Board Adopted: 6/11/2026
RCOE Approved: 8/28/2026

2026 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)








Prepared by

Elizabeth Atkinson

Director II - LCAP & State/Federal Programs

EDUCATE, EQUIP, AND EMPOWER

Every Student, Every Day!

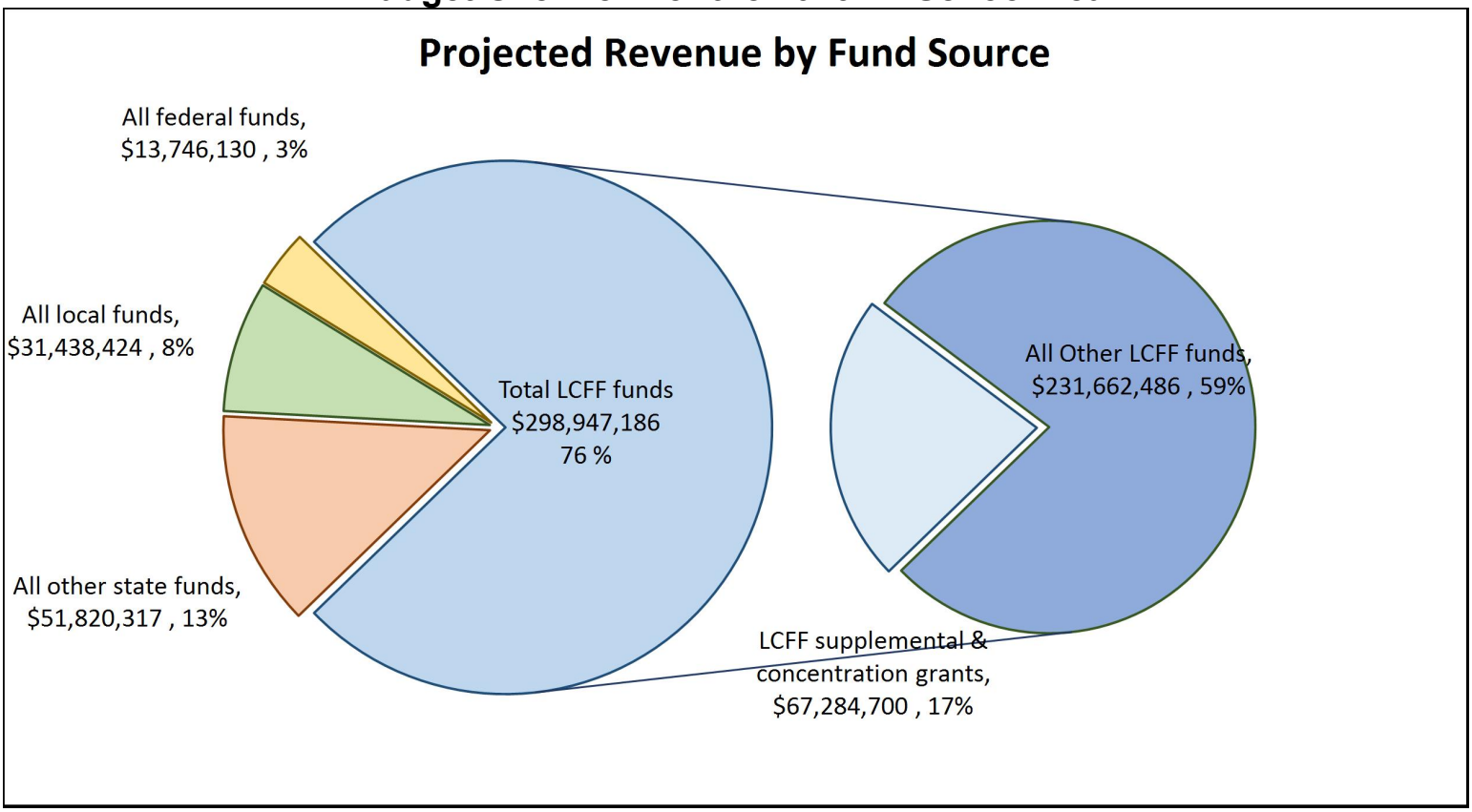
(951) 253-7000 leusd.k12.ca.us 545 Chaney St., Lake Elsinore, CA, 92350

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lake Elsinore Unified School District
CDS Code: 33 75176 0000000
School Year: 2026-27
LEA contact information:
Dr. Sarah Ragusa
Assistant Superintendent - Instructional Support Services
Sarah.Ragusa@leusd.k12.ca.us
951.253.7000

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

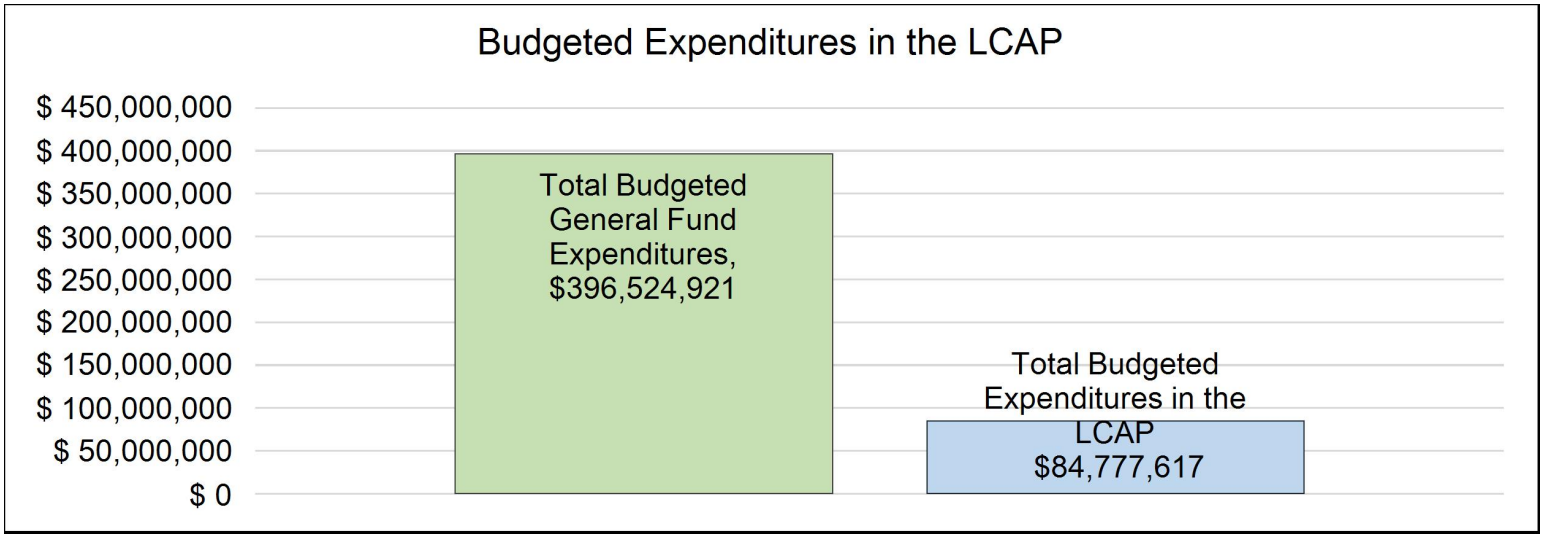


This chart shows the total general purpose revenue Lake Elsinore Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lake Elsinore Unified School District is $395,952,057, of which $298,947,186 is Local Control Funding Formula (LCFF), $51,820,317 is other state funds, $31,438,424 is local funds, and $13,746,130 is federal funds. Of the $298,947,186 in LCFF Funds, $67,284,700 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 Lake Elsinore Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lake Elsinore Unified School District plans to spend $396,524,921 for the 2026-27 school year. Of that amount, $84,777,617 is tied to actions/services in the LCAP and $311,747,304 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

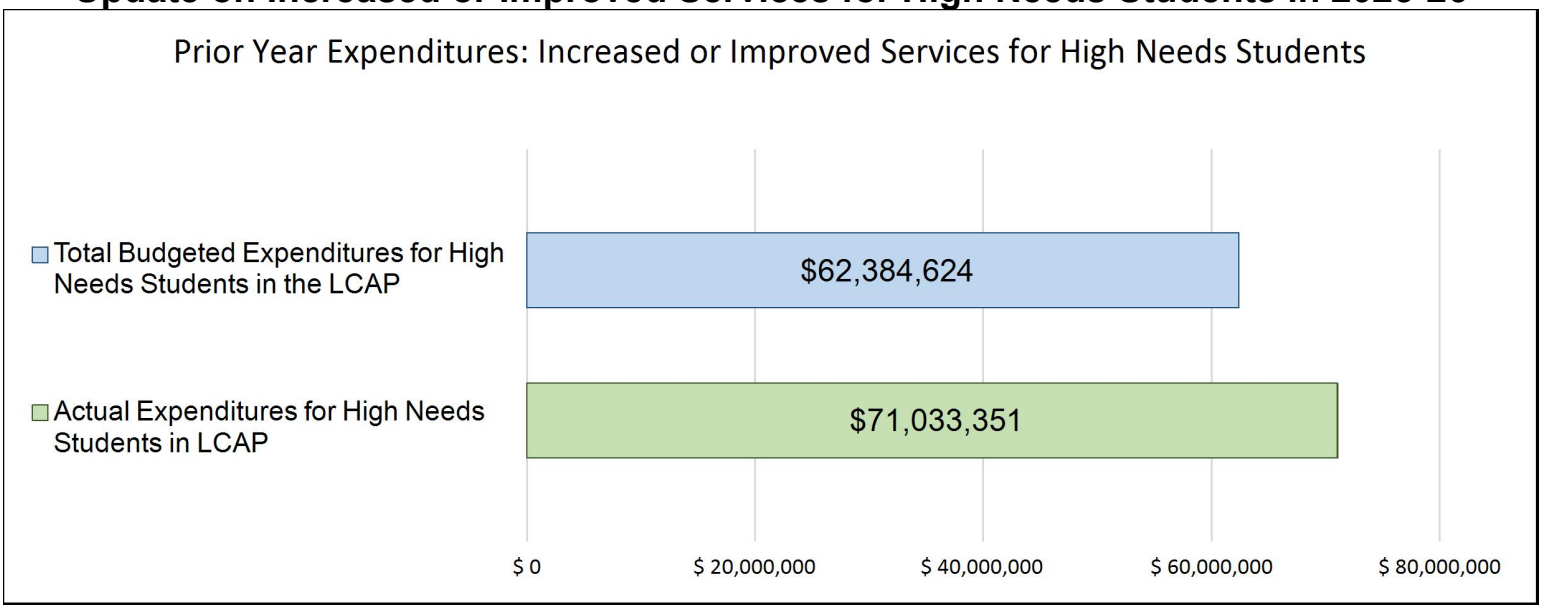
General operating costs are not included in the LCAP. The majority of general fund expenditures not included in the LCAP are comprised of certificated, classified and administrative salaries and benefits. Approved textbooks and core curriculum materials are also not included in the LCAP. Transportation, facilities, maintenance and operational costs account for the remaining general fund budget.

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

In 2026-27, Lake Elsinore Unified School District is projecting it will receive $67,284,700 based on the enrollment of Foster Youth, English learner, and low-income students. Lake Elsinore Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lake Elsinore Unified School District plans to spend $69,162,012 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 Lake Elsinore Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lake Elsinore Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Lake Elsinore Unified School District's LCAP budgeted $62,384,624 for planned actions to increase or improve services for high needs students. Lake Elsinore Unified School District actually spent $71,033,351 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lake Elsinore Unified School District	Dr. Sarah Ragusa Assistant Superintendent - Instructional Support Services	sarah.ragusa@leusd.k12.ca.us 951.253.7000

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.

DISTRICT
Located in Southwest Riverside County, the Lake Elsinore Unified School District (LEUSD) covers more than 144 square miles and serves approximately 20,559 students from the cities of Lake Elsinore, Canyon Lake, Wildomar, Corona, Lakeland Village, and the unincorporated county area, serving grades TK-12. Lake Elsinore USD's twin palms logo signifies the unification of the Elsinore Union High School District with the Elsinore Elementary District (K-8), approved in 1988. Schools began serving the Elsinore Valley and vicinity in the early1880s, prior to the City of Lake Elsinore's incorporation in 1888, a legacy we continue today.

The mission of LEUSD is to "Educate, Equip and Empower Every Student Every Day."

Our adopted district priorities are:
Academic Excellence
Family, & Community Engagement
Empower Staff
Educational Environment
Student Well-Being
Effective Governance

These adopted district priorities can be found in the LCAP goals for this cycle. They are Goal 1: Academic Excellence. Goal 2: Student, Family & Community Engagement (Student Well-Being coupled with Family & Community Engagement) and Goal 3: Educational Environment (which includes Empower Staff). Effective Governance will be the purview of the Superintendent and Board of Trustees.

The District continues to serve its community members in the following ways:
Ensure teaching and learning of the California Content Standards by providing Standards-Based Instruction
Ensure students are provided the opportunity to meet A-G College Readiness
Close the achievement gap by raising student achievement
Motivating all students to maximize their learning experiences and become globally competitive
Provide multiple pathways to ensure student success
Maintain a safe and secure educational environment
Expand business partnerships to provide opportunities for students to apply skills in real-world settings
Provide parent access to student information online
Provide ongoing parent education
Ensure the use of technological resources to maximize learning for students and staff
Recruit and retain a high caliber staff who embrace our organizational core values
Align District and site budgets to meet the needs of the LCAP
Provide professional development to staff
Monitor, evaluate, and improve the effectiveness of our educational programs through collaborative efforts

SCHOOLS
Currently, the District has thirteen sites serving grades TK-5, two (2) sites serving grades TK-8, four (4) middle school sites serving grades 6-8, three (3) high schools serving grades 9-12, one (1) school of choice site serving grades 6-12, one (1) continuation high school site serving grades 11-12 and the Adult Transition Program. In addition to the TK-12 setting, the District also serves preschool students and adult education. We have three (3) AVID National Demonstration Schools (Terra Cotta Middle School, Elsinore High School and Lakeside High School). We have 1,176 certificated employees, 1,476 classified employees and 158 administrators/managers that serve our LEUSD schools and programs.

EQUITY MULTIPLIER SCHOOLS
We have two (2) school sites that are eligible for Equity Multiplier funding for the 2026-2027 school year. Those sites are Keith McCarthy Academy (online/hybrid setting for grades 6-12) and Ortega High School (continuation high school for ages 16-18). Keith McCarthy Academy (KMA) has 214 students (gr. 6-12) in this hybrid alternative education setting. Ortega High School has 213 eleventh grade students and 103 twelth grade students for a total enrollment of 316 students in this continuation high school setting.

STUDENTS
Our student population of 20,559 students is 76.7% SED (socioeconomically disadvantaged), 11.7% English Learner, 2.3% Long-Term English Learner, 0.9% Foster Youth, 6.6% Homeless, 15.6% Students with Disabilities, 4.4% Two or More Races, 0.2% American Indian, 68.1% Hispanic, 0.3% Pacific Islander, 19.1% White, 4.5% African American, 1.8% Asian and 1.7% Filipino. As of CBEDS day (October 1, 2025) LEUSD has a rate of 77.79% for SED. To respond to this increase, ELO-P offers extended day for additional time, opportunities, engagement activities to eliminate barriers and close gaps. While the majority of our students are socioeconomically disadvantaged, LEUSD

is rising to the challenge of utilizing education, post-secondary options, A-G focus, CTE pathways and parent education as a means of breaking the poverty cycle for this generation and for future generations. Black Student Union (BSU) expanded from the secondary level to the elementary level (Jr. BSU) and has continued to collaborate during the 2025-2026 school year. LEUSD provides a wide variety of educational program options for its students. These programs include: GATE, EXCEL (ELO-P), AVID, Advanced Placement (AP) courses, International Baccalaureate (IB), Future Farmers of America (FFA at Elsinore High), Air Force Junior ROTC (Elsinore High), HOSA (Health Occupation Student Association - TCHS), Extended Day Kindergarten (five sites), Independent Study, Social-Emotional Support Providers, Elementary Counselors, Academic & Engagement Specialists and Social Workers (mental health supports), RUHS partnership, VCC partnership, Extreme Saturdays, Intersession (twice yearly), Cal State University San Marcos Alliance and Grand Canyon University partnership alliance. Our high school students are invited to participate in the Superintendent's Advisory Council, which meets quarterly (9-17-25 at EHS, 11-5-25 at TCHS, 2-18-26 at LHS and 4-13-26 at OHS) to lend student voice to the function of LEUSD as well as advise on topics including knowing your why, leaving a legacy and student success in the classroom. LEUSD received a CCAP agreement with Coast Community College District including Golden West College, Orange Coast College, and Coastline College. This will open up multiple opportunities for students to have access and complete college courses. LEUSD received an additional CCAP agreement to complete a school redesign (Keith McCarthy Academy) and open the first early college campus in the region. Opening in the fall of 2026 with our first 9th grade class, students completing four years will have an AA degree upon graduation. Graduates from the early college campus will be able to enroll as juniors at UC campuses, CSU campuses and private colleges of their choice.

LEUSD has 127 students identified as GATE (Gifted and Talented Education). We have 2,177 English Learners and 679 Long-Term English Learners. We have 2,688 students receiving Specialized Academic Instruction services (SPED) with 159 students in the assessment process. In addition, we have 1,826 students receiving Speech and Language therapy services, 567 students receiving occupational therapy services, 134 students receiving adapted physical education services and 92 students receiving physical therapy services. We have 296 students who have qualified for Special Education this year.

RECENT COMMUNITY CHALLENGES
Chronic Absenteeism
Although the chronic absenteeism rate in the Lake Elsinore Unified School District declined by 2.3% in 2025, our chronic absenteeism rate still at 20.6%. The district Child Welfare and Attendance team completed on-site visits at all the school sites in order to assist in attendance meetings, prepare administration for follow up resources for families and conducting home visits. LEUSD determined that SARB meetings were 4% effective in improving student attendance. Conducting truancy meetings with families proved to be 19% effective in improving student attendance. The greatest strategy leveraged in LEUSD to improve student attendance was conducting home visits, which proved to be 40% effective in improving student attendance. LEUSD will continue to conduct home visits in the next school year and will look to expand its efforts as the return on the investment has proven beneficial. The goal in LEUSD is to reduce its chronic absenteeism rate to pre-pandemic levels of 10-12%.

Reflections: Annual Performance

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

SUCCESSES
LEUSD is proud of its graduation rate. According to the 2025 CA Dashboard, the graduation rate in LEUSD is 94.5% (maintained 0.9%). While we are proud of our graduation rate, we are striving to continue to improve our graduation rate as well as increase the percentage of

students who are college/career prepared by the time they graduate from LEUSD schools. We have NO student groups in the RED category. We have one (1) student group in the ORANGE category (Students with Disabilities 85.8% - Declined by 1.5%), three (3) student groups in the YELLOW category (English Learners 86.4% - Maintained -0.2%, Filipino 94.6% - Declined 2.5% and Homeless 86.4% - Maintained 0.2%). We have four (4) student groups in the GREEN category (Foster Youth 88.2% - Increased 5.9%, Hispanic 94% - Maintained -0.1%, Long-Term English Learners 93% - Maintained 0.8%, and Socioeconomically Disadvantaged 94% - Maintained 0.9%). We have four (4) student group in the BLUE category (African American 96.6% - Increased 3%, Asian 96.7% - Increased 7.8%, Two or More Races 98.5% - Increased 4.9% and White 95.2% - Increased 2.8%). In addition, LEUSD is proud of its progress on the Suspension Indicator. On the 2025 CA Dashboard, LEUSD's suspension rate is 2.8% which is a decline of 0.3%. We have NO student groups in the RED category. We have one (1) student group in the ORANGE category (Foster Youth 7.8% - Increased 1.9%). We have five (5) student groups in the YELLOW category (African American 4.8% - Declined 0.5%, Homeless Youth 4.4% - Maintained -0.2%, Long-Term English Learners 6.5% - Declined 3.1%, Two or More Races 3.3% - Maintained 0.2% and Students with Disabilities 4.8% - Declined 0.3%). We have seven (7) student groups in the GREEN category (American Indian 4.5% - Declined 1.8%, Asian 1.2% - Maintained 0%, English Learners 2.5% - Declined 0.7%, Hispanic 2.9% - Declined 0.3%, Pacific Islander 2.8% - Declined 3.2%, Socioeconomically Disadvantaged 3.3% - Declined 0.3% and White 2.3% - Declined 0.3%). We have one (1) student group in the BLUE category (Filipino 0.6% - Maintained 0%).

CHALLENGES

LEUSD has a focus on first best instruction going into the 2026-2027 LCAP given our overall student performance in English Language Arts and Mathematics. In English Language Arts (ELA), LEUSD students are -30 points distance from standard (dfs), Increased 5.4 points. With fourteen (14) student groups, NO student groups are very low performing (RED). We have five (5) student groups at low performing (ORANGE) on the CA Dashboard. The low performing groups are: English Learners (-78 dfs, Increased 8.9 points), Foster Youth (-70.7 dfs, Increased 15.9 points), Homeless Youth (-63.8 dfs, Declined 5.3 points), Long-Term English Learners (-124.5 dfs, Increased 5.9 points), and Students with Disabilities (-101.8 dfs, Increased 4.3 points). In Mathematics, LEUSD students are -73.8 points distance from standard (dfs) - Maintained 1.5 points. With fourteen (14) student groups, four (4) of the student groups are very low performing (RED) and four (4) are low performing (ORANGE) on the CA Dashboard. The very low performing groups are: English Learners (-113.4 dfs, Maintained 2.5 points), Hispanic (-88.6 dfs, Maintained -0.2 points), Two or More Races (-37.4 dfs, Maintained -0.6 points), and Socioeconimically Disadvantaged (-87.9 dfs, Maintained 1 point). The low performing groups are: Foster Youth (-111.4 dfs, Increased 30.6 points), Homeless Youth (-109.5 dfs, Declined 19.3 points), Socioeconomically Disadvantaged (-87.9 dfs, Maintained 1 point) and White (-42.2 dfs, Increased 3.2 points). On the 2025 CA Dashboard, 39.2% of LEUSD students are exiting as college/career prepared (Maintained -0.2%). With fourteen (14) student groups, two (2) of the student groups are very low performing (RED) and four (4) student groups are low performing (ORANGE) on the College and Career Indicator. The very low performing groups are: English Learners (9.7% - Maintained 1.6%) and Long-Term English Learners (8.8% - Maintained -0.1%). The low performing groups are: Hispanic (34.9% - Maintained 0%), Homeless Youth (21.9% - Maintained -1.5%), Socioeconomically Disadvantaged (33.6%, Maintained 0.9%) and White (46.5%, Declined 2.4%). In addition, the Lake Elsinore Unified School District is in Differentiated Assistance for the 2026-2027 school year for English Learners (Math and College Career Indicator) and Homeless Youth (Math and Chronic Absenteeism). We will continue to provide classroom support through instructional coaching and content specialists as well as professional development on McRel's improvement strategies on student performance. Impact coaching cycles will increase for the 2026-2027 school year. We will continue to leverage our Learning Recovery Emergency Block Grant (LREBG) funding to provide professional learning opportunities to build staff capacity on first best instruction, integrating evidence-based instructional strategies and utilizing the adopted instructional materials. Our counselors will focus on increasing accessibility to A-G courses for students, helping to enroll students in college courses, helping students enroll and complete CTE pathways as well as monitoring students who are eligible for the state seal of biliteracy as a means to improve performance on the College and Career Indicator.

