.7% Decrease AA=3% Increase AI=0.4% Increase White= 1.9% Increase FI=2.1% Increase 2+= 2% Decrease EL=1.9% Decrease SWD=1.6% Decrease SED= 0.4% Decrease LTEL= No dashboard data when baseline was established. However, from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED=20.2% Suspended at Least 1 Day Hispanic= 16.2% Suspended at Least 1 Day				2024-2025 there was a 3.4% decrease. JHS All Students= 8.7% Decrease Suspended at Least 1 Day Hispanic= 2.1% Decrease SED=8.5% Decrease
1	Priority 1B: Sufficiency of Materials	100% as reported on the Williams -SARC 2023	100% as reported on the Williams - SARC 2024	100% as reported on the Williams - SARC 2025	Maintain 100% sufficiency of materials for all students.	Maintained
6	Priority 6C: Student and Parent Survey Result Data	2023-2024 LCAP Survey LHS Student LCAP Survey 48.2% Reported a positive feeling towards school safety. 45% Reported a positive feeling towards a clean environment. 68.2% Reported a positive feeling towards school connectedness. LHS Parent Survey 57.3% Reported a positive feeling towards school safety.	2024-2025 LCAP Survey LHS Student LCAP Survey 56% Participation Rate 41% Reported a positive feeling towards school safety. • SED= 46% • SWD= 51% • EL= 0% • Indian Ed= 50% • FY= 0%	2025-2026 LCAP Survey LHS Student LCAP Survey 59% Participation Rate 45% Reported a positive feeling towards school safety. • SED= 51% • SWD= 53% • EL= 50% • Indian Ed= 55% • FY= 50%	2024-2025 LCAP Survey LHS Student LCAP Survey 71% Participation Rate 51.2% Reported a positive feeling towards school safety. • SED= 51% • SWD= 56% • EL= 5% • Indian Ed= 55% • FY= 5%	LCAP Survey LHS Student Survey 7.2% Decrease in Students who Reported a positive feeling towards school safety. 1% Increase in Students who Reported a positive feeling towards a clean environment. 19.2% Decrease in Students who Reported a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		64.5% Reported a positive feeling toward a clean environment. 66.2% Reported a positive feeling towards school connectedness. LHS Staff Survey 83.1% Reported a positive feeling towards school safety. 79.9% Reported a positive feeling towards school connectedness. JHS Student Survey 66.1% Reported a positive feeling towards school safety. 71% Reported a positive feeling toward a clean environment. 70.9% Reported a positive feeling towards school connectedness. JHS Parent Survey 95.6% Reported a positive feeling towards school safety. 95.6%Reported a positive feeling towards a clean environment. 93.9% Reported a positive feeling towards school connectedness.	46% Reported a positive feeling towards a clean environment. • SED= 52% • SWD= 57% • EL= 100% • Indian Ed= 52% • FY= 0% 47% Reported a positive feeling towards school connectedness. • SED= 46% • SWD= 54% • EL= 0% • Indian Ed= 62% • FY= 33% LHS Parent Survey 25% Participation Rate 60% Reported a positive feeling towards school safety. • SED= 65%	69% Reported a positive feeling towards a clean environment. • SED= 69% • SWD= 66% • EL= 100% • Indian Ed= 84% • FY= 50% 39% Reported a positive feeling towards school connectedness. • SED= 44% • SWD= 43% • EL= 50% • Indian Ed= 45% • FY= 0% LHS Parent Survey 28% Participation Rate 90% Reported a positive feeling towards school safety. • SED= 85%	48% Reported a positive feeling towards a clean environment. • SED= 57% • SWD= 62% • EL= 100% • Indian Ed= 57% • FY= 5% 71.2% Reported a positive feeling towards school connectedness. SED= 51% • SWD= 59% • EL= 5% • Indian Ed= 67% • FY= 38% LHS Parent Survey 40% Participation Rate 60.3% Reported a positive feeling towards school safety. SED= 72% • SWD= 66% • EL= 5%	positive feeling towards school connectedness. No Baseline Data For : SED SWD EL Indian Education LHS Parent Survey 2.7% Increase in Parents who Reported a positive feeling towards school safety. 9.5% Increase in Parents who Reported a positive feeling toward a clean environment. 2.8% Increase in Parents who Reported a positive feeling towards school connectedness. • No Baseline Data For : SED SWD EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		JHS Staff Survey 100% Reported a positive feeling towards school safety. 100% Reported a positive feeling toward school connectedness. Due to limitations in our current data collection methods, we have not been able to break down data by specific student groups. However, beginning in the 2024-25 school year, our district will transition to a new survey platform that will enable us to disaggregate data by student group.	• SWD= 61% • EL= 0% • Indian Ed= 20% • FY= 0% 74% Reported a positive feeling toward a clean environment. • SED= 88% • SWD= 87% • EL= 0% • Indian Ed= 20% • FY= 0% 69% Reported a positive feeling towards school connectedness. • SED= 88% • SWD= 90% • EL= 0% • Indian Ed= 60% • FY= 0% LHS Staff Survey 79% Participation Rate 85% Reported a	• SWD= 69% • EL= 100% • Indian Ed= 71% • FY= 0% 77% Reported a positive feeling toward a clean environment. • SED= 79% • SWD= 84% • EL= 100% • Indian Ed= 100% • FY= 0% 71% Reported a positive feeling towards school connectedness. • SED= 85% • SWD= 59% • EL= 100% • Indian Ed= 100% • FY= 0% LHS Staff Survey 74% Participation	• Indian Ed= 25% • FY= 5% 67.5% Reported a positive feeling toward a clean environment. • SED= 93% • SWD= 92% • EL= 05% • Indian Ed= 25% • FY= 5% 69.2% Reported a positive feeling towards school connectedness. • SED= 93% • SWD= 95% • EL= 5% • Indian Ed= 65% • FY= 5% LHS Staff Survey 94% Participation Rate 86.1% Reported a positive feeling towards school safety.	Indian Education LHS Staff Survey 1.9% Increase in Staff who Reported a positive feeling towards school safety. 5.1% Increase in Staff who Reported a positive feeling towards school connectedness. JHS Student Survey 2.1% Decrease in Students who Reported a positive feeling towards school safety. 4% Decrease in Students who Reported a positive feeling towards a clean environment. 13.9% Increase in Students who Reported a positive feeling towards school connectedness.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			positive feeling towards school safety. 85% Reported a positive feeling towards school connectedness. JHS Parent Survey 17% Participation Rate 71% Reported a positive feeling towards school safety. • SED= 0% • SWD= 0% • EL= 0% • Indian Ed= 0% • FY= 0% 79%Reported a positive feeling towards a clean environment. • SED= 0% • SWD= 0% • EL= 0% • Indian Ed= 0% • FY= 0% 72% Reported a positive feeling towards school connectedness. • SED= 0%	Rate 84% Reported a positive feeling towards school safety. 83% Reported a positive feeling towards school connectedness. JHS Parent Survey 17% Participation Rate 82% Reported a positive feeling towards school safety. • SED= 100% • SWD= 100% • EL= 0% • Indian Ed= 50% • FY= 0% 91%Reported a positive feeling towards a clean environment. • SED= 100% • SWD= 100% • EL= 0% • Indian Ed= 50%	82.9% Reported a positive feeling towards school connectedness. JHS Parent Survey 32% Participation Rate 95% or Higher of Parents reported positive feeling towards school safety. • SED= 5% • SWD= 5% • EL= 5% • Indian Ed= 5% • FY= 5% 95% or Higher of Parents reported positive feeling towards a clean environment. SED= 5% • SWD= 5% • EL= 5% • Indian Ed= 5% • FY= 5% 95% Reported a positive feeling toward school connectedness. SED= 5% • SWD= 5%	No Baseline Data For : SED SWD EL Indian Education JHS Parent Survey 13.6% Decrease in Parents who Reported a positive feeling towards school safety. 16.6% Decrease in Parents who Reported a positive feeling toward a clean environment. 21.9% Decrease in Parents who Reported a positive feeling towards school connectedness. • No Baseline Data For : SED SWD EL Indian Education JHS Staff Survey Maintained at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• SWD= 0% • EL= 0% • Indian Ed= 0% • FY= 0% JHS Student Survey 72% Participation Rate 64% Reported a positive feeling towards school safety. • SED= 82% • SWD= 80% • EL= 0% • Indian Ed= 60% • FY= 100% 67% Reported a positive feeling towards a clean environment. • SED= 64% • SWD= 60% • EL= 0% • Indian Ed= 80% • FY= 100% 57% Reported a positive feeling	• FY= 0% 73% Reported a positive feeling towards school connectedness. • SED= 75% • SWD= 100% • EL= 0% • Indian Ed= 50% • FY= 0% JHS Student Survey 72% Participation Rate 58% Reported a positive feeling towards school safety. • SED= 57% • SWD= 80% • EL= 0% • Indian Ed= 50% • FY= 0% 88% Reported a positive feeling towards a clean environment. • SED= 86%	• EL= 5% • Indian Ed= 5% • FY= 5% JHS Student Survey 87% Participation Rate 69.1% Reported a positive feeling towards school safety. SED= 82% • SWD= 85% • EL= 5% • Indian Ed= 65% • FY= 100% 74% Reported a positive feeling toward a clean environment. • SED= 69% • SWD= 65% • EL= 5% • Indian Ed= 85% • FY= 100% 73.9% Reported a positive feeling towards school connectedness.	100% Staff who Reported a positive feeling towards school safety. Maintained at 100% Staff who Reported a positive feeling towards school connectedness. Targets were not disaggregated by student and parent groupsuntil 24-25 so we are unable to see difference from baseline until the 25-26 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			towards school connectedness. • SED= 63% • SWD= 80% • EL= 0% • Indian Ed= 80% • FY= 100% JHS Staff Survey 92% Participation Rate 100% Reported a positive feeling towards school safety. 100% Reported a positive feeling towards school connectedness.	• SWD= 100% • EL= 0% • Indian Ed= 86% • FY= 0% 51% Reported a positive feeling towards school connectedness. • SED= 43% • SWD= 80% • EL= 0% • Indian Ed= 51% • FY= 0% JHS Staff Survey 100% Participation Rate 100% Reported a positive feeling towards school safety. 100% Reported a positive feeling towards school connectedness.	• SED= 69% • SWD= 65% • EL= 5% • Indian Ed= 85% • FY= 100% JHS Staff Survey 100% Participation Rate 100% Reported a positive feeling towards school safety. 100% Reported a positive feeling toward school connectedness. Due to limitations in the data collection methods during the 2023-2024 school year,LUHSD will begin setting targets disaggregated by student and parent groups based on the 24-25 school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					year survey data.	
1	Priority 1A- Teacher Credential and Assignment	Data Source: SARC 2023 Report on Teacher Credentialing Appropriately Assigned: 99% Fully Credentialed: 100%	Data Source: SARC 2024 Report on Teacher Credentialing Appropriately Assigned: 100% Fully Credentialed: 100%	Data Source SARC 2025 Report on Teacher Credentialing Appropriately Assigned: 100% Fully Credentialed: 94%	Data Source: SARC Report on Teacher Credentialing Appropriately Assigned: Maintained 99% Fully Credentialed: 100%	Data Source: SARC Report on Teacher Credentialing Appropriately Assigned: 1% Increase Fully Credentialed: 6% Decrease (1- PIP and 1- STSP)
6	Priority 6B: Expulsion Rates	2023 CA Dashboard LUHSD All= 0.97% LHS All=0.96% JHS All= 0.96%	2024 CA Dashboard LUHSD All= 0.68% LHS All=0.56% JHS All= 2.50%	2025 CA Dashboard LUHSD All= 1.43% LHS All=1.18% JHS All= 4.92%	CA Dashboard LUHSD All= 0.87% LHS All=0.86% JHS All= 0.86%	CA Dashboard LUHSD All= 0.46% Increase LHS All=0.23% Increase JHS All= 3.96% Increase
5	Priority 5B: Chronic Absenteeism Rate	2023 Data Quest LUHSD Chronic Absenteeism Rate 16.8% EL= 30.0% SED= 24.0% FY= 65.5%	2024 Data Quest LUHSD Chronic Absenteeism Rate 14.5% EL= 21.8% SED= 18.3% FY= 42.1%	2025 Data Quest LUHSD Chronic Absenteeism Rate 16.1% EL= 24.9% SED= 19.8% FY= 40%	LUHSD Chronic Absenteeism Rate 10.8% EL= 25.0% SED= 19.0% FY= 60.5%	Data Quest LUHSD Chronic Absenteeism Rate 0.7% Decrease EL= 5.1% Decrease SED= 4.2% Decrease FY= 5% Decrease

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.

Year 1:
3.1 Provide Campus Supervision, Cameras, Vape Sensors, and Services from Outside Safety Organizations: LHS has four campus supervisors in place. LHS has 80 cameras and 30 vape detectors. JHS has 6 cameras and 2 vape detectors. On the LCAP survey, 60% of parents gave a favorable response to their student's school being a safe place, 26% were neutral, and 14% gave an unfavorable response. On the LCAP survey, 43% of students gave a favorable response to their students' school being a safe place, 38% were neutral, and 20% gave an unfavorable response. On the LCAP survey, 86% of parents gave a favorable response to their school being a safe place, 1% were neutral, and 13% gave an unfavorable response. On the LCAP survey, a few students requested better security measures, such as metal detectors or more supervision in problematic areas. During the LCAP discussion that occurred as part of the School Site Council meeting at Lemoore High School, this specific action item was called out as a positive, with a suggestion made to have more campus supervision before school, brunch, and lunch.
3.2 MTSS Intervention- Staff, Curriculum, and Intervention Tools: The Vector platform is put into practice. Behavior Technicians are in place at LHS. LHS and JHS both have student intervention teams who review student data and match students to appropriate interventions.
3.3 Maintain and Upgrade Buildings, Grounds, and Classrooms on All Campuses: Funds were used to complete essential delayed maintenance projects to improve facility safety and functionality: Funds were used to complete essential delayed maintenance projects to improve facility safety and functionality. On the LCAP survey, 74% of parents, 48% of the students, and 68% of staff reported that the school has well-maintained facilities and property. Many students complained about the bathroom cleanliness.On the LCAP survey, a common theme among students was improving school facilities that provided more seating and shaded areas, and less crowded common areas, such as the library and hallways. Students also requested better sports facilities.
3.4 Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups: Staff from LHS and JHS have attended MTSS training. Staff attended the Transforming Lives Conference, Wellness Together Conference, and an MTSS Universal and Supplemental Supports and Strategies for Behavior and SEL Instruction PD session. During the LCAP discussion that occurred as part of the School Site Council meeting at Lemoore High School this specific action item was called out as positive.
3.5 Provide Campus Supervision and Services from Outside Safety Organizations (WASC): LUHSD has a full-time YDO. LUHSD admin meets once a month with the YDO and/or Lemoore Police Department to assess and address safety concerns and to develop and revise emergency response protocols. A common concern among stakeholders was about vaping and drug use on campus. Parents also expressed concerns regarding after-school safety measures. Parents are concerned with the safety of students getting on and off campus. Staff also echoed this concern on the LCAP survey. It was pointed out that the students crossing the street in the morning and after school is a concern. Stakeholders also commented that they would like to see continued efforts to prevent weapons on campus and to reduce gang involvement. During the LCAP discussion that occurred as part of the School Site Council meeting at Lemoore High School, this specific action item was called out. Parents want to ensure that safety is always kept as a priority and that LUHSD is continuously taking steps to keep schools safe.
3.6 CrisisGo Platform and Implementation Across Sites: LUHSD has purchased the CrisisGo Platform. All staff members have a CrisisGo account. Emergency drills have taken place on all school sites. CrisisGo has been used as part of these drills so staff can practice using the