2023 Dashboard - Lowest Performance (for 2024-2027 LCAP Cycle)
SCHOOLS with one or more State indicators at lowest performance:
Canyon Lake Middle School
David A. Brown Middle School
Earl Warren Elementary School
Elsinore Elementary School
Elsinore Middle School
Lakeland Village School
Lakeside High School
Luiseño School
Machado Elementary School
Ortega High School
Railroad Canyon Elementary School
Rice Canyon Elementary School
Ronald Reagan Elementary School
Temescal Canyon High School
Terra Cotta Middle School
Tuscany Hills Elementary School
William Collier Elementary School
Withrow Elementary School

STUDENT GROUPS with one or more State indicators at lowest performance (for 2024-2027 LCAP Cycle)
English Learners (EL)
Foster Youth (FY)
Homeless (HY)
Students with Disabilities (SWD)
African American (AA)
Socioeconomically Disadvantaged (SED)
Hispanic (HI)
White (WH)
Multiple Races (2+)
Pacific Islander (PI)

STUDENT GROUPS WITHIN A SCHOOL with one of more State indicators at lowest performance (for 2024-2027 LCAP Cycle)
Canyon Lake Middle School (EL - ELA, Math; SWD - ELA, Math; AA - Math)
David A. Brown Middle School (SED - Math, Suspension; EL - Math, Chronic Absenteeism; HY - Math, Suspension; SWD - Math, Suspension; HI - Math; 2+ - Chronic Absenteeism, Suspension; AA - Suspension; WH- Suspension)
Earl Warren Elementary School (SWD - ELA, Math)
Elsinore Elementary School (EL - ELA; SWD - ELA, Math)

Elsinore Middle School (EL - ELA, ELPI, Suspension; HY - ELA, Chronic Absenteeism, Suspension; SWD - ELA, Suspension; HI - Math; WH - Chronic Absenteeism)
Elsinore High School (AA - Suspension)
Lakeland Village School (SWD - Math, Suspension; HI - Suspension, 2+ - Chronic Absenteeism)
Lakeside High School (All - Math; EL - ELA, Math; SED - Math; WH - Math; AA - Suspension; 2+ - Suspension)
Luiseño School (HY - Chronic Absenteeism; SED - Suspension)
Machado Elementary School (EL - ELA)
Ortega High School (All - Math; SED - ELA, Math; HI - Math, EL - ELA, Math, HY - ELA, Math, SWD - ELA, Math)
Railroad Canyon Elementary School (HY - Chronic Absenteeism, AA - Chronic Absenteeism)
Rice Canyon Elementary School (SWD - ELA, Chronic Absenteeism)
Ronald Reagan Elementary School (EL - Chronic Absenteeism; SWD - Chronic Absenteeism; WH - Chronic Absenteeism)
Temescal Canyon High School (SED - Math; SWD - Graduation Rate; EL - ELPI; HY - Suspension; AA - Suspension)
Terra Cotta Middle School (HY - Math, Suspension; SED - Suspension; EL - Suspension; SWD - Suspension; HI - Suspension, 2+ - Suspension)
Tuscany Hills Elementary School (AA - Chronic Absenteeism; 2+ - Chronic Absenteeism)
William Collier Elementary School (SWD - ELA; 2+ - Chronic Absenteeism)
Withrow Elementary School (EL - ELA, ELPI; HY - ELA; SWD - ELA, Math)

Supports and services at CLMS, DABMS, EWE, EES, EMS, EHS, LVS, LHS, LS, MES, OHS, RRC, RCE, RRE, TCHS, THE, WCE and WTH will be given priority based on ELA, Math and/or ELPI performance.

STUDENT GROUPS performing in RED (very low performance) on the 2024 CA Dashboard
English Language Arts (ELA)
English Learners (EL)
Long-Term English Learners (LTEL)
Foster Youth (FY)
Students with Disabilities (SWD)

Math
English Learners (EL)
Long-Term English Learners (LTEL)
Foster Youth (FY)
Students with Disabilities (SWD)
Pacific Islander (PI)

College/Career Indicator
English Learners (EL)
Long-Term English Learners (LTEL)
Homeless Youth (HY)

Chronic Absenteeism
Foster Youth (FY)

Learning Recovery Emergency Block Grant (LREBG)
The Lake Elsinore Unified School District has unexpended LREBG funds for the 2026-2027 school year.

LREBG funded actions may be found in Goal 1 Action 1.1, Goal 1 Action 1.2, Goal 1 Action 1.4, Goal 2 Action 2.3, Goal 3 Action 3.1 and Goal 3 Action 3.4.

The LEUSD needs assessment substantiated findings from the 2025 CA Dashboard related to ELA and Math performance as well as chronic absenteeism. A review of state and local data indicates significant gaps in performance in ELA and Math as well as very high chronic absenteeism rates. Based on this, Goal 1 Action 1.1 will continue to include Action 1.1I, 1.1J, 1.1K, 1.1L, 1.1M, 1.1N, 1.1O and 1.1P to directly address the need to improve student outcomes in English Language Arts and Mathematics through professional development, direct coaching and support of teachers especially for EL, LTEL, FY, SWD and PI. Goal 1 Action 1.2 will continue to include Action 1.2L, 1.2M, 1.2N, 1.2O, 1.2P, 1.2Q and 1.2R to directly address the need of English Learners and Long-Term English Learners through professional development and coaching for teachers with designated and integrated English Language Development for EL and LTEL students. Goal 1 Action 1.4 will continue to include Action 1.4L, 1.4M and Action 1.4N to directly address the need for professional development for counselors and increasing college eligibility rates through Dual Immersion to support the College/Career Indicator outcomes for our students especially for EL, LTEL and HY. Goal 2 Action 2.3 will continue to include Action 2.3H, 2.3I, 2.3J and 2.3K to directly address the disproportionate absenteeism rates among FY and supporting students in building resilience, developing coping strategies and managing their life circumstances. Goal 3 Action 3.1 will continue to include Action 3.1E and 3.1F to ensure high impact professional learning community meetings are occurring on all campuses and action 3.4 provides professional development on improvement and implementation science. These actions align to allowable uses of funds in the areas of ELA, Math and chronic absenteeism. See action descriptions for allowable use of LREBG funds and an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

Lake Elsinore Unified School District - Year 2 of Technical Assistance Eligibility is as follows:
For the 2025-2026 school year, the Lake Elsinore Unified School District is eligible for technical assistance for the following student groups: English Learners, Long-Term English Learners and Foster Youth. The Lake Elsinore Unified School District team met with the Riverside County Office of Education team to discuss the three areas of eligibility for technical assistance in LEUSD for the 2025-2026 school year in addition to discussing strategies in establishing root cause for low performance. In addition, improvement and implementation science was discussed as possible drivers to improve overall student performance.

2024 CA Dashboard
English Learners (EL)
ELA: -86.9 dfs, Math: -115.9 dfs, CCI 4.1%
Root cause analysis was conducted with the EL Facilitators at the elementary and secondary level utilizing a fishbone diagram. Possible root causes were linked to transportation, language barriers, lack of school connectedness and lack of focus on school attendance. EL

Facilitators worked with their school and communities to help encourage parents/families and access to ELAC to ensure English Learners participate in school daily and make connections with caring adults on campus. Additional actions utilizing LREBG funds have been added to Goal 1 Action 1.2 (See Action 1.2L, 1.2M, 1.2N, 1.2O and 1.2P).

Long-Term English Learners (LTEL)
ELA: -130.4 dfs, Math: -179.4 dfs, CCI 5.6%
Root cause analysis was conducted with the EL Facilitators at the elementary and secondary level utilizing a fishbone diagram. Possible root causes were linked to transportation, language barriers, lack of school connectedness and lack of focus on school attendance. EL Facilitators worked with their school and communities to help encourage parents/families and access to ELAC to ensure English Learners participate in school daily and make connections with caring adults on campus. Additional actions utilizing LREBG funds have been added to Goal 1 Action 1.2 (See Action 1.2L, 1.2M, 1.2N, 1.2O and 1.2P).

Foster Youth (FY)
ELA: -86.6 dfs, Math -142 dfs, Chronic Absenteeism Rate: 33.3%
Root cause analysis with the FY population was conducted with the support of the Riverside County Office of Education. LEUSD will work with the RCOE Leadership, Wellness and Student Services Data Coordinator to utilize the automated tool to disaggregate data. LEUSD will continue to utilize its data passport document to ensure as much information as possible is accessible for Foster Youth. Academic and Engagement Specialists as well as the FY social worker and FY social worker interns will continue to provide check-ins with FY to ensure engagement in school. A team of site and district leaders attended the Navigating Foster Youth Data to Uncover System Needs on April 9, 2024 and the Chronic Absenteeism Summit on May 6, 2025 (technical assistance indicator). Discussion around allocating FY social worker interns to assigned sites based on FY enrollment is underway to provide immediate supports and resources as student needs arise. LEUSD will collaborate with RCOE Leadership, Wellness and Student Services Division in order to partner in conducting empathy interviews with Foster Youth. LEUSD has increased its FY social worker interns from six (6) to fifteen (15) to support Foster Youth needs.

Learning Recovery Block Grant Workshop (January 30, 2025)
Program and Fiscal staff from LEUSD attended the Learning Recovery Block Grant (LREBG) workshop facilitated by the Riverside County Office of Education on January 30, 2025. The team began the needs assessment process for LEUSD for English Language Arts, Mathematics and Chronic Absenteeism. In addition, student groups were noted with VERY LOW or LOW performance in the academic indicators as well as VERY HIGH or HIGH performance on the climate indicator. The team discussed the evidence-based resources available to support LCAP actions in addressing the identified needs in ELA, Math and Chronic Absenteeism. The new LREBG actions can be found in Goal 1 Action 1.1, 1.2, 1.4, Goal 2 Action 2.3, Goal 3 Action 3.1 and new Goal 3 Action 3.4.

Lake Elsinore Unified School District - Year 1 of Technical Assistance Eligibility is as follows:
For the 2026-2027 school year, the Lake Elsinore Unified School District is eligible for technical assistance for the following student groups: English Learners and Homeless Youth. The Lake Elsinore Unified School District team met with the Riverside County Office of Education team to discuss the areas of eligibility for technical assistance for the 2026-2027 school year in addition to discussing strategies in establishing root cause for low performance.

2025 CA Dashboard

English Learners (EL)
Math: -113.4 dfs, CCI: 9.7%
Root cause analysis was conducted with the EL Facilitators at the elementary and secondary level utilizing a fishbone diagram. Possible root causes were linked to transportation, language barriers, lack of school connectedness and lack of focus on school attendance. EL Facilitators worked with their school and communities to help encourage parents/families and access to ELAC to ensure English Learners participate in school daily and make connections with caring adults on campus. During the 2025-2026 school year, LEUSD utilized LREBG funds in Goal 1 Action 1.2 (See Action 1.2L, 1.2M, 1.2N, 1.2O and 1.2P) to better ensure that we are meeting the needs of our English Learners. In the 2026-2027 school year, LEUSD will utilized LCFF funds to establish actions 1.2Q and 1.2R to provide additional support for English Learners.

Homeless Youth (HY)
Math: -109.5 dfs, Chronic Absenteeism Rate: 31.3%
A team of site and district leaders attended the Navigating Homeless Youth Data to Uncover System Needs (March 3, 2026 and April 28,2026) to better understand and respond to the needs of Homeless Youth in the Lake Elsinore Unified School District. The Homeless Liaison and data team will ensure homeless youth are flagged in the SIS system and pull the SIS reports monthly. LEUSD will provide devices and hotspots to homeless youth, as well as any Math materials that can easily travel with the students. Homeless Youth will be prioritized in small group and/or 1:1 intervention time for Math. Flexible tutoring schedules will be offered. Transportation and/or online access to additional Math instruction is being considered. Weekly attendance reports for Homeless Youth will be progress monitored to which an early warning system for chronic absenteeism will be established.

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.

LEUSD does not have any schools eligible for comprehensive support and improvement.

Support for Identified Schools

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

LEUSD does not have any schools eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

LEUSD does not have any schools eligible for comprehensive support and improvement.

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	Teachers met weekly/bi-weekly in Professional Learning Community (PLC) meetings. Teacher representatives met bi-monthly at the Curriculum Advisory Council meetings for elementary, secondary, content areas and at-large meetings. Elected teacher representatives met regularly with their site School Site Council. Opportunity for feedback was provided at the meetings. Teachers participated in the LCAP annual survey from January 12-30, 2026.
Principals	Principals met monthly in Principals' Council meetings. In addition, they met in Principal PLCs and Principal Collaboration groups monthly as well as participating in the monthly Administrative Team meetings. Principals met regularly with their School Site Council and English Language Advisory Council. Opportunity for feedback was provided at the meetings. Principals participated in the LCAP annual survey from January 12-30, 2026.
Administrators	The Administrative Team met monthly at the Administrative Team meetings. Opportunity for feedback was provided at the meetings. The administrative team participated in the LCAP annual survey from January 12-30, 2026.
Other School Personnel	Other school personnel met monthly at site based staff meetings. Other school personnel elected representatives met regularly with their site School Site Council. Opportunities for feedback was provided at the meetings. Other school personnel participated in the LCAP annual survey from January 12-30,2026.

Educational Partner(s)	Process for Engagement
Parents	LEUSD held five community forum meetings (Temescal Canyon High School on 10/28/2025, Terra Cotta Middle School on 11/5/2025, Canyon Lake Middle School on 11/17/2025, Lakeside High School on 11/18/2025 and Canyon Lake Middle School on 11/20/2025). Parent advisory committee meetings to gather input on the LCAP were held on the following dates: District Advisory Council (DAC) meeting on 10/22/2025 and 2/18/2026. DELAC Meeting on 10/2/2025 and 3/25/2026. LCAP Parent Advisory Committee met to provide input on the LCAP on the following dates: 10/21/2025, 1/21/2026 and 3/25/2026. Parents participated in the LCAP annual survey from January 12 - 30, 2026.
Students	LEUSD created the Superintendent's Advisory Committee for high school students to capture student voice as it relates to the success of our school district. High school students met at Elsinore High School on 9/17/2025, Temescal Canyon High School on 11/5/2025, Lakeside High School on 2/18/2026 and Ortega High School on 4/13/2026. In addition, LCAP student forums were conducted at the following school sites: David A Brown Middle school on 10/23/25, Luiseño School on 10/23/25, Temescal Canyon High School on 11/10/25, Elsinore High School on 11/13/25 and Canyon Lake Middle School on 11/17/25. Students (grade 5 and 6-12) participated in the LCAP annual survey from January 12 - 30, 2026.
Local Bargaining Units	Negotiations for the 2026-2027 school year will begin in Spring 2026, with the aim of reaching tentative agreements no later than September 2026. All teams have opened Compensation and Health and Welfare articles, while the number of additional articles is limited according to the Effect and Term of each collective bargaining agreement. The District looks forward to addressing Terms and Conditions, Safety, and Class Size with the LETA team; Leaves and Assignment and Transfers with the Preschool team; and Filling of Vacancies and Leaves with the Classified team. Discussions have continued on how to optimize collaborative teams through the PLC process supported through the LCAP. We are optimistic that collaborative discussions will result in agreements that support both staff and student success.
SELPA Administrator	LEUSD contacted our RCSELPA Administrator for consultation, input and feedback. Consultation occurred on 4/10/26 and our feedback

Educational Partner(s)	Process for Engagement
	session was on 4/17/26. The following feedback was disseminated to LEUSD from RCSELPA: It is very encouraging to see the Lake Elsinore Unified School District (LEUSD) is supporting Students with Disabilities (SWD) through a mix of digital tools, specialized curriculum, and targeted monitoring. While the LCAP highlights that SWDs face challenges, such as being in the "Orange" category for graduation rates and the "Red" category for chronic absenteeism, more importantly, it outlines the specific supports to allow for student and teacher growth.It is great to see the programs Exact Path for teachers and Learning Ally for high school students being utilized to tailor instruction and support reading engagement. The reporting that reading engagement is strong in elementary and that the middle school is now utilizing Learning Ally shows a commitment to educational improvement. In looking at academics, there has been documented progress in English Language Arts. Students with disabilities showed an increase of 4.3 points in their distance from standard, indicating that instructional supports are beginning to close achievement gaps. This is very good to see. In addition, the district is implementing more professional development, direct coaching, and support for teachers to specifically improve student outcomes in ELA and Mathematics. In looking at how the LCAP intersects with the LEUSD Compliance and Improvement Plan (CIM) through special education, they are both reviewing Least Restrictive Environment (LRE) practices for students. It is exciting to see that additional staff was hired/redistributed across the district and there were more professional development opportunities in this area available. Last, there was new guidance shared with teachers to support informed LRE decision making when working with students. By aligning the specified tools and supports outlined in this plan, LEUSD is sure to continue to make an impact on ALL student educational growth.
Keith McCarthy Academy - Equity Multiplier School	Students, staff and parents participated in interviews with Learner Centered Collaborative as part of the redesign process for KMA. Interviews were conducted in February 2026. Leadership team meeting held on 3/7/26 to discuss Equity Multiplier funding and staff provided feedback at that meeting.

Educational Partner(s)	Process for Engagement
Ortega High School - Equity Multiplier School	Students, staff and parents participated in a survey sponsored by LAIRP as part of the collaboration around restorative practices for Ortega High School. Survey was conducted in February 2026. Leadership team and School Site Council met on February 13, 2026 to discuss Equity Multiplier funding and feedback was provided.
District Parent Advisory Council	The District Parent Advisory Council met on October 22, 2025 to review our current LCAP goals and give input on what's working and what needs to be improved. In addition, the District Parent Advisory Council met on February 18, 2026 to provide updates on the LCAP goals and collect feedback on proposed actions utilizing LREBG funds. The council asked clarifying questions and had no questions for the Superintendent.
District English Language Advisory Committee	The District English Language Advisory Committee met on October 2, 2025 to review our current LCAP goals and give input on what's working and what needs to be improved. In addition, the District English Language Advisory Council met on March 25, 2026 to provide updates on the LCAP goals and collect feedback on proposed actions utilizing LREBG funds. Materials and discussion was provided in Spanish and translated to English, as needed. The council asked questions regarding LCAP expenditures vs. Title III expenditures and had no questions for the Superintendent.

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

Feedback from the educational partner engagement sessions indicated several themes to address in the LCAP, including academic needs in ELA, Mathematics, ELPI, as well as school connectedness and mental health. As part of the technical assistance support process in LEUSD, the district engaged in empathy interviews as part of the root cause analysis process to assist in informing the actions developed in the LCAP. Educational partners at the community forums requested in-person translation in real time and this service was provided at all five (5) community forums held this year.

Based on feedback from educational partners on academic support as well as mental health support with data analyzed in the development of the LCAP, LEUSD used the data as well as the educational partner input in determining actions to support academics (see Goal 1, Actions 1.1, 1.2, 1.3, 1.4 and 1.5) as well as to support student engagement (see Goal 2, Actions 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6). Tier 1 First Best Instruction is a prioritized need for LEUSD as well as several school sites and thus, the majority of resources and services are provided to ensure high quality, rigorous instruction occurs in all classrooms, especially as it relates to meeting the needs of Foster Youth, English Learners and Socioeconomically Disadvantaged students. Educational partners reflected the need to address student performance through continued professional development for staff (see Goal 3 Action 3.1). Professional development sessions for staff will be aligned to student need as well as educational partner feedback. Professional development will be prioritized based on areas of very low performance among

students, schools and student groups within schools. In addition, professional development will align with the LCAP and district priorities. Student well-being is an ongoing concern and supports and services have been aligned to address the need (see Goal 2, Action 2.3 and 2.4). Our chronic absenteeism data is improving but still at a high rate and as students are engaging in school, data suggests that students need additional supports beyond academics to be successful in school. All educational partners surveyed, including Local Bargaining Units believe that access to technology and a safe learning environment is a top priority for educational partners and a part of the Educational Environment goal has been aligned to address the need (see Goal 3, Actions 3.2 and 3.3). The need to continuously improve our student outcomes was voiced by our educational partners and is included in the LCAP Goal 3 Action 3.4.

Equity Multiplier Schools

Keith McCarthy Academy - Educational partners at Keith McCarthy Academy identified lack of professional development in evidence based instructional strategies for their specific context as a hybrid educational setting as a concern. Teachers are concerned about how to implement professional development in their unique online/hybrid setting for students in grades 6-12. In addition, students having access to resources due to the hybrid setting was raised as a concern. Ensuring that highly qualified teachers are available and accessible at KMA is a priority. In addition, educational partners at Keith McCarthy Academy expressed an interest in providing additional supports for English language learners, access to technology and improvement on the College/Career Indicator. Actions for Keith McCarthy Academy were updated (Action 4.5C, 4.5E and 4.5F) to meet students needs were identified (Goal 4 Action 4.5.).

Ortega High School - Educational partners at Ortega High School identified lack of professional development on improving campus culture through addressing trauma as a concern. Teachers are concentrating on providing a smooth transition to the continuation high school setting as much of their enrollment begins halfway through their 11th grade year and many of their students are navigating some form of trauma. Students need access to resources in the continuation high school setting comparable to what they would receive in the comprehensive high school setting. In addition, educational partners at Ortega High School expressed an interest in providing family/community engagement, SEL/Mental Health supports, and improvement on the College/Career Indicator. Actions for Ortega High School were updated (Action 4.6F, 4.6G and 4.6H) to meet students needs were identified (Goal 4 Action 4.6).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACADEMIC EXCELLENCE: LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students. Continuous improvement of educational outcomes for all students include: Graduation Rate, A-G completion, CTE pathway completion, EL reclassification and ELPI, Core curriculum to fidelity, increase percentage of students reading by third grade, continuous improvement on CAASPP assessment, increase AP test rates and college credit and increase college acceptance rate/trade school and military opportunities.

Data for the 2024-2027 LCAP Cycle - 2023 CA Dashboard: English Language Arts is an area of focus as four (4) student groups (English Learners - EL, Homeless - HY, Socioeconomically Disadvantaged - SED and Students with Disabilities - SWD) have RED indicators on the CA Dashboard indicating very low performance. Those four (4) student groups had very low performance in ELA at one or more of the following school sites: Canyon Lake Middle School (EL, SWD), Earl Warren Elementary School (SWD), Elsinore Elementary School (EL, SWD), Elsinore Middle School (EL, HY, SWD), Lakeside High School (EL), Machado Elementary School (EL), Ortega High School (SED, EL, HY, SWD), Rice Canyon Elementary School (SWD), William Collier Elementary School (SWD) and Withrow Elementary School (EL, HY, SWD). LEUSD is in technical assistance for English Learners (-86.9 dfs), Long-Term English Learners (-130.4 dfs) and Foster Youth (-88.6 dfs) in English Language Arts for very low performance. The actions and metrics indicated as 1.1 and 1.3 will address the English Language Arts needs for prioritized students and schools as well as all students and schools.

Similarly in Mathematics, there are seven (7) student groups (English Learners - EL, Students with Disabilities - SWD, African American - AA, Hispanic - HI, Socioeconomically Disadvantaged - SED, White - WH, Homeless - HY) with RED indicators on the CA Dashboard indicating very low performance, in addition to the ALL student group. Those seven (7) student groups have very low performance in Math at one or more of the following school sites: Canyon Lake Middle School (EL, SWD, AA), David A. Brown Middle School (SED, EL, HY, HI, SWD), Earl Warren Elementary School (SWD), Elsinore Elementary School (SWD), Elsinore Middle School (EL, HI), Lakeland Village School (SWD), Lakeside High School (All, SED, EL, WH), Ortega High School (All, SED, HI, EL, HY, SWD), Temescal Canyon High School (SED),

Terra Cotta Middle School (HY) and Withrow Elementary School (SWD). LEUSD is in technical assistance for English Learners (-115.9 dfs), Long-Term English Learners (-179.4 dfs) and Foster Youth (-142 dfs) in Math for very low performance. The actions and metrics indicated as 1.1 and 1.3 will address the Mathematics needs for prioritized students as well as all students and schools. In addition, LEUSD is in technical assistance for Mathematics for English Learners (-113.4 dfs) and Homeless Youth (-109.5 dfs).

The English Learner Progress Indicator (ELPI) on the CA Dashboard notes three (3) schools with very low performance on the ELPI. Those schools are Elsinore Middle School, Temescal Canyon High School and Withrow Elementary School. The actions and metrics indicated in 1.2 will address the language needs of English Learners at prioritized schools as well as all English Learners. In addition, LEUSD is in technical assistance for English Learners on the College/Career Indicator (EL 9.7% prepared).

The Graduation Rate on the CA Dashboard notes one (1) school with one student group with very low performance. According to the 2023 CA Dashboard, Students with Disabilities at Temescal Canyon High School have a graduation rate of 62.5% (RED indicator - very low performance). The actions and metrics indicated as 1.3 and 1.4 will address the needs of SWD at TCHS as well as all students and schools with SWD.