platform. LUHSD has worked with LPD to do a run-through with the CrisisGo platform. Stakeholder comments reflected that the school is doing a good job working with the police to avoid things such as shootings.
3.7 Increase Parent Engagement Through Parent Advisory Committees and Family Workshops: Kelvin Family Pulse was purchased to assist with gathering stakeholder feedback. During the first semester, 68 parents enrolled in Parent University. 1 DELAC Meeting was held. LHS and JHS both held 2 SSC meetings. 1 parent night was held. On the LCAP survey, 52% of parents reported that they knew that their student's school offered Parent University. LUHSD parents enrolled in 68 courses offered by Parent University during the Fall of 2024. Parent participation rates on the LCAP survey increased at LHS and decreased at JHS. On the LCAP survey, 66% of parents had a favorable response regarding their student's school seeking parent input. During the LCAP discussion that occurred as part of the School Site Council meeting at Lemoore High School, this specific action item was called out as positive. The members felt that the district is doing a great job providing services to parents.
3.8 Behavior Technician at JHS: JHS has a full-time behavior technician. The BT implements proactive and restorative measures (Vector lessons, Google presentations, Don't Suspend Me worksheets).BT manages Behavior Intervention Plans (BIPs) for specific students and collects data on student behaviors. BT helps supervise students.BT holds Monday and Friday after-school tutoring to address behaviors. JHS's overall suspension rate decreased by 8.5%.
3.9 Counseling Services for American Indian Students: LUHSD has a counselor assigned to the Santa Rosa Rancheria Educational Department one day a week to provide outreach and support to our American Indian Students. The counselor provides both academic and social-emotional support. This counselor follows up with the ninth graders who were part of the Summer Bridge program. LHS saw a 12.1% decrease in the suspension rate of American Indian students.
3.10 SEL Counselor at LHS: Starting in the 2024-2025 school year, LHS has a full-time SEL counselor. SEL counselors assist students with understanding the link between behavior and academic success through lessons, counseling sessions, and teaching self-regulation strategies.SEL counselor works to foster student belonging by creating a safe space to express concerns and seek guidance.SEL counselor addresses suspension by assisting administrators with alternatives to suspension. LHS saw a reduction in suspension rates for all student groups with the exception of African American students, who had a 3% increase in their suspension rate.

SUCCESSES
3.1: LHS has strong infrastructure in place: 4 campus supervisors, 80 cameras, and 30 vape detectors. JHS has also implemented cameras and vape detectors. This action was called out positively during the School Site Council (SSC) meeting, with suggestions to increase coverage during high-traffic times.
3.2: MTSS intervention systems are in place at LHS and JHS, including the use of the Vector platform and behavior technicians at both sites.
3.3: Funds were used effectively to address delayed maintenance projects. 74% of parents and 68% of staff rated facilities as well-maintained.
3.4: Positive staff feedback on equity-focused PD (MTSS, Transforming Lives, Wellness Together) and highlighted as a success at the SSC meeting.
3.5: Monthly safety coordination meetings with LPD and implementation of a full-time YDO (Youth Development Officer) reinforce a culture of safety. During the DELAC and DAC, parent groups reported that they were happy to see the partnership with the Lemoore Police Department.
3.6: CrisisGo platform is fully implemented with staff training and practice drills in collaboration with local law enforcement. During the DELAC meeting, parents reported that they really liked the attendance feature on the app so that we could make sure students were accounted for.
3.7: 66% of parents felt their input was valued by the school, up from prior years at LHS.

3.8: JHS's full-time Behavior Technician contributed to an 8.5% decrease in suspension rates through proactive and restorative approaches.
3.9: Weekly academic and social-emotional counseling support for American Indian students led to a 12.1% decrease in suspension rates for that group.
3.10: Introduction of a full-time SEL counselor at LHS has supported students' behavior, academic performance, and reduction in suspensions.

CHALLENGES:
3.1, 3.5, 3.6: Only 43% of students said their school is a safe place; 20% gave an unfavorable response. Student Feedback: Requests for metal detectors and more supervision during unstructured times (e.g., before school, lunch).
Crosswalk & After-School Safety: Parents and staff raised concerns about students crossing streets and safety during arrival/dismissal. Vaping and drugs are a persistent concern among parents and staff despite infrastructure improvements. Ongoing stakeholder concern regarding drugs and weapons signals the need for sustained partnerships and visibility of safety measures.
3.3: Bathroom cleanliness was cited frequently by students on the LCAP survey as an issue needing urgent improvement. During the District Advisory Committee, School Site Council, and DELAC, bathrooms were also discussed as an area of concern.
3.2, 3.4, and 3.10: While overall suspension rates at LHS improved, African American students experienced a 3% increase, indicating a need for targeted, culturally responsive interventions.
3.7: Only 52% of parents knew about Parent University, indicating a need for better promotion and communication. When a parent night was held in the fall, fewer than 10 families attended the event.

Year 2:
3.1 Provide Campus Supervision, Cameras, Vape Sensors, and Services from Outside Safety Organizations: LHS has four campus supervisors in place. LHS has 86 cameras and 27 vape detectors. JHS has 7 cameras and 2 vape detectors. JHS has two Intervention Aides. On the LCAP survey, 71% of parents gave a favorable response to their student's school being a safe place, 19% were neutral, and 9% gave an unfavorable response. On the LCAP survey for LHS, 45% of students and 90% of parentsgave a favorable response to their student's school being a safe place. On the LCAP survey for JHS, 72% of students and 82% of parents gave a favorable response to their student's school being a safe place. During the LCAP discussion, DELAC, and Student Advisory, the crossing guard was called out as a positive change that was implemented this school year to improve safety.
3.2 MTSS Intervention- Staff, Curriculum, and Intervention Tools: The Vector platform is put into practice. Behavior Technicians are in place at LHS. Intervention aides are in place at JHS. LHS and JHS both have student intervention teams who review student data and match students to appropriate interventions. Kelvin Pulse surveys to check on students' social-emotional well-being are sent out throughout the school year, and data is reviewed in intervention team meetings. Students are linked to supports as needed. Students can also request to speak to an adult through the survey platform.
3.3 Maintain and Upgrade Buildings, Grounds, and Classrooms on All Campuses: Funds were used to complete essential delayed maintenance projects to improve facility safety and functionality. On the LCAP survey, 77% of parents, 70% of the students, and 69% of staff reported that the school has well-maintained facilities and property. Many students complained about the bathrooms. .On the LCAP survey, a common theme among students was improving school facilities that provided more seating and shaded areas, less crowded common areas such as the library and hallways, and a more modern cafeteria. Students also requested better sports facilities.
3.4 Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups: Staff from LHS and JHS have attended MTSS training. Staff attended the Transforming Lives Conference, Wellness Together Conference, and

an MTSS Universal and Supplemental Supports and Strategies for Behavior and SEL Instruction PD session. During the LCAP discussion that occurred as part of the School Site Council meeting at Lemoore High School, this specific action item was called out as positive.
3.5 Provide Campus Supervision and Services from Outside Safety Organizations (WASC): LUHSD has a full-time YDO. LUHSD admin meets once a month with the YDO and/or Lemoore Police Department to assess and address safety concerns and to develop and revise emergency response protocols. Community feedback on the LCAP in 2025 indicated that students crossing the street in the morning and after school is a concern. A crossing guard was added in December 2025 to address concerns.
3.6 CrisisGo Platform and Implementation Across Sites: LUHSD has purchased the CrisisGo Platform. All staff members have a CrisisGo account. Emergency drills have taken place on all school sites. CrisisGo has been used as part of these drills so staff can practice using the platform. LUHSD has worked with LPD to do a run-through with the CrisisGo platform. Stakeholder comments reflected that they are happy with the platform.
3.7 Increase Parent Engagement Through Parent Advisory Committees and Family Workshops: Kelvin Family Pulse was purchased to assist with gathering stakeholder feedback. During the first semester 68 parents enrolled in Parent University. 1 DELAC Meeting was held. LHS and JHS both held 2 SSC meetings. 1 parent night was held. On the LCAP survey, 42% of parents reported that they knew that their student's school offered Parent University. LUHSD parents enrolled in 68 courses offered by Parent University during the Fall of 2024. Parent participation rates on the LCAP survey increased at LHS and decreased at JHS. On the LCAP survey, 66% of parents had a favorable response regarding their student's school seeking parent input. During the LCAP discussion that occurred as part of the DELAC meeting at Lemoore High School this specific action item was called out as positive. The members felt that the district is doing a great job providing services to parents.
3.8 Behavior Technician at JHS: JHS had a full-time behavior technician during the 2024-2025 school year. The BT was in place through November 2025.. The BT implemented proactive and restorative measures (Vector lessons, Google presentations, Don't Suspend Me worksheets).BT managed Behavior Intervention Plans (BIPs) for specific students and collected data on student behaviors. BT helped supervise students.BT held Monday and Friday after-school tutoring to address behaviors. JHS's overall suspension rate was maintained.
3.9 Counseling Services for American Indian Students: LUHSD has a counselor assigned to the Santa Rosa Rancheria Educational Department one day a week to provide outreach and support to our American Indian Students. The counselor provides both academic and social-emotional support. This counselor follows up with the ninth graders who were part of the Summer Bridge program.
3.10 SEL Counselor at LHS: LHS has a full-time SEL counselor. SEL counselor assists students with understanding the link between behavior and academic success through lessons, counseling sessions, and teaching self-regulation strategies.SEL counselor works to foster student belonging by creating a safe space to express concerns and seek guidance.SEL counselor addresses suspension by assisting administrators with alternatives to suspension. LHS saw a reduction in suspension rates for EL, African American, Hispanic, LTEL, SED, and Homeless students.
3.11 An Instructional Reset teacher was added to LHS starting the 2025-2026 school year to work with Tier 2 students at LHS in the hope of improving their school connectedness and decreasing suspension rates. Positive feedback was received from staff regarding this new addition to the campus. This action was fully impletmeented based on our plan. (LREBG)

SUCCESSES
3.1: LHS has strong infrastructure in place: 4 campus supervisors, 86 cameras, and 27 vape detectors. JHS has 2 Intervention Aides, 7 cameras and 2 vape detectors. This action was called out positively during the stakeholder meetings. From the baseline year, LHS has seen a 2.7% increase in parents and a 1.9% increase in staff who reported a positive feeling towards school safety on the LCAP survey. JHS maintinated 100% of their staff reporting a positive feeling towards school safety.

3.2: MTSS intervention systems are in place at LHS and JHS, including the use of the Vector platform and behavior technicians or intervention aides at both sites. Intervention teams are in place at all sites and are reviewing data. Sprigeo has added a curriculum that staff can use to support social-emotional needs. From the baseline year LUHSD has seen a decline in suspension rates for All Students (0.4%), FY (20.7%), Homeless (3%), SED (1%), and EL (1.6%); LHS has seen a decrease in SED (0.4%), EL (1.9%); JHS had a decrease in SED (8.5%).
3.3: Funds were used effectively to address delayed maintenance projects. On the LCAP survey, staff, students, and parents all reported a higher positive rating in relation to clean and well-maintained facilities. LHS and JHS have maintained an Overall Good rating on the FIT reports.
3.4: Positive staff feedback was received on equity-focused PD, such as using interim assessment data to work with students who are not mastering the guaranteed and viable curriculum. Staff have also expressed appreciation for AI training and how AI can be used as a resource to aid in creating accommodations for all students. Staff have also expressed appreciation for the UDL training that has allowed them to get into teachers' classrooms during Instructional Rounds and see UDL in action. From the baseline year LUHSD has seen a decline in suspeionsion rates for All Students (0.4%), FY (20.7%), Homeless (3%), SED (1%), and EL (1.6%); LHS has seen a decrease in SED (0.4%), EL (1.9%); JHS had a decrease in SED (8.5%).
3.5: Monthly safety coordination meetings with LPD and implementation of a full-time YDO (Youth Development Officer) reinforce a culture of safety. A crossing guard was added in December 2025 to increase safety as a result of parent, staff, and student feedback. From the baseline year, LHS has seen a 2.7% increase in parents and a 1.9% increase in staff who reported a positive feeling towards school safety on the LCAP survey. JHS maintinated 100% of their staff reporting a positive feeling towards school safety.LUHSD has seen a decline in suspeionsion rates for All Students (0.4%), FY (20.7%), Homeless (3%), SED (1%), and EL (1.6%); LHS has seen a decrease in SED (0.4%), EL (1.9%); JHS had a decrease in SED (8.5%).
3.6: CrisisGo platform is fully implemented with staff training and practice drills in collaboration with local law enforcement. Staff reports have been positive in relation to the CrisisGo platform. Staff like the ability to take attendance within the app to make sure all students are accounted for. From the baseline year, LHS has seen a 2.7% increase in parents and a 1.9% increase in staff who reported a positive feeling towards school safety on the LCAP survey. JHS maintinated 100% of their staff reporting a positive feeling towards school safety.
3.7: On the 2026 LCAP survey, 71% of parents felt their input was valued by the school, which was maintained in comparison to the prior year. 73% of the parents at JHS felt their input was valued. From the baseline year, LHS has seen a 2.8% Increase in Parents who reported a positive feeling towards school connectedness.
3.8: JHS's full-time Behavior Technician contributed to being able to maintain the suspension rates through proactive and restorative approaches. From the baseline year, JHS suspension rates for All Students decreased 8.7%, Hispanic Students decreased 2.1%, and SED Studnets drecresed 8.5%.
3.9: Weekly academic and social-emotional counseling support for American Indian students took place at the SRR Education Center. This helps develop relationships with students.
3.10: A full-time SEL counselor at LHS has supported students’ behavior, academic performance, and reduction in suspensions. From the baseline year, LHS has seen a decrease in SED (0.4%) and EL (1.9%) suspensions.
3.11 An Instructional Reset teacher was added to LHS at the beginning of the 2025-2026 school year. Since adding this position, LHS has seen a reduction in out-of-school suspensions. (LREBG)

CHALLENGES:

3.1, 3.5, 3.6: From the baseline year, LHS (7.2%) and JHS (2.1%) both saw a decrease in their students reporting a positive feeling towards school safetyon the LCAP survey. JHS also had a 13.6% decrease in parents who reported a positive feeling towards school safety on the LCAP survey. Parent Feedback: Requests for more security. Requested more supervision around the bathrooms. Vaping and drugs are a persistent concern. Ongoing stakeholder concern regarding drugs and weapons signals the need for sustained partnerships and visibility of safety measures.
3.3: Bathroom cleanliness was cited frequently by students on the LCAP survey as an issue. During the Student Advisory Council, students shared that they had seen in an improvement in the cleanliness on campus, but still had concerns with bathrooms, gum on the ground, and the parking lot. LCAP survey feedback expressed a need for better facilities for extracurricular activities such as band, drama, and sports. Student surveys also suggested that areas to sit and hang out during brunch and lunch need to be revisited and expanded.
3.2, 3.4, and 3.10: While overall suspension rates at LHS maintained, several student groups
saw an increase in their suspension rates: American Indain 9.1% increase, Students with Disabilties 0.7% increase, Filipino 2.1% increase, White 2.6% increase, Foster Youth 2.8% increase, and Pacific Islander 7.1% increase., indicating a need for targeted, culturally responsive interventions. LCAP survey suggests that we ensure rules are being enforced the same in all situations.
3.7: From the baseline year, JHS has seen a 21.9% decline in parents who reported a positive feeling towards school connectedness. LCAP input from parents suggests that they would like to see some workshops specific to 9th grade and new parents, so that they know what the school has to offer and how to maneuver the system. Parent input also highlighted the need for more workshops that highlight the resources that the district has to offer.
3.8 JHS lost their Behavior Technician in November 2025 and decided to replace them with an Intervention Aide. Last year's suspension data warranted the change. JHS saw an 18% increase in suspension of EL students and a 17.6% increase for LTEL students on the 2025 CA Dashboard. The Intervention Aide also works on attendance and academics with the students. JHS is scoring below standard in ELA and Math on the CAASPP testing. JHS has also seen an increase in students with attendance issues.
3.9 LHS saw a 9.1% increase in the suspension rate for American Indian students.
3.10 LHS maintained their suspension rate of 7.6% of students being suspended at least one day. However, LHS saw a rise in the suspension rates for American Indain 9.1% increase, Students with Disabilties 0.7% increase, Filipino 2.1% increase, White 2.6% increase, Foster Youth 2.8% increase, and Pacific Islander 7.1% increase.