Staff at CLMS, DABMS, EWE, EES, EMS, EHS, LVS, LHS, LS, MES, OHS, RRC, RCE, RRE, TCHS, THE, WCE and WTH will be given priority based on ELA, Math, Graduation Rate and/or ELPI performance.
If we implement these actions; academic performance through monthly data monitoring, we will achieve the goal of increasing performance in ELA, Mathematics, ELPI, and graduation rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase student achievement on ELA (5.8 points annually) and Math (16.8 points annually) on average as measured by CAASPP assessment through the implementation of academic content and performance standards adopted by the State Board and access to standards-aligned instructional materials. Metric is related to	2023 CA Dashboard ELA: All -34.2 dfs EL: -81.4 dfs FY: -72.9 dfs SED: -48 dfs HY: -57.6 dfs SWD: -97.3 dfs CLMS EL: -70.2 dfs SWD: -133.8 dfs EWE SWD: - 109.6 dfs EES EL: -89.4 dfs	2024 CA Dashboard ELA: All: -35.4 dfs EL: -86.9 dfs FY: -86.6 dfs SED: -48.4 dfs HY: -58.5 dfs SWD: -106.1 dfs CLMS EL: -82.2 dfs SWD: -151.4 dfs EWE SWD: -126 dfs EES	2025 CA Dashboard ELA: All: -30 dfs EL: -78 dfs FY: -70.7 dfs SED: -43.6 dfs HY: -63.8 dfs SWD: -101.8 dfs CLMS EL: -53.1 dfs SWD: -114.2 dfs EWE SWD: -108 dfs EES	2026 CA Dashboard Target ELA: All -5 dfs EL: - 64 dfs FY: -55.5 dfs SED: -30.6 dfs HY: -40.2 dfs SWD: -79.9 dfs CLMS EL: -52.8 dfs SWD: -116.4 dfs EWE SWD: -92.2 dfs EES	ELA: All: Increased 4.2 points EL: Increased 3.4 points FY: Increased 2.2 points SED: Increased 4.4 points HY: Declined 6.2 points SWD: Declined 4.5 points CLMS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	technical assistance (EL and HY). Priority 4: Pupil Achievement (Pupil Outcomes) Metric 9d.1: Performance on Statewide assessments Priority 2: Implementation of State Standards (Conditions of Learning) Metric 9b.1: Implementation of academic and performance standards Priority 1: Basic (Conditions of Learning) Metric 9a.2: Sufficient access to standards-aligned instructional materials Williams Compliance	SWD: -108.3 dfs EMS EL: -129.7 dfs HY: - 84.8 dfs SWD: -134.8 dfs LHS EL: -107 dfs MES EL: -71.9 dfs OHS SED: -124.6 dfs EL: -161.5 dfs HY: -119.8 dfs SWD: -170.2 dfs HI: -127.9 dfs RCE SWD: -73.8 dfs WCE SWD: -97.6 dfs WTH EL: -82.5 dfs HY: -81.7 dfs SWD: -88.7 dfs Math: AA: -101.2 dfs EL: -111.9 dfs FY: -128.5 dfs SED: -90 dfs HY: -92.8 dfs SWD: -131.4 dfs CLMS EL: -126.6 dfs SWD: -180.8 dfs AA: -101.8 dfs DABMS	EL: -93.7 dfs SWD: -131.4 dfs EMS EL: -135.8 dfs HY: -92.9 dfs SWD: -137.6 dfs LHS EL: -114.1 dfs MES EL: -81.1 dfs OHS SED: -131.1 dfs EL: -143.4 dfs HY: 7 students (no data displayed) SWD: -163.4 dfs HI: -128.1 dfs RCE SWD: -75.9 dfs WCE SWD: -71.2 dfs WTH EL: -67.2 dfs HY: -68.7 dfs SWD: -98.5 dfs Math: AA: -98.2 dfs EL: -115.9 dfs FY: -142 dfs SED: -88.9 dfs HY: -90.3 dfs SWD: -137.3 dfs CLMS EL: -147.4 dfs SWD:-181.3 dfs	EL: -80.9 dfs SWD: -118 dfs EMS EL: -113.5 dfs HY: -93.6 dfs SWD: -134.8 dfs LHS EL: -101.6 dfs MES EL: -66.4 dfs OHS SED: -120.3 dfs EL: -147.6 dfs HY: 4 students (no data displayed) SWD: 10 students (no data displayed) HI: -122 dfs RCE SWD: -106.4 dfs WCE SWD: -81.4 dfs WTH EL: -56.4 dfs HY: -90.5 dfs SWD: -126 dfs Math: AA: -89.1 dfs EL: -113.4 dfs FY: -111.4 dfs SED: -87.9 dfs HY: -109.5 dfs SWD: -138.1 dfs CLMS EL: -109.1 dfs	EL: -72 dfs SWD: -90.9 dfs EMS EL: -112.3 dfs HY: -67.4 dfs SWD: -117.4 dfs LHS EL: -89.6 dfs MES EL: -54.5 dfs OHS SED: -107.2 dfs EL: - 144.1 dfs HY: -102.4 dfs SWD: - 152.8 dfs HI: -110.5 dfs RCE SWD: -56.4 dfs WCE SWD: -80.2 dfs WTH EL: -56.4 dfs HY: -64.3 dfs SWD: -71.3 dfs Math: AA: -50.8 dfs EL: -61.5 dfs FY: -78.1 dfs SED: -39.6 dfs HY: -42.4 dfs SWD: -81 dfs CLMS EL: -76.2 dfs SWD: -130.4 dfs AA: -51.4 dfs	EL: Increased 17.1 points SWD: Increased 19.6 points EWE SWD: Increased 1.6 points EES EL: Increased 8.5 points SWD: Declined 9.7 points EMS EL: Increased 16.2 points HY: Declined 8.8 points SWD: Maintained 0 points LHS EL: Increased 5.4 points MES EL: Increaased 5.5 points OHS SED: Increased 4.3 points EL: Increased 13.9 points HY: 4 students (no data displayed) SWD:10 students (no data displayed) HI: Increased 5.9 points RCE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: -144.5dfs HY: -115.3 dfs HI: -103.7 dfs SED: -105 dfs SWD: -162.3 dfs EWE SWD: -123.8 dfs EES SWD: -112.6 dfs EMS EL: -168.6 dfs HI: -106.6 dfs LVS SWD: -141.3 dfs LHS All: -131.6 dfs EL: -205.5 dfs SED: -139.6 dfs WH: -140 dfs OHS All: -211.2 dfs HI: -217.8 dfs SED: -219.6 dfs EL: -258.7 dfs HY: -238.7 dfs SWD: - 252.1 dfs TCHS SED: -116.9 dfs TCM HY: -115.5 dfs WTH SWD: -98.2 dfs Williams Compliance: 100%	AA: -98.7 dfs DABMS EL: -140.7 dfs HY: -109.5 dfs HI: -106 dfs SED: -105.7 dfs SWD: -177.3 dfs EWE SWD: -123.2 dfs EES SWD: -126.6 dfs EMS EL: -168.5 dfs HI: -110.6 dfs LVS SWD: -129.7 dfs LHS All: -132 dfs EL: -235.1 dfs SED: -145.1 dfs WH: -133.6 dfs OHS All: -209.5 dfs HI: -210.6 dfs SED: -216 dfs EL: -229.6 dfs HY: 7 students (no data displayed) SWD: -231.2 dfs TCHS SED: -95.3 dfs TCM HY: -109.2 dfs WTH SWD: -93.8 dfs	SWD: -159.8 dfs AA: -93.5 dfs DABMS EL: -128.2 dfs HY: -130.9 dfs HI: -102.2 dfs SED: -102 dfs SWD: -159.7 dfs EWE SWD: -128 dfs EES SWD: -117.9 dfs EMS EL: -163.9 dfs HI: -111 dfs LVS SWD: -143.7 dfs LHS All: -129.7 dfs EL: -188.1 dfs SED: -132.6 dfs WH: -105 dfs OHS All: -224.8 dfs HI: -229.6 dfs SED: -228.3 dfs EL: -250.6 dfs HY: 4 students (no data displayed) SWD: 10 students (no data displayed) TCHS SED: -82.2 dfs TCM HY: -118.3 dfs WTH SWD: -139.5 dfs	DABMS EL: -94.1 dfs HY: -64.9 dfs HI: -53.3 dfs SED: -54.6 dfs SWD: -111.9 dfs EWE SWD: -73.4 dfs EES SWD: -62.2 dfs EMS EL: -118.2 dfs HI: -56.2 dfs LVS SWD: -90.9 dfs LHS All: -81.2 dfs EL: -155.1 dfs SED: -89.2 dfs WH: -89.6 dfs OHS All: -160.8 dfs HI: -167.4 dfs SED: 169.2 dfs EL: - 208.3 dfs HY: -188.3 dfs SWD: - 201.7 dfs TCHS SED: -66.5 dfs TCM HY: -65.1 dfs WTH SWD: -47.8 dfs Williams Compliance: 100%	SWD: Declined 32.6 points WCE SWD: Increased 16.2 points WTH EL: Increased 26.1 points HY: Declined 8.8 points SWD: Declined 37.3 points Math: AA: Increased 12.1 points EL: Declined 1.5 points FY: Increased 17.1 points SED: Increased 2.1 points HY: Declined 16.7 points SWD: Declined 6.7 points CLMS EL: Increased 17.5 points SWD: Increased 21 points AA: Increased 8.3 points DABMS EL: Increased 16.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Williams Compliance: 100%	Williams Compliance: 100%		HY: Declined 15.6 points HI: Increased 1.5 points SED: Increased 3 points SWD: Increased 2.6 points EWE SWD: Declined 4.2 points EES SWD: Declined 5.3 points EMS EL: Increased 4.7 points HI: Declined 4.4 points LVS SWD: Declined 2.4 points LHS All: Increased 1.9 points EL: Increased 17.4 points SED: Increased 7 points WH: Increased 35 points OHS All: Declined 13.6 points HI: Declined 11.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED: Declined 8.7 points EL: Increased 8.1 points HY: 4 students (no data displayed) SWD: 10 students (no data displayed) TCHS SED: Increased 34.7 points TCM HY:Declined 2.8 points WTH SWD: Declined 41.3 points Williams Compliance: No difference in baseline.
1.2	Increase the percentage of English Learners making progress toward English proficiency (2% annually) on average as measured by the ELPAC assessment through the access to ELD and CCSS for content knowledge and English proficiency while maintaining the EL reclassification rate (2 % annually) with input from	2023 CA Dashboard English Learner Progress Indicator: 50% EMS: 34.5% TCHS: 40.6% WTH: 30.4% Reclassification Rate: LEUSD: 15.9% County: 13.8% State: 15.9% Decrease number of At-Risk ELs and LTELs by	2024 CA Dashboard English Learner Progress Indicator: 44.9% EMS: 40.9% TCHS: 64.3% WTH: 37.5% Reclassification Rate: LEUSD: 19.36% County: 12.76%	2025 CA Dashboard English Learner Progress Indicator: 48.3% EMS: 62.3% TCHS: 40.8% WTH: 51.4% Reclassification Rate: LEUSD: 14.93% County: 6.2%	2026 CA Dashboard Target English Learner Progress Indicator: 56% EMS: 40.5% TCHS: 46.6% WTH: 36.4% Reclassification Rate: LEUSD: 21% County: 19% State: 21%	English Learner Progress Indicator: Declined 1.7% EMS: Increased 27.8% TCHS: Increased 0.2% WTH: Increased 21% Reclassification Rate:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the District English Language Advisory Council (DELAC). Metric is related to technical assistance (EL). Priority 4: Pupil Achievement (Pupil Outcomes) Metric 9d.5: Percentage of English Learners making progress towards English proficiency Metric 9d.6: English Learner reclassification rate Priority 2: Implementation of State Standards (Conditions of Learning) Metric 9b.2: Access for English Learners to CCSS and ELD standards Priority 3: Parent Involvement (Engagement) Metric 9c.2: Parental participation in programs for unduplicated pupils Local Indicators: Building Relationships (Priority 3) - See Goal 2 Action 2.5	25% using EL Walkthroughs 2023 476 at-risk ELs 635 LTELs (using dELD and iELD walkthrough monitoring tools to ensure English proficiency).	State: No longer reported Decrease number of At-Risk ELs and LTELs by 25% using EL Walkthroughs 2024 457 at-risk ELs 675 LTELs (using dELD and iELD walkthrough monitoring tools to ensure English proficiency)	State: No longer reported Decrease number of At-Risk ELs and LTELs by 25% using EL Walkthroughs 2025 419 at-risk ELs 679 LTELS (using dELD and iELD walkthrough monitoring tools to ensure English proficiency)	Decrease number of At-Risk ELs and LTELs by 25% using EL Walkthroughs: 2026 356 At-Risk ELs 475 LTELs (using dELD and iELD walkthrough monitoring tools to ensure English proficiency)	LEUSD: Increased by 3.46% County: Decreased by 1.04% State: No longer reported Decreased by 19 at-risk ELs Increased by 40 LTELs (using dELD and iELD walkthrough monitoring tools to ensure English proficiency)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	All students, inclusive of unduplicated students and students with disabilities, shall be assessed in subject areas described in Section 51210 and Section 51220 for pupil outcomes as measured by CAASPP assessment with improvement in ELA (5.8 points annually) and Math(16.8 points annually) on average through the implementation of programs and services developed and provided to individuals with exceptional needs with input from the Parent Power Network. Priority 3: Parent Involvement (Engagement) Metric 9c.3: Parent participation for individuals with exceptional needs Priority 7: Course Access (Conditions of Learning) Metric 9g.3: Programs and services developed and provided to	2023 CA Dashboard Students with Disabilities ELA: -97 dfs CLMS -133.8 dfs EWE - 109.6 dfs EES -108.3 dfs EMS -134.8 dfs RCE -73.8 dfs WCE -97.6 dfs WTH -88.7 dfs Math: -131.4 dfs CLMS -180.8 dfs DABMS -162.3 dfs EWE -123.8 dfs EES -112.6 dfs LVS -141.3 dfs WTH -98.2 dfs	2024 CA Dashboard Students with Disabilities ELA: -106.1 dfs CLMS: -151.4 dfs EWE: -126 dfs EES: -131.4 dfs EMS: -137.6 dfs RCE: -75.9 dfs WCE: -71.2 dfs WTH: -98.5 dfs Math: -137.3 dfs CLMS: -181.3 dfs DABMS: -177.3 dfs EWE: -123.2 dfs EES: -126.6 dfs LVS: -129.7 dfs WTH: -93.8 dfs	2025 CA Dashboard Students with Disabilities ELA: -101.8 dfs CLMS: -114.2 dfs EWE: -108 dfs EES: -118 dfs EMS: -134.8 dfs RCE: -106.4 dfs WCE: -81.4 dfs WTH: -126 dfs Math: -138.1 dfs CLMS: -159.8 dfs DABMS: -159.7 dfs EWE: -128 dfs EES: -117.9 dfs LVS: -143.7 dfs WTH: -139.5 dfs	2026 CA Dashboard Target Students with Disabilities ELA: -79.6 dfs CLMS -116.4 dfs EWE - 92.2 dfs EES -90.9 dfs EMS -117.4 dfs RCE - 56.4 dfs WCE - 80.2 dfs WTH -71.3 dfs Math: -81 dfs CLMS - 130.4 dfs DABMS - 111.9 dfs EWE - 73.4 dfs EES - 62.2 dfs LVS - 90.9 dfs WTH -47.8 dfs	Students with Disabilities ELA: Declined 4.8 points CLMS: Increased 19.6 points EWE: Declined 1.6 points EES: Declined 9.7 points EMS: Maintained 0 points RCE: Declined 32.6 points WCE: Increased 16.2 points WTH: Declined 37.3 points Math: Declined 6.7 points CLMS: Increased 21 points DABMS: Increased 2.6 points EWE: Declined 4.2 points EES: Declined 5.3 points LVS: Declined 2.4 points WTH: Declined 41.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	individuals with exceptional needs Priority 8: Other Pupil Outcomes (Pupil Outcomes) Metric 9h.1: Pupil outcomes as described in Section 51210, inclusive of Section 51220 Local Indicators: Building Relationships (Priority 3) - See Goal 2 Action 2.5					
1.4	Increase the percentage of students prepared for college and career (9% annually), A-G completion percentage (2% annually), A-G & CTE completion percentage (2% annually) and CTE completion percentage (2% annually) on average as well as as measured by College/Career Indicator and Graduation Rate indicator (+0.4 % increase annually). Metric is related to technical assistance (EL).	2023 CA Dashboard % Prepared: 42.4% A-G Completion: 30.9% (515 students) CTE: 14.2% (237 students) A-G & CTE: 7.4% (124 students) AP Exams: 148 exams (CCI) EAP: ELA 40.8%, Math 16.3% Graduation Rate: 93.7% TCHS (SWD): 62.5% OHS (CCI) All - 9.7% SED - 9.6% EL - 9.1% HY - 8.1% SWD - 7% HI - 9.7%	2024 CA Dashboard % Prepared: 35.1% LTEL: 5.6% A-G Completion: 30.5% (532 students) CTE: 15.2% (265 students) A-G & CTE: 6.34%(151 students) AP Exams: 1740 exams (870 passed) EAP: ELA 12.7%, Math 4.9% Graduation Rate: 93.6%	2025 CA Dashboard % Prepared: 39.2% LTEL: 8.8% A-G Completion: 32.6% (568 students) CTE: 16.7% (291 students) A-G & CTE: 7.6% (133 students) AP Exams: 1991 exams (1137 passed) EAP: ELA 13.75%, Math 9.25% Graduation Rate: 94.5%	2026 CA Dashboard Target % Prepared: 69.4% LTEL: 10% A-G Completion: 55% CTE: 32% A-G & CTE: 21% AP Exams: 250 exams (CCI) EAP: ELA 49.8%, Math 25.3% Graduation Rate: 95% TCHS (SWD): 63.7% OHS (CCI) All - 18.7% SED - 18.6% EL - 18.1%	% Prepared: Declined 3.2% LTEL: 4.4% A-G Completion: Increased 1.7%% CTE: Increased 2.5% (Increased # of students by 54) A-G & CTE: Decreased 0.2% (Increased # of students by 9) AP Exams: Increase by 1,592 exams EAP: ELA Declined 28.1% Math Declined 11.4% Graduation Rate: Increased 0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4: Pupil Achievement (Pupil Outcomes) Metric 9d.2: A-G Completion Rate Metric 9d.3: CTE Completers Metric 9d.4: A-G & CTE Completers Metric 9d.7: AP Exams (Score 3+) Metric 9d.8: EAP Participation Priority 5: Pupil Engagement (Engagement) Metric 9e.5: High school graduation rate Priority 8: Other Pupil Outcomes (Pupil Outcomes)		TCHS (SWD): 87% OHS (CCI) All: 3.3% SED: 2.7% EL: 0% HY: 2% SWD: 2% HI: 1.6%	TCHS (SWD): 92.3% OHS (CCI) All: 1.8% SED: 1.6% EL: 0% HY: 1.8% SWD: 0% HI: 0.5%	HY - 17.1% SWD - 16% HI - 18.7%	TCHS (SWD): Increased 29.8% OHS (CCI) All: Declined 7.9% SED: Declined 8% EL: Declined 9.1% HY: Declined 6.3% SWD: Declined 7% HI: Declined 9.2%
1.5	Maintain a broad course of study for all students, including unduplicated students, in grades 1-6 (ELA, Math, Science, Social Science, VAPA, PE, Health) as described in Section 51210 and grades 7-12 (ELA, Math, Science, Social Sciences, World Languages, PE, VAPA, Applied Arts, CTE) as described in Section	Continue to maintain a broad course of study. 100% of students in grades 1-6 have access to instruction in English Language Arts, Mathematics, Science, Social Science, VAPA, PE and Health. 100% of students in grades 7-12 have access to instruction in	Continue to maintain a broad course of study. 100% of students in grades 1-6 have access to instruction in English Language Arts, Mathematics, Science, Social Science, VAPA, PE and Health.	Continue to maintain a broad course of study. 100% of students in grades 1-6 have access to instruction in English Language Arts, Mathematics, Science, Social Science, VAPA, PE and Health.	Continue to maintain a broad course of study. 100% of students in grades 1-6 have access to instruction in English Language Arts, Mathematics, Science, Social Science, VAPA, PE and Health.	Continue to maintain a broad course of study. No difference in baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	51220 an other studies prescribed by the governing board with input from the District Advisory Council. Metric is related to technical assistance (EL, HY). Priority 7: Course Access (Conditions of Learning) Metric 9g.1: Broad course of study Metric 9g.2: Programs and services for unduplicated pupils Priority 3: Parent Involvement (Engagement) Metric 9c.2: Parental participation in programs for unduplicated pupils	English Language Arts, Mathematics, Science, Social Science, World Languages, PE, VAPA, Applied Arts and CTE.	100% of students in grades 7-12 have access to instruction in English Language Arts, Mathematics, Science, Social Science, World Languages, PE, VAPA, Applied Arts and CTE.	100% of students in grades 7-12 have access to instruction in English Language Arts, Mathematics, Science, Social Science, World Languages, PE, VAPA, Applied Arts and CTE.	100% of students in grades 7-12 have access to instruction in English Language Arts, Mathematics, Science, Social Science, World Languages, PE, VAPA, Applied Arts and CTE.	

Goal Analysis [2025-26]

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

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

Action 1.1 Tier I First Best Instruction
Action 1.1A was fully implemented. Successes: 69% of TK-3rd grade teachers are enrolled or completed with LETRS training with additional participating teachers in grades 4-5 and secondary (67% of all K-5 teachers). An additional 20 teachers have expressed interest for the coming year which would take us to nearly 75% of TK-3 teachers trained. We had a 100% consensus for MyPerspectives curriculum across our middle and high school adoption committees which will mean we have a consistent curriculum from 6th-11th grade. We had 95% of our K-2 students assessed in the winter window for the reading difficulties screener. 95% coaching started with administrators and ready schools rolled coaching to teaching staff at 80% of our elementary and K-8 school sites. Challenges: Many teachers are overwhelmed by initiatives and being pulled from classrooms, so finding the right balance of support is essential. In addition, supporting implementation

fidelity across so many sites proves difficult to monitor without support from site administrators. The various inititatives across grades TK-12 prove difficult to monitor thoroughly.
Action 1.1B was fully implemented. Successes: Math content specialists and outside consultants organized, planned and delivered NMBR5 (Early Numeracy) program. 98/100 teachers have remained in the program and expressed their satisfaction with the professional learning experience. Challenges the team experienced were time constraints and space availability. Due to other programs that had been scheduled in the prior year, finding available venues that had large capacities, but also providing options for interested teachers that were both during the school day or as shorter, after-school options presented some challenges. The team was also relied on the prompt delivery of the resources being provided by the consultants in a timely fashion in order to provide substantial programming for the workshops being conducted.
Action 1.1C was fully implemented. Successes: Over the course of the year, coaches have documented 1,536 coaching interactions at their sites (an average of nearly 100 coaching interactions per instructional coach). As the district focuses more strongly on PLC, it is evident that the coaches play a key role in this process with 482 instances of PLC and Data Day support. 93% of site administrators indicated that instructional coaches have positively impacted the instructional effectiveness of teachers at their sites. Challenges: Teachers are still reluctant to enter into full impact cycles with instructional coaches. This can be attributed to the variety of initiatives they are currently implementing which frequently leads to more directive teaching to support a quality implementation rather than a student centered goal determined by the teacher. In addtion, the time impact cycles may take frequently limits a teachers' desire to enter into an impact cycle and there are few administrators that work coaching support/release time into their SPSAs. In addition, time split between two sites is noted frequently as a barrier for both administrators and teachers alike.
Action 1.1D was fully implemented. Successes: The most successful classroom support implementations were those that combined sustained, repeated engagement, deep instructional partnership, a focus on evidence-based programs, broad reach across the district, and collaborative, multi-specialist involvement at school sites. These practices not only provided immediate instructional benefits but also fostered long-term capacity-building and professional growth among teachers. Challenges: Implementation of classroom supports by content specialists was hampered by data quality issues, uneven engagement, subject and site imbalances, and fragmented support types. Addressing these challenges will require more consistent documentation, equitable resource allocation, standardized support categorization, and a broader focus on underrepresented subjects and technology integration. 94.6% of entries recorded support durations of less than 0.1 hours, suggesting that specialists often logged survey completion time rather than actual support duration. This inconsistency makes it difficult to accurately assess the intensity and impact of support activities. A small number of specialists account for the majority of documented support, while others have very limited engagement. 7 out of 23 school sites (30%) received 6 or fewer visits. Sites such as Elsinore High School, Ronald Reagan, Tuscany Hills, Alberhill, Withrow, Temescal Canyon High School, and Donald Graham had particularly low engagement. Science: 14 of 23 sites (61%) had zero recorded science support. Math: 8 of 23 sites (35%) had zero recorded math support. ELD: 8 of 23 sites (35%) had zero recorded ELD support.
Action 1.1E was fully implemented. The district implemented the i-Ready diagnostic assessment across schools in reading and mathematics for grades 1–12. Completion rates were 87% in reading and 86% in mathematics, slightly below the district’s 95% participation target. Staff received training on the platform, supporting consistent administration and access to diagnostic and growth data. Implementation challenges included student attendance during assessment days, adjustments to the length and format of the new assessment and occasional device or connectivity issues that affected testing completion in some classrooms.
Action 1.1F was fully implemented. The district implemented professional learning focused on data literacy and common assessment analysis. A total of 196 teachers participated in the training sessions, supporting districtwide efforts to strengthen teachers’ ability to analyze assessment data and use it to inform instruction. Implementation was successful in engaging a large number of teachers in professional

learning related to data use. Some participants indicated a need for additional practice and coaching to fully apply the strategies introduced during the sessions.
Action 1.1G was fully implemented. Elementary class size reduction has been implemented to allow for small class sizes that allow for teachers to focus on grade level standards and target specific instructional strategies based on student needs as determined from district assessments.
Action 1.1H was fully implemented. LEUSD was able to keep twenty-nine (29) sections of Advanced Placement courses open as well as fifteen (15) CTE pathways.
Action 1.1I was not implemented. This action will be re-aligned to the professional development needs in 2026-2027.
Action 1.1J was fully implemented. The district implemented the Reading Difficulty Risk Screener using the Amplify mCLASS DIBELS platform for students in grades K–2. 100% of teachers had access to the assessment materials and platform, and all teachers received training on administration. Student participation rates were high across both fall and winter testing windows, indicating successful implementation across schools. Minor variations in completion rates across grade levels were largely due to student absences during the testing windows.
Action 1.1K was fully implemented. Several successes have emerged through this implementation. The scale of delivery, reflected in both the number of sessions and total attendees, has ensured broad access across the district. The focus on practical, classroom-ready strategies has supported immediate application, and participant feedback has indicated increased confidence in using assessment to guide instruction and in implementing strategies to support diverse learners. The integration of professional development with collaborative structures, such as PLCs and coaching support, has also strengthened the likelihood of sustained instructional shifts. At the same time, the district has experienced notable challenges. Variability in site readiness, competing initiatives, and time constraints (and a substitute shortage) have occasionally impacted participation and depth of implementation. Ensuring consistency in follow-through beyond initial training remains an ongoing focus, particularly in translating professional learning into observable classroom practice at scale. Additionally, balancing districtwide priorities with site-specific needs has required ongoing adjustment and communication.
Action 1.1L was fully implemented. Successes: The organic nature of participation in the LETRS Science of Reading has been inspiring. 40 teachers participated in year 1, 120 teachers participated in year 2, and then 125 teachers participated in year 3 for LETRS Elementary. Teachers enrolled in LETRS elementary that teach TK and Kindergarten frequently request the opportunity to take the Early Childhood course as well. Training local facilitators will allow us to be more flexible with our training opportunities moving forward and give us the chance to build out smaller cohorts or groups of teachers that may want to participate in a way that does not follow our previous timelines. Challenges: 95% implementation is difficult to monitor and many teachers indicate they are "doing 95%" but upon site walkthroughs, it is evident that there is not always a consistent implementation at each grade level. As site administrators become more familiar with 95% look-fors, they are feeling more confident in supporting the implementation with their teachers.
Action 1.1M was fully implemented. Successes: 80% of elementary and K-8 schools accessed at least one day of the available 95% coaching. Each school started with an administrative coaching day which helped the site administrator better understand the curriculum and essential look-fors. It also gave the opportunity to walk classrooms and see the actual implementation. Challenges: Monitoring implementation of a curriculum continues to be a challenge for both site and district administrators.
Action 1.1N was not implemented this school year due to new staff in the role.
Action 1.1O was fully implemented. Successes: 95% of K-2 students were assessed with DIBELS in the winter window. 87% of elementary sites are incorporating the use of the 95% Tier 2 diagnostic assessments. Challenges: Ensuring use of the mandatory reading difficulties screener by all teachers, including special education teachers has been a struggle. The verbiage of the law states all students must be screened, but indicates that students with an IEP do not need to be assessed if already identified with a reading difficulty. However, parents must opt their child out of the assessment.

Action 1.1P was fully implemented. 98/100 teachers who registered for the early numeracy program are currently participating. Cohorts A & B are being held after school in 1.5-2 hour sessions. As of 3/20/2026, Cohorts A & B have attended 8 out of 16 total after school session. Each lesson is followed by a corresponding application workshop. Cohort C has been attending full-day sessions. As of 3/20/2026, Cohort C has completed 3 out of 4 total full-day sessions. In addition to the workshops, all 3 cohorts have been actively working on asynchronous coursework in which they will be compensated for 12 hours of work for completing it. Challenges faced were logistical, as the sessions did not get scheduled until the begining of the 2025-26 school year due to the late onboarding of the Assistant Director, at which time there was limited availability of space for large groups to attend at once. the success so far has been an overwhelming amount of positive feedback from the participants.

Action 1.2 English Learner Services
Action 1.2A was fully implemented. Successes: Elementary and secondary PD was provided. DELAC meetings were calendared and held. Parent workshops were calendared and held. Increase in ELPI dashboard data and PL 4 data. Challenges: Many teachers still need to be trained for designated ELD. Since integrated ELD was not site mandated PD, some secondary had little to no participation. Not all sites have identified their ELAC board which has implications to DELAC representation.
Action 1.2B was fully implemented. Successes: DLI teacher salaries were paid through this action. Challenges: Provided funds did not allow for necessary DLI PD.
Action 1.2C was partially implemented. Seven sites conducted EL learning walks. Successes: A learning walk form was successfully developed, and feedback gathered during each walk was used to refine and improve the form. Challenges: Not all sites have been trained to use the walk through form to capture data.
Action 1.2D was fully implemented. Successes: A cohort of teachers piloted the curriculum in both middle and high school and team decided to adopt the supplemental curriculum. Challenges: Providing training for the remainder of the staff who has not implemented the curriculum.
Action 1.2E was fully implemented. Successes: 30 teachers attended the after-school PD. Challenges: Very few teachers are willing to attend after-school functions even if they are paid. Time of the year in which the PD was provided was also a challenge and could have had an impact on the number of teachers who attended.
Action 1.2F was partially implemented. LAS links was partially administered to 3rd -12th English learners. Challenges: Time to complete analysis and respond to data.
Action 1.2G was fully implemented. Successes: All teachers and administrators have access to the platform for data analysis and PLC purposes. Challenges: Incorporating training within PD opportunities to bring more awareness of the platform capabilities.
Action 1.2H was fully implemented. Successes: 5/7 targeted schools were provided with designated ELD tailored by grade level. 9/11 secondary site coordinated goal setting and monitoring. Challenges: Structuring PD for the most needed schools since due to the time constraints.
Action 1.2I was fully implemented. Successes: 3/3 meetings were held or programed to be held for both the EL coordinators and biligual paraeducators. Challenges: Structuring PD when it does not impact when too many subs are needed for other distirct PD and when to hold PD due to the iniatives happening at the site level. PD may overlap with PD offered through other EL actions however this is necessary through Title III .
Action 1.2J was discontinued as of 2025-2026.
Action 1.2K was discontinued as of 2025-2026.
Action 1.2L was partially implemented. Successes: Two day PD was offered to all secondary sites for those teaching ELA, math, science, and history core subject areas. Challenges: Not all sites participated in the training. It was not made mandatory and it was dependent on site communication. PD conflicted with many district offered PD days

Action 1.2M was not implemented. Challenges: Teachers are frequently pulled from instruction due to overlapping staff PD activities.
Action 1.2N was not implemented. Challenges: Teachers are frequently pulled from instruction due to overlapping staff PD activities.
Action 1.2O was not implemented. Challenges: Teachers are frequently pulled from instruction due to overlapping staff PD activities.
Action 1.2P was fully implemented. Successes: 5/7 targeted schools were provided with designated ELD tailored by grade level. 9/11 secondary site coordinated goal setting and monitoring. Challenges: Structuring PD for the most needed schools since due to the time constraints.

Action 1.3 Students with Disabilities Services
Action 1.3A was fully implemented. LEUSD continues to monitor progress, particularly at the elementary level, where participation and reading engagement remain strong. This year, the high school reading list was submitted to Learning Ally, enabling the development of more targeted professional learning aligned to secondary curriculum needs. Additionally, a middle school site that had not been using the program earlier in the year now has some educators and students participating.
Action 1.3B was partially implemented. Exact Path is available to special education teachers district-wide, and is primarily used by our secondary teachers; however due to the collective bargaining agreement, it is voluntary to use Exact Path. Additionally teachers are required to give iReady and so there is less reliance on Exact Path. Prioritizing usage of Exact Path among teachers is a challenge.
Action 1.3C was fully implemented. For the 18 day 2025 ESY/Motor Camp, 21 students participated in Motor Camp and 295 students attended ESY. 2025 ESY Challenges: District office admin were needed to support some of the sites as not all site has a full time administrator during ESY. For the 2026 ESY, reduction to 8 sites, all but one will have full time administrator site support.
Action 1.3D was fully implemented. Professional Development opportunities were communicated via emails and posted on SCHED. District wide we are still seeing errors in how LRE is calculated. To address these errors, 2 SEIS Trainings were scheduled for the spring semester. The district continues to make strong progress in maintaining high-quality Least Restrictive Environment (LRE) practices. Although LRE percentages declined slightly, this is largely due to increased enrollment of students with IEPs rather than reduced inclusion. The district responded by hiring itinerant RSP case managers, redistributing RSP teachers, and providing extensive LRE-focused professional development. The new LEUSD Special Education Resource Handbook further supports consistent, informed LRE decision-making. A notable challenge has been the high number of paraeducator vacancies (3.0 hour), which has impacted support across sites. The Special Education Department has been meeting with Instructional Support Services this year. This collaboration is assisting in ensuring that our RSP teachers have the curriculum, intervention support , and training needed to ensure students' needs are met. Data verification presented challenges due to the need to reconcile information across multiple platforms (SEIS, Infinite Campus and Tools through Improvement Data Center/LEA Data Drilldown). Overall, inclusive practices remain effective, and continuation of this LCAP goal is recommended.

Action 1.4 College & Career Opportunities
Action 1.4A was fully implemented. Successes: Increase in dual enrollment classes, an increase in A-G completion and FAFSA completion and the implementation of the State Seal of CIvic Engagement. Additionally, LEUSD increased the number of college partnerships and secured a CCAP grant with Coast Community Colleges.
Action 1.4B was fully implemented. LEUSD continued to support the sites with support in paying for the needed college related exams to include AP and IB exams. We continue to see steady growth in both the pass rates and the number of students taking the AP and IB tests in general. In addtion, we support the PSAT tests for those students wishing to take that exam as well.
Action 1.4C was fully implemented. Successes: LEUSD moved to a college kick off month model instead of a college kick off day model. The month is October and sites have the autonomy to use the funding in ways that best benefit the students on their sites. Expenditures include examples such as guest speakers, ASVAB test adminsitration, college speakers, FAFSA workshops, NCAA workshops. Sites take

the whole month and focus daily on college realted topics and grade specific activities like GPA calculation and academic planner review, update and completion. In addition this also where students are able to take the PSAT to determine status on how they will perform on the SAT exam.
Action 1.4D was not implemented as this action was discontinued in the 2025-2026 school year. No Excuses University is no longer operational.
Action 1.4E was partially implemented. LEUSD continued to support the secondary sites with AVID tutors. Challenges: We have been struggling with the ability to recruit the needed number of tutors to support students. Each quarter we ran recruitments publically to try to hire more tutors but we were not able to hire all we needed for the program. This is an area that requires examination in the that the lack of tutors impacts the positive outcomes of the program. The tutors that we do have are made up of primarily previous students who also had success in the program and act as great role models and supoprt for our students with diligence, purpose and caring attitudes.
Action 1.4F was partially implemented. LEUSD has 4 middle schools, 2 high schools and 1 elementary school participating in AVID. Challenges: Both a middle school and a high school are seeing huge drops in enrollment and in the number of AVID classes offered on the sites. Principals are actively working with their AVID teams to determine viability as student course requests for AVID have decreased significantly across the board. We believe this is in alignment with the increase in attractive CTE options being added based on student interest. The decrease in course requests for AVID and the inability to staff with the needed number of tutors to support is challenging the AVID success.
Action 1.4G was fully implemented. LEUSD implemented an additional pathway: Education this year. We have restarted and are redesigning a Business pathway at our continuation high school. We now have 5 teachers, with CTE credentials at 4 of the middle schools that are introducing concepts that will support Computer Science, Culinary, Education, and Engineering pathways at the high schools. We are continuing to explore opportunities for MS teachers to earn a CTE credentials. A comprehensive CTE Plan will be completed by the end of the FY. We have increased CTE sections across both HS and MS levels. We continue to monitor grades. We will complete an extensive survey with various education partners and use the data along with research methodologies to add to assessments of each pathway, using CDE's 12 Elements of an Effective CTE Pathway. We have started CTE Academies (3), have supported the implementation of existing academies (2), and are planning for the start of 2 addtional academies in 2026-2027. We have secured 6 grants to support academy development and implementation, that will allow students to earn addtional early college credit, and in some cases reduce the # of years to graduate with a Bachelors degree. We are currently working to complete our Branding and Marketing plans for full implementation in the 2026-2027 school year.
Action 1.4H was fully implemented. Successes: Monthly meetings with counselors TK-12, Registrars, and Career Techs have continued. These meetings have helped to improve the A-G rate and helped to improve how our data is viewed around CCI metrics. Counselors are beginning to align their practices to support student needs in the areas of course selection in alignment with A-G, CTE pathways, and Dual Enrollment, which are all dashboard indicators and metric measures. FAFSA completion for students continues to be monitored from this position an support is given to the sites. This position is also the foundational support for summer school, including course creation, training for all counselors, staff, and summer school teachers. Summer school allows students to all recover credits, improve grades, provide first-time credits, both online and in-person. The CCR Counselor also monitors sites' transcripts to support and mitigate errors, all potential non-grad issues, scheduling issues, and other credit issues. New course creation is also supported by the CCR counselor. Additionally, this role also supports college partnerships and coalitions on behalf of the district. In addition, this CCR Counselor is supporting the creation of the portrait of a graduate.
Action 1.4I was fully implemented. Successes: Dual enrollment has been a huge focus for us this year. We have increased the number of opportunities for students by adding 3 new community colleges as partners. In addition we have entered in to a CCAP agreement with these partners to add dual enrollment offerings at the comprehensive sites and create a school redesign adding an early college to Keith McCarthy

Academy (KMA). Every school added financial literacy to its course selection and several schools atapped into the current faculty to align courses, teachers with masters in the subject area, and the colleges to partner and offer more dual enrollment classes.
Action 1.4J was fully implemented. Robotic experiences are taking place and 4 schools with plans to expand to more school in the 26/27 school year. These 4 schools have robust programs that participate in regular intermural competitions throughout the school year.
Action 1.4K was fully implemented. The IB program is currently at one comprehensive high school with no immediate plans to add this to other sites. In addition, the program has not grown beyond its current capacity but stays steady in enrollment. The program has been in place 15 years and is stable with very little change in enrollment.
Action 1.4L was partially implemented. Successes: Students have been identified to take the assessment in the month of May, AP test prepartion materials have been purchased, and Spanish teacher has been trained to guide and assess the students. Challenges: Bringing awareness too late in the school year.
Action 1.4M was fully implemented. Counseling staff received a 2-day training to increase alignment with ASCA standards. Trainings supported counselors in their roles beyond scheduling to include academic development, career development and social/emotional development.
Action 1.4N was fully implemented. Successes: Curriculum and instructional materials were purchased for 6th grade and 7th grades, with plans to expand into 7th grade in the 2026-2027 school year. Challenges: This action only covers the purchase of curriculum and materials, such as calculators and dictionaries. However, it does not allocate funds for professional development to support DLI teachers. This is a significant need, as the program was redesigned for the 2025–2026 school year into a 50/50 model, requiring additional site-based support to ensure effective implementation and overall program success.

Action 1.5 Intervention
Action 1.5A was partially implemented. The number of credit recovery / digital learning sections is meeting the need of those students needing credit recovery during the day. Opportunity is there at this point we need to work on total pass rates % as they are between 46% and 74%. The gap is large and inconsistent between the schools.
Action 1.5B was fully implemented. LEUSD utilized the opportunity for in term credit recovery and created a monitoring plan to make sure as many students were given the opportunity to reover as much credit as they could in real time before allowing whole semesters to pass. Counselors worked directly with the district counselor to pull monthly reports and review the progress of all studnets in DL classes and those needing DL credit recovery.
Action 1.5C was fully implemented. The alternative settings are moving towards more dual enrollment options as well as establishing CTE pathways.
Action 1.5D was fully implemented. Summer programs are set for this school year. Several school sites will be hosting Summer School allowing for enrighment and targeted interventions for participating students. Students are set to engage with meaningful reading and mathematics lessons that are targeted to their learning needs as determined by district screener assessments and CAASPP.
Action 1.5E was fully implemented. LEUSD offered 8th graders entering high school the ability and opportunity to take first time credit to allow them to free up a class in their schedule. This allows students to take an additional elective or advanced academic class. We had 45 students take advantage of this and they were all very successul. Classes included PE, Health and Geometry. This year we defined the process and trained middle school counselors on recruitment and enrollment. We are expecting a larger particpation rate and increases in the coming cycle. 6th / 7th graders participated in the elementary program through ELOP.
Action 1.5F was fully implemented. Summer school was incredibly successful and beneficial for our students both for credit recovery and first time credit. This year we housed all 3 high school summer shcool students at one site and created a 900 student site based summer school for first time credit in person and online and credit recovery in person and online. This was the first year all 3 schools attended a single

site and was very beneficial. We also included a bussing system fo those students need to take in person tests that worked very well in the support of students and their ability to make up credits.
Action 1.5G was fully implemented. Digital Learning (DL) district-wide for credit recovery has been effective as any student earning credit toward graduation is excellent. We are seeing a reduction in the number of students needing to take advantage of summer school credit recovery because DL is offered during the school day / school year. Challenges include targeted progress monitoring and strategizing needs to be implemented to increase the pass rates across the board. Suggest teacher PD and a district wide communicated expectation of the effectiveness goal and purpose of DL needs to be developed.
Action 1.5H was fully implemented. Extended day Kindergarten is being implemented at the majority of our school sites with plans to offer extended day kindergarten to all schools within the next year providing negotiations. This move to extended day Kindergarten and ultimately to full day Kindergarten in the future will allow for greater focus on early reading and numeracy.
Action 1.5I was fully implemented. Tiered interventions occurred during the school day giving students more opportunity to receive academic and behavioral supports.

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

Action 1.1 Tier I First Best Instruction
Last Year's Planned Expenditures: $21,117,016. Estimated Actual Expenditures: $22,373,930. See material differences for bulleted actions below.
Action 1.1A was budgeted at $198,356 and the estimated actual expenditure is $226,010. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.1B was budgeted at $211,681 and the estimated actual expenditure is $246,855. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.1C was budgeted at $2,227,752 and the estimated actual expenditure is $2,620,118. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.1D was budgeted at $1,617,797 and the estimated actual expenditure is $1,944,841. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.1E was budgeted at $156,426 and the estimated actual expenditure is $287,427. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.1F was budgeted at $3,075,772 and the estimated actual expenditure is $3,416,398. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.1G was budgeted at $874,227 and the estimated actual expenditure is $133,175. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.1H was budgeted at $11,388,879 and the estimated actual expenditure is $11,728,460. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.1I was budgeted at $587,248 and the estimated actual expenditure is $0. The budgeted amount for 2026-2027 has been adjusted to $ to align to professional development needs.
Action 1.1J was budgeted at $133,703 and the estimated actual expenditure is $0. The budgeted amount for 2026-2027 has been adjusted to $84,560 to align to assessment needs.

Action 1.1K was budgeted at $287,962 and the estimated actual expenditure is $90,000. The budgeted amount for 2026-2027 has been adjusted to $109,700 to align to professional development needs.
Action 1.1L was budgeted at $218,367 and the estimated actual expenditure is $3,600. The budgeted amount for 2026-2027 has been adjusted to $118,700 to align to professional development needs.
Action 1.1M was budgeted at $1,294,943 and the estimated actual expenditure is $1,511,660. The budgeted amount for 2026-2027 has been adjusted to $1,875,800 to align to professional development needs.
Action 1.1N was budgeted at $61,706 and the estimated actual expenditure is $245. The budgeted amount for 2026-2027 has been adjusted to $148,500 to align to professional development needs.
Action 1.1O was budgeted at $34,281 and the estimated actual expenditure is $26,119. The budgeted amount for 2026-2027 has been adjusted to $114,731 to align to assessment needs.
Action 1.1P was budgeted at $907,062 and the estimated actual expenditure is $50,400. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.

Action 1.2 English Learner Services
Last Year's Planned Expenditures: $3,806,132. Estimated Actual Expenditures: $3,821,442. See material differences for bulleted actions below.
Action 1.2A was budgeted at $224,258 and the estimated actual expenditure is $248,190. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.2B was budgeted at $2,499,071 and the estimated actual expenditure is $2,673,097. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.2C was budgeted at $272,369 and the estimated actual expenditure is $316,309. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.2D was budgeted at $61,000 and the estimated actual expenditure is $57,237. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.2E was budgeted at $60,000 and the estimated actual expenditure is $0. This action will be implemented in 2026-2027 with the budgeted amount of $60,000.
Action 1.2F was budgeted at $80,000 and the estimated actual expenditure is $0. This action will be implemented in 2026-2027 with the budgeted amount of $80,000.
Action 1.2G was budgeted at $96,000 and the estimated actual expenditure is $47,600. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.2H was budgeted at $140,000 and the estimated actual expenditure is $188,645. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.2I was budgeted at $160,000 and the estimated actual expenditure is $37,608. The budgeted amount for 2026-2027 has been adjusted to $87,802 to align to professional development needs.
Action 1.2J was discontinued in the 2025-2026 school year.
Action 1.2K was discontinued in the 2025-2026 school year.
Action 1.2L was budgeted at $428,512 and the estimated actual expenditure is $150,878. The budgeted amount for 2026-2027 has been adjusted to $166,058 to align to professional development needs.
Action 1.2M was budgeted at $119,984 and the estimated actual expenditure is $0. The budgeted amount for 2026-2027 has been adjusted to $46,497 to align to professional development needs.

Action 1.2N was budgeted at $47,994 and the estimated actual expenditure is $0. The budgeted amount for 2026-2027 has been adjusted to $18,599 to align to coaching needs.
Action 1.2O was budgeted at $12,900 and the estimated actual expenditure is $0. The budgeted amount for 2026-2027 has been adjusted to $4,999 to align to professional development needs.
Action 1.2P was budgeted at $101,878 and the estimated actual expenditure is $101,878. No material difference exists between the budgeted expenditure and the estimated actual expenditure.

Action 1.3 Students with Disabilities Services
Last Year's Planned Expenditures: $442,511. Estimated Actual Expenditures: $327,363. See material differences for bulleted actions below.
Action 1.3A was budgeted at $68,057 and the estimated actual expenditure is $52,135. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.3B was budgeted at $133,250 and the estimated actual expenditure is $173,508. This action will be discontinued in 2026-2027.
Action 1.3 C was budgeted at $240,934 and the estimated actual expenditure is $101,720. This action will be discontinued in 2026-2027.
Action 1.3 D is not a funded action. No material differences exist for this action.

Action 1.4 College & Career Opportunities
Last Year's Planned Expenditures: $6,360,582. Estimated Actual Expenditures: $6,391,538. See material differences for bulleted actions below.
Action 1.4A was budgeted at $251,957 and the estimated actual expenditure is $280,689. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.4B was budgeted at $241,046 and the estimated actual expenditure is $277,394. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.4C was budgeted at $35,863 and the estimated actual expenditure is $21,334. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.4D was discontinued in the 2025-2026 school year. No Excuses University is no longer operational.
Action 1.4E was budgeted at $137,595 and the estimated actual expenditure is $134,590. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.4F was budgeted at $1,352,920 and the estimated actual expenditure is $1,186,793. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.4G was budgeted at $3,604,813 and the estimated actual expenditure is $3,695,039. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.4H was budgeted at $180,000 and the estimated actual expenditure is $187,603. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.4I was budgeted at $218,745 and the estimated actual expenditure is $217,470. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.4J was budgeted at $65,853 and the estimated actual expenditure is $63,945. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.4K was budgeted at $248,800 and the estimated actual expenditure is $228,268. No material difference exists between the budgeted expenditure and the estimated actual expenditure.

Action 1.4L was budgeted at $10,000 and the estimated actual expenditure is $2,990. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.4M was budgeted at $71,400 and the estimated actual expenditure is $66,400. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.4N was budgeted at $375,000 and the estimated actual expenditure is $18,821. The budgeted amount for 2026-2027 has been adjusted to $145,321 to align to the program needs.

Action 1.5 Intervention
Last Year's Planned Expenditures: $8,927,038. Estimated Actual Expenditures: $8,740,223. See material differences for bulleted actions below.
Action 1.5A was budgeted at $624,000 and the estimated actual expenditure is $619,136. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.5B was budgeted at $679,916 and the estimated actual expenditure is $681,593. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.5C was budgeted at $865,470 and the estimated actual expenditure is $824,809. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.5D was budgeted at $1,733,451 and the estimated actual expenditure is $1,207,662. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.5E was budgeted at $155,810 and the estimated actual expenditure is $0. This action will be implemented in 2026-2027 with the budgeted amount of $155,810.
Action 1.5F was budgeted at $203,693 and the estimated actual expenditure was $504,812. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 1.5G was budgeted at $976,151 and the estimated actual expenditure is $1,009,739. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.5H was budgeted at $174,547 and the estimated actual expenditure is $181,650. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 1.5I was budgeted at $3,514,000 and the estimated actual expenditure is $3,710,882. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.