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

3.2 MTSS Intervention Staff, Curriculum- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action in the amount of $30,098. This variance is attributable to lower-than-anticipated personnel costs resulting from the hiring of a new Behavior Technician at a lower salary than originally projected, as well as unexpended non-personnel funds allocated for materials, supplies, and services. As a result, the total budgeted amount was not fully expended. This difference reflects typical variances between projected and actual costs and does not represent a reduction in the level of services provided to students.
3.4 Provide Supplemental Resources- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action in the amount of $138,729. This variance is attributable to a strategic shift in funding sources, as professional development activities associated with this action were funded using one-time funds scheduled to expire in June 2026. As a

result, the originally budgeted ongoing funds were not expended. This adjustment reflects prudent fiscal management by maximizing the use of limited-duration funding while maintaining the intended level of services for staff and students.
3.8-Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action in the amount of $69,664. This variance is due to a restructuring of staffing allocations, as the Intervention Aide position at Jamison High School was reassigned to LCAP Goal 4, and the Behavior Technician position associated with this action was not filled. As a result, the funds originally budgeted for this action were not expended. This adjustment reflects a reallocation of resources to better align with district priorities and student needs and does not represent a reduction in the overall level of services provided.
3.10 SEL Counselor at LHS- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action due to an overestimation of personnel costs during the budgeting process. At the time the budget was developed, the district conservatively projected a higher cost for the position. However, once the counselor was hired, the individual's placement on the salary schedule, based on prior experience, resulted in lower-than-anticipated salary and benefit costs. As a result, the total budgeted amount was not fully expended. This variance reflects typical differences between projected and actual personnel costs and does not represent a reduction in the level of services provided to students.
3.11 Instructional Reset Teacher- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for this action due to a variance in personnel cost assumptions at the time of budget development. The district budgeted for the position prior to hiring; however, once the position was filled, the selected teacher's salary placement on the schedule differed from initial projections, resulting in higher-than-anticipated salary and benefit costs. Consequently, the total budgeted amount was over expended. This variance reflects typical fluctuations between projected and actual personnel costs and does not represent a reduction in the level of services provided to students.

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

The following actions were successful based on the following metrics:
Year 1:
Lemoore High School and Jamison High School both maintained an Overall Good score on the FIT Report. LUHSD maintained 100% sufficiency of materials for all students.
Action 3.7: Lemoore Union High School District saw an overall reduction in the chronic absenteeism rate for all students (2.3%). LUHSD saw significant reductions in the chronic absenteeism rate of EL students (8.2%), SED students (5.7%), and FY (23.4%). On the 2024-2025 LCAP survey, Lemoore High School saw an increase in parents (2.8%) and staff (5.1%) who reported a positive feeling toward school connectedness. Lemoore High School saw a decrease in the number of students (19.2%) who reported a positive feeling towards school connectedness. Jamison High School saw increases in staff (5.1%) and students (13.9%) who reported a positive feeling toward school connectedness, and a decrease in parents (21.9%) who reported a positive feeling. LUHSD saw an increase in the number of family workshops that were held. A newly added workshop for the 2024-2025 school year was the district-wide family engagement night held in November of 2024, where multiple vendors and break-out sessions were present.
Action 3.1 3.2, 3:4, 3.5, 3.6, 3.8, 3.9, 3.10: LUHSD saw a reduction in suspension rates for the following student groups: All Students(0.4%), American Indian Students (14,2%), Foster Youth (24%), Socioeconomically Disadvantaged Students (0.6%), Homeless (3.8%), Students with Disabilities (2.7%), White Students (1.4%), 2+ Races (2.1%), and English Learners (2.1%). LUHSD saw an increase in suspension rates for the following student groups: African American Students (0.5%) and Hispanic Students 0.3%). At Lemoore High School, the

reduction in suspensions for American Indian Students should be noted (12.1%). At Jamison High School, the reduction in suspension rates for All Students (8.5%) and Socioeconomically Disadvantaged Students (6.9%) should be noted. LUHSD saw a reduction in its overall expulsion rates (0.29%). LHS saw a reduction in expulsion rates (0.4%), and JHS saw an increase in expulsion rates (1.54%). On the 2024-2025 LCAP survey, LHS saw an increase in parents (2.7%) and staff (1.9%) who reported a positive feeling toward school safety. LHS did see a decrease in students (7.2%) who reported a positive feeling towards safety. Jamison High School saw a decrease in parents (24.6%) and students (2.1%) who reported a positive feeling toward school safety, but maintained 100% of the staff who reported a positive feeling toward school safety. It should be noted that Jamison High School saw a substantial decrease in parents who completed the survey.
Action 3.3: On the 2024-2025 LCAP survey, both students(1%) and parents(9.5%) at Lemoore High School reported a positive feeling toward a clean environment. At Jamison High School, both students (4%) and parents (16.6%) had a decrease in feelings toward a clean environment.

Year 2:
Action 3.3: Based on the following information we believe this action was effective: Lemoore High School and Jamison High School both maintained an Overall Good score on the FIT Report. LUHSD maintained 100% sufficiency of materials for all students.
Action 3.7: From the baseline year, Lemoore Union High School District saw an overall reduction in the chronic absenteeism rate for all students (0.7%). LUHSD saw a significant reduction in the chronic absenteeism rates of EL students (5.1%), SED students (4.2%), and FY (5%). From 2024 to 2025, LUHSD saw an increase in the chronic absenteeism rate for American Indian (1.6%), English Learners (3.1%), and Socioeconomically Disadvantaged (1.5%). LUHSD saw a decrease for 202 for Foster Youth (2.1%).
On the 2025-2026 LCAP survey, Lemoore High School saw an increase in parents (2.8%) and staff (5.1%) who reported a positive feeling toward school connectedness. Lemoore High School saw a decrease in the number of students (19.2%) who reported a positive feeling towards school connectedness. Jamison High School saw an increase in d students (13.9%) who reported a positive feeling toward school connectedness and a decrease in parents (21.9%) who reported a positive feeling. LUHSD saw an increase in the number of family workshops that were held. A newly added workshop for the 2024-2025 school year was the district-wide family engagement night held in November of 2024, where multiple vendors and break-out sessions were present.

Action 3.1 3.2, 3:4, 3.5, 3.6, 3.8, 3.9, 3.10: Effective: From the baseline year LUHSD saw a reduction in suspension rates for the following student groups: American Indian (5.6%), Two or More Races (0.8%), English Learners (1.6%), Students with Disabilities (2.2%), Socioeconomically Disadvantaged (1%), Foster Youth (20.7%) and Homeless 3% Decrease. From the 2024 to 2025 school year, LUHSD saw a decrease in the suspension rates for Hispanics (0.9%), African Americans (2.4%), Socioeconomically Disadvantaged (0.4%), and Long Term English Learners.
From the baseline year, Lemoore High School saw a reduction in suspensions for All Students (0.1%), Hispanics (0.7%), Two or More Races (2.0%), English Learners (1.9%), Students with Disabilities (1.6%), and Socioeconomically Disadvantaged Students (0.4%. From 2024 to 2025, LHS saw a reduction in suspensions for Hispanics (1%), African Americans (2.6%), English Learners (1.4%), Socioeconomically Disadvantaged (1.6%), and Long Term English Learners (3.4%). During that same time period, LHS saw an increase in suspension rates for Whites (2.7%), Filipinos (2.1%), Two or More Races (2.3%), and Students with Disabilities (0.7%).
From the baseline year, Jamison High School saw a reduction in suspension rates for All Students (8.7%), Hispanics (2.1%), and Socioeconomically Disadvantaged Students (8.5%). From the 2024 to 2025 school year, Jamison High School saw a reduction in suspension rates for All Students (0.2%), Hispanics (0.4%), and Socioeconomically Disadvantaged Students (1.6%). From the baseline year,

LUHSD saw an increase in its overall expulsion rates of 0.46%, LHS saw an increase of 0.23%, and JHS saw an increase of 3.96%. However, from the 2024 to 2025 school year, all schools saw an increase in expulsion rates: LHS (0.62%) and JHS (2.42%).
On the 2025–2026 LCAP survey, 71% of parents reported that their child's school is a safe place, 19% were neutral, and 9% responded unfavorably. At LHS, 45% of students and 90% of parents reported that the school is a safe place. At JHS, 72% of students and 82% of parents reported that the school is a safe place. Additionally, parent responses reflected an increase in positive perceptions of school safety at both sites, with a 30% increase at LHS and an 11% increase at JHS.
Action 3.3: Based on the following information we believe this action was effective: On the 2025-2026LCAP survey, 77% of parents, 70% of the students, and 69% of staff reported that the school has well-maintained facilities and property.
Action 3.11: Effective: Stakeholder feedback was positive in relation to adding the Instructional Reset Teacher for the 2025-2026 school year. LHS saw its largest number of visits to the Instructional Reset Room in August (35) and September (36). Since September, the numbers have fallen each month. As of March 2026, Instructional Reset had 222 students sent. Of those 222 students, only 21% have been repeat offenders.

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.

Following is 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 change:
Priority 6C: Student and Parent Survey Result Data: Metric Updated. Starting in the 2024-2025 school year LUHSD used a survey platform that allowed survey results to be broken out into different parent and student groups. Metrics were added to reflect this.
Participation rates were added to the metrics pertaining to LCAP completion.

Action changes:
3.11 An Instructional Reset Teacher will be added to who work with students at LHS on Tier 2 supports through direct instruction, personalized academic help, embedded social-emotional learning (SEL), and guided opportunities for students to repair relationships with staff and peers. The goal is to increase school connectedness and to decrease the overall suspension rate at LHS. This was added after meeting in cabinet and looking at data on ways to reduce suspension and expulsion rates on campus. LREBG funding, in the amount of $112,980.00 will be used to support students at LHS. Student surveys and suspension rates will be monitored for effectiveness. Evidence-based action description: https://www.aclusocal.org/sites/default/files/wp-content/uploads/2014/03/Ev-Based-Practices-LCFF-Discipline-Toolkit.3.17.14.public.pdf

Budget decreases/increases were made to the following actions:
3.2- Decrease in funding due to lower contract costs for the 25.26 fiscal year.
3.4- Increase in funding due to support the increased use of the survey platform.

Year 2:
Action changes:

3.1 The following DA groups will be supported through this action: Homeless. We will be looking at suspensions as the metrics.
3.2 MTSS Intervention- Staff, Curriculum, and Intervention Tools- Red groups were updated to add Homeless, Students with Disabilities, and American Indians in LUHSD as a result of the 2025 CA Dashboard. DA group was added to include Homeless.
3.8 Behavior Technician was discontinued.
3.11 Instructional Reset Teacher- Red groups were updated to add Hispanics and American Indians at LHS as a result of the 2025 CA Dashboard. Also added that teacher will work with students at JHS to help reduce their overall suspension rates.The DA groups supported through this action were also added to include homeless students.(LREBG)
DA Groups: Updated to reflect Homeless (Suspension)

Budget adjustments were made to the following actions:
3.1 Increase in funding due to the Collective Bargaining Agreement and step and column increases.
3.2 Decrease in funding due to lower contract costs and materials for 2026-2027.
3.3 Decrease in funding due to lower contract costs and materials for 2026-2027.
3.4 Decrease in funding due to lower contract costs and materials for 2026-2027.
3.7 Decrease in funding due to lower contract costs and materials for 2026-2027.
3.8 Behavior Technician was discontinued at JHS and changed to an Intervention Aide to better meet student needs as measured on the CA Dashboard. Intervention Aide is explained in Goal 4.
3.10 Reduction in funding due to the employee in the position and alignment with the Collective Bargaining Agreement.

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	Provide Campus Supervision, Cameras, Vape Sensors, and Services From Outside Safety Organizations	To ensure the safety and security of students and staff on campus, LUHSD will invest in comprehensive campus supervision measures, including the installation of surveillance cameras, vape sensors, and the engagement of services from outside safety organizations. LUHSD will allocate resources to enhance campus supervision. Campus Supervisors will provide proactive supervision to deter and address safety concerns and ensure a secure and orderly environment conducive to learning. Campus Supervisors will also form relationships and connections with students who are struggling. LUHSD will install surveillance cameras strategically throughout school campuses to monitor key areas and deter inappropriate behavior, vandalism, and unauthorized access. LUHSD will implement vape sensors in school facilities to detect and deter the use of vaping	$305,901.00	No