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

Action 1.1 Tier I First Best Instruction
Aligned to Metric 1.1 (2025 CA Dashboard)
ELA
All students -30 dfs (increased 5.4 points)
English Learners -78 dfs (increased 8.9 points)
Foster Youth - 70.7 dfs (increased 15.9 points)
Socioeconomically Disadvantaged -43.6 dfs (increased 4.8 points)
MATH
All students - 73.8 dfs (maintained 1.5 point)

English Learners - 113.4 dfs (maintained 2.5 points)
Foster Youth - 111.4 dfs (increased 30.6 points)
Socioeconomically Disadvantaged -87.9 dfs (maintained 1 point)

Action 1.1A was effective. We are progressing towards 100% training for all TK-3 teachers in science of reading (69% of TK-3 teachers currently enrolled or complete. In addition, the 95% completion rate for K-2 students with the reading difficulties screener shows a thorough adoption of the state-mandated screener. Finally 100% consensus of the secondary ELA adoption shows the effectivness of the adoption process.
Action 1.1B was effective. The team will evaluate the first year of implementation of the program by with a team debrief and a review of survey data when the teachers submit their program evaluation. The team has recognized a need to make some changes to improve the effectiveness of the program, using the videos provided by the consultants in a way that offers more interactions between participants and is more effective at linking the tools and lessons from NMBR5 to the Amplify curriclulum used in classrooms.
Action 1.1C was effective. 93% of site administrators indicated that instructional coaches have positively impacted the instructional effectiveness of teachers at their sites and there is 100% agreement that professional development led by instructional coaches and content specialists has improved teacher confidence and instructional effectiveness.
Action 1.1D was effective. There is 100% agreement that professional development led by instructional coaches and content specialists has improved teacher confidence and instructional effectiveness.
Action 1.1E was effective. The assessment platform provided consistent districtwide data to monitor student performance and growth. Growth results indicate 34.2% of students met Typical Growth in reading and 23.1% met Typical Growth in mathematics, with smaller percentages meeting Stretch Growth. While the platform effectively supports data collection and analysis, the results indicate continued need to strengthen instructional responses to the data to improve student growth outcomes.
Action 1.1F was effective. Teacher feedback suggests the professional development was effective in increasing teacher confidence in analyzing and using assessment data. 48.47% of participants reported feeling very confident that the content would positively impact instructional decisions, while 44.39% reported being somewhat confident and interested in additional support. These results indicate progress toward improving teacher capacity to use data to guide instruction, while also highlighting the need for continued coaching and collaborative data analysis opportunities to strengthen implementation.
Action 1.1G was effective. Class sizes were reduced and that the reduction allowed for teachers to focus on fewer students and targeted grade level standards. At this point the quantitave data that comes from our assessments has yet to be realized. As state and local screener data becomes available the immediate effectiveness of this action will have greater clarity.
Action 1.1H was effective. Class sizes were smaller in many of the AP courses and CTE pathways which allows for more focused instruction, especially for our unduplicated students.
Action 1.1I was not effective because the action was not implemented in 2025-2026 but will be implemented in 2026-2027 as originally intended.
Action 1.1J was effective. LEUSD has established a consistent early literacy screening and progress monitoring system for grades K–2. High student participation rates across testing windows allowed schools to collect reliable data on early reading development. The data supports early identification of students at risk for reading difficulties and provides information that can guide instructional planning and intervention supports.
Action 1.1K was effective. Lake Elsinore Unified School District has implemented a comprehensive and sustained approach to professional learning in support of evidence-based instructional practices. To date, the district has facilitated 287 professional development sessions across six key areas: Assessment to Guide Instruction, English Language Arts, English Learner Instruction, Mathematics, Science, and

Social Science, reaching a total of 5,075 attendees. These sessions were designed to build educator capacity around high-impact instructional strategies aligned to district priorities, state frameworks, and site-based needs.
Action 1.1L was effective. Teacher self-efficacy data shows measurable growth, with pre-LETRS ratings averaging in the 5–6 range and increasing to the mid-to-high 7 range after Year 1, and high 7 to 8 range after Year 2. This growth indicates increased teacher confidence and effectiveness in literacy instruction. Feedback from Early Childhood participants further indicates that strategies related to reading, writing, oral language, and student engagement are both accessible and impactful, resulting in increased student engagement and deeper understanding of literacy development. 97% of teachers participating in 95% training indicated confidence with the curriculum implementation.
Action 1.1M was effective. 87% of elementary and K-8 schools are utilizing the 95% Tier 2 diagnositc assessments to help identifiy specific skill gaps students may be experiencing with their foundational reading skills. Some schools were just starting to utilize the Tier 1 instructional materials this year, and they are opting to jump into the Tier 2 materials next year after having a year of Tier 1 access under thier belt. REWARDS showed some effectiveness, although no school achieved full fidelity to implementation. Sites that did better with implementation reduced the percentage of students reading two or more grade levels below from 58% to 51%, while the site with less fidelity showed more modest improvement (66% to 64%). In targeted intervention classes, up to 44% of students improved at least one grade level, though results varied by implementation consistency.
Action 1.1N was ineffective due to lack of implementation. Efforts were focused on the secondary adoption and ensuring adequate curriculum to support the framework and standards across our secondary schools. Action will be implemented in 2026-2027 as intended.
Action 1.1O was effective. 95% of K-2 students were assessed in the winter assessment window and 87% of schools are utilizing the diagnostic assessments aligned with the Tier 2 materials offered by 95%. We are well on our way to full implementation of the reading difficulty screener and the Tier 2 materials.
Action 1.1P was partially effective as there hasn't been sufficient time for support in the classrooms, nor has there been an opportunity to assess for growth based on classroom practices resulting from the program.

Action 1.2 English Learner Services
Aligned to Metric 1.2
ELA - English Learners -78 dfs (increased 8.9 points)
Math - English Learners -113.4 dfs (maintained 2.5 points)
ELPI 48.3% (increased 3.4%)
Action 1.2A was effective. There is an increase of awareness and building of staff capacity as well as students and parents on the understanding of the English learner program.
Action 1.2B was effective. LEUSD is providing a well sought out program by community members and the program is maintaining student enrollment at all grade levels.
Action 1.2C was effective. Establishing structured learning walks that collected meaningful data and iterative feedback during each walk proved the need to refine the form for more accurate and actionable insights. This approach directly linked observation to improvement in a practical, responsive way. Effectiveness was determined at the sites that participated in the data collection.
Action 1.2D was effective. LEUSD is providing a resource for teachers that will increase the instructional rigor of the four domains of learning that will target the needs of our LTEL and EL students.
Action 1.2E was ineffective as participation was limited to January/February. Feedback was positive among the teachers who attended and participated. Action will be implemented as intended in 2026-2027.

Action 1.2F was ineffective as its future depends on deeper data use and expansion systemwide. LEUSD has built a foundation for its usage to support data-informed decision making. Action will be implemented in 2026-2027.
Action 1.2G was effective. LEUSD is providing 100% monitoring of RFEP and EL students and monitoring of Level 4 students who were up for reclassification.
Action 1.2H was effective. PD was increased to half of the elementary sites and most of the students in secondary were monitored to meet their needs. LEUSD had 100% monitoring of RFEP and EL students and monitoring of Level 4 students who were up for reclassification.
Action 1.2I was effective. LEUSD is providing PD to those who most with our EL students who then take the information back to their site to further increase awareness and PD opportunities.
Action 1.2J was discontinued as of 2025-2026.
Action 1.2K was discontinued as of 2025-2026.
Action 1.2L was effective. As 64 secondary teachers were effectively trained to receive instructional strategies in collaborative learning, vocabulary development, comprehensible input, and scaffolding during the two-day training.
Action 1.2M was ineffective. No implementation of this action due to the amount of PD offer in the 2025-2026 school year provided no effectiveness information. Action will be implemented as intended in 2026-2027.
Action 1.2N was ineffective. No implementation of this action due to the amount of PD offer in the 2025-2026 school year provided no effectiveness information. Action will be implemented as intended in 2026-2027.
Action 1.2O was ineffective. No implementation of this action due to the amount of PD offer in the 2025-2026 school year provided no effectiveness information. Action will be implemented as intended in 2026-2027.
Action 1.2P was effective. LEUSD will continue to monitor closely to increase the number of 3rd-12th grade EL students completing the reading and writing domains to reach at least 90% or higher.

Action 1.3 Students with Disabilities Services
Aligned to Metric 1.3
ELA - Students with Disabilities -101.8 dfs (increased 4.3 points)
Math - Students with Disabilities -138.1 dfs (maintained -0.8 points)
Action 1.3A was effective. Learning Ally has shown strong effectiveness in expanding access and increasing reading engagement across elementary schools. These grades continue to demonstrate consistent usage and positive student outcomes.
However, participation at the secondary level remains an area of ongoing challenge. Although we observed a small but encouraging increase in high school engagement this year, overall secondary usage is still not at the level we aim to achieve. This reinforces the need for continued focus on building familiarity, comfort, and consistent routines with the platform among secondary educators and students. A new contributing factor that will likely enhance effectiveness moving forward is the districtwide implementation of the mandated reading screener, mCLASS DIBELS 8, for all K-2 students. On the parent letter re: the screener, Learning Ally is listed as one of the recommended reading support tools. By sending this information directly to families, we anticipate increased curiosity, awareness, and home-based usage, ultimately supporting more consistent engagement and increased reading growth.
Action 1.3B was ineffective due to partial implementation. The district is currently evaluating potential changes to its learning path programs. Based on reflection of current implementation practices, a key change for the coming year is the need to update the course descriptions for SAI Academic Essentials. Regardless of which intervention platform is ultimately selected, these course descriptions should explicitly include the requirement to use the designated intervention curriculum. This change will ensure clearer expectations, greater instructional consistency, and improved fidelity of implementation across all SAI classrooms. This action will be discontinued in 2026-2027.

Action 1.3 C was effective. Effectiveness: 71% of SDC Teachers surveyed found ESY effective in preventing regression of academic skills based on progress on IEP goals. 82% of SDC Teachers surveyed found ESY effective in preventing regression in social emotional/behavioral skills. 68 % of the teachers found that students who were offered ESY, but chose to not participate experienced a higher level of academic regression. 75 % of the teachers found that students who were offered ESY, but chose to not participate experienced a higher level of social emotional/behavioral regression. ESY will continue each year for students with this service on their IEPs. This action, though effective, will be discontinued in the 2026-2027 LCAP due to attendance variability.
Action 1.3 D was effective. During the 24-25 school year, elementary site administrators met with the special education coordinator, at their sites, to specifically discuss LRE, review IEP reporting of ed setting percentages and data corrections. During the 2024–2025 school year, LEUSD experienced an increase in its Least Restrictive Environment (LRE) percentage. This improvement is attributed to targeted professional development focused on inclusive practices, as well as comprehensive data review and correction processes that ensured more accurate reporting of student placement. In the current year, the rate of increase in LRE has stabilized. While growth is less pronounced, LEUSD remains committed to strengthening inclusive practices through ongoing training, coaching, and support for staff. It is also important to note that overall enrollment has declined this year, while there has been a proportional increase in students enrolling with Individualized Education Programs (IEPs), including those requiring more intensive supports in separate settings. These demographic shifts have impacted LEUSD's LRE percentage and should be considered when analyzing year-to-year trends. LEUSD will continue to prioritize inclusion and monitor data closely to ensure equitable access to general education environments for all students.

Action 1.4 College & Career Opportunities
Aligned to Metric 1.4
CCI
All students 39.2% (maintained -0.2%)
English Learners 9.7% (maintained 1.6%)
Foster Youth 23.5% (increased 11.8%)
Socioeconomically Disadvantaged 33.6% (maintained 0.9%)
Action 1.4A was effective. LEUSD supported the district counselors in all 3 levels to incldue elementary, middle and high school counselors. Monhtly meetings with all counselors and counseling support to include registrars, counseling techs, career techs and counseling secretaries has made a huge imnprovement in processes and procedures and commnication aligning all school in the support of students on the path to graduation and college and career opportunities. This role has also been integral in bringing the new Ethnic Studies class to the district. In addition this role has also supported and coordinated AVID visits, student trip support and quarterly AVID meetings which had not taken place prior to addition of this role.
Action 1.4B was effective. This process of direct financial support is extremely integral in the number of students taking the tests who without this support would not take, pass or receive college credit for their efforts. We are seeing a return to the post COVID participation and we are seeing steady increases in the scores for passing the tests as well.
Action 1.4C was effective. LEUSD received feedback shared by career techs, principals, students, teachers and sites in general however, there is at this time no formal measurement indicators of success based on collected data. Suggestion to include a pre survey and post survey given to participants to monitor annually to measure effectiveness.
Action 1.4D was not implemented as this action was discontinued in the 2025-2026 school year. No Excuses University is no longer operational.
Action 1.4E was ineffective. This action would be very effective if the allotted number of AVID tutors were able to be hired. This action will continue based on identified need. Action will be implemented in 2026-2027.

Action 1.4F was effective. AVID is effective for the students who are in the classes. However, the outside mitigating factors are challenging the effectiveness measures over time (i.e. ability to hire enough AVID tutors).
Action 1.4G was effective. LEUSD increased the number of sections and specificity of currciulum at the MS level to better align and feed into HS CTE pathways. There has been increased articulation meetings between HS and MS. We are in process of developing a comphensive CTE Plan for LEUSD and working on assessments of the HS pathways. We have started 3 new academies and have supported the continued implemented of two existing academies. Undortunately we have 2 new academies that have not alaunched yet. We are supporting them with addtional PD and the support of a consultant. We have 3 grants that are designed to support K-16 pathways, these are in progress.
Action 1.4H was effective. This has been a very successful position as we have increased dual enrollment partnerships, increased the A-G rate, increased the number of credits recovered, the number of grades improved, first-time credit awarded, summer school attendance, increased FAFSA completion, district secondary counselor calendar alignment, and completed a course catalog and college and career family resource handbook.
Action 1.4I was effective. LEUSD saw an increase in the number of classes offered, the number of students taking the college classes, and the number of parents inquiring about the programs and opportunities for their students.
Action 1.4J was effective. Robotics is effective in creating alternative enrichment programs for students in each school and providing opportunities for students to travel and experience collaborative and competitive experiences with their peers from similar school sites.
Action 1.4K was effective. LEUSD providde students an opportunity earn college credits by passing IB exams. This has been successful with most all IB students earning some college credit while others earn large number of credits.
Action 1.4L was effective. LEUSD successfully prepared students for the AP assessment through targeted training, materials, and teacher support, ensuring readiness despite being the program's first year. While challenges like late awareness and limited eighth-grade DLI numbers existed, the revamped model in lower grades sets the stage for increased participation in the future.
Action 1.4M was effective. Feedback from counselors indicated that the trainings were meaningfull and relevant. Counselors noted an ability to support with consistency, clarity and alignment in counseling services across sites.
Action 1.4N was effective. LEUSD provided essential curriculum and instructional materials, ensuring that 6th-grade students have access to the resources needed for learning and laying the groundwork for 7th-grade expansion. However, the lack of funding for professional development limits the program's full potential, as DLI teachers require targeted support to implement the new 50/50 model effectively. With appropriate PD and site support, the program's effectiveness and student outcomes are expected to improve significantly.

Action 1.5 Intervention
Action 1.5A was partially effective. Although students have the opportunity to recover credits,credit recovery is inconsistently being offered across the sites. Action will be implemented in 2026-2027.
Action 1.5B was effective. Students were closely monitored, especially potential non-grads, in order to ensure students had multiple opportunities to recover credits and graduate on time.
Action 1.5C was effective. Students have access to more rigorous course content. Keith McCarthy Academy is ready to transition to an early college setting.
Action 1.5D was effective. Summer school is having an positive impact on students by providing additional time and supports for elementary students.
Action 1.5E was effective. Summer school is having an positive impact on students by providing additional time and supports for middle school students.

Action 1.5F was effective. Summer school is having an positive impact on students by providing additional time and supports for high school students. We awarded 10,080 credits to students. We had 5,585 credits recovered, 829 grades improved and 3,350 In person credits earned and 338 in person grades improved and 1,145 first time credits earned.
Action 1.5G was effective. With the inclusion of targeted progress monitoring, LEUSD looks to increase the pass rates for students utilizing digital learning. Suggest teacher PD and a district wide communicated expectation of the effectiveness goal and purpose of DL needs to be developed.
Action 1.5H was effective. Currently, this action is effective and providing more instructional time to our Kindergarten students. We see our early reading screener scores on the rise and school sites participating in additional tier 2 and 3 interventions around early reading indicators
Action 1.5I was effective. Attendance has improved with interventions provided during the school day. The increased engagement of students with supports will help the overall improvement of student outcomes.

Actions in Goal 1 that are determined to be effective reflect maintenance of performance in CAASPP as district initiatives are newly implemented and feedback from educational partners to prioritize improved academic performance outcomes for all students.

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.

Metrics 1.1, 1.2, 1.4 and 1.5 have been updated in alignment with technical assistance. Metric 1.4 is also updated to include LTELs.

Adapted action utilizing LCFF funds
Action 1.2B - Providing a Dual Immersion program aligned with professional development opportunities (+$15,000 LCFF)
Action 1.2E - Providing supplemental professional development on ELPAC & test preparation materials for Long-Term English Learners ($60,000 LCFF)
Action 1.2F - Providing supplemental language acquisition materials and a progress monitoring platform ($80,000 LCFF)
Action 1.4B - Covered costs for exams - IB, AP, PSAT, SAT ($277,394 LCFF)
Action 1.4C- Providing College Kick Off Day adapted to Providing College Kick Off Month ($35,863 LCFF)
Action 1.5C - Maintain additional instructional sections at the continuation high school and the hybrid/independent study campus (OHS/KMA) ($865,470 LCFF)

New actions utilizing LCFF funds
Action 1.2Q - Supplemental supports and services to Kindergarten students who are English Learners following the initial ELPAC assessment, allowing for early identification and timely intervention to support their language development ($5,000 LCFF)
Action 1.2R - Increase awareness and participation in the State Seal of Biliteracy ($10,000 LCFF)

Existing actions now utilizing LREBG funds
Action 1.1D - Classroom support through Content specialists ($1,617,797 LREBG)
Action 1.4H - Counselor on special assignment for College/Career ($180,000 LREBG)

Discontinued actions in 2026-2027
Action 1.3B - Providing personalized learning pathways for unique learning needs ($133,520 LCFF)

Action 1.3C - Providing Extended School Year for Students with Disabilities ($240,934 LCFF)
Action 1.4D - No Excuses University @ 2 schools ($20,000 LCFF)

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	Tier I First Best Instruction	State and LEUSD achievement data have confirmed the need for foundational literacy support as well as numeracy support. This action is principally directed towards and effective in meeting the goal for unduplicated students. Action is related to technical assistance (EL,HY). A. Leadership in literacy development utilizing ELA Assistant Director ($226,010 LCFF) B. Leadership in numeracy development utilizing Math Assistant Director ($246,855 LCFF) C. Classroom support through Instructional coaches ($2,620,118 -Title I) D. Classroom support through Content specialists ($1,944,841 - LREBG) E. Utilizing an Assessment platform ($287,437 LCFF) F. Data literacy through common assessments analysis ($3,416,398 LCFF) G. Elementary class size reduction to eliminate combination classes for teachers to focus on single grade level standards, instruction and assessments ($133,175 LCFF) H. Secondary class size reduction to provide access, inclusive of unduplicated students, to AP courses, advanced classes as well as CTE pathways ($11,728,460 LCFF) I. Agreed upon understanding of standards and frameworks professional development ($137,124 LREBG) J. Leveraging additional assessments for progress monitoring of pupil learning ($84,560 LREBG) K. Evidence based instructional practices professional development ($109,700 LREBG) L. Early literacy LETRS and 95% professional development ($118,700 LREBG) M. 95% Tier II materials and professional development in ELA (K-8th grade) ($1,875,800 LREBG)	$23,242,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
		N. Professional development for secondary teachers for struggling readers ($148,500 LREBG) O. Professional development on utilizing reading diagnostic tool ($114,731 LREBG) P. Professional development on early numeracy ($50,400 LREBG) LREBG Actions 1.1I-1.1P support staff with ongoing professional development on ELA/Math standards and frameworks, utilizing evidence based instructional practices with aligned assessments, and providing early literacy and tiered interventions for struggling readers by providing support through building teacher capacity. The needs assessment substantiated findings from the 2025 CA Dashboard related to ELA and Math performance for students in LEUSD. These actions are directly related to improving academic performance and is an allowable use of funds on providing professional development and coaching on frameworks, additional academic services such as progress monitoring and benchmark assessments of pupil learning as well as early intervention and learning recovery programs. In addition, these actions are related to technical assistance (EL, HY). Research consistently demonstrates the positive impact of early literacy on children's long-term academic and cognitive development. Early literacy, which includes the development of skills like phonological awareness, vocabulary, and print knowledge, lays the foundation for future success in reading, writing, and overall academic achievement. Studies have shown that early intervention in literacy helps close the achievement gap, especially for children from low-income backgrounds or those at risk for academic difficulties. Research on early numeracy highlights the critical importance of developing strong foundational math skills in young children, as early numeracy has a lasting impact on later academic success and overall cognitive development. Students who receive instruction aligned with standards and frameworks tend to show improved academic performance. Research has demonstrated that clear learning expectations help students understand what they are expected to learn, which motivates them to engage with the material more effectively. Research has shown that students who receive regular, formative assessments tend to achieve higher academic performance compared to those who do not. By continuously assessing their progress, teachers can better tailor their		

Action #	Title	Description	Total Funds	Contributing
		teaching strategies to meet individual student needs, resulting in improved academic outcomes. LREBG funds are allocated amounts for the 2026-2027 school year. The comprehensive needs assessment review process will continuously be utilized through the end of the funding cycle. Action 1.1 will be monitored with Metric 1.1 (CAASPP Results)		
1.2	English Learner Services	State and LEUSD achievement data have confirmed the need to support English Learners towards English proficiency as well as mastery of content standards. This action is principally directed towards and effective in meeting the goal for unduplicated students. This is significantly important to our dually identified student, long-term English Learners and newcomer populations. Action is related to technical assistance (EL). A. Leadership in English language acquisition through Director – English Learners ($248,190 LCFF) B. Providing a Dual Immersion program with professional development opportunities ($2,673,097 LCFF) C. Monitoring ELD instruction ($316,309 LCFF) D. English 3D materials for Long-Term English Learners ($61,000 LCFF) E. Providing supplemental professional development on ELPAC & test preparation materials for Long-Term English Learners ($60,000 LCFF) F. Providing supplemental language acquisition materials and a progress monitoring platform ($80,000 LCFF) G. Utilizing ELLevation platform ($47,600 - Title III) H. Classroom support through EL program specialist ($188,645 - Title III) I. Professional development to support English Learners ($87,802 - Title III) J. Dual Immersion summer camp for 5th Grade ($0 LCFF) - DISCONTINUED 25/26 K. Dual Immersion summer camp for 8th Grade ($0 LCFF) - DISCONTINUED 25/26 L. Professional development on CLAD and SDAIE strategies ($166,058 LREBG)	$4,115,674.00	Yes

Action #	Title	Description	Total Funds	Contributing
		M. Professional development on writing for English Learners and Long-Term English Learners ($46,497 LREBG) N. Coaching for teachers of English 9 and English 10 on iELD strategies ($18,599 LREBG) O. Professional development for secondary teachers on reclassification ($4,999 LREBG) P. Utilizing assessment platform to accelerate English language proficiency ($101,878 LREBG) Q. Supplemental supports and services to Kindergarten students who are English Learners following the initial ELPAC assessment, allowing for early identification and timely intervention to support their language development ($5,000 LCFF) R. Increase awareness and participation in the State Seal of Biliteracy ($10,000 LCFF) LREBG Actions 1.2L-1.2R support staff with ongoing professional development on learning recovery programs and materials designed to accelerate academic proficiency as well as English language proficiency, utilizing evidence based instructional practices with aligned assessments, and providing tiered interventions for struggling students by providing support through building teacher capacity. The needs assessment substantiated findings from the 2024 CA Dashboard related to English Learner and Long-Term English Learner performance in LEUSD. These actions are directly related to improving academic performance and is an allowable use of funds on providing professional development and coaching on learning recovery programs and materials, and increasing or improving pupils' college eligibility. In addition, these actions are related to technical assistance (EL). Recovery programs that focus on differentiated instruction ensure that students are supported at their own level of need, accelerating their progress and improving their overall academic performance. Studies have shown that tailored interventions can significantly reduce learning loss, allowing students to regain lost skills in areas like literacy, numeracy, and critical thinking. Research indicates that students who become proficient in English more quickly are better able to access grade-level material, participate in classroom discussions, and complete assignments effectively. This increased ability to comprehend and communicate		

Action #	Title	Description	Total Funds	Contributing
		academic content contributes to higher test scores, improved grades, and better overall academic outcomes. Research strongly supports the regular assessment of English learners (ELs) on their English language proficiency (ELP) as a critical component in supporting their academic growth and language development. LREBG funds are allocated amounts for the 2026-2027 school year. The comprehensive needs assessment review process will continuously be utilized through the end of the funding cycle. Action 1.2 will be monitored with Metric 1.2 (ELPI and Reclassification Rate)		
1.3	Students with Disabilities Services	State and LEUSD achievement data have confirmed the needs to support students with disabilities. A. Utilizing Learning Ally audiobooks for struggling readers ($52,135 LCFF) B. Providing personalized learning pathways for unique learning needs with Exact Path ($0 LCFF) - DISCONTINUED (2026-2027) C. Providing Extended School Year for Students with Disabilities ($0 LCFF) - DISCONTINUED (2026-2027) D. Elementary RSP delivery model for inclusion in general education setting ($0) Action 1.3 will be monitored with Metric 1.3 (CAASPP Results)	$52,135.00	No
1.4	College & Career Opportunities	LEUSD recognizes the importance of preparing its students for college and career. To this extent, LEUSD promotes A-G completion for UC/CSU university system, college awareness at elementary, middle and high schools as well as International Baccalaureate (IB) at Temescal Canyon High School and Advancement via Individual Determination (AVID) at multiple sites. In addition, we offer multiple Career Technical Education pathways (CTE) in LEUSD. This action is principally directed towards and effective in meeting the goal for unduplicated students.	$6,552,649.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A. Leadership in College/Career opportunities through Director – College/Career Readiness ($280,689 LCFF) B. Covered costs for exams - IB, AP, PSAT, SAT ($277,394 LCFF) C. Providing College Kick Off Month ($35,863 LCFF) D. No Excuses University @ 2 schools ($0 LCFF) - DISCONTINUED (2026-2027) E. Supporting the AVID program utilizing AVID tutors ($137,595 LCFF) F. AVID courses ($1,186,793 LCFF) G. Career Technical Education ($3,695,039 LCFF) H. Counselor on special assignment for College/Career ($187,603 LREBG) I. Providing Dual Enrollment opportunities ($218,745 LCFF) J. Robotics ($65,853 LCFF) K. International Baccalaureate Program at TCHS ($248,800 LCFF) L. AP Spanish test preparation for middle schools (8th grade) ($10,000 LCFF) M. Professional development for counselors ($62,900 LREBG) N. Expansion of Dual Immersion program at the middle school level ($145,321 LREBG) LREBG Action 1.4M and 1.4N will support counseling staff with ongoing professional development on addressing credit deficiency, completion of graduation requirements and increasing college eligibility for students and the expansion of dual immersion program at the middle school level. The needs assessment substantiated findings from the 2025 CA Dashboard related to the College/Career Indicator performance in LEUSD. These actions are directly related to improving academic performance and is an allowable use of funds on providing professional development and coaching on accessing instruction for credit deficient students while increasing or improving college eligibility. These actions are related to technical assistance (EL). Research indicates that professional development for counselors can significantly enhance their ability to support students in increasing college eligibility and facilitating access to higher education. These professional development opportunities provide counselors with up-to-date knowledge, strategies, and tools that directly impact students' college readiness, application processes, and overall academic success. Studies indicate that		

Action #	Title	Description	Total Funds	Contributing
		children in dual immersion programs often develop a deep understanding of language structures, grammar, and vocabulary in both languages, leading to a higher level of language fluency compared to peers in traditional language programs. LREBG funds are allocated amounts for the 2026-2027 school year. The comprehensive needs assessment review process will continuously be utilized through the end of the funding cycle. Action 1.4 will be monitored with Metric 1.4 (College & Career Indicator)		
1.5	Intervention	State and LEUSD achievement data have confirmed the need for additional learning opportunities and programs for students to be successful towards standards mastery as well as high school graduation. This action is principally directed towards and effective in meeting the goal for unduplicated students. Action is related to technical assistance (EL, HY). A. Credit recovery @ comprehensive high schools ($624,000 LCFF) B. Credit recovery @ Ortega Continuation High School ($681,593 LCFF) C. Maintain additional instructional sections at the continuation high school and the hybrid/independent study campus (OHS/KMA) ($865,470 LCFF) D. Summer program options for Elementary Schools ($1,207,662 Other State Funds) E. Summer program options for Middle Schools ($155,810 Other State Funds) F. Summer program options for High Schools ($394,119 LCFF + $110,693 Other State Funds) G. Digital learning for credit recovery ($1,009,739 LCFF) H. Extended day Kindergarten ($181,650 LCFF) I. Academies & Intervention options for students, inclusive of unduplicated students, who need additional support ($3,710,822 LCFF) Action 1.5 will be monitored with Metric 1.5 (Broad Course of Study)	$8,941,558.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	STUDENT, FAMILY & COMMUNITY ENGAGEMENT: LEUSD will enhance student well-being by improving student, family, and community engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

LEUSD will enhance student well-being by improving student, family and community engagement. Actions and metrics aligned to support student well-being include increasing student involvement, improving school culture district-wide, improving home-school connection, increasing family resource opportunities, celebrating diversity, sharing positive narratives, increasing social media presence, improving attendance rates, reducing suspension rates and referrals, decreasing chronic absenteeism and increasing student, staff and family survey results.

Chronic Absenteeism is an area of focus as six (6) student groups (English Learners - EL, Homeless - HY, Multiple Races (2+), White - WH, African American - AA and Students with Disabilities - SWD) have RED indicators on the CA Dashboard indicating very high chronic absenteeism rates, including Pacific Islander students in LEUSD. Those six (6) student groups had very high chronic absenteeism rates (RED indicator) at one or more of the following school sites: David A. Brown Middle School (EL, 2+), Elsinore Middle School (HY, WH), Lakeland Village School (2+), Luiseño School (HY), Railroad Canyon Elementary School (HY, AA), Rice Canyon Elementary School (SWD), Ronald Reagan Elementary School (EL, SWD, WH), Tuscany Hills Elementary School (AA, 2+) and William Collier Elementary School (2+). LEUSD is not in technical assistance for Pacific Islander (PI) (44.4%) for very high chronic absenteeism rate; however, it is a RED indicator on the CA Dashboard. LEUSD is in technical assistance for chronic absenteeism rate for Homeless Youth (31.1%). The actions and metrics indicated as 2.1 will address the chronic absenteeism needs for prioritized students and schools as well as all students and schools.

Similarly, there are eight (8) student groups with very high suspension rates (RED indicator) according to the CA Dashboard. Those eight (8) student groups are: Socioeconomically Disadvantaged - SED, Homeless -HY, Students with Disabilities - SWD, African American - AA, Multiple Races - 2+, White - WH, English Learners - EL and Hispanic - HI. These student groups have a high suspension rate at one or more of the following school sites: David A. Brown Middle School (SED, HY, SWD, AA, 2+, WH), Elsinore High School (SWD, AA), Elsinore Middle School (EL, HY, SWD), Lakeland Village School (SWD, HI), Lakeside High School (AA, 2+), Luiseño School (SED), Temescal Canyon High School (SED, EL, HY, SWD, HI), Terra Cotta Middle School (All, EL, FY, HY, SED, SWD,HI, 2+). The actions and metrics indicated as 2.2 and 2.3 will address the suspension rates for prioritized students and schools as well as all students and schools.

If we implement these actions, ADA, Chronic Absenteeism, suspension, expulsion, dropout rate and monitor with monthly data, we will achieve the goal of increasing ADA, decreasing chronic absenteeism, suspension, expulsions, dropout rate, and increasing engagement.

Staff at DABMS, EMS, EHS, LVS, LHS, LS, RRC, RCE, RRE, TCHS, TCM, THE, and WCE will be given priority based on chronic absenteeism and suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase average daily attendance (ADA) (0.25% annually) while decreasing chronic absenteeism (6.1% annually) on average as measured by daily attendance reporting and successful matriculation from elementary to middle school, middle school to high school and high school to graduation. Metric is related to technical assistance (HY). Priority 5: Pupil Engagement (Engagement) Metric 9e.1: School attendance rates Metric 9e.2: Chronic absenteeism rates Metric 9e.3: Middle school drop out rates Metric 9e.4: High school drop out rates	2023 ADA: 92.97% 2023 CA Dashboard Chronic Absenteeism All: 28.4% EL: 28.9% FY: 33.7% HY: 35.8% PI: 42.6% SED: 32.8% SWD: 37.4% DABMS EL: 34.8% 2+: 25% EMS HY: 38.6% WH: 26.5% LVS 2+: 53.5% LS HY: 28.1% RRC AA: 40% HY: 41.3% RCE: SWD: 31% RRE EL: 32.1% SWD: 35.8%	2024 ADA: 93.38% 2024 CA Dashboard Chronic Absenteeism All: 22.9% EL: 23.1% FY: 33.3% HY: 31.4% PI: 36.6% SED: 26.9% SWD: 31.5% DABMS EL: 30.2% 2+: 18.2% EMS HY: 40% WH: 21.2% LVS 2+: 39.4% LS HY: 19.2% RRC AA: 20% HY: 26.8% RCE SWD: 43.4% RRE	2025 ADA: 94.17% 2025 CA Dashboard Chronic Absenteeism All: 20.9% EL: 18.4% FY: 32.4% HY: 31.1% PI: 44.4% SED: 23.8% SWD: 27.4% DABMS EL: 19.6% 2+: 31.7% EMS HY: 33.8% WH: 21.6% LVS 2+: 31.3% LS HY: 11.6% RRC AA: 36.4% HY: 32.4% RCE SWD: 36.8%	2026 CA Dashboard Target ADA: 93.72% Chronic Absenteeism All: 10.1% EL: 10.6% FY: 15.4% HY: 17.5% PI: 22.3% SED: 14.5% SWD: 19.1% DABMS EL: 16.5% 2+: 6.7% EMS HY: 20.3% WH: 8.2% LVS: 2+: 35% LS HY: 9.8% RRC AA: 21.7% HY: 23% RCE: SWD: 12.7% RRE	ADA: Increased 1.2% Chronic Absenteeism All: Declined 7.5% EL: Declined 10.5% FY: Declined 1.3% HY: Declined 4.7% PI: Increased 1.8% SED: Declined 9% SWD: Declined 10% DABMS EL: Declined 15.2% 2+: Increased 6.7% EMS HY: Declined 4.8% WH: Declined 4.9% LVS 2+: Declined 22.2% LS HY: Declined 16.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric 9e.5: High school graduation rates	WH: 27.1% THE AA: 44% 2+: 32.6% WCE 2+: 33.3% 2023 CALPADS MS drop out rate: 1 student 2023 CALPADS HS drop out rate: 1.25% 2023 CA Dashboard Graduation rate: 93.7%	EL: 29.4% SWD: 27.8% WH: 21.1% THE AA: 14.3% 2+: 28.3% WCE 2+: 25.6% 2024 CALPADS MS drop out rate: 1 student 2024 CALPADS HS drop out rate: 1.7% 2024 CA Dashboard Graduation rate: 93.6%	RRE EL: 20.7% SWD: 23.6% WH: 19% THE AA: 15.4% 2+: 21.3% WCE 2+: 20.5% 2025 CALPADS MS drop out rate: 3 students 2025 CALPADS HS drop out rate: 1.7% 2025 CA Dashboard Graduation Rate: 94.5%	EL: 13.8% SWD: 17.5% WH: 8.8% THE AA: 25.7% 2+: 14.3% WCE 2+: 15% 2026 CALPADS MS Drop out rate: Below 4 students 2026 CALPADS HS Drop out rate: Below 1% 2026 CA Dashboard Target Graduation rate: 95%	RRC AA: Declined 3.6% HY: Declined 8.9% RCE SWD: Increased 5.8% RRE EL: Declined 11.4% SWD: Declined 12.2% WH: Declined 8.1% THE AA: Declined 28.6% 2+: Declined 11.3% WCE 2+: Declined 12.8% MS drop out rate: No difference from baseline HS drop out rate: Increased by 0.45% Graduation rate: Increased 0.8%
2.2	Increase student achievement of Foster Youth on ELA and Math as measured by	2023 CA Dashboard Foster Youth ELA: -72.9 dfs	2024 CA Dashboard Foster Youth	2025 CA Dashboard Foster Youth	2026 CA Dashboard Target Foster Youth	Foster Youth ELA: Increased 2.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP assessments. Increase student achievement of Foster Youth in college/career preparedness (average of 4.5% annually) and graduation rate (average of 5.2% annually) as measured by the College/Career Indicator. Decrease the suspension (average of 2% annually) and chronic absenteeism rates (average of 7.9% annually) for Foster Youth as measured by the conditions and climate indicators with input from the Foster Youth Parent Advisory Council (FYPAC). Priority 4: Pupil Achievement (Pupil Outcomes) Metric 9d.1: Performance on Statewide assessments Priority 5: Pupil Engagement (Engagement) Metric 9e.2: Chronic absenteeism rates Metric 9e.5: High school graduation rates	Math: -128.5 dfs CCI: 21.4% prepared Graduation Rate: 64.3% Suspension: 7.3% Chronic Absenteeism: 33.7% FYPAC Participants: 10	ELA: -86.6 dfs Math: -142 dfs CCI: 11.8% prepared Graduation Rate: 82.4% Suspension: 5.9% Chronic Absenteeism: 33.3% FYPAC Participants: 10	ELA: -70.7 dfs Math: -111.4 dfs CCI: 23.5% Graduation Rate: 88.2% Suspension: 7.8% Chronic Absenteeism: 32.4% FYPAC Participants: 10	ELA: -55.5 dfs Math: -78.1 dfs CCI: 34.9% prepared Graduation Rate: 79.9% Suspension: 1.3% Chronic Absenteeism: 10% FYPAC Participants: 20	Math: Increased 17.1points CCI: Increased 2.1% Graduation Rate: Increased 23.9% Suspension: Increased 0.5% Chronic Absenteeism: Decreased 1.3% FYPAC Participants: No difference in baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3: Parent Involvement (Engagement) Metric 9c.2: Parental participation in programs for unduplicated pupils					
2.3	Decrease suspension rate (average of 0.3% annually) and decrease expulsion rate (0.1% annually) as measured by the conditions and climate indicators. . Priority 6: School Climate (Engagement) Metric 9f.1: Pupil suspension rates Metric 9f.2: Pupil expulsion rates Local Indicators: Climate Survey (Priority 6)	2023 CA Dashboard Suspension All: 3.9% AA: 7.3% EL: 3.8% FY: 10.5% HY: 4.9% SED: 4.6% SWD: 5.7% DABMS AA: 20.5% HY: 14.7% SED: 12.8% 2+: 15.4% WH: 12.3% EHS AA: 10.2% EMS EL: 13.9% HY: 15.1% SWD: 16.8% LVS HI: 5.9% SWD: 7.4% LHS AA: 18.2% 2+: 10.2% LS SED: 4.1%	2024 CA Dashboard Suspension All: 3.1% AA: 5.3% EL: 3.2% FY: 5.9% HY: 4.6% SED: 3.6% SWD: 5.1% DABMS: AA: 5.6% HY: 4.8% SED: 6.8% 2+: 5.4% WH: 5.3% EHS AA: 6.6% EMS EL: 8.5% HY: 10.1% SWD: 12% LVS HI: 4.9% SWD: 8.1% LHS AA: 9.5% 2+: 3.9% LS	2025 CA Dashboard Suspension All: 2.8% AA: 4.8% EL: 2.5% FY: 7.8% HY: 4.4% SED: 3.3% SWD: 4.8% DABMS AA: 6.8% HY: 11.3% SED: 7.4% 2+: 8.3% WH: 5.2% EHS AA: 6.3% EMS EL: 7% HY: 7.4% SWD: 6% LVS HI: 6.5% SWD: 9.6% LHS AA: 6.5% 2+: 8.3% LS	2026 CA Dashboard Target Suspension All 3% AA: 6.4% EL: 2.9% FY: 9.6% HY: 4% SED: 3.7% SWD: 4.8% DABMS AA: 19.6% HY: 13.8% SED: 11.9% 2+: 14.5% WH: 11.4% EHS AA: 9.3% EMS EL: 13% HY: 14.2% SWD: 15.9% LVS HI: 5% SWD: 6.5% LHS AA: 17.3% 2+: 9.3% LS	Suspension All: Declined 1.1% AA: Declined 2.5% EL: Declined 1.3% FY: Declined 2.7% HY: Declined 0.5% SED: Declined 1.3% SWD: Declined 0.9% DABMS: AA: Declined 13.7% HY: Declined 3.4% SED: Declined 5.4% 2+: Declined 7.1% WH: Declined 7.4% EHS AA: Declined 3.9% EMS EL: Declined 6.9% HY: Declined 7.7% SWD: Declined 10.8% LVS HI: Increased 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TCHS AA: 12.7% HY: 11.1% TCM All: 10.8% EL: 13.3% HI: 11.2% HY: 12.4% SED: 11.4% SWD: 14.1% 2+: 13.3% 2023 Data Quest Expulsion: 0.2%	SED: 2.3% TCHS AA: 8.5% HY: 6.5% TCM All: 10.1% EL: 12.9% HI: 9.8% HY: 14.3% SED: 11.1% SWD: 12.3% 2+: 10.7% 2024 Data Quest Expulsion: 0.1%	SED: 0.6% TCHS: AA: 5.4% HY: 4.3% TCM All: 8.2% EL: 4.9% HI: 8.1% HY: 9.9% SED: 8.7% SWD: 12.4% 2+: 10% 2025 Data Quest Expulsion: 0.1%	SED: 3.2% TCHS AA: 11.8% HY: 10.2% TCM All: 9.9% EL: 12.4% HI: 10.3% HY: 11.5% SED: 10.5% SWD: 13.2% 2+: 12.4% 2026 Data Quest Target Expulsion: 0.1%	SWD: Increased 2.2% LHS AA: Declined 11.7% 2+: Declined 1.9% LS SED: Declined 3.5% TCHS AA: Declined 7.3% HY: Declined 6.8% TCM All: Declined 2.6% EL: Declined 8.4% HI: Declined 3.1% HY: Declined 2.5% SED: Declined 2.7%% SWD: Declined 1.7% 2+: Declined 3.3% Expulsion: Declined 0.1%
2.4	Increase school connectedness and sense of safety among students as measured by LCAP annual survey, CHKS (bi-annually), LCAP student forums and Superintendent's Advisory Committee input.	2023 LCAP Annual Survey 5,565 surveys total (759 elementary students + 3,929 secondary students) 2023 CHKS School Connectedness - 50%	2024 LCAP Annual Survey 6,094 surveys total (941 elementary students + 4,606 secondary students) 2024 CHKS No surveys given	2025 LCAP Annual Survey 7,774 surveys total (1,226 elementary students + 5,909 secondary students) 2025 CHKS No surveys given	2026 LCAP Annual Survey Target 6,500 surveys (850 elementary students + 4,100 secondary students) 2025/26 CHKS	LCAP Annual Survey - Increased by 529 surveys Increased by 182 elementary students Increased by 677 secondary students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6: School Climate (Engagement) Metric 9f.3: Other school measures, including surveys on safety/connectedness Local Indicators: Climate Survey (Priority 6)	Academic Motivation - 60% Caring Adult Relationships - 52% High Expectations of Adults - 65% Meaningful Participation - 22% 2023 LCAP Student Forums - 5 forums 2023 Superintendent's Advisory Committee - 4 meetings	2024 LCAP Student Forums - 5 forums 2024 Superintendent's Advisory Committee - 4 meetings	2025 LCAP Students Forums - 5 forums 2025 Superintendent's Advisory Committee - 4 meetings	School Connectedness - 60% Academic Motivation - 70% Caring Adult Relationships - 62% High Expectations of Adults - 75% Meaningful Participation - 32% 2026 LCAP Student Forums- 5 forums 2026 Superintendent's Advisory Committee - 4 meetings	CHKS No surveys given 2024 LCAP Student Forums - No difference in baseline 2024 Superintendent's Advisory Committee - No difference in baseline
2.5	Increase school connectedness and sense of safety among families as measured by LCAP annual survey, LCAP community forums, LCAP parent advisory committee and educational partner meetings. Priority 3: Parent Involvement (Engagement)	2023 LCAP Annual Survey 5,565 surveys total (524 parents) 2023 LCAP Community Forums - 5 forums 2023 LCAP Advisory Committee - 4 meetings Local Indicators Self-Reflection Tool: Priority	2024 LCAP Annual Survey 2024 LCAP Community Forums - 5 forums (NEW) 2025 LCAP Spanish Forums - 2 forums 2024 LCAP Advisory	2025 LCAP Annual Survey 2025 LCAP Community Forums - 5 forums (Spanish translation included) 2025 LCAP Spanish Forums - 0 (Spanish translation	2026 LCAP Annual Survey Target 6,500 surveys (624 parents) 2026 LCAP Community Forums - 5 forums 2026 LCAP Advisory Committee - 4 meetings	LCAP Community Forums - 5 forums (No difference in baseline) (NEW) 2025 LCAP Spanish Forums - 2 forums (Established baseline) 2024 LCAP Advisory Committee -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric 9c.1: Seeking parent input on making decisions for district and school sites Priority 6: School Climate (Engagement) Metric 9f.3: Other school measures, including surveys on safety/connectedness Local Indicators: Building Relationships (Priority 3)	3 (Building Relationships) Scale 1.0 - Exploration and Research Phase 2.0- Beginning Development 3.0 - Initial Implementation 4.0 - Full Implementation 5.0 - Full Implementation & Sustainability 1. Progress of developing the capacity of staff to build trusting and respectful relationships with families - 4.0. 2. Creating welcoming environments for all families in the community - 4.0. 3. Staff supports family strengths, cultures, language, and goals for their children - 4.0. 4. Progress in 2-way communication between families and educators - 4.0.	Committee - 3 meetings Local Indicators Self-Reflection Tool: Priority 3 (Building Relationships) Scale 1.0 - Exploration and Research Phase 2.0- Beginning Development 3.0 - Initial Implementation 4.0 - Full Implementation 5.0 - Full Implementation & Sustainability 1. Progress of developing the capacity of staff to build trusting and respectful relationships with families - 4.0 2. Creating welcoming environments for all families in the community - 4.0	provided at all community forums) 2025 LCAP Advisory Committee meetings - 3 Local Indicators Self-Reflection Tool: Priority 3 (Building Relationships) Scale 1.0 - Exploration and Research Phase 2.0- Beginning Development 3.0 - Initial Implementation 4.0 - Full Implementation 5.0 - Full Implementation & Sustainability 1. Progress of developing the capacity of staff to build trusting and respectful relationships with families - 4.0 2. Creating welcoming	Local Indicators Self-Reflection Tool: Priority 3 (Building Relationships) Scale 1.0 - Exploration and Research Phase 2.0- Beginning Development 3.0 - Initial Implementation 4.0 - Full Implementation 5.0 - Full Implementation & Sustainability 1. Progress of developing the capacity of staff to build trusting and respectful relationships with families - 5.0. 2. Creating welcoming environments for all families in the community - 5.0. 3. Staff supports family strengths, cultures, language,	Decreased by 1 meeting Local Indicators Self-Reflection Tool: Priority 3 (Building Relationships) Scale 1.0 - Exploration and Research Phase 2.0- Beginning Development 3.0 - Initial Implementation 4.0 - Full Implementation 5.0 - Full Implementation & Sustainability 1. Progress of developing the capacity of staff to build trusting and respectful relationships with families - No difference in baseline. 2. Creating welcoming environments for all families in the community - No

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5. Providing families with information and resources to support student learning and development in the home - 3.0. 6. Policies or programs for teachers to meet with families to discuss student progress - 4.0. 7. Supporting families to understand and exercise their legal rights - 3.0. 8. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and decision making - 3.0. 9. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 3.0.	3. Staff supports family strengths, cultures, language, and goals for their children - 4.0 4. Progress in 2-way communication between families and educators - 4.0 5. Providing families with information and resources to support student learning and development in the home - 4.0 6. Policies or programs for teachers to meet with families to discuss student progress - 4.0 7. Supporting families to understand and exercise their legal rights - 3.0. 8. Progress in building the	environments for all families in the community - 4.0 3. Staff supports family strengths, cultures, language, and goals for their children - 4.0 4. Progress in 2-way communication between families and educators - 4.0 5. Providing families with information and resources to support student learning and development in the home - 4.0 6. Policies or programs for teachers to meet with families to discuss student progress - 4.0 7. Supporting families to understand and	and goals for their children - 5.0. 4. Progress in 2-way communication between families and educators - 5.0. 5. Providing families with information and resources to support student learning and development in the home - 4.0. 6. Policies or programs for teachers to meet with families to discuss student progress - 5.0. 7. Supporting families to understand and exercise their legal rights - 4.0. 8. Progress in building the capacity of and supporting principals and staff	difference in baseline. 3. Staff supports family strengths, cultures, language, and goals for their children - No difference in baseline. 4. Progress in 2-way communication between families and educators - No difference in baseline. 5. Providing families with information and resources to support student learning and development in the home - Improved by 1.0 from baseline. 6. Policies or programs for teachers to meet with families to discuss student progress - No

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels - 3.0.	capacity of and supporting principals and staff to effectively engage families in advisory groups and decision making - 3.0 9. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 3.0 10. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family	exercise their legal rights - 3.0. 8. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and decision making - 3.0 9. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 3.0 10. Progress in providing opportunities to have families, teachers, principals, and district	to effectively engage families in advisory groups and decision making - 4.0. 9. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 4.0. 10. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school	difference in baseline. 7. Supporting families to understand and exercise their legal rights - No difference in baseline. 8. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and decision making - No difference in baseline. 9. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			engagement activities at school and district levels - 3.0	administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels - 3.0	and district levels - 4.0.	school community - No difference in baseline. 10. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels - No difference in baseline.