Action #	Title	Description	Total Funds	Contributing
		devices on campus. LUHSD will collaborate with outside safety organizations, such as local law enforcement agencies in order to form partnerships and facilitate coordinated efforts to address safety concerns and promote a safe and supportive school community. LUHSD will procure and install a range of safety equipment based on campus needs.The following DA groups will be supported through this action: Homeless for suspension.		
3.2	MTSS Intervention-Staff, Curriculum and Intervention Tools	A review of local discipline data and the CA Dashboard red indicators for suspension indicates a need to decrease suspension for Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students, Homeless, Students with Disabilities (SWD), and American Indian in LUHSD. LUHSD will integrate the principles of MTSS through intervention staff, intervention teams, SEL online curriculum, and other student enrichment and intervention opportunities. The following DA group will be supported through this action: Homeless due to Suspensions	$145,894.00	Yes
3.3	Maintain and Upgrade Buildings, Grounds, and Classrooms on All Campuses	LUHSD will continue to repair and replace interior and exterior features and conduct maintenance and make repairs to school facilities to ensure quality learning environments for students and staff. Classrooms will be updated to support critical thinking and problem-solving skill, communication, and collaboration.	$100,000.00	No
3.4	Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups.	To enhance educational equity and support the diverse needs of all students, LUHSD will prioritize professional development related to MTSS and necessary screening, data analysis, and differentiated instruction tools to effectively implement MTSS frameworks.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Provide Campus Supervision and Services From Outside Safety Organizations (WASC)	To ensure ongoing student safety and well-being on campus, LUHSD will maintain a Youth Development Officer (YDO). The YDO will serve as a proactive advocate for student safety, implementing preventative measures and fostering positive relationships to cultivate a secure and supportive learning environment. The YDO will collaborate closely with school administrators, staff, and community partners to assess and address safety concerns, develop emergency response protocols, and implement proactive strategies to prevent incidents of bullying, harassment, and violence. Additionally, the YDO will conduct regular safety assessments, provide safety training for students and staff, and coordinate with local law enforcement agencies to ensure a coordinated response to safety-related issues. By maintaining the presence of a YDO on campus, LUHSD reaffirms its commitment to prioritizing the safety and well-being of all students, creating an environment where they can thrive academically, socially, and emotionally.	$145,000.00	Yes
3.6	CrisisGo Platform and Implementation Across Sites	LUHSD will implement CrisisGo, a comprehensive safety and emergency management platform. LUHSD will utilize CrisisGo to develop and disseminate emergency response plans tailored to the unique needs and characteristics of each school site. These plans will outline protocols for various emergency scenarios. Through the implementation of CrisisGo, LUHSD reaffirms its commitment to prioritizing the safety and well-being of students and staff. By providing a comprehensive safety and emergency management solution, LUHSD aims to empower staff with the tools and resources they need to respond effectively to emergencies and ensure a secure learning environment for all.	$6,500.00	No
3.7	Increase Parent Engagement Through Parent Advisory Committees and Family Workshops	Support parent advisory groups that focus on the needs and success (academic and social-emotional) of our diverse student population. Use of parent engagement survey data to inform topics. The purpose of these committees is to engage our families, with a specific focus on families of students who are EL(ELAC/DELAC), SED and FY. Provide workshops to these families to develop academic and social-emotional skills.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Behavior Technician at JHS	Behavior Technician at JHS to address the red indicators on the CA Dashboard for the suspension rate for all students and SED. Discontinued this action.	$0.00	No
3.9	Counseling Services for American Indian Students	Title VI funds used to pay for a counselor that provides outreach and support to Native American students on the local reservation. Summer Bridge program offered to American Indian students covers academic and behavioral expectations to address the LEA and site red indicators for suspension of American Indian students on the CA Dashboard.	$7,000.00	No
3.10	SEL Counselor at LHS	SEL counselor who works with students at LHS on academic and behavioral expectations and connection and belonging to address the overall suspension rate at LHS.	$101,545.00	Yes
3.11	Instructional Reset Teacher	Instructional Reset Teacher who works with LUHSD students on Tier 2 supports through direct instruction, personalized academic help, embedded social-emotional learning (SEL), and guided opportunities for students to repair relationships with staff and peers. The goal is to increase school connectedness and to decrease the overall suspension rate at LHS and JHS. LREBG funding, in the amount of $162,729.00 will be used to support students at LHS. Student surveys and suspension rates will be monitored for effectiveness. Red indicator on the CA Dashboard for American Indians and Hispanics at LHS and All Students at JHS.The DA groups supported through this action were also added to include homeless students for suspension. Evidence-based action description: https://www.aclusocal.org/sites/default/files/wp-content/uploads/2014/03/Ev-Based-Practices-LCFF-Discipline-Toolkit.3.17.14.public.pdf	$162,729.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027, Jamison High School will reduce the suspension rate for all students from 20.2% to 10%, and for socioeconomically disadvantaged (SED) students from 20.2% to 10%. JHS will increase the college and career readiness rate for all students from 0% to 2% for all students, including Hispanic and SED., JHS will decrease the distance in standard in ELA from 106.7 points below standard to 45 points below standard, from 169.9 points below standard to 115 points below standard in math and from 85% below standard in science to 75% below standard as measured by the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting ELA and Math performance, reduce suspension, and increase college and career readiness throughout the District, but specifically for students at Jamison High School, our Equity Multiplier school site. This need is echoed by feedback provided by educational partners. In response to these needs this goal was developed Jamison High Schools data on suspension rates and the college and career indicator highlighted concerning high numbers on the CA School Dashboard. In order to get feedback from educational partners students and parents were surveyed in regards to rules and consequences at JHS. 67.7% of students at JHS feel that rules and consequences for behaviors are clearly communicated and consistently applied to all students. 56.8% 95.6% of parents at JHS feel that rules and consequences for behaviors are clearly communicated and consistently applied to all students. JHS students were part of a student survey group that took a Parsec survey in order to to gain a deeper understanding of our discipline trends in the district. The survey came back with three themes: Equal and consistent enforcement of disciplinary measures is crucial, indifference and apathy towards consequences often leads to rule-breaking, peer pressure and desire for social acceptance can contribute to rule breaking. In response, LUHSD has pledged to integrate more Restorative Justice practices into site discipline and revamp the Multi-Tiered System of Supports (MTSS) to better support students and families with up-to-date interventions. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting our students in ELA. Although JHS saw an increase of 31.3 points last year on the ELA portion of the state assessment however, students points from standard on the dashboard is still concerning (84.5 points below standard). JHS also saw an increase of 47.1 points last year on the math portion of the state assessment however, students points from standard on the dashboard is still concerning (169.9 points below standard). When looking at the CA Dashboard 0% of students completed a CTE pathway at JHS. When meeting with parents in DELAC parents expressed that they would like to see more hands on courses that led to students being able to get a job after high school. Parents also shared that they felt that their students were not

aware of all of the college and career opportunities available to them. JHS staff is in agreement that additional college and career exposure is important for students on campus in order to prepare them for their transition out of high school. When JHS students were surveyed 72.6% of them felt that their school was preparing them for college and/or career. LUHSD is dedicated to enhancing equity and access for students at Jamison High School and will measure progress using CAASPP results, CA Dashboard results, and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	Priority 2A: Student Performance on State Academic Indicators as Indicated on the California Dashboard.	2023 CA Dashboard JHS ELA= 84.5 Points Below Standard (Increased 31.3 Points) Math= 169.9 Points Below Standard (Increased 47.1 Points)	2024 CA Dashboard JHS ELA= 106.7 Points Below Standard (Decreased by 22.2 points) Math= 193.5 Points Below Standard (Decreased by 23.6 Points)	2025 CA Dashboard JHS ELA= 52.7 Points Below Standard (Increased by 54 points) Math= 197.2 Points Below Standard (Decreased by 3.7 Points)	CA Dashboard JHS ELA= 45 Points Below Standard Math= 115 Points Below Standard CAST= 75% of students below standard (CAST Discontinued)	CA Dashboard JHS ELA= Increased by 39.5 points Math= Decreased by 27.3 points
8	Priority 8: Percentage of Students who Met A-G Completion Requirements; Percentage of Students Who Completed at Least One CTE Pathway; Percentage of Students Who Met A-G Completion Requirements and Completed at Least One CTE Pathway	2023 CA Dashboard A-G Completion Rate JHS All Students= 0% Completed at Least 1 CTE Pathway JHS All Students= 0% Met A-G and Completed at Least 1 CTE Pathway JHS All Students= 0%	2024 CA Dashboard A-G Completion Rate JHS All Students= 0% Completed at Least 1 CTE Pathway JHS All Students= 1.6% Met A-G and Completed at	2025 CA Dashboard A-G Completion Rate JHS All Students= 0% Completed at Least 1 CTE Pathway JHS All Students= 1.7% Met A-G and Completed at	CA Dashboard A-G Completion Rate JHS All Students= 2% Completed at Least 1 CTE Pathway JHS All Students= 2% Met A-G and Completed at	CA Dashboard A-G Completion Rate JHS All Students= Maintained Completed at Least 1 CTE Pathway JHS All Students= 1.7% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Least 1 CTE Pathway JHS All Students= 0%	Least 1 CTE Pathway JHS All Students= 0%	Least 1 CTE Pathway JHS All Students= 2%	Met A-G and Completed at Least 1 CTE Pathway JHS All Students= Maintained
6	Priority 6A: Suspension Rates By Student Subgroups on the CA Dashboard	2023 CA Dashboard JHS All Students= 20.2% (Increased 2%) Hispanic= 16.2% Suspended at Least 1 Day SED=20.2% Suspended at Least 1 Day	2024 CA Dashboard JHS All Students= 11.7% Suspended at Least 1 Day Hispanic= 14.5% SED=13.3%	2025 CA Dashboard JHS All Students= 11.5% Suspended at Least 1 Day Hispanic= 14.1% SED=11.7%	CA Dashboard JHS All Students= 10% Suspended at Least 1 Day SED=10% Hispanic= 10%	CA Dashboard JHS All Students= 8.7% Decrease Suspended at Least 1 Day Hispanic= 2.1% Decrease SED=8.5% Decrease
2	2A: Student Performance on the CAST	2023-2024 CAST Data CAST= 85% of all students scored below standard DataQuest Data Updated Below in the 2025-2026 School Year: CAST Data- CAST=85% of all students scored below standard. Added student groups. Added in 2024-2025. 2023 CAST Scores-DataQuest JHS	JHS All Students= 22.3 points below standard LHS All Students= 13.2 points below standard Hispanic= 15.2 points below standard AI= * AA= 17.7 points below standard White= 9.3 points below standard EL= 26.1 points below standard LTEL= 29.8 points	2025 CAST Scores-DataQuest JHS All Students= 95% Below Standard 5% At or Above Hispanic= 94.12% Below Standard 5.88% At or Above AI= * AA= * White= * EL= * SED=94.74% Below Standard 5.26% At or Above SWD=* FY=*	CAST Data CAST= 75% of All Students scored below standard JHS All Students= 17.3 points below standard LHS All Students= 8.2 points below standard Hispanic= 10.2 points below standard AI= * AA= 12.7 points below standard White= 4.3 points	No current difference this will be recorded during the 2025-2026 school year. Data Updated Below in the 2025-2026 School Year: DataQuest JHS All Students= 10% Increase in At or Above Hispanic= 10.88% Increase in At or Above AI= * AA= *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students= 100% Below Standard 0% At or Above Hispanic= 100% Below Standard 0% At or Above AI= * AA= * White= * EL= * SED=100% Below Standard 0% At or Above SWD=* FY=*	below standard SED= 16.5 points below standard SWD= 28.3 points below standard FY= * *Fewer than 11 students-data not displayed for privacy CA Dashboard Data Updated Below in the 2025-2026 School Year: 2024 CAST Scores-DataQuest JHS All Students= 85.71% Below Standard 14.29% At or Above Hispanic= 90.91% Below Standard 9.09% At or Above AI= * AA= * White= * EL= * SED=81.82% Below Standard 18.18% At or Above SWD=* FY=*		below standard EL= 21.1 points below standard LTEL= 24.8 points below standard SED= 11.5 points below standard SWD= 23.3 points below standard FY= * *This note should be: Fewer than 11 students-data not displayed for privacy Data Updated Below in the 2025-2026 School Year: 2025 CAST Scores-DataQuest JHS All Students= 5% At or Above Hispanic= 5% At or Above AI= * AA= * White= * EL= * SED=5% At or Above SWD=* FY=*	White= * EL= * SED=10.26% Increase in At or Above SWD=* FY=*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	5E: Graduation Rates by Student Subgroups on CA Dashboard	2023 CA Dashboard JHS All Students 81.1% (Declined 12%) SED= 81.1% Graduated FY= * EL= 90.9%	2024 CA Dashboard JHS All Students 91.8% SED= 91.7% Graduated FY= * Fewer than 11 students-data not displayed for privacy EL= * Fewer than 11 students-data not displayed for privacy	2025 CA Dashboard JHS All Students 81.4% SED= 81.8% FY= Fewer than 11 students-data not displayed for privacy EL= Fewer than 11 students-data not displayed for privacy	JHS All Students= 95% SED= 95% FY= Fewer than 11 students - data not displayed for privacy EL= 93%	CA Dashboard JHS All Students Graduated 0.3% Increase SED= 0.7% Increase FY= Fewer than 11 students - data not displayed for privacy EL= Fewer than 11 students - data not displayed for privacy
8	Priority 8: College Career Indicator on CA Dashboard	2023 CA Dashboard JHS All Students 1.9% Prepared Hispanic= 0% Prepared SED= 1.9% Prepared	2024 CA Dashboard JHS All Students 0% Prepared Hispanic= 0% Prepared SED= 0% Prepared	2025 CA Dashboard JHS All Students 0% Prepared Hispanic= 0% Prepared SED= 0% Prepared	JHS All Students 4.9% Prepared Hispanic= 3% Prepared SED= 5.9% Prepared	JHS All Students= 10% Increase in At or Above Hispanic= 10.88% Increase in At or Above SED=10.26% Increase in At or Above

Goal Analysis [2025-26]

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

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

Year 1:
4.1 Intervention Programs, Supplemental Reading, Materials, Audio Books, Supplemental Materials to Assist Students with ELA, Math, and Science Standards: An Audio book subscription has been purchased to support students in English Language Arts. A supplemental science curriculum has been purchased to use in Ag Science.

4.2 MTSS and PBIS, Positive School Culture and Climate: JHS rebranded their campus with their new acronym. New signage was placed around campus outlining behavioral expectations in different areas. (Common area, classrooms, bathroom, office). Enrichment activities were purchased for use during lunchtime activities (6 different activities) and school athletic programs (4) different sports). The LCAP student survey suggested that students would like to see more activities during lunchtime.
4.3 College and Career Industry Exposure, Online Learning Platform for CTE Instruction: From August 2024- December 2024: JHS Took Part In: 3 College and Career Visits and had 3 College Presentations to the Student Body. JHS students attended the LUHSD Career Expo. JHS had 3 students participate in a dual enrollment class.

Successes:
4.1 The purchase of an audiobook subscription shows progress in supporting diverse learners, especially those who may struggle with traditional text-based instruction. Acquisition of a supplemental curriculum specifically for Ag Science supports hands-on, relevant learning tied to student interests and regional industry.
4.2 The introduction of signage related to the newly adopted acronym and behavioral expectations in various common spaces reflects a clear investment in PBIS structures. Response to LCAP survey data led to the purchase of 6 lunchtime enrichment activities and support for 4 athletic programs, directly addressing student voice and needs.
4.3 Strong participation in 3 college visits, 3 college presentations, and attendance at the LUHSD Career Expo gives students early exposure to postsecondary pathways.3 students enrolled in dual enrollment, demonstrating a growing link between high school and college readiness.

Challenges:
4.1 Lack of Math intervention and supplemental materials was purchased. There is an identified need to do so due to the fact that on the 2024 California Dashboard, JHS saw a 23.6 point increase in distance from standard in math.
4.2 Jamison spent funds on signage and activities, but needs to work on continuing to build tiered supports to address the high suspension rate of Hispanic (10%) and SEL students (10%). SED=10%.
4.3 Only 3 students participated in dual enrollment, which may indicate barriers such as access, awareness, or eligibility. JHS needs to make sure we are marketing the dual enrollment opportunities with Lemoore College. Although JHS has access to the CTE pathways in Edgenuity, they need to work to ensure that the courses are aligned with state codes and that students take the sequence of courses needed to be CTE completers. Based on current data, JHS has maintained the number of CTE completers on the California Dashboard.

Year 2:
4.1 Intervention Programs, Supplemental Reading, Materials, Audio Books, Supplemental Materials to Assist Students with ELA, Math, and Science Standards: An Audio book subscription has been purchased to support students in English Language Arts. High-interest texts have been purchased to use in ELA. Math supplements and technology have been purchased to enhance learning. Science has purchased supplemental materials that lend themselves to hands-on learning. From the baseline year, JHS has seen a 39.5 decrease in distance from standard in ELA on CAASPP testing.
4.2 MTSS and PBIS, Positive School Culture and Climate: JHS rebranded their campus with their new acronym in 2024. Additional signage was added during the 2025 school year. Enrichment activities were purchased for use during lunchtime activities. Weight training supplies were added to be used with school athletic programs. The LCAP student survey suggested that students would like to see more activities

during lunchtime that are whole-school activities so that more students get involved. Students, parents, and staff all expressed appreciation for the new weight-lifting opportunity.
4.3 College and Career Industry Exposure, Online Learning Platform for CTE Instruction: From August 2025- December 2025: JHS has had 4 colleges on campus. (Lemoore College, Coalinga College, College of the Sequoias, SJVC) doing senior presentations, college applications, orientation, and dual enrollment presentations. JHS offered a dual enrollment class in the fall of 2025 and spring 2026. JHS students attended the College and Career Fair, where 40 different vendors were present.
4.4 Intervention Aide: JHS assigned an Intervention Aide to provide targeted academic support, early intervention, and progress monitoring for at-risk students. The Intervention Aide collaborates with staff and supports students on behaviors impacting attendance, academics, and discipline. The Intervention Aide is present on campus during classroom instruction as well as during lunch and brunch.

Successes:
4.1 The purchase of an audiobook subscription shows progress in supporting diverse learners, especially those who may struggle with traditional text-based instruction. The addition of high-interest texts in the classroom has assisted with literacy development. JHS saw a 54-point increase on the CA Dashboard in ELA for 2025. Acquisition of a supplemental curriculum specifically for Ag Science supports hands-on, relevant learning tied to student interests and regional industry. Math supplements purchased allow for hands-on activities and for students to see math concepts from a different perspective. On the 2025 Science assessment, JHS maintained. Hispanic students increased 2.3 points, and Socioeconomically Disadvantaged students increased 2.4 points on the science testing. Hispanic students maintained in math. From the baseline year, JHS has seen a 39.5 decrease in distance from standard in ELA on CAASPP testing.
4.2 The additions of signage that reflect the newly adopted acronym and behavioral expectations in various common spaces reflect a clear investment in PBIS structures. Response to LCAP survey and discussions with the School Site Council indicate that students are appreciative of the new activities that have been added. Students shared that they enjoy the activities in which staff and students compete against one another. From the baseline year, JHS has seen a decrease in student suspension rates for All Students (8.7%), Hispanics (2.1%), and Socioeconomically Disadvantaged Students (8.5%).
4.3 Strong participation in 4 college presentations and attendance at the LUHSD College and Career Fair give students early exposure to postsecondary pathways. JHS offered a dual enrollment course in the fall of 2025 and spring of 2026, demonstrating a growing link between high school and college readiness. Feedback from the advisory group was that they liked the addition of dual enrollment and would like to see that continue on the JHS campus. From the baseline year, JHS has seen a 1.7% increase in Al Students who completed at least 1 CTE pathway.
4.4 At the School Site Council Meeting, positive feedback was given regarding the Intervention Aide. Students and staff both shared how the Intervention Aide helps with behaviors and academics. Staff reports that they appreciate the 1:1 work the Intervention Aide can do with students.

Challenges:
4.1 Lack of Math intervention and supplemental materials was purchased. There is an identified need to do so due to the fact that on the 2025 California Dashboard, JHS saw a decline of 3.7 points, taking them to 197.2 points below standard. Socioeconomically Disadvantaged students declined by 8.6 points in math in 2025. During the School Site Council, it was suggested that we look at more hands-on, real-world activities to engage students with the curriculum. From the baseline year, JHS has seen a 27.3 point increase in distance from standard in Math on CAASPP testing.

4.2 Although funds have been spent on activities to help students be engaged and reduce suspensions, feedback was given that students would like to see more activities that are large group activities, so more students are engaged. The LCAP student survey echoed the same sentiment regarding more activities that everyone can enjoy. JHS is still higher than the target for the three year outcome for suspension rates for All Students (1.5%), Hispanic Students (4.1%), and SED Students (1.7%).
4.3 JHS had 6 students complete dual enrollment in the fall and had 6 students enrolled in the spring. JHS needs to make sure we are marketing the dual enrollment opportunities with Lemoore College to increase participation. Although JHS has access to the CTE pathways in Edgenuity, they need to work to ensure that the courses are aligned with state codes and that students take the sequence of courses needed to be CTE completers. Based on current data, JHS has maintained the number of CTE completers on the California Dashboard. Advisory feedback is that they would like to see more college visits to increase exposure and also more scholarship opportunities for seniors.
4.4 Jamison High School saw a reduction in graduation rates for all students (10.4%) between the 2024 and 2025 school year. JHS also saw a reduction in graduation rates for SED students (9.9%).

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

4.2 MTSS and PBIS- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for Goal 4 Equity Multiplier funds in the amount of $8,171. While Jamison High School utilized a portion of the allocated funds to purchase additional campus signage, the remaining balance was not expended. This variance reflects lower-than-anticipated costs and partial implementation of planned expenditures and does not represent a reduction in the district's intended level of services.
4.3 College and Career Industry Exposure- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for Goal 4 Equity Multiplier funds in the amount of $8,325. While Jamison High School utilized a portion of the allocated funds to purchase additional campus signage, the remaining balance was not expended. This variance reflects lower-than-anticipated costs and partial implementation of planned expenditures and $8,325 does not represent a reduction in the district's intended level of services.
4.4 Intervention Aide- Lemoore Union High School District identified a material difference between the budgeted and estimated actual expenditures for Goal 4, Action 4 in the amount of $34,559. This action, funded through Equity Multiplier funds, supports an Intervention Aide position. The variance is attributable to the position being filled later in the fiscal year than originally anticipated, resulting in lower personnel costs and unexpended funds. This difference reflects timing in hiring rather than a reduction in services, as the position was ultimately filled and services were implemented.

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

The following actions were successful based on the following metrics:
Year 1:
Successes:
Action 1.1: The difference from standard on the CAASPP testing, as indicated by the California Dashboard, showed that Jamison High School had an increase in distance from standard in both ELA (22.2 points) and Math (23.6 points). On the CAST testing, the California Dashboard shows that Jamison High School maintained the percentage of students who scored below standard.

Action 4.2: Jamison High School saw a reduction in suspension rates for All Students (8.5%), Socioeconomically Disadvantaged Students (6.9%), and Hispanic Students (1.7%).
Action 4.3: Jamison High School did see a 1.6% increase in the percentage of students who completed at least one CTE pathway.

Challenges:
Action 4.1: Students at JHS are scoring below standard in ELA, Math, and Science.
Action 4.3:The A-G completion rate and the percentage of students who met A-G and completed at least one CTE pathway at Jamison High School remained the same.

Year 2:
Successes:
Action 4.1:The difference from standard on the CAASPP testing, as indicated by the California Dashboard, showed that Jamison High School had an increase in distance from standard in ELA (39.5 points) from the baseline year and a 54-point increase from 2024-2025. From the baseline year JHS saw an increase in students scoring at or above standard on CAST testing.(All Students= 10% Increase in At or Above, Hispanic= 10.88% Increase in At or Above, and SED=10.26% Increase in At or Above)
Action 4.2: JHS saw a decrease in all student groups from the baseline year.All Students= 8.7% Decrease, Hispanic= 2.1% Decrease, and SED=8.5% Decrease.
Action 4.3: The percentage of students who met A-G and completed at least one CTE pathway at Jamison High School increased by 1.7%.

Challenges
Action 4.1:In math, JHS saw a 27.3 point decrease in distance from standard for the baseline year and a 3.7 point decrease from 2024-2025. Math supplemental materials have been purchased to assist with making math concepts more hands-on in an effort to improve comprehension.
Action 4.3The A-G completion rate remained the same from the baseline year, and Jamison High School saw a reduction in suspension rates for All Students (8.7%), Socioeconomically Disadvantaged Students (8.5%), and Hispanic Students (2.1%) from the baseline year. Slight decreases were seen in all students, Hispanic, and SED from 2024-2025. Graduation rates declined for all students (10.4%) and SED students (9.9%) between the years 2024 and 2025. An intervention aide was added to help with the academics and social-emotional needs of our students. JHS has started dual enrollment to help prepare more students for post-secondary. LUHSD has contracted with KCOE for support during the 2026-2027 school year for putting structures in place to address the CCI. JHS is working to tighten their MTSS structures.

Action 4.4: Was added mid-way through the 2025-2026 school year. During the school site council meeting, students, staff, and parents both expressed that they do think it is a positive to have an additional Intervention Aide on campus.
More time is needed to measure the effectiveness of this position.

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.

Following is 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:

Goal description was updated to ensure SMART goal requirements were met.
Year 1:
Metric changes:
Priority 2A: Student Performance on the CAST was previously reported via data obtained from DataQuest. However, we will now report data obtained from the CA Dashboard.
Added 5E: Graduation Rates by Student Subgroups on CA Dashboard

Action changes:
Action 4.4 Intervention Aide was added. LCAP survey results indicated the need from more targeted interventions for students who were struggling academically. Through discussions with staff, the need for someone to monitor attendance and academic performance and provide targeted supports was seen as a need in order to try and improve graduation rates. On the 2024 CA Dashboard 91.8% of All Students graduated with a high school diploma. This is below the district and state average.

Budget increases/decreases were made to the following actions:
4.1- Funding increased to account for the increase of audio books and materials and supplies
4.2- Decreased because signage was purchased for JHS to promote PBIS and MTSS. The cost was reduced because the signage will not need to be purchased.

Year 2:
Metric changes:
Priority 2A: Student performance on the CAST was updated into a new format for the 25-26 school year. Baseline, Year 1. and Year 2, and Target now all contain the same information. The new format was added below the format used in prior years.

Action changes:
4.2 College and Career Industry Exposure, Online Learning Platform for CTE Instruction- Red groups were updated to add All Students, Hispanics, and Socioeconomically Disadvantaged. Students at JHS as a result of the 2025 CA Dashboard.
Metric 8 was added to address the College and Career Indicator.

Budget increases/decreases were made to the following actions:
4.2- Decreased because signage was purchased for JHS to promote PBIS and MTSS. The cost was reduced because the signage will not need to be purchased. Lunchtime activities, games, and sports equipment were also purchased in the previous year.
4.3 Decreased due to increased investment in college and career exposure activities during the previous year—resulting in multiple student visits and expanded opportunities—combined with a reduction in available funding.
4.4 Increase in funding due to the Collective Bargaining Agreement and step and column increases. Addresses the RED on the CA Dashboard for JHS Suspensions for All Students and SED.

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	Intervention Programs, Supplemental Reading, Materials,Audio Books, Supplemental Materials to Assist Students with ELA,Math, and Science Standards	Provide an intervention program at Jamison High School that includes Saturday School for all students who are below grade level in ELA, Math, and CAST that focuses on advancing English and math development and science proficiency based on student needs. Students will be deployed to these interventions based on identified needs in order to focus on specific skills. Purchase culturally diverse reading materials for Jamison High School students to use in both the classroom and at home. Reading material will be used to support students with advancing literacy skills and English development and proficiency. Purchase a subscription to online Audio Books (Ex. Audiobooks Plus) for Jamison High School student access. Audio materials will be used by staff to support students with advancing literacy skills and English development and proficiency. Supplemental resources will be purchased for math and science to support skill development.	$17,500.00	No
4.2	MTSS and PBIS, Positive School Culture and Climate	All students at JHS will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). JHS will work on rebranding its acronym and align school signage to that acronym in order to establish clear behavioral expectations for studnets across all settings. Jamison High School will also provide student rewards and incentives for positive behavior on campus (Grades, Attendance, and Discipline).Enrichment opportunities and after school support to increase connectedness on campus and decrease negative behaviors. These oppotunities include lunch time activities put on by leadership and school athletic programs.	$5,000.00	No
4.3	College and Career Industry Exposure, Online Learning	College and Career visits and on campus career fair for students at Jamison High School to increase exposure to post secondary opportunities. Jamison High School students will have access to a variety of CTE courses through an online learning platform to improve college and	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Platform for CTE Instruction	career readiness for all students. Red indicator on the CA Dashboard for All Students, Socioeconomically Disadvantaged Students, and Hispanic Students.		
4.4	Intervention Aide	JHS will assign an Intervention Aide to provide targeted academic support, early intervention, and progress monitoring for at-risk students. The aide will collaborate with teachers, counselors, and administrators to identify students in need of support based on academic performance, attendance, and behavioral indicators. This intervention is designed to increase the likelihood of on-time graduation. Addresses the RED on the CA Dashboard for JHS Suspensions for All Students and SED.	$81,661.00	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
$$3,334,271	$118,978

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
13.788%	0.000%	$0.00	13.788%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Provide Professional Development for Staff (PLCs & UDL Instructional Strategies) **Need:** 2023 CAASPP scores indicate the continued need for improved best-first instruction. The 2023 California School Dashboard reported ELA for All Students = 16.8 Points Below Standard; EL= 134.7 Points Below	LUHSD continues professional development for all staff, focusing on Professional Learning Communities (PLC) and instructional strategies. PLCs work on aligning curriculum to common core assessments, assessing rigor, and delivering interventions and enrichments based on student performance. Additionally, the district prioritizes Universal Design for Learning (UDL) training, empowering educators to implement UDL principles, understand diverse learning styles,	Based on the CA Dashboard: ELA: Improve to 0 Points Below Standard for all students; 45 Points Below Standard for EL Students &0 Points Below Standard for SED students (No baseline for FY; not reported in 2023 -

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
	Standard (Red indicator); SED= 43 Points Below Standard; FY not reported. Math for All Students = 100 Points Below Standard; EL = 183 Points Below Standard; SED =126.6 Points Below Standard; FY not reported **Scope:** LEA-wide	create accessible environments, and utilize technology for personalized learning, thus fostering inclusive environments and enhancing student achievement. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf) UDL allows for successful learning for all students by recognizing student variances and creating instruction to meet student academic needs. It is especially valuable for marginalized student populations such as EL, SED, and FY. (https://eric.ed.gov/?redir=http%3a%2f%2fdx.doi.org%2f10.1177%2f00220574211031954)	less than 15 students assessed). Math: Improve to 60 Points Below Standard for all students; 115 Points Below Standard for EL Students &60 Points Below Standard for SED students (No baseline for FY; not reported in 2023 - less than 15 students assessed).
1.3	**Action:** Maintain Advanced Placement and Dual Enrollment courses **Need:** 2024 School Year 50.78% Total AP Students with Scores 3+ *Students who met prepared on the CCI for AP 12.9% College/Career Levels and Measures (CA Dashboard) 2023 106 Students Enrolled 83% of Students Earned a C or Better (Discontinued Student Pass Rate in 2024-25) Local SIS 2023 CA Dashboard College and Career Indicator	The data indicated disparities in our unduplicated pupils participation in dual enrollment and AP. To address these disparities LUHSD eliminates the financial barrier by offering dual enrollment and AP which provides opportunities for students to earn college credits . The offering of these programs at the high school level also helps our unduplicated students navigate the complex college system with support from school staff. Taking AP and dual enrollment courses while in high school helps our unduplicated students build confidence and see that they can handle college after high school. Dual enrollment and AP courses offered help create a culture of rigor. “Does Dual Enrollment Influence High School Graduation, College Enrollment, Choice, and Persistence?” (2022) The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?” by	55.78% Total AP Students with Scores 3+ (Discontinued 6/2025) 15% of Students Meet Prepared on the CCI for AP 111 Students Enrolled 88% of Students Earned a C or Better (Discontinue Pass Rate) CA Dashboard College and Career Indicator All Students=64.10 EL=12.7% SED=36.4% LTEL = 14.2% LHS