Goal Analysis [2025-26]

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

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

Action 2.1 Chronic Absenteeism
Action 2.1A was fully implemented. LEUSD was successful in implementing this action. Raawee has sent out 61,164 communications to families regarding their child's attendance. Communication types are as follows: Letters = 21,644, Awards = 1,172, Emails = 24,029, Texts = 15,307.
Action 2.1B was fully implemented. Improvement rates in attendance among impacted groups: LEUSD's chronic percentage is down 2.3%. Our overall ADA is 93.33% The following student groups showed a significant decline in chronic absenteeism rates: English Learners declined 4.7%, Long-Term English Learners declined by 5.2%, Two or More Races declined by 3.1%, Socioeconomically Disadvantaged declined by 3.1%.
Action 2.1C was fully implemented. As of 3/20/26 we have held 154 Extreme Saturdays. We have several more scheduled for April and May. 9,656 students attended these sessions. We have recovered $436,761.57 in ADA revenue.

Action 2.1D was fully implemented. Last school year we had 0 empathy interviews recorded in Infinite Campus. This school year we have 492 empathy interviews documented so far this school year.

Action 2.2 Foster Youth Services
Action 2.2A was fully implemented. District FY LCSW and/or student interns meet with elementary foster students monthly to check in and see how they are doing at home and school. Middle school students are met with twice per month. High School site social workers meet with students. Interns meet with those assigned. District FY LCSW collaborates with HS site social workers with regards to foster youth needs. Foster youth groups are done monthly at the high schools to build rapport and discuss various topics. District FY LCSW regularly speaks with county social workers, foster parents/guardians, RCOE, school site personnel and other organizations when it comes to supporting foster youth at our district.
Action 2.2B was fully implemented. Tutoring for foster youth is offered through Sylvan Learning Center when a need presents itself. The student also needs to agree with the assistance which is provided in-person or online. Some challenges take place when the student doesn't want the help even when it is an option. Two foster students are currently actively enrolled for tutoring services through Sylvan.
Action 2.2C was fully implemented. Student interns and/or LCSW or Site Social Workers regularly meet with foster students to check in and build connection. During these empathy interviews many things are discussed regularly, including addressing low performance in school and the engagement that the student has on campus. Interns relay information to the LCSW. LCSW regularly collaborates with site social workers to address the needs of the high school students on their respective campuses. With the intern support, students can be seen at minimum once per month; however, meetings can be held more often based on the overall needs of the student. Interns check in with LCSW for support and assistance in addressing student needs as needed. An official "Foster Youth Connections Survey" was completed this Spring. Additionally, LCSW attends all SST, 504, and IEP meetings when able.
Action 2.2D was not implemented. The goal was to attempt FYPAC groups during Fall, Winter, Spring of this school year. LCSW received feedback from some caregivers that they would prefer the individualized support provided by the LCSW due to the confidentiality concern. The barrier experienced was the lack of potential attendance. LCSW to begin providing assistance to preschool age students in the 26/27 school year. Initial meeting with all preschool guardians will begin at the beginning of the new school year to introduce self build initial line of communication with the caregivers to best support students from the beginning. Action will be implemented in 2026-2027 through re-instituting the Foster Youth Parent Advisory Council (FYPAC) for supplemental supports for Foster Youth.

Action 2.3 Student Well-Being (Mental Health Support)
Action 2.3A was fully implemented. LEUSD has six Social Emotional Learning Support Providers who serve as our PBIS coaching team. To date, the team has provided services to 9,226 students and delivered two Tier 1 lessons on emotional regulation in every elementary classroom across the district. In January, the PBIS coaching team launched the Request for Teacher Support program, which allows teachers to request assistance in areas such as establishing or refining routines and procedures, classroom management, positive reinforcement systems, increasing student engagement, relationship-building and classroom community, organization, transitions and daily flow, and emotional regulation strategies. As of March 20, 2026, the team has received 27 requests for support. Teachers who participated in the program reported that in an after action survey that their work with the PBIS Coaches improved their teaching practices and that they feel supported by their PBIS Coach. The PBIS Coaching Team also provided 15 PD sessions at our district wide PD days.
Action 2.3B was fully implemented. Elementary counseling services were implemented across all 15 school sites, with counselors assigned to single sites this year, representing a significant shift from previous practice. This change allowed for increased consistency, stronger relationships, and more responsive support to student needs. Counselors provided individual counseling, group support, check-ins, and collaboration with staff to address social-emotional and behavioral needs. Planned actions included strengthening alignment to a

comprehensive counseling framework, increasing use of data, and expanding Tier I and Tier II supports. Progress was made in these areas, though full implementation is still developing. Challenges included high demand for responsive services, which limited time for Tier I supports. Successes included improved consistency of services, stronger site-based collaboration, and increased use of targeted interventions.
Action 2.3C was fully implemented. We currently have nine Academic & Engagement Specialists. During this school year, they have facilitated: 558 Empathy Interviews, 736 SART or SARB meetings, 271 Returning-from-Suspension meetings, 1,789 Check-in meetings for at-risk youth, 729 Direct Behavioral Interventions, 237 Conflict Mediations,16 Home Visits, 1,211 Parent Outreach. In total, that's 5,547 student interventions provided.
Action 2.3D was fully implemented. High school social work services were implemented across sites to provide targeted Tier II and Tier III support to students with social-emotional and behavioral needs. The three social workers provided individual counseling, check-ins, crisis response, and collaboration with staff and families. Planned actions focused on increasing access to mental health support and strengthening site-based services, with implementation showing consistent, relationship-based support and increased responsiveness to student needs. Challenges included high demand for services, crisis response, and balancing case management with direct support. Successes included increased access to individualized services, strong collaboration with site teams, and consistent delivery of targeted interventions.
Action 2.3E was fully implemented. Social work services at Keith McCarthy Academy (KMA) and Ortega High School (OHS) were implemented to provide targeted Tier II and Tier III support to students with social-emotional and behavioral needs. The social worker provided individual counseling, check-ins, and collaboration with staff and families to support student well-being. Planned actions focused on increasing access to mental health support and strengthening site-based services, with implementation reflecting consistent, relationship-based support and responsiveness to student needs. Challenges included high demand for services and balancing time across varying levels of student need. Successes included increased access to individualized support and strong collaboration with site teams.
Action 2.3F was fully implemented. Substance abuse prevention services were implemented through a partnership with RUHS, providing targeted Tier II support to middle and high school students. Services included referrals, prevention education, and early intervention support. Implementation was consistent across sites, with schools effectively identifying and referring students for services. Challenges included coordinating services across sites and ensuring timely access, while successes included strong collaboration with RUHS and increased access to prevention services for students.
Action 2.3G was fully implemented. The CARE Team was implemented across elementary sites to provide Tier II and Tier III behavioral interventions for students whose behaviors are impacting access to instruction and who are not yet identified for special education or are in the process of assessment. Services were delivered through a push-in model, providing 1:1 support within the classroom along with staff collaboration. There has been a high level of need, particularly in TK–2, with an increase in aggressive behaviors, reinforcing the importance of early intervention. Challenges included the intensity and volume of needs, while successes included increased access to immediate, individualized support and strengthened collaboration with site teams.
Action 2.3H was fully implemented. Four of our nine AES team members attended a three-day PBIS Conference. In January, five AESs participated in a four-day PBIS training with their PBIS site teams.
Action 2.3I was fully implemented. Professional development was implemented across the district to support mental health practices for counselors, social workers, and psychologists. Multiple trainings were provided to build capacity across disciplines and strengthen support for student social-emotional and behavioral needs. Implementation aligned with planned actions, focusing on increasing staff knowledge and consistency of practices. Challenges included scheduling, time for implementation, and varying levels of readiness across staff, while successes included increased collaboration and shared understanding across disciplines.

Action 2.3J was fully implemented. The PULSE Survey was developed in LEUSD using Qualtrics to support early identification of student social-emotional needs and was launched in Spring 2026 as part of an initial pilot. The purpose of the survey is to gather student voice and provide data to inform Tier I–III supports. Implementation is in the early stages, with a focus on establishing systems for administration, data collection, and use of results. A key challenge has been building the program and related workflows from the ground up to ensure it functions as an effective tool. Initial rollout has been successful, with next steps focused on refining processes and supporting staff in using the data effectively.
Action 2.3K was partially implemented. LEUSD has implemented Character Strong at all middle school sites and two elementary schools as part of our commitment to supporting students' social-emotional development and overall well-being. The program is being delivered through structured lessons, advisory periods, and integrated classroom practices focused on character development, relationship skills, and emotional regulation. Sites have successfully incorporated Character Strong into their existing schedules, particularly at the middle school level where History teachers have taught the lessons. At the elementary level, the one pilot site has integrated lessons into classroom routines and designated SEL time blocks. One notable difference from the original plan has been the pacing and consistency of implementation across sites. While some sites have been able to implement lessons weekly with high fidelity, others have required additional time to build staff familiarity and comfort with the curriculum. As a result, ongoing support and flexibility have been necessary to ensure consistent delivery.

Action 2.4 Student Engagement
Action 2.4A was fully implemented. Athletics has played a large part in school connectedness as report by students. LEUSD has added flag football and is looking to expand to the middle school sports program next year.
Action 2.4B was fully implemented. LEUSD has expanded the role of elementary assistant principals to support the implementation and strengthening of PBIS (Positive Behavioral Interventions and Supports) across elementary sites. Assistant principals are actively engaged in supporting Tier 1 systems, reinforcing schoolwide expectations, analyzing behavior data, and collaborating with site teams to improve consistency in practices and interventions.
Action 2.4C was fully implemented. LEUSD utilized our targeted monthly counselor meetings to train and provide real-time scenarios directly related to A-G transcript analysis, CTE completion, and academic planners. This is our 3rd year working with the counselors on specific, targeted improvements. In addition, bi-monthly A-G and FAFSA reports have been generated, analyzed, and reviewed by the ISS College and Career Team and District Counselor, site counselors, and AP over guidance. Early mitigation and planning have supported students in credit recovery, grade improvement, and A-G maintenance all year.
Action 2.4D was fully implemented. LEUSD is able to maintain the current required counselor ratios and are able to compensate counselors when caseload ratios are over. However, high school counselors are reporting that there is now an increased level of monitoring they are required to do and an increase in student needs. We are adding additional responsibilities to counselors around dual enrollment.
Action 2.4E was fully implemented. LEUSD continues to provided extended opportunites for students to engage with meaningful activities and academics opportunites. These opportunities include the allowance of teachers to engage in meaningful planning and implementation of academic opportunities for students that are directly tied to the data that provides an articulation of student need.

Action 2.5 Family/Community Engagement
Action 2.5A was fully implemented. LEUSD added an additional fingerprinting station which has enabled LEUSD to speed up the process for volunteer applications.
Action 2.5B was fully implemented. Successes: All sites have assigned staff. Challenges: Of those receiving the annual stipend, more than half are readily available to support the community. There is significant impact to primary job responsibilites. Staff do not want to use their

language skills to support staff if they are not getting the annual pay. Only helpful for Spanish language and does not provide equity for other languages.
Action 2.5C was fully implemented. LEUSD's contactable percentage is 94%. While this is a decrease of 4% from the previous year, LEUSD added the Adult Transition Program and Valley Adult School to ParentSquare and many assigned to those programs haven't taken advantage of ParentSquare yet.
Action 2.5D was fully implemented. LEUSD continues to enroll students utilizing online registration which parents/guardians can access from home or anywhere they have internet access, or at any school site or in the district office. The only additional challenges this school year have been in relation to the new version of Online Registration, which was difficult for some to navigate.
Action 2.5E was discontinued for 2025-2026. LEUSD discontinued this action as the services were not utilized as intended to support unduplicated pupils.
Action 2.5F was fully implemented. The LCAP annual survey was offered from January 12-30, 2026. Elementary (5th grade) students received their survey link from their 5th grade teacher. Secondary students received their link from their Social Studies teacher, in Canvas or from their PE teacher. Parents received the link in ParentSquare. Site staff received a unique link from Qualitrics. District office received the link via email. Successes: Highest number of respondents to date: 7,774. Challenges: The unique survey link is problematic. We will switch to a shareable link for staff in 2026-2027.
Action 2.5G was fully implemented. Parent advisory groups met quarterly and are aligned with the district priorities for improvement in student outcomes. Successes: Parents provided valuable feedback for the LCAP. Challenges: Parents note that more parent involvement and engagement would be desired on these advisory committees.

Action 2.6 Additional Foster Youth Support
Action 2.6A was fully implemented. Approximately 18 social worker interns meet with our foster youth for monthly check-ins to provide support and feedback to the District FY LCSW. Check-ins are done more often if the student needs more support. These check-ins offer students a safe space to talk and allow students to have a trusting adult they can meet with throughout the school year. Interns provide documentation on visits and speak with District FY LCSW when needs/concerns arise that need to be addressed.

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

Action 2.1 Chronic Absenteeism
Last Year's Planned Expenditures: $1,503,839. Estimated Actual Expenditures: $1,681,657. See material differences for bulleted actions below.
Action 2.1A was budgeted at $384,424 and the estimated actual expenditure is $369,802. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 2.1B was budgeted at $522,966 and the estimated actual expenditure is $413,989. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.1C was budgeted at $222,475 and the estimated actual expenditure is $509,481. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.1D was budgeted at $373,974 and the estimated actual expenditure is $388,385. No material difference exists between the budgeted expenditure and the estimated actual expenditure.

Action 2.2 Foster Youth Services
Last Year's Planned Expenditures: $300,312. Estimated Actual Expenditures: $241,647. See material differences for bulleted actions below.
Action 2.2A was budgeted at $140,556 and the estimated actual expenditure is $181,633. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 2.2B was budgeted at $150,000 and the estimated actual expenditure is $50,000. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.2C was budgeted at $9,006 and the estimated actual expenditure is $10,014. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 2.2D was budgeted at $750 and the estimated actual expenditure is $0. No material difference exists between the budgeted expenditure and the estimated actual expenditure.

Action 2.3 Student Well-Being (Mental Health Support)
Last Year's Planned Expenditures: $4,594,388. Estimated Actual Expenditures: $7,805,197. See material differences for bulleted actions below.
Action 2.3A was budgeted at $2,365,345 and the estimated actual expenditure is $2,835,547. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.3B was budgeted at $1,134,000 and the estimated actual expenditure is $1,983,728. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.3C was budgeted at $1,134,000 and the estimated actual expenditure is $1,478,788. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.3D was budgeted at $504,158 and the estimated actual expenditure is $678,900. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.3E was budgeted at $125,000 and the estimated actual expenditure is $182,085. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.3F was budgeted at $388,000 and the estimated actual expenditure is $0. This action will be implemented in 2026-2027 with the budgeted amount of $388,000.
Action 2.3G was budgeted at $250,000 and the estimated actual expenditure is $451,110. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.3H was budgeted at $129,000 and the estimated actual expenditure is $70,792. The budgeted amount for 2026-2027 has been adjusted to $199,000 to align to professional development needs.
Action 2.3I was budgeted at $14,000 and the estimated actual expenditure is $5,500. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 2.3J was budgeted at $71,000 and the estimated actual expenditure is $48,515. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 2.3K was budgeted at $116,239 and the estimated actual expenditure is $62,079. The budget for this action will remain $116,239 for 2026-2027 in alignment with program implementation.

Action 2.4 Student Engagement

Last Year's Planned Expenditures: $8,433,601. Estimated Actual Expenditures: $8,874,511. See material differences for bulleted actions below.
Action 2.4A was budgeted at $2,149,083 and the estimated actual expenditure is $2,309,161. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.4B was budgeted at $2,230,312 and the estimated actual expenditure is $2,635,717. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.4C was budgeted at $2,041,591 and the estimated actual expenditure is $2,248,761. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.4D was budgeted at $207,069 and the estimated actual expenditure is $228,409. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 2.4E was budgeted at $1,805,546 and the estimated actual expenditure is $1,452,463. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.

Action 2.5 Family/Community Engagement
Last Year's Planned Expenditures: $1,130,120. Estimated Actual Expenditures: $1,223,241. See material differences for bulleted actions below.
Action 2.5A was budgeted at $217,598 and the estimated actual expenditure is $348,548. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.5B was budgeted at $222,272 and the estimated actual expenditure is $216,369. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 2.5C was budgeted at $409,592 and the estimated actual expenditure is $277,863. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 2.5D was budgeted at $278,562 and the estimated actual expenditure is $309,653. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 2.5E was discontinued in the 2025-2026 school year. LEUSD discontinued this action as the services were not utilized as intended to support unduplicated pupils.
Action 2.5F was budgeted for $56,096 and the estimated actual expenditure is $70,808. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 2.5G is not a funded action. No material differences exist for this action.

Action 2.6 Additional Foster Youth Support
Last Year's Planned Expenditures: $0. Estimated Actual Expenditures: $0.
Action 2.6A - is not a funded action. No material differences exist for this action.

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

Action 2.1 Chronic Absenteeism
Action 2.1A was effective. Improvement rates in attendance among impacted groups: LEUSD's chronic percentage is down 2.3%. Our overall ADA is 93.33% The following student groups showed a significant decline in chronic absenteeism rates: English Learners declined 4.7%, Long-Term English Learners declined by 5.2%, Two or More Races declined by 3.1%, Socioeconomically Disadvantaged declined by 3.1%.

Action 2.1B was effective. Improvement rates in attendance among impacted groups: LEUSD's chronic percentage is down 2.30%. Our current ADA is 93.33%. The following student groups showed a significant decline in chronic absenteeism rates: English Learners declined 4.7%, Long-Term English Learners declined by 5.2%, Two or More Races declined by 3.1%, Socioeconomically Disadvantaged declined by 3.1%.
Action 2.1C was effective. Improvement rates in attendance among impacted groups: LEUSD's chronic percentage is down 2.30%. Our current ADA percentage is 93.33%. The following student groups showed a significant decline in chronic absenteeism rates: English Learners declined 4.7%, Long-Term English Learners declined by 5.2%, Two or More Races declined by 3.1%, Socioeconomically Disadvantaged declined by 3.1%.
Action 2.1D was effective. Identification of root cause to chronic absenteeism: Transportation, Physical Health Condition and Short-term illness has been identified as the top barriers for students who are chronically absent.

Action 2.2 Foster Youth Services
Action 2.2A was effective. Regular contact with the LCSW and/or intern assists with addressing the needs of the individual student. For example, behaviors in the classroom, needs for extra support, needed resources, etc. Regular communication with the student's foster parent/guardian assists with addressing the individual needs while also taking into consideration the confidentiality of the specific student. LCSW reaches out to all new foster students guardians new to the district and/or foster care to introduce self and begin to build the relationship with the guardian as well as provide a point of contact when needed. Available supports at the school level are discussed. Active communication allows the parent to feel like they can reach out for support as they continue to provide for foster youth in our district. Chronic absenteeism rate for Foster Youth is 32.4% (CA 2025 Dashboard) which is a decline of 1%.
Action 2.2B was somewhat effective. The two students currently enrolled in tutoring are seeing improvements in their grades. Guardians also see the students making more effort in achieving better overall success.
Action 2.2C was effective. Intern support allows some of our higher need students to be seen more often to help foster better preformance in the schools both academically and socially. Intern communication with FY LCSW is critical to support the student at school. LCSW supports at the school level as often as needed based on school site request and interns requesting the assistance. Suspension rate for Foster Youth is 7.8% (CA 2025 Dashboard) which is an increase of 1.9%. Although the rate has increased, the overall suspension rate for Foster Youth has maintained at approximately the 7% range since instituting specific FY related supports and services with supplemental school engagement supports compared to its previous rate of 14.4% (CA 2019 Dashboard).
Action 2.2D was ineffective. FYPAC were not effective due to the potential for lack of parent/guardian attendance. LCSW to attempt to invite parents via ParentSquare in the Fall and Spring of the 2026/2027 school year. Questions and answers will be discussed. Parent engagement will be emphasized. Action will be implemented in 2026-2027 through re-instituting the Foster Youth Parent Advisory Council (FYPAC) for supplemental supports for Foster Youth.

Action 2.3 Student Well-Being (Mental Health Support)
Action 2.3A was effective. LEUSD's suspension rate declined by .3% Summary Report: Student Groups with decline in Suspension Rate: Overall Performance Levels:

- Groups range from Medium (Yellow) to High (Green) performance levels. LEUSD's overall performance level is green.

African American

- Performance Level: Medium (Yellow)
- Suspended at least one day: 4.8%

- Change: Declined by 0.5%
- Number of Students: 1,017

Long-Term English Learners
- Performance Level: Medium (Yellow)
- Suspended at least one day: 6.5%
- Change: Declined by 3.1%
- Number of Students: 589

Students with Disabilities
- Performance Level: Medium (Yellow)
- Suspended at least one day: 4.8%
- Change: Declined by 0.3%
- Number of Students: 3,703

American Indian
- Performance Level: High (Green)
- Suspended at least one day: 4.5%

Action 2.3B was effective. Counseling services have been effective in increasing the number of students supported through individual and group counseling, improving access to mental health support. The shift to single-site assignments also strengthened consistency and responsiveness at each site. Areas of ineffectiveness relate to ongoing system development. As this is the third year of implementation, continued work is needed to strengthen staff capacity, refine processes, and ensure consistency across sites. Suspension rate for English Learners declined 0.7% (2.5%) and the suspension rate for Socioeconomically Disadvantaged students declined 0.3% (3.3%). Chronic absenteeism rate for English Learners declined 4.7% (18.4%) and the chronic absenteeism rate for Socioeconomically Disadvantaged students declined 3.1% (23.8%).
Action 2.3C was effective. Elementary counseling services were implemented across all 15 school sites, with counselors assigned to single sites this year, representing a significant shift from previous practice. This change allowed for increased consistency, stronger relationships, and more responsive support to student needs. Counselors provided individual counseling, group support, check-ins, and collaboration with staff to address social-emotional and behavioral needs. Planned actions included strengthening alignment to a comprehensive counseling framework, increasing use of data, and expanding Tier I and Tier II supports. Progress was made in these areas, though full implementation is still developing. Challenges included high demand for responsive services, which limited time for Tier I supports. Successes included improved consistency of services, stronger site-based collaboration, and increased use of targeted interventions. Suspension rate for English Learners declined 0.7% (2.5%) and the suspension rate for Socioeconomically Disadvantaged students declined 0.3% (3.3%). Chronic absenteeism rate for English Learners declined 4.7% (18.4%) and the chronic absenteeism rate for Socioeconomically Disadvantaged students declined 3.1% (23.8%).
Action 2.3D was effective. Social work services have been effective in increasing access to individualized mental health support through counseling, check-ins, and crisis response, allowing students to receive timely and targeted interventions. The consistent presence of social workers across sites strengthened responsiveness and connection with students and staff. Areas of growth include managing the high volume of high-need students, limited time to provide support, and building capacity to better serve students with moderate and lower-level

needs, ensuring a more balanced system of care. Suspension rate for English Learners declined 0.7% (2.5%) and the suspension rate for Socioeconomically Disadvantaged students declined 0.3% (3.3%). Chronic absenteeism rate for English Learners declined 4.7% (18.4%) and the chronic absenteeism rate for Socioeconomically Disadvantaged students declined 3.1% (23.8%).
Action 2.3E was effective. Social work services have been effective in increasing access to individualized mental health support through counseling, check-ins, and crisis response, allowing students to receive timely and targeted interventions. The consistent presence of the social worker strengthened responsiveness and connection with students and staff. Areas of growth include managing the high volume of high-need students, limited time to provide support, and building capacity to better serve students with moderate and lower-level needs, ensuring a more balanced system of care. Suspension rate for English Learners declined 0.7% (2.5%) and the suspension rate for Socioeconomically Disadvantaged students declined 0.3% (3.3%). Chronic absenteeism rate for English Learners declined 4.7%(18.4%) and the chronic absenteeism rate for Socioeconomically Disadvantaged students declined 3.1% (23.8%).
Action 2.3F was effective. Substance abuse prevention services have been effective in increasing access to early intervention and prevention supports for students, with a total of 212 referrals and 212 students served. The partnership with RUHS strengthened the district's ability to respond to substance-related concerns. Areas of growth include continuing to refine referral processes, ensuring timely service delivery, and expanding capacity to meet student needs. Suspension rate for English Learners declined 0.7% (2.5%) and the suspension rate for Socioeconomically Disadvantaged students declined 0.3% (3.3%). Chronic absenteeism rate for English Learners declined 4.7% (18.4%) and the chronic absenteeism rate for Socioeconomically Disadvantaged students declined 3.1% (23.8%).
Action 2.3G was effective. CARE Team services have been effective in providing intensive, individualized support, with 37 students supported through 145 intervention sessions. Students demonstrated movement within the system, with 5 students exiting services, including 3 who transitioned to less intensive supports and 2 who were appropriately identified for more intensive placement (SDC). Areas of growth include managing the high volume of high-need students, limited time to provide support, strengthening alignment between general education and special education, and ensuring services remain short-term and focused.
Action 2.3H was effective. After completing the PBIS trainings. 100% of survey participants reported in a post training survey that they agree they are more likely to use the PBIS framework at work. 100% of survey particiapants also agreed that their knowlenge of PBIS increased.
Action 2.3I was effective. Professional development has been effective in increasing staff knowledge and awareness of mental health practices and supports. Trainings have strengthened alignment across counselors, social workers, and psychologists, supporting more consistent approaches to student care. Areas of growth include continued opportunities for skill application, ongoing coaching, and ensuring consistency in implementation across sites.
Action 2.3J was effective. As the PULSE Survey was recently launched in Spring 2026, effectiveness is still being established. The initial pilot represents an important step in building a system for early identification and data-informed decision-making. Areas of growth include ensuring consistent administration, building staff capacity to interpret data, and integrating results into existing support systems.
Action 2.3K was effective. Strong staff and student engagement, particularly at middle schools where History classes provided consistent implementation. Positive feedback from staff regarding the relevance and usability of lessons was indicated. Increased focus on building positive school culture, relationships, and student connectedness was evident. Early indicators of improved classroom climate are evident. There are 95 educator accounts. There have been over 544 lessons completed this year. We have seen an increase in student referrals at the Middle school level, although we have seen a decrease in A1 violations, (Student Physical Altercations)

Action 2.4 Student Engagement
Action 2.4A was effective as students had multiple opportunties to participate in student athletics during the school year. According to the LCAP annual survey, 60% of students "strongly agree" that they have opportunities for extracurricular involvement.
Action 2.4B was effective. LEUSD will be expanding PBIS implementation to additional elementary sites. To support this work, we will

prioritize increased collaboration time and structured opportunities for data review at each site. Ongoing professional development and calibration will be essential to ensure consistent PBIS practices across all schools. Areas identified for improvement include strengthening consistency across sites and addressing the balance of responsibilities for assistant principals to ensure they can effectively support PBIS implementation. According to the LCAP annual survey, 57% of students "strongly agree" that mental health supports are accessible at their school.
Action 2.4C was effective. This process and support have been extremely effective in getting students in the right classes to include digital learning for credit recovery during the school year. Inaccuracies are being caught and mitigated, and students are receiving support and corrections immediately.
Action 2.4D was effective. Counselors, when asked, report that they feel effective in most instances; however, with smaller caseloads, they believe they can increase targeted student 1:1 attention, parent communication, and overall effectiveness, especially with increased need for student social and emotional support and CCI preparedness. According to the LCAP annual survey, 61% of students "strongly agree" that their counselor provides guidance and advice that support their individual student goals.
Action 2.4E was effective as it continues to provide engagement opportunities for students. According to the LCAP annual survey, 60% of students "strongly agree" that they have opportunities for extracurricular involvement.