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
	All Students=37.1% EL=8.7% Hispanic=32.2% Homeless= 18.5% SED=32.4% SWD=14.3% LTEL = Not a student group in baseline year LHS All Students=41.4% EL=11.4% SED=37.3% LTEL=Not a student group in baseline year FY=* JHS All Students = 1.9% SED=1.9% FY=* EL= * **Scope:** LEA-wide	Brian P. shows how dual enrollment applies to unduplicated students.	All Students=44.4% EL=15.4% SED=37.3% LTEL = 18.5% JHS All Students= 4.9% EL=* SED=5.9%
1.4	**Action:** Enhance CTE Pathways (WASC) **Need:** WASC Identified Area of Need College Readiness for Unduplicated Students CTE pathway completion is one measure that can be used to determine if a student is working towards graduating College and Career Ready. Most students at LUHSD do	The data indicates outcome disparities for unduplicated students and a low overall achievement rate for all students. This action addresses the need to ensure English Learner (EL) students have access to and support for all Career and Technical Education (CTE) offerings in LUHSD. Recognizing that EL students may be unaware of available options; the district continues to offer CTE courses aimed at providing practical experience and preparing students for career	Completed at Least 1 CTE Pathway All Students=33.8% EL=9.3% SED=30.5% FY= 2%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not complete a CTE pathway. Local data indicates All Students = 28.8%; EL = 4.3%, SED = 25.5%, FY = 0%. **Scope:** LEA-wide	pathways and industry certifications. Teachers receive support through materials, resources, and training to ensure high-quality education in CTE programs. Additionally, the College and Career Specialist actively recruits EL, FY, and SED students and their families through presentations and Home Room lessons, ensuring they understand available programs and how to enroll however, all students will benefit from this. Providing support personnel that understand culturally relevant instruction and advisement, providing targeted support, and removing barriers can increase participation and completion of CTE programs for unduplicated student groups (https://careertech.org/wp-content/uploads/2023/01/ELL_EquityBrief_060822.pdf)	
1.5	**Action:** AVID Program and Elective Courses **Need:** Instructional framework to address the needs of our diverse student populations in the academic setting. 2023 CAASPP scores indicate the continued need for improved best first instruction. The 2023 California School Dashboard reported ELA for All Students = 16.8 Points Below Standard; EL= 134.7 Points Below Standard (Red indicator); SED= 43 Points Below Standard; FY not reported. Math for All Students = 100 Points Below Standard; EL = 183 Points Below Standard; SED =126.6 Points Below Standard; FY not reported	This action enhances instructional framework in LUHSD by implementing AVID strategies. Through professional development, teachers incorporate WICOR strategies, benefiting SED and EL students by providing access to comprehension skills. Integration of these strategies enables development of captivating, standards-aligned lessons. Offering AVID as an elective at LHS supports students in college preparation, critical thinking, and essential study and presentation skills, fostering mastery of standards across all classes.Incorporating AVID strategies inspires students to take control of their learning and facilitates their understanding of how to incorporate AVID strategies in a variety of settings. AVID has been determined to be an ESSA evidence-based strategy with Tier 2 Effectiveness by the What Works Clearinghouse.	CAASPP Scores on the CA Dashboard LUHSD ELA All Students= 0 Points Below Standard EL= 45 Points Below Standard SED= 0 Points Below Standard FY= Not Reported Math All Students=60 Points Below Standard EL=115 Points Below Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		SED=60 Points Below Standard FY= Not Reported
1.6	**Action:** Enhance Performing Arts Programs (WASC) **Need:** WASC Identified Area of Need, LCAP Survey Input Enrollment Data for VAPA Programs by Student Subgroups Arts EL =7.5% Foster = 6.3% SWD: 10.5% SED: 5.7% **Scope:** Schoolwide	LUHSD strives to provide a broad course of study to all students. EL students demonstrate lower enrollment in music and visual arts courses compared to the percentage of school enrollment, and SED students demonstrate lower enrollment in music courses. This action enriches the educational experience and promotes holistic development among high school students in LUHSD by prioritizing the expansion of Visual and Performing Arts (VAPA) education in a way that expands it to be able to provide more equity and access to the student population at LHS. Research indicates that students enrolled in arts courses are more likely to have better academic outcomes, which is why it is imperative students are provided opportunities to explore and develop their creativity. https://www.arts.gov/news/press-releases/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth	Enrollment Data for VAPA Programs by Student Subgroups Arts EL=13.5% Foster= 12.3% SWD=16.5% SED= 11.7%
1.7	**Action:** Support for Teachers/ Teacher Induction Program **Need:** Improve quality first-time instruction for students in the classroom and timely intervention for students. 2023 CAASPP scores indicate the continued need for improved best first instruction.	This action provides support for new teachers and those in the teacher induction program at LUHSD. It includes a preschool year support day for insights into the school culture and teaching strategies, along with regular meetings offering personalized support. These sessions involve reflective conversations, modeling, and coaching from administration and a Teacher on Special Assignment (TOSA), helping teachers improve instructional practices and classroom management	CAASPP Scores on the CA Dashboard LUHSD ELA All Students= 0 Points Below Standard EL= 45 Points Below Standard SED= 0 Points Below Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2023 California School Dashboard reported ELA for All Students = 16.8 Points Below Standard; EL= 134.7 Points Below Standard (Red indicator); SED= 43 Points Below Standard; FY not reported. Math for AllStudents = 100 Points Below Standard; EL = 183 Points Below Standard; SED =126.6 Points Below Standard; FY not reported 2022-2023 ELPAC results indicate the continued need for improved best instruction. LUHSDLevel 3 and Level 4 Combined 43.9% LHS: Level 3=36.6% and Level 4= 9.2% JHS: Level 3= 23.1% and Level 4= 0% **Scope:** LEA-wide	skills. Additionally, the Teacher Induction Program offers specific support for new teachers undergoing induction. Effective teacher preparation and ongoing support in the first years of teaching leads to quality teaching and higher student achievement (https://files.eric.ed.gov/fulltext/ED495408.pdf).	FY= Not Reported Math All Students=60 Points Below Standard EL=115 Points Below Standard SED=60 Points Below Standard FY= Not Reported ELPAC results indicate the continued need for improved best instruction. LUHSD Level 3 and Level 4 Combined 55% LHS: Level 3=41.6% and Level 4= 14.2% JHS: Level 3= 28.1% and Level 5= 0%
1.8	**Action:** Computer Network Technicians **Need:** 2023 CA Dashboard LUHSD ELA= 16.8 Points Below Standard (Declined 11 Points) EL= 134.7 Points Below Standard SED= 43 Points Below Standard Math=100 Points Below Standard	For unduplicated students—including English Learners, foster youth, and low-income students—technology is often the primary bridge to their curriculum, supplemental language supports, and college/career resources . Students from low-income households often rely solely on district-provided devices. When a device fails, these students may not have a backup at home. Having computer network technicians allows the district to offer face-to-face support, removing the intimidation factor of complex software and configurations, empowering students to navigate digital platforms with confidence. Students have a hard copy of textbooks and as such, this technician is considered supplemental.	CA Dashboard LUHSD ELA= 0 Points Below Standard EL= 45 Points Below Standard SED= 0 Points Below Standard Math=60 Points Below Standard

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
	SED=126.6 Points Below Standard EL=183 Points Below Standard LHS ELA=10.1 Points Below Standard (Declined 13.5 Points) EL=Red 129.9 Points Below Standard SED=37 Points Below Standard Math=94.4 Points Below Standard (Increased 12.4 Points) SED=120.5 Points Below Standard EL=184.8 Points Below Standard JHS ELA= 84.5 Points Below Standard (Increased 31.3 Points) Math= 169.9 Points Below Standard (Increased 47.1 Points) **Scope:** LEA-wide	"What a Decade of Education Research Tells Us About Technology in the Hands of Underserved Students" (published by Stanford Graduate School of Education and analyzed by researchers like Mark Warschauer).	SED=60 Points Below Standard EL=115 Points Below Standard LHS ELA=At Standard EL=45 Points Below Standard SED=At Standard Math=60 Points Below Standard SED= 60 Points Below Standard EL=115 Points Below Standard JHS ELA= 45 Points Below Standard Math= 115 Points Below Standard
1.9	**Action:** Student Information Coordinator **Need:** 2023 Data Quest	84.5% of Hispanic students at LHS and 89.8% of Hispanic students at JHS were also dually identified as being Socioeconomically Disadvantaged Student during the 2025–2026 school year, 69.8% of Homeless students at LHS	Data Quest LUHSD Chronic Absenteeism Rate 10.8% EL= 25.0%

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
	LUHSD Chronic Absenteeism Rate 16.8% EL= 30.0% SED= 24.0% FY= 65.5% LHS Chronic Absenteeism Rate 14.6% EL= 22.3% SED= 19.3% FY= 56.5% JHS Chronic Absenteeism Rate 60.2% EL= 56.3% SED= 66.7% FY= * **Scope:** LEA-wide	and 92.8% of Homeless students at JHS were also dually identified as Socioeconomically Disadvantaged. Because of this we will we will use a College and Career Counselor to offer support to students regarding how to access CTE and dual enrollment courses. College and Career Counselor will assist with lessons, career fairs, and guest speakers to increase student awareness in order to address the College and Career red indicators on the CA Dashboard for all students	SED= 19.0% FY= 60.5% LHS Chronic Absenteeism Rate 8.6% EL= 17.3% SED= 14.3% FY= 51.5% JHS Chronic Absenteeism Rate 54.2% EL= 51.3% SED= 61.7% FY= *
1.10	**Action:** College and Career Counselor **Need:** 2023 CA Dashboard College and Career Indicator All Students=37.1% EL=8.7% SED=32.4% LHS All Students=41.4% EL=11.4%	Unduplicated students often face barriers with college enrollment and prerequisite confusion. A dedicated counselor(This counselor is in addition to the guidance counseling department at LHS and JHS and goes above and beyond what is traditionally offered to provide additional support) to assist with these students from interested to enrolled in CTE and dual enrollment is crucial for LUHSD. The counselor also offers representation and exposure for unduplicated students through career fairs and guest speakers. The counselor also focuses on lessons to ensure that career and college literacy is integrated into the students'	CA Dashboard CA Dashboard College and Career Indicator All Students=64.10 EL=12.7% SED=36.4% LHS All Students=44.4% EL=15.4% SED=37.3% JHS

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
	SED=37.3% JHS All Students = 1.9% SED=1.9% **Scope:** LEA-wide	schooling. This is offered district-wide to assist with students who are mobile. Implementation and Impacts of Career-Focused Advising" (2024), published by EdWorking Papers at Brown University. "Without Limits: A Shared Vision for the Future of Career Technical Education" by Advance CTE shows the importance of career-focused advising in supporting unduplicated students. 84.5% of Hispanic students at LHS and 89.8% of Hispanic students at JHS were also dually identified as being Socioeconomically Disadvantaged Student during the 2025–2026 school year, 69.8% of Homeless students at LHS and 92.8% of Homeless students at JHS were also dually identified as Socioeconomically Disadvantaged. Because of this we will we will use a College and Career Counselor to offer support to students regarding how to access CTE and dual enrollment courses. College and Career Counselor will assist with lessons, career fairs, and guest speakers to increase student awareness in order to address the College and Career red indicators on the CA Dashboard for all students and Hispanic and SED students at Jamison High School and Homeless students in LUHSD.	All Students= 4.9% SED=5.9%
2.2	**Action:** Provide Courses for Credit Recovery Including Summer School Sessions **Need:** Graduation Rates on the CA Dashboard by Student Group	This action aims to boost graduation rates for EL students in LUHSD by providing credit recovery and summer school sessions. Using the Edgenuity online platform ensures equitable access with built-in accessibility features, allowing students to reclaim lost credits and improve graduation rates. https://www.imaginelearning.com/products/imagin	CA Dashboard LUHSD All Students= 95% or Higher SED= 95% FY: 95% EL: 90.8%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LUHSD All Students=94.2% SED=93.6% Graduated FY: 92.3% EL: 84.8% LHS All Students 95.8% SED= 95.7% Graduated FY= * EL= 82.9% JHS All Students 81.1% SED= 81.1% Graduated FY= * EL= 90.9% **Scope:** LEA-wide	e-edgenuity/exceptional-students/ https://www.edgenuity.com/wp-content/uploads/2017/01/Edgenuity-English-Language-Learner-Issue-Brief-1.pdf We expect that all students struggling with credit deficiency will benefit if this action is provided on a LEA-wide basis. https://www.imaginelearning.com/products/imagine-edgenuity/exceptional-students/ https://www.edgenuity.com/wp-content/uploads/2017/01/Edgenuity-English-Language-Learner-Issue-Brief-1.pdf	LHS All Students= 98% SED= 98% FY= * EL= 95% JHS All Students= 87.1% SED= 87.1% FY= * EL= 90.9%
2.3	**Action:** Continue Intervention Counseling at Jamison High School **Need:** Graduation Rates on the CA Dashboard JHS All Students 81.1% (Declined 12%) SED= 81.1% Graduated Hispanic=86.1% Graduated **Scope:** Schoolwide	This action aims to improve the success of students at JHS. counselor will foster student connectedness, monitor grades, ensure appropriate course enrollment, offer counseling, intervention classes, and credit recovery. Additionally, they'll connect students to resources, collaborate with families and liaisons, implement restorative practices, and utilize behavior-related lessons, all to support students' academic success and overall well-being. https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf	JHS All Students= 87.1% SED= 87.1% Hispanic= 97.1%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Provide a Full-Time Health Care Assistant and Part-Time Health Clerk to Assist with Medical Care **Need:** Aeries- Local Attendance Data LUHSD District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 All Students= 8.41% FY= 12.9% EL =12.0% **Scope:** LEA-wide	This action aims to reduce chronic absenteeism among students and support SED students at the continuation school by providing extra nursing services. These services improve medical care availability at both LHS and JHS, facilitating connections to external services like Medi-Cal enrollment. Nurses will proactively engage with SED families and students to identify and address health needs and barriers, thus promoting improved access to education. We expect all students struggling with chronic absenteeism related to health issues to benefit from this. https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/112 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9670058/	District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April All Students 2.41% FY =7.9% EL =7.0%
2.6	**Action:** Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students **Need:** Graduation Rates on the CA Dashboard by Student Group LUHSD All Students=94.2% SED=93.6% Graduated FY: 92.3% LHS All Students 95.8% SED= 95.7% Graduated FY= *	LUHSD addresses the need to improve school connectedness and academic achievement for Foster Youth (FY), Homeless (HM), and Socioeconomically Disadvantaged (SED) students by assigning a social worker to provide targeted support. This includes creating enrichment activities, establishing mentoring programs, providing individualized academic and social-emotional support, facilitating SST meetings, offering crisis services, and removing barriers to accessing resources. The goal is to decrease suspension and absenteeism rates while increasing academic performance and graduation rates for these student groups.	CA Dashboard LUHSD All Students= 95% or Higher SED= 95% FY: 95% EL: 90.8% LHS All Students= 98% SED= 98% FY= * EL= 95% JHS All Students= 87.1% SED= 87.1% FY= *

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
	JHS All Students 81.1% SED= 81.1% Graduated FY= * District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 FY= 12.9% **Scope:** LEA-wide		EL= 90.9% District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April FY =7.9%
2.10	**Action:** Bilingual Clerical Support to Assist with Absenteeism and School Connectedness **Need:** Chronic Absenteeism Rates on the CA Dashboard by Student Group LHS Chronic Absenteeism Rate 14.6% EL= 22.3% FY= 56.5% SED= 19.3% **Scope:** Schoolwide	Increasing communication with families, liaisons, social workers, foster homes will help build school connectedness with our families. An increased relationship will open the door to communication regarding attendance concerns. This position can also assist with linking to resources. Having a bilingual staff will increase communication with our EL families. We expect that all students struggling with attendance and feeling connected will benefit if this action is provided on a school wide basis.	LHS Chronic Absenteeism Rate 8.6% EL= 16.3% FY= 50.5% SED= 13.3%
3.2	**Action:** MTSS Intervention- Staff, Curriculum and Intervention Tools **Need:**	LUHSD addresses the need to decrease suspension rates, particularly for Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. LUHSD will integrate the principles of MTSS through intervention staff, intervention teams, SEL online curriculum, and	Suspension Rates on the CA Dashboard by Student Group LUHSD All Students= 6% Suspended at Least 1 Day FY=9% and SED=6%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension Rates on the CA Dashboard by Student Group LUHSD All Students 8.2% Suspended at Least 1 Day (Maintained -0.4%) FY=41.4% and SED=10.4% LHS All Students 7.7% SED 9.70% FY Not Reported JHS All Students and SED 20.2% **Scope:** LEA-wide	other student enrichment and intervention opportunities. https://www.vectorsolutions.com/resources/whitepapers-guides/promoting-student-mental-health-and-well-being-by-jeffrey-selingo/ https://www.vectorsolutions.com/resources/whitepapers-guides/student-courses-casel-alignment-guide/	LHS All Students= 6% SED= 6% FY= Not Reported JHS All Students= 10% and SED=10%
3.4	**Action:** Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups. **Need:** Suspension Rates on the CA Dashboard LUHSD All Students 8.2% FY 41.4%, SED 10.4%, EL 13.4% LHS All Students 7.7% FY: No Data Displayed for Privacy, SED: 9.7%, EL: 12.3% JHS All Students 20.2% FY and EL: No Data Displayed for Privacy, SED: 20.2% **Scope:** LEA-wide	LUHSD addresses the need for educational equity and support for diverse student needs by prioritizing professional development in Multi-Tiered System of Supports (MTSS) for all staff. This initiative focuses on equipping educators with skills in universal screening, progress monitoring, data-driven decision-making, and differentiated instruction. Through targeted training and collaborative practices, educators learn to identify and address academic, behavioral, and social-emotional needs, fostering a culture of continuous improvement and ultimately improving outcomes for all students, especially those historically underserved or at-risk. https://transformschools.ucla.edu/research/through-mtss-empathic-discipline-program-can-mitigate-racial-disparities-in-suspension-rates/ https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf	Suspension Rates on the CA Dashboard by Student Group LUHSD All Students= 6% Suspended at Least 1 Day FY=9% EL= 6% and SED=6% LHS All Students= 6% SED= 6% FY= Not Reported EL= 6% JHS All Students= 10% and SED=10% EL and FY= Not Reported
3.5	**Action:** Provide Campus Supervision and Services From Outside Safety Organizations (WASC)	This action addresses the need for ongoing student safety and well-being on campus within LUHSD. By maintaining a Youth Development	LCAP Survey LHS

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: WASC Identified Area of Need LHS LCAP Survey 48.2% of students reported a positive feeling towards school safety. 57.3% of parents reported a positive feeling towards school safety. 83.1% of staff reported a positive feeling towards school safety. JHS LCAP Survey 66.1% of students reported a positive feeling towards school safety. 95.6% of parents reported a positive feeling towards school safety. 100% of staff reported a positive feeling towards school safety. Suspension Rates on the CA Dashboard by Student Group 2023 CA Dashboard LUHSD All Students 8.2% Suspended at Least 1 Day (Maintained -0.4%) FY=41.4% and SED=10.4% EL= 13.4% LHS All Students 7.7% SED 9.70% FY Not Reported EL= 12.3% JHS All Students and SED 20.2% FY Not Reported EL= Not Reported **Scope:** LEA-wide	Officer (YDO), the district ensures a proactive approach to student safety, fostering positive relationships and implementing preventative measures. The YDO collaborates with school administrators, staff, and community partners to assess and address safety concerns, develop emergency response protocols, and prevent incidents of bullying, harassment, and violence. Regular safety assessments, training, and coordination with law enforcement agencies reinforce the commitment to prioritizing student safety and creating a supportive learning environment. https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/4-2-3-20_SRO_Brief_Approved_FINAL.pdf#:~:text=URL%3A%20https%3A%2F%2Fies.ed.gov%2Fncee%2Fedlabs%2Fregions%2Fwest%2FrelwestFiles%2Fpdf%2F4 https://leb.fbi.gov/articles/featured-articles/school-resource-officers-and-violence-prevention-best-practices-part-two https://portal.cops.usdoj.gov/resourcecenter/RIC/Publications/cops-w0903-pub.pdf#:~:text=URL%3A%20https%3A%2F%2Fportal.cops.usdoj.gov%2Fresourcecenter%2FRIC%2FPublications%2Fcops	51.2% Students Reported a positive feeling towards school safety. 60.3% Reported a positive feeling towards school safety. 86.1% Reported a positive feeling towards school safety. JHS 69.1% Students Reported a positive feeling towards school safety. Maintain 95% or Higher of Parents reported positive feeling towards school safety. Maintain 100% of Staff reported positive feeling towards school safety. Suspension Rates on the CA Dashboard by Student Group LUHSD All Students= 6% Suspended at Least 1 Day FY=9% EL= 6% and SED=6% LHS All Students= 6% SED= 6% FY= Not Reported EL= 6% JHS All Students= 10% and SED=10% EL and FY= Not Reported

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
3.7	**Action:** Increase Parent Engagement Through Parent Advisory Committees and Family Workshops **Need:** Parent Engagement and School Connectedness LHS Parent Survey 16.5% Completed the 2023-2024 LCAP Survey 66.2% Reported a positive feeling towards school connectedness. JHS Parent Survey 69% Completed the 2023-2024 LCAP Survey 93.9% Reported a positive feeling towards school connectedness. 2023 Data Quest LUHSD Chronic Absenteeism Rate 16.8% EL= 30.0% SED= 24.0% FY= 65.5% *This year parent surveys were not broken out by student group however next year they will be. **Scope:** LEA-wide	Enhance and support parent advisory groups that focus on the academic and social-emotional success of our diverse student population. These committees are designed to actively engage families, with a special emphasis on those with students who are EL (ELAC/DELAC), SED, and FY. By providing targeted workshops, we aim to equip these families with the skills needed to support their children's academic and social-emotional development. Strengthening parents' skills will help parents put an emphasis on education, which in turn will improve student attendance and reduce absenteeism. https://campussuite-storage.s3.amazonaws.com/prod/898838/03afb8bb-09b2-11e7-b6d9-22000bd8490f/2014308/d73b9888-04bd-11ea-ac08-0ad72507d897/file/Article%201-%20Final-Report-Family-Engagement-AIR.pdf https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1541-1338.2006.00249.x	LCAP Survey LHS Parent Survey 71.2% Reported a positive feeling towards school connectedness. JHS Parent Survey 95% Reported a positive feeling toward school connectedness. LUHSD Chronic Absenteeism Rate 10.8% EL= 25.0% SED= 19.0% FY= 60.5%

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
3.10	**Action:** SEL Counselor at LHS **Need:** Suspension Rates on the CA Dashboard by Student Group LHS All Students 7.7% Suspended at Least 1 Day(Declined 0.5%) SED= 9.7% Suspended at Least 1 Day EL 12.3% Suspended at Least 1 Day FY Not reported **Scope:** Schoolwide	In order to reduce the overall suspension rate at LHS this action will integrate an SEL counselor into the school environment to support students' social, emotional, and academic development and enhances student well-being. The SEL counselor will reinforce classroom learning, work with students to understand and adhere to school behavioral policies and establish safe spaces where students can discuss personal challenges and receive guidance. Research shows a connection between social-emotional learning, increased academic success, and decreased student behaviors. https://edworkingpapers.com/sites/default/files/ai22-657.pdf	Suspension Rates on the CA Dashboard by Student Group LHS All Students= 6% SED= 6% EL= 6% FY= Not Reported

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
2.5	**Action:** EL TOSA **Need:** 2023-2024 CALPADS Data LHS RFEP=29 students **Scope:**	LUHSD aims to enhance the academic performance of English Learners (EL) by implementing a comprehensive language acquisition program at LHS. This includes integrated and designated English Language Development (ELD) sessions to improve vocabulary and language skills and introducing three EL Teacher on Special Assignment (TOSA) periods for teacher support and instructional	CALPADS Data LHS RFEP=31

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	strategies. The goal is to increase the number of students scoring at levels 3 or 4 on the ELPAC and improve EL reclassification rates, ultimately boosting EL students' academic success. https://journals.sagepub.com/doi/abs/10.3102/0002831219840352?casa_token=qLHngJ--g7IAAAAA%3AOrSCKvIOa562R0sTgz0Quse4J-HhKm6IhIjmg5ukfxET2rpgz4uzbOtKolkhaefRs3VoK8ZZv8iRBw&journalCode=aera	
2.7	**Action:** Provide Resources for the WINGS Program (Targeting Foster and SED Students) **Need:** Graduation Rates on the CA Dashboard by Student Group LUHSD FY= N/A Not reported HM= 92.6% SED 93.6% District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April 2024 FY= 12.9% **Scope:** Limited to Unduplicated Student Group(s)	The coordinator ensures accurate student coding, assigns mentors, and monitors academic progress, attendance, and discipline to offer personalized support for academic and social-emotional learning. Additionally, they facilitate crisis services, connect students and families with external resources, and remove barriers to learning by providing school supplies. Enrichment activities planned throughout the year enhance students' educational experiences and promote overall well-being.	CA Dashboard LUHSD FY: 95% HM= 96% SED= 95% District Attendance Data for Percentage of Students with Less Than 90% Attendance as of April FY =7.9%
2.8	**Action:** Professional Development for Working with English Learners **Need:** 2023-2024 CALPADS Data LUHSD-RFEP=29 students LHS-RFEP=29 students	LUHSD is addressing the needs of English Learners (EL) by providing targeted professional development (PD) for educators. This includes training on administering the ELPAC, interpreting assessment data, developing instructional materials, using the EL Roadmap, and implementing research-based language acquisition strategies for EL students. Additionally,	CALPADS Data LUHSD RFEP=31 students LHS RFEP=31 students JHS RFEP=3 students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	JHS-RFEP=0 students **Scope:** Limited to Unduplicated Student Group(s)	educators will receive training on the Co-Teaching model to create inclusive learning environments within the general education setting. The goal is to increase academic performance for EL students and by equipping educators with the necessary knowledge, skills, and strategies to support their diverse learning needs effectively.	
2.9	**Action:** ELD Instructional Assistants at Lemoore High School to Support English Learners **Need:** 2023-2024 CALPADS Data LHS-RFEP=29 students **Scope:** Limited to Unduplicated Student Group(s)	This action targets the academic performance of English Learners (EL) at Lemoore High School by funding two ELD Instructional Assistants. These assistants will provide direct support to EL students in classrooms, aiming to enhance their English language development skills. Through personalized assistance and integration into classrooms, the goal is to boost the academic success of EL students.	CALPADS Data LHS RFEP=31 students

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.

LUHSD will increase services for FY, EL, and SED students. Funding provides LUHSD with the opportunity to fully integrate and improve services for unduplicated FY, EL, and SED students by augmenting personnel and support to improve their learning environment that drives academic achievement. These investments are aimed at expanding existing programs, providing counseling and support services, increasing access to the broad-based curriculum that reduce suspensions and expulsions and provide supports through MTSS on the unduplicated students' path toward graduation. Services will include:

- Increase data analysis, reporting and instructional support through the PLC process.
- Increased support through site counseling and administrative staff.
- Increase communication
- Ensure that students will have access to high-level coursework and instructors that are equipped to meet the diverse learning needs of the students in their classrooms.
- Additional time allocations from Student Services personnel and WINGS mentors to reduce impediments to learning.

These improved services will provide unduplicated students equity and access for unduplicated students to promote academic excellence. LUHSD aims to fulfill this commitment outlined above for the purpose of closing the achievement gaps that currently exist by developing a strategic plan aimed at increasing college and career readiness and increase unduplicated students' graduation rates. An essential element includes ongoing feedback from educational partners that provide LUHSD with targets to allocate resources and continue to improve outcomes through increased accountability.
The actions are:
Goal 2, Action 5 EL TOSA- LUHSD aims to enhance the academic performance of English Learners (EL) by implementing a comprehensive language acquisition program at LHS. This includes integrated and designated English Language Development (ELD) sessions to improve vocabulary and language skills and introducing three EL Teacher on Special Assignment (TOSA) periods for teacher support and instructional strategies. The goal is to increase the number of students scoring at levels 3 or 4 on the ELPAC and improve EL reclassification rates, ultimately boosting EL students' academic success. This will be evaluated for effectiveness through the total number of RFEP students.
Goal 2, Action 7 Provide Resources for the WINGS Program (Targeting Foster and Low-Income Students)-The coordinator ensures accurate student coding, assigns mentors, and monitors academic progress, attendance, and discipline to offer personalized support for academic and social-emotional learning. Additionally, they facilitate crisis services, connect students and families with external resources, and remove barriers to learning by providing school supplies. Enrichment activities planned throughout the year enhance students' educational experiences and promote overall well-being. This will be evaluated for effectiveness through the FY and SED graduation and attendance rates. Performance will be monitored on a case-by-case basis due to the current low numbers of foster youth and to protect student's privacy.
Goal 2 Action 8 Professional Development for Working with English Learners- LUHSD is addressing the needs of English Learners (EL) by providing targeted professional development (PD) for educators. This includes training on administering the ELPAC, interpreting assessment data, developing instructional materials, using the EL Roadmap, and implementing research-based language acquisition strategies for EL students. Additionally, educators will receive training on the Co-Teaching model to create inclusive learning environments within the general education setting. The goal is to increase academic performance for EL students and by equipping educators with the necessary knowledge, skills, and strategies to support their diverse learning needs effectively. This will be evaluated for effectiveness through the total number of RFEP students.
Goal 2 Action 9 ELD Instructional Assistants at Lemoore High School to Support English Learners- This action targets the academic performance of English Learners (EL) at Lemoore High School by funding two ELD Instructional Assistants. These assistants will provide direct support to EL students in classrooms, aiming to enhance their English language development skills. Through personalized assistance and integration into classrooms, the goal is to boost the academic success of EL students.This will be evaluated for effectiveness through the total number of RFEP students.

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.

In 2024, the district added additional staff positions, including Action 2.9 ELD Instructional Assistants and Action 2.10 Bilingual Clerical Support, to provide targeted support for unduplicated students at Lemoore Union High School District. These services were implemented to

assist unduplicated students transitioning between the comprehensive and continuation high school settings and were based on identified student needs at both Lemoore High School and Jamison High School. The district continues to fund and maintain these positions in order to provide ongoing academic, language acquisition, and student support services for unduplicated pupils.

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		54.97:1
Staff-to-student ratio of certificated staff providing direct services to students		14.96:1

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	$24,182,408	$3,334,271	13.788%	0.000%	13.788%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,097,840.01	$739,635.00	$0.00	$7,000.00	$4,844,475.01	$4,191,975.01	$652,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	SPED Teacher Co-Teaching	Students with Disabilities	No			Specific Schools: Lemoore High School 9-12	Ongoing	$103,452.00	$0.00	$0.00	$103,452.00	$0.00	$0.00	$103,452.00	
1	1.2	Provide Professional Development for Staff (PLCs & UDL Instructional Strategies)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$45,474.00	$70,000.00	$115,474.00	$0.00	$0.00	$0.00	$115,474.00	
1	1.3	Maintain Advanced Placement and Dual Enrollment courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lemoore High School 9-12	Ongoing	$43,234.00	$5,000.00	$48,234.00	$0.00	$0.00	$0.00	$48,234.00	
1	1.4	Enhance CTE Pathways (WASC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$870,401.01	$0.00	$870,401.01	$0.00	$0.00	$0.00	$870,401.01	
1	1.5	AVID Program and Elective Courses	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lemoore High School 9-12	Ongoing	$81,887.00	$55,000.00	$136,887.00	$0.00	$0.00	$0.00	$136,887.00	
1	1.6	Enhance Performing Arts Programs (WASC)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	$486,199.00	$0.00	$486,199.00	$0.00	$0.00	$0.00	$486,199.00	
1	1.7	Support for Teachers/ Teacher Induction Program	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$292,920.00	$98,500.00	$391,420.00	$0.00	$0.00	$0.00	$391,420.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.8	Computer Network Technicians	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$128,604.00	$0.00	$128,604.00				$128,604.00	
1	1.9	Student Information Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	$139,896.00	$7,500.00	$147,396.00	$0.00	$0.00	$0.00	$147,396.00	
1	1.10	College and Career Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-129-12	Ongoing	$111,301.00	$10,000.00	$121,301.00	$0.00	$0.00	$0.00	$121,301.00	
1	1.11	Social Science Teacher for Class Size Reduction at LHS	All	No			Specific Schools: LHS	Ongoing	$94,372.00	$0.00	$0.00	$94,372.00	$0.00	$0.00	$94,372.00	
1	1.12	EL Tutoring at Lemoore High School to Support English Learners	English Learners	No			Specific Schools: Lemoore High School 9-12		$54,814.00	$0.00	$0.00	$54,814.00	$0.00	$0.00	$54,814.00	
1	1.13	Targeted Math Support Through TOSA Leadership and Intervention Courses	All	No			Specific Schools: Lemoore High School 9-12		$113,562.00	$0.00	$0.00	$113,562.00	$0.00	$0.00	$113,562.00	
2	2.1	Provide Saturday School	All	No			All Schools 9-12	Ongoing	$9,352.00	$0.00	$9,352.00	$0.00	$0.00	$0.00	$9,352.00	
2	2.2	Provide Courses for Credit Recovery Including Summer School Sessions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	$76,371.00	$50,000.00	$126,371.00	$0.00	$0.00	$0.00	$126,371.00	
2	2.3	Continue Intervention Counseling at Jamison High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Jamison High School 11-12	Ongoing	$114,791.00	$0.00	$114,791.00	$0.00	$0.00	$0.00	$114,791.00	
2	2.4	Provide a Full-Time Health Care Assistant and Part-Time Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	Ongoing	$94,762.00	$0.00	$94,762.00	$0.00	$0.00	$0.00	$94,762.00	

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
		Clerk to Assist with Medical Care				Low Income										
2	**2.5**	EL TOSA	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lemoore High School 9-12	Ongoing	$161,500.00	$0.00	$161,500.00	$0.00	$0.00	$0.00	$161,500.00	
2	**2.6**	Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools 9-12	Ongoing	$118,628.00	$0.00	$118,628.00	$0.00	$0.00	$0.00	$118,628.00	
2	**2.7**	Provide Resources for the WINGS Program (Targeting Foster and SED Students)	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools 9-12	Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
2	**2.8**	Professional Development for Working with English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12	Ongoing	$5,000.00	$5,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	**2.9**	ELD Instructional Assistants at Lemoore High School to Support English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lemoore High School 9-12	Ongoing	$125,540.00	$0.00	$125,540.00	$0.00	$0.00	$0.00	$125,540.00	
2	**2.10**	Bilingual Clerical Support to Assist with Absenteeism and School Connectedness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lemoore High School 9-12	Ongoing	$51,140.00	$0.00	$51,140.00	$0.00	$0.00	$0.00	$51,140.00	
2	**2.11**	Additional counselor at Lemoore High School	All	No			Specific Schools: Lemoore High School 9-12		$101,545.00	$0.00		$101,545.00			$101,545.00	

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
3	3.1	Provide Campus Supervision, Cameras, Vape Sensors, and Services From Outside Safety Organizations	All	No			All Schools	Ongoing	$275,901.00	$30,000.00	$305,901.00	$0.00	$0.00	$0.00	$305,901.00	
3	3.2	MTSS Intervention-Staff, Curriculum and Intervention Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,894.00	$20,000.00	$145,894.00	$0.00	$0.00	$0.00	$145,894.00	
3	3.3	Maintain and Upgrade Buildings, Grounds, and Classrooms on All Campuses	All	No			All Schools 9-12	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.4	Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$10,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	
3	3.5	Provide Campus Supervision and Services From Outside Safety Organizations (WASC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$145,000.00	$145,000.00	$0.00	$0.00	$0.00	$145,000.00	
3	3.6	CrisisGo Platform and Implementation Across Sites	All	No			All Schools	Ongoing	$0.00	$6,500.00	$6,500.00				$6,500.00	
3	3.7	Increase Parent Engagement Through Parent Advisory Committees and Family Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
3	3.8	Behavior Technician at JHS	All	No			All Schools Specific Schools: Jamison High School 11-12	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.9	Counseling Services for American Indian Students	American Indian	No			All Schools 9-12	Ongoing	$7,000.00	$0.00				$7,000.00	$7,000.00	
3	3.10	SEL Counselor at LHS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: LHS 9-12	Ongoing	$101,545.00	$0.00	$101,545.00	$0.00	$0.00	$0.00	$101,545.00	
3	3.11	Instructional Reset Teacher	All	No			Specific Schools:		$162,729.00	$0.00		$162,729.00			$162,729.00	

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
							Lemoore High School 9-12									
4	**4.1**	Intervention Programs, Supplemental Reading, Materials,Audio Books, Supplemental Materials to Assist Students with ELA,Math, and Science Standards	All	No			Specific Schools: Jamison High School 11-12		$2,500.00	$15,000.00		$17,500.00			$17,500.00	
4	**4.2**	MTSS and PBIS, Positive School Culture and Climate	All	No			Specific Schools: Jamison High School 11-12		$0.00	$5,000.00		$5,000.00			$5,000.00	
4	**4.3**	College and Career Industry Exposure, Online Learning Platform for CTE Instruction	All	No			Specific Schools: Jamison High School 11-12		$0.00	$5,000.00		$5,000.00			$5,000.00	
4	**4.4**	Intervention Aide	All	No			Specific Schools: Jamison High School 11-12		$81,661.00	$0.00		$81,661.00			$81,661.00	

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
$24,182,408	$3,334,271	13.788%	0.000%	13.788%	$3,676,087.01	0.000%	15.201 %	**Total:**	$3,676,087.01
								LEA-wide Total:	$2,483,485.01
								Limited Total:	$302,040.00
								Schoolwide Total:	$890,562.00

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	1.2	Provide Professional Development for Staff (PLCs & UDL Instructional Strategies)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,474.00	
1	1.3	Maintain Advanced Placement and Dual Enrollment courses	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lemoore High School 9-12	$48,234.00	
1	1.4	Enhance CTE Pathways (WASC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$870,401.01	
1	1.5	AVID Program and Elective Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lemoore High School 9-12	$136,887.00	
1	1.6	Enhance Performing Arts Programs (WASC)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	$486,199.00	

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	1.7	Support for Teachers/ Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$391,420.00	
1	1.8	Computer Network Technicians	Yes	LEA-wide	English Learners Low Income	All Schools	$128,604.00	
1	1.9	Student Information Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$147,396.00	
1	1.10	College and Career Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$121,301.00	
2	2.2	Provide Courses for Credit Recovery Including Summer School Sessions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$126,371.00	
2	2.3	Continue Intervention Counseling at Jamison High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jamison High School 11-12	$114,791.00	
2	2.4	Provide a Full-Time Health Care Assistant and Part-Time Health Clerk to Assist with Medical Care	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$94,762.00	
2	2.5	EL TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lemoore High School 9-12	$161,500.00	
2	2.6	Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students	Yes	LEA-wide	Foster Youth Low Income	All Schools 9-12	$118,628.00	
2	2.7	Provide Resources for the WINGS Program (Targeting Foster and SED Students)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools 9-12	$5,000.00	
2	2.8	Professional Development for Working with English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	ELD Instructional Assistants at Lemoore High School to Support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lemoore High School 9-12	$125,540.00	
2	2.10	Bilingual Clerical Support to Assist with Absenteeism and School Connectedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lemoore High School 9-12	$51,140.00	
3	3.2	MTSS Intervention- Staff, Curriculum and Intervention Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,894.00	
3	3.4	Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.5	Provide Campus Supervision and Services From Outside Safety Organizations (WASC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,000.00	
3	3.7	Increase Parent Engagement Through Parent Advisory Committees and Family Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.10	SEL Counselor at LHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LHS 9-12	$101,545.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,007,389.30	$5,274,924.00

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**	SPED Teacher Co- Teaching	No	$101,449.00	$101,450.00
1	**1.2**	Provide Professional Development for Staff (PLCs & UDL Instructional Strategies)	Yes	$162,000.00	$0.00
1	**1.3**	Maintain Advanced Placement and Dual Enrollment courses	No	$310,284.00	$310,090.00
1	**1.4**	Enhance CTE Pathways (WASC)	Yes	$1,530,762.00	$1,530,763.00
1	**1.5**	AVID Program and Elective Courses	Yes	$147,830.00	$136,887.00
1	**1.6**	Enhance Performing Arts Programs (WASC)	Yes	$476,237.00	$512,063.00
1	**1.7**	Support for Teachers/ Teacher Induction Program	Yes	$376,459.00	$397,790.00
1	**1.8**	Computer Network Technicians	No	$123,123.00	$121,914.00
1	**1.9**	Student Information Coordinator	Yes	$141,351.00	$133,452.00
1	**1.10**	College and Career Counselor	No	$112,678.00	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)
1	1.11	Social Science Teacher for Class Size Reduction at LHS	No	$92,574.00	$92,891.00
1	1.12	EL Tutoring at Lemoore High School to Support English Learners	No	$54,814.00	$5,722.00
1	1.13	Targeted Math Support Through TOSA Leadership and Intervention Courses	No	$112,980.00	$112,980.00
2	2.1	Provide Saturday School	No	$9,168.00	$5,843.00
2	2.2	Provide Courses for Credit Recovery Including Summer School Sessions	Yes	$124,873.00	$124,873.00
2	2.3	Continue Intervention Counseling at Jamison High School	Yes	$144,151.00	$114,512.00
2	2.4	Provide a Full-Time Health Care Assistant and Part- Time Health Clerk to Assist with Medical Care	Yes	$137,927.00	$90,360.00
2	2.5	EL TOSA	Yes	$105,427.00	$154,918.00
2	2.6	Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students	Yes	$108,525.00	$99,941.00
2	2.7	Provide Resources for the WINGS Program (Targeting Foster and SED Students)	Yes	$30,000.00	$5,000.00
2	2.8	Professional Development for Working with English Learners	Yes	$30,002.00	$2,209.00
2	2.9	ELD Instructional Assistants at Lemoore High School to Support English Learners	Yes	$76,966.00	$68,036.00
2	2.10	Bilingual Clerical Support to Assist with Absenteeism and School Connectedness	Yes	$75,197.30	$36,571.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Additional counselor at Lemoore High School	No	$125,900.00	$94,482.00
3	3.1	Provide Campus Supervision, Cameras, Vape Sensors, and Services From Outside Safety Organizations	No	$264,264.00	$248,824.00
3	3.2	MTSS Intervention- Staff, Curriculum and Intervention Tools	Yes	$171,348.00	$141,250.00
3	3.3	Maintain and Upgrade Buildings, Grounds, and Classrooms on All Campuses	No	$131,000.00	$131,000.00
3	3.4	Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups.	Yes	$146,672.00	$7,943.00
3	3.5	Provide Campus Supervision and Services From Outside Safety Organizations (WASC)	Yes	$145,000	$145,000.00
3	3.6	CrisisGo Platform and Implementation Across Sites	No	$6,500.00	$6,500.00
3	3.7	Increase Parent Engagement Through Parent Advisory Committees and Family Workshops	Yes	$20,000.00	$20,000.00
3	3.8	Behavior Technician at JHS	No	$69,664.00	$0.00
3	3.9	Counseling Services for American Indian Students	No	$7,000.00	$7,000.00
3	3.10	SEL Counselor at LHS	Yes	$109,598.00	$96,044.00
3	3.11	Instructional Reset Teacher	No	$112,980.00	$157,485.00

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	**4.1**	Intervention Programs, Supplemental Reading, Materials,Audio Books, Supplemental Materials to Assist Students with ELA,Math, and Science Standards	No	$17,500.00	$17,000.00
4	**4.2**	MTSS and PBIS, Positive School Culture and Climate	No	$10,000.00	$1,829.00
4	**4.3**	College and Career Industry Exposure, Online Learning Platform for CTE Instruction	No	$10,000.00	$1,675.00
4	**4.4**	Intervention Aide	No	$75,186.00	$40,627.00

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)
$3,552,802.00	$4,260,325.30	$3,679,048.00	$581,277.30	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Provide Professional Development for Staff (PLCs & UDL Instructional Strategies)	Yes	$162,000.00	0.00		
1	1.4	Enhance CTE Pathways (WASC)	Yes	$1,530,762.00	$1,530,763.00		
1	1.5	AVID Program and Elective Courses	Yes	$147,830.00	$136,887.00		
1	1.6	Enhance Performing Arts Programs (WASC)	Yes	$476,237.00	$512,063.00		
1	1.7	Support for Teachers/ Teacher Induction Program	Yes	$376,459.00	$397,790.00		
1	1.9	Student Information Coordinator	Yes	$141,351.00	$133,452.00		
2	2.2	Provide Courses for Credit Recovery Including Summer School Sessions	Yes	$124,873.00	0.00		
2	2.3	Continue Intervention Counseling at Jamison High School	Yes	$144,151.00	$114,512.00		
2	2.4	Provide a Full-Time Health Care Assistant and Part- Time Health Clerk to Assist with Medical Care	Yes	$137,927.00	$90,360.00		
2	2.5	EL TOSA	Yes	$105,427.00	$154,918.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Provide Additional Time for School Social Worker to Provide Intervention and Crisis Services for FY, Homeless, and SED Students	Yes	$108,525.00	$99,941.00		
2	2.7	Provide Resources for the WINGS Program (Targeting Foster and SED Students)	Yes	$30,000.00	$2,000.00		
2	2.8	Professional Development for Working with English Learners	Yes	$30,002.00	$2,209.00		
2	2.9	ELD Instructional Assistants at Lemoore High School to Support English Learners	Yes	$76,966.00	$68,036.00		
2	2.10	Bilingual Clerical Support to Assist with Absenteeism and School Connectedness	Yes	$75,197.30	$36,571.00		
3	3.2	MTSS Intervention- Staff, Curriculum and Intervention Tools	Yes	$171,348.00	$141,250.00		
3	3.4	Provide Supplemental Resources (Including Professional Development) That Provide Equity and Access for All Student Subgroups.	Yes	$146,672.00	$7,943.00		
3	3.5	Provide Campus Supervision and Services From Outside Safety Organizations (WASC)	Yes	$145,000.00	$145,000.00		
3	3.7	Increase Parent Engagement Through Parent Advisory Committees and Family Workshops	Yes	$20,000.00	$9,309.00		
3	3.10	SEL Counselor at LHS	Yes	$109,598.00	$96,044.00		

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)
$23,193,641	$3,552,802.00	.385%	15.703%	$3,679,048.00	0.000%	15.862%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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