Action 2.5 Family/Community Engagement
Action 2.5A was effective. The additional fingerprinting station sped up the volunteer application process for LEUSD. According to the LCAP annual survey, 71% of parents "strongly agree" that they are respected partners with LEUSD.
Action 2.5B was effective. Overall, the model provides coverage but does not fully meet staff availability or operational needs. According to the LCAP annual survey, 71% of parents "strongly agree" that they are respected partners with LEUSD.
Action 2.5C was effective. LEUSD's contactable percentage is 94%. While this is a decrease of 4% from the previous year, LEUSD added the Adult Transition Program and Valley Adult School to ParentSquare and many assigned to those programs haven't taken advantage of ParentSquare yet. According to the LCAP annual survey, 79% of parents "strongly agree" that two-way communication between home and LEUSD is ongoing.
Action 2.5D was effective. A newly implemented Online Registration training with site office staff proved to be very effective this year. The training included all the new components of the new OLR and allowed an opportunity for questions from the site staff. The training was held by the District Student Data Technician. According to the LCAP annual survey, 71% of parents "strongly agree" that they are respected partners with LEUSD.
Action 2.5E was discontinued for 2025-2026. LEUSD discontinued this action as the services were not utilized as intended to support unduplicated pupils.
Action 2.5F was effective. Utilizing multiple platforms made the distribution and completion of the surveys a great success! With 7,774 responses, we have a tremendous voice in helping to inform the LCAP. According to the LCAP annual survey, 69% of parents "strongly agree" that trusting relationships exist between parents and LEUSD.
Action 2.5G was effective as we have partnered with our parent advisory groups to formulate input on the LCAP and progress monitoring for our strategic plans. According to the LCAP annual survey, 30% of parents "strongly agree" that they participate in school or district committees.

Action 2.6 Additional Foster Youth Support
Action 2.6A was effective. Interns continue to be effective in supporting foster youth at LEUSD. With more "boots on the ground" for relationship building and check-ins, needs can be addressed more effectively and are immediate due to feedback being provided to the

District FY LCSW after the visit. Students continue to meet with interns who can assist with helping with adjusting to new environments (especially at school) and feel like they have a trusting adult to meet with on campus. Many of these interns meet with students more than once per month which assists in helping the students work through challenges they might be faced with and/or address some resources they may need. For example, school supplies, clothing, a backpack.

Actions in Goal 2 that are determined to be effective reflect decrease in chronic absenteeism and suspension rate as measured by the CA Dashboard and feedback from educational partners to prioritize positive student engagement for all students.

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.

Actions and metrics have been updated to include the current technical assistance student groups (EL, HY). The metric for LCAP SPANISH forums will be discontinued as interpretation services are being provided at the community forums.

Adapted action utilizing LCFF funds
Action 2.4B - Utilizing Elementary Assistant Principals for supplemental PBIS support and implementation ($2,635,717 LCFF)
Action 2.5B - Providing oral translation stipend to communicate in home languages inclusive of professional development and materials for staff training (+$12.000 LCFF).

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	Chronic Absenteeism	Evidence based interventions are the most effective when students are attending school daily. Aligned support between the LEUSD schools and the district will ensure the continuance of mitigating chronic absenteeism and providing outreach to students and families not attending school with a focus on increasing academic achievement of all unduplicated students groups. This action is principally directed towards and effective in meeting the goal for unduplicated students. Action is related to technical assistance (HY). A. Attendance monitoring and support to enhance attendance systems ($369,802 LCFF) B. Providing SART/SAFER liaisons to ensure daily attendance ($413,989 LCFF)	$1,681,657.00	Yes

Action #	Title	Description	Total Funds	Contributing
		C. Providing Saturday school opportunities to increase engagement in at-risk students ($509,481 LCFF) D. Conducting empathy interviews to determine root cause of chronic absenteeism by student subgroup ($388,385 LCFF) Action 2.1 will be monitored with Metric 2.1 (Chronic Absenteeism Indicator)		
2.2	Foster Youth Services	LEUSD is committed to providing support and services to Foster Youth, especially those who suffer the traumatic effects of displacement from family and schools. These services are designed to improve the Foster Youth's educational performance and personal achievement. This action is principally directed towards and effective in meeting the goal for unduplicated students. A. Providing Foster Youth social worker to monitor FY social worker interns, conduct FY groups, host FYPAC, and consult with outside agencies on FY ($181,633 LCFF) B. Tutoring for Foster Youth ($50,000 LCFF) C. Conducting empathy interviews to determine root cause of low performance and engagement in school ($10,014 LCFF) D. Providing engagement opportunities with Foster Youth caregivers through the Foster Youth Parent Advisory Council- FYPAC ($750 LCFF) Action 2.2 will be monitored with Metric 2.2 (CA Dashboard Indicators)	$242,397.00	Yes
2.3	Student Well-Being (Mental Health Support)	LEUSD believes, as supported by educational partners, that many students need mental health and social-emotional support to be successful in the classroom. This action is principally directed towards and effective in meeting the goal for unduplicated students. Action is related to technical assistance (EL, HY). A. Providing Social-Emotional Support Providers to support Tier I, II and III behaviors ($2,835,547 LCFF) B. Providing Elementary counselors to support Tier I, II and III behaviors ($1,983,728 LREBG)	$8,367,337.00	Yes

Action #	Title	Description	Total Funds	Contributing
		C. Providing Academic & Engagement specialists to support behaviors, attend post suspension or truancy meetings and check-in with at-risk students ($1,478,788 LREBG) D. Providing Mental Health Supports - High Schools to support Tier I, II and III behaviors ($678,900 LCFF) E. Providing Social Worker @ KMA/OHS to support Tier I, II and III behaviors ($182,085 LCFF) F. Providing Drug crisis counselors for secondary schools to support substance abuse concerns ($388,000 LCFF) G. Providing a behavioral intervention team to address Tier III behaviors and crisis response ($451,110 LCFF) H. Professional development for Academic and Engagement Specialists ($199,000 LREBG) I. Professional development for Mental Health staff ($5,425 LREBG) J. Provide a social-emotional/mental health screener for all students ($48,515 LREBG) K. Provide Tier 1 and Tier II character education programs for school sites ($116,239 LREBG) LREBG Actions 2.3B, 2.3H-2.3K provide the integration of evidence-based supports to address other barriers to learning such as counseling or mental health services. The needs assessment substantiated findings from the 2025 CA Dashboard related to the suspension rate as well as the chronic absenteeism rate for students in LEUSD. These actions are directly related to providing professional development, supports and access to training, mental health services, and SEL programs. Research consistently demonstrates the positive impact of counseling and mental health services for students on their academic performance, emotional well-being, and overall development. These services address a wide range of challenges, including stress, anxiety, depression, and other mental health concerns, which can significantly hinder students' ability to focus, learn, and succeed. Studies suggest that character education fosters self-esteem and self-control, which are essential for positive personal development and healthy relationships. This emotional growth contributes to improved behavior both in and out of school.		

Action #	Title	Description	Total Funds	Contributing
		LREBG funds are allocated amounts for the 2026-2027 school year. The comprehensive needs assessment review process will continuously be utilized through the end of the funding cycle. Action 2.3 will be monitored with Metric 2.3 (Suspension & Expulsion Rates) and Metric 2.1 (Chronic Absenteeism - LREBG)		
2.4	Student Engagement	LEUSD recognizes the importance of school connectedness for its students. This action is principally directed towards and effective in meeting the goal for unduplicated students. Action is related to technical assistance (EL, HY). A. Providing opportunities for students to participate in athletics ($2,309,161 LCFF) B. Utilizing Elementary Assistant Principals for supplemental PBIS support and implementation ($2,635,717 LCFF) C. Utilizing site counselors for monitoring A-G, transcript analysis, academic plans and CTE pathway completion ($2,248,761 LCFF) D. Maintaining counselor ratio at the comprehensive high schools ($228,409 LCFF) E. Utilizing instructional and activity stipends for engagement opportunities ($1,452,463 LCFF) Action 2.4 will be monitored with Metric 2.4 (LCAP Annual Survey & CHKS Results - CHKS is no longer given)	$8,874,511.00	Yes
2.5	Family/Community Engagement	LEUSD recognizes the importance of school connectedness for its families and the community. This action is principally directed towards and effective in meeting the goal for unduplicated students. A. Providing fingerprinting for volunteers to be engaged at school sites ($348,548 LCFF) B. Providing oral translation stipend to communicate in home languages inclusive of professional development and materials for staff training ($216,369 LCFF)	$1,223,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		C. Utilizing ParentSquare communication platform to connect with families ($277,863 LCFF) D. Utilizing Centralized registration to assist our unduplicated students and their families ($309,653 LCFF) E. Utilizing communications tools to broadcast Connect LEUSD (DISCONTINUED in 2025-2026) F. Utilizing LCAP Annual Survey to receive educational partner input ($70,808 LCFF) G. Utilizing our educational partner network to receive educational partner input (Parent Power Network, AAPAC, DELAC, DAC, PTSA $0 – LCFF) Action 2.5 will be monitored with Metric 2.5 (LCAP Annual Survey)		
2.6	Additional Foster Youth Support	LEUSD is committed to providing support and services to Foster Youth, especially those who suffer the traumatic effects of displacement from family and schools. These services are designed to improve the Foster Youth's educational performance and personal achievement. This action is principally directed towards and effective in meeting the goal for unduplicated students. Providing Foster Youth social worker interns to check in with FY, provide counseling, co-host FY groups, conduct home visits, provide supplies, provide graduation resources, provide intervention meetings post-suspension or truancy and advocate for FY rights ($0). Action 2.6 will be monitored with Metric 2.2 (CA Dashboard Indicators)	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	EDUCATIONAL ENVIRONMENT: LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LEUSD will ensure all staff shall be equipped to provide an evidenced-based effective educational environment. Actions and metrics aligned to the goal include strengthening safety standards and protocols, enhancing and constructing school facilities, investing in our staff through professional development and learning and promoting systemic communication. Access to technology in all classrooms across all school sites will help ensure engagement and promote academic success among our students. Ensuring our facilities are safe and well maintained helps to promote a conducive learning environment for all students in LEUSD.

Professional Development/PLC:
As a result of these actions, data will indicate teachers feel a greater sense of support from site and district personnel resulting in increased teacher retention and site employment stability. In addition, teachers will feel more inclined to participate in effective PLCs, looking deeply at their classroom and grade level common assessment student data. This will allow team members to share the successful instructional strategies and best practices that support student learning in the classroom. The willingness of teachers sharing best practices with their peers will be evident in a district that has built the capacity of their teachers through effective professional development and site level instructional coaches in place to support implementation of evidence based instructional practices.

Technology:
Equitable access to technology for our students will increase their ability to be college and career ready when they exit LEUSD's educational system. The exposure students get to different learning applications, programs, and opportunities throughout elementary, middle, and high school will help prepare them to be improved problem solvers, communicators, and seekers of knowledge so that they can enter the workforce and future educational opportunities as collaborative thinkers and critical consumers of information. Allowing all students this access will increase student engagement then with their content learning and allow them to synthesize the information and present their learning in a digital manner, providing key skills needed in our technologically based society.

Safety:
As students feel as though their safety is a priority at the school site, and we provide education and supports to students who may be engaging in unsafe activities, we would see an increase in attendance and student academic success, as well as a decrease in student suspension. Students who feel safe and supported on their campus are likely to develop more positive peer relationships and establish

connections with more trusted adults on campus. The more support and encouragement a student has, the more likely they are to work towards the successful completion of their academic coursework.

If we implement these actions; teacher credentialing, empowering staff through professional learning on evidenced based instructional practices, access to technology and safe school environments through monitoring of monthly data that informs our practice, we will achieve the goal of increasing staff capacity, equitable access to technology for all students and increasing safe, secure and effective school environments for all students to learn.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Maintain appropriately assigned and appropriately credentialed teachers for all school sites through professional learning opportunities for all teachers as measured by TAMO. Priority 1: Basic (Conditions of Learning) Metric 9a.1: Appropriately assigned and fully credentialed teachers in the subject areas assigned Priority 2: Implementation of State Standards Metric 9b.1: Implementation of academic content and performance standards	TAMO Report 2021-2022: 90.8% 2023: Conducted two district-wide professional development days	TAMO Report 2022-2023: 90.3% 2024: Conducted two district-wide professional development days	TAMO Report 2023-2024: 89.3% 2025: Conducted two district-wide professional development days NEW (2025-2026 - Baseline) October PD Day Certificated = 82% "very likely" to implement strategies learned today Classified = 84% "very likely" to implement strategies learned today January PD Day Certificated = 84% "very likely" to	TAMO Report 2026: 100% 2026: Conducted two district-wide professional development days NEW (2025-2026) October PD Day Certificated = 100% of staff "very likely" to implement strategies learned today Classified = 100% of staff "very likely to implement strategies learned today January PD Day Certificated = 100% of staff "very likely" to implement	TAMO Report 9.2% difference in baseline Professional development days - No difference in baseline Workshop and coaching evaluations - No difference in baseline New metrics - Baseline was established in 2025-2026 school yearl

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				implement strategies learned today Classified = 87% "very likely" to implement strategies learned today NEW (2025-2026 - Baseline) Workshop Evaluation = 87% "strongly agree" (relevance to work) Coaching Evaluation = 84% "strongly agree" (direct impact to work)	strategies learned today Classified = 100% of staff "very likely to implement strategies learned today NEW (2025-2026) Workshop Evaluation = 100% "strongly agree" (relevance to work) Coaching Evaluation = 100% "strongly agree" (direct impact to work)	
3.2	Maintain equitable access to technology in order to utilize digital learning as well as resources to master academic content standards as measured	2023 All classrooms have Wi-Fi access All students have access to a device Creation of LEUSD Tech Plan	2024 All classrooms have Wi-Fi access Year 1 of LEUSD tech plan implementation	2025 All classrooms have Wi-Fi access Year 2 of LEUSD tech plan implementation	2026 All classrooms have Wi-Fi access All students have access to a device Implementation of LEUSD Tech Plan	Phase 2 of tech plan implemented

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by Wi-Fi access and available devices. Priority 1: Basic (Conditions of Learning) Metric 9a.2: Sufficient access to standards-aligned instructional materials			NEW (2025-2026) 2025-2026 LCAP Survey 64% of students reported they "strongly agree" that technology is provided to meet their daily classroom needs.	NEW (2025-2026) 100% of students "strongly agree" that technology is provided to meet their daily classroom needs.	New metric - Baseline was established
3.3	Maintain school site facilities with a "Good" or better rating as measured by annual FIT reports Priority 1: Basic (Conditions of Learning) Metric 9a.3: School facilities are maintained in good repair	2023 FIT Reports Exemplary: 3 schools Good: 18 schools Fair: 3 schools	2024 FIT Reports Exemplary: 0 schools Good: 15 schools Fair: 9 schools	2025 FIT Reports Exemplary: 0 schools Good: 9 schools Fair: 15 schools NEW (2025-2026) 2025-2026 LCAP Survey 49% of students reported they "strongly agree" that their school provides a safe and clean environment conducive to learning	2026 FIT Reports Exemplary: 10 schools Good: 14 schools Fair: 0 schools NEW (2025-2026) 100% of students "strongly agree" that their school provides a safe and clean environment conducive to learning.	Exemplary: Declined by 3 schools Good: Declined by 9 schools Fair: Increased by 12 schools New metric - Baseline was established

Goal Analysis [2025-26]

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

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

Action 3.1 Professional Learning Communities & Professional Development
Action 3.1A was fully implemented. LEUSD continues to create opportunities for teachers to engage in Professional Learning Communities each week, allowing them protected time to focus on what they want students to know and determine how their will measure student

acheivement around those indicators.
Action 3.1B was fully implemented. Each week, 3 rotating PE teachers are able to provide enough coverage to extend collaboration time to teachers and allow them to engage in meaningful data analysis and lesson planning.
Action 3.1C was fully implemented. LEUSD successfully implemented two professional development days for all employees, offering a wide range of sessions across content areas and roles. Attendance reached the highest levels in district history in January 2026, with 890 classified employees and 869 certificated staff participating, an increase from 800 classified and 802 certificated staff in October.
Action 3.1D was fully implemented. This year we have 62 new teachers participating in Induction being supported by 47 teacher coaches. The focus this year was to pair candidates and coaches at the same site. This allows them to collaborate easily. This year we also have 4 teachers participating in the PAR program. PAR support is helping teachers who may be struggling in areas. The support included professional development and release time to observe other teachers.
Action 3.1E was fully implemented. LEUSD implemented data science professional development sessions for diverse groups of teachers and counselors, with approximately 100 participants engaging in this work. Sessions focused on building staff capacity to effectively access, analyze, and apply student data to inform decision-making. A key component of implementation included cross-departmental collaboration, particularly with the Special Education department, to refine and improve a data dashboard within Infinite Campus. This work addressed data accuracy issues, including misaligned disability codes, and enhanced the ability to monitor D/F rates and caseload management. While the overall implementation aligned with planned actions, the work evolved to include a stronger emphasis on data accuracy and system-level improvements. A key success has been improved data integrity and increased awareness of how data systems can support student outcomes. A noted challenge is the varying levels of data literacy among staff, requiring differentiated support and ongoing training.
Action 3.1F was fully implemented. LEUSD has implemented Professional Learning Communities (PLC) coaching through a strategic, phased approach beginning with the development of a guiding coalition of educators. This group represents diverse roles across the district and is tasked with shaping and driving PLC implementation. As part of this work, guiding coalition members participated in professional learning opportunities, including sessions with Janel Keating in San Antonio and attendance at a PLC Summit in Phoenix, to build a shared understanding of effective PLC practices. Additionally, LEUSD extended this learning to leadership teams, with Janel Keating engaging principals and cabinet members to build alignment and coherence. Instructional coaches and specialists also engaged in learning with Jeanne Spiller, focused on developing learning progressions to support PLC work. The coalition has begun drafting a multi-year PLC roadmap to guide implementation across the district. While the overall implementation aligns with planned actions, LEUSD intentionally prioritized depth of understanding and alignment among a core group before expanding broadly. A key success has been the establishment of a strong, informed guiding coalition and increased leadership alignment. A noted challenge is balancing the urgency of implementation with the need to build shared understanding and readiness across all sites. Phases of PLC implementation are planned for five phases. Phase One has been previewed and will begin in the 2026-2027 school year.

Action 3.2 Technology Services
Action 3.2A was fully implemented. ITS has integrated new team members into sites with relatively little to no disruption to the sites. Introducing team members to new sites half way through the year was challenging as employees get comfortable real quick integrating with technicians due to the need for assistance; but our new team settled in quickly and we saw very little disruption. Sites received support through utilizing 24 service techs, including 3 new service techs to the team.
Action 3.2B was fully implemented. ITS has been doing this method for 15 years now, so we have the process down pretty well. The biggest difference in this year as in years past is everyone, regardless of signing up or not, will receive a new computer. The challenge is pinning employees down for an appointment when they didn't want a new device, but a visit from the tech and/or district manager explaining the necessity has yielded complete adherence to the new process. Despite the challenges of appointment times, all 492 replacement devices

were processed and distributed to employees.

Action 3.3 Safe Environment
Action 3.3A was fully implemented. LEUSD continues to contract SRO services with the Riverside Sheriff's Department. 3 SROs are regularly assigned to our comprehensive high schools (EHS, LHS, TCH) while 3 SROs roam between elementary and middle school. There was no change in the service from 24/25 school year. During the 24/25 school year, LEUSD transitioned from a VHF radio system to UHF radio system. The installation was completed in June, 2025. Beginning in August 2025, we have been conducting monthly radio tests to ensure ongoing communication between the district facilities and school sites. LEUSD continues to add security vestibules to all school sites. The vestibules continue to provide security to for staff and students while I'll also giving the public one designated check-in point to the individual sites. Vestibule installation will continue until all schools and the district facilities are completed. Campus supervisor uniforms continue to be issued to staff. Vape sensors and camera installation began at all secondary sites. Full installation is scheduled to be completed at the end of the 25/26 school year.
Action 3.3B was fully implemented.

- Completed major preventive maintenance across HVAC, roofing, playgrounds, and essential systems.
- Improved grounds and athletic fields through irrigation repairs and targeted beautification.
- Stabilized custodial staffing and implemented consistent cleaning standards districtwide.
- Delivered key safety upgrades, including fencing, lighting, and ADA improvements.
- Supported schools with timely work order responses and reliable event support.

Differences Between Planned and Actual Implementation

- Project timelines shifted due to shortages in skilled trades and delays in HVAC and playground materials.
- Emergency repairs required redirecting staff from scheduled preventive maintenance.
- Rising material costs led to adjustments in project scope for select upgrades.

Challenges

- Ongoing difficulty recruiting and retaining skilled maintenance staff.
- Aging infrastructure created additional unplanned repair needs.
- Increased custodial demands and weather impacts added to workload.
- Competing priorities across sites required continuous triage and resource balancing.

Successes

- Reduced the work order backlog and improved response times across all sites.
- Completed major HVAC and safety upgrades at priority campuses.
- Enhanced grounds conditions and overall curb appeal districtwide.
- Standardized custodial procedures improved cleanliness and consistency.
- Strengthened collaboration with instructional, athletics, and VAPA programs.
- Increased preventive maintenance completion, extending asset life and reducing long term costs.

Action 3.4 Improvement and Implementation Science
Action 3.4A was partially implemented. All TSI eligible schools were offered professional development for their teacher leader teams with their site administrators. LEUSD had nine (9) potential TSI eligible schools at the beginning of the 2025-2026 school year. Six (6) sites chose to participate and not all sites sent a teacher leader team. Successes: Three (3) sites are TSI eligible, two (2) of which have participated in

the workshop series. Challenges: Not all sites participated nor did they involve teacher leader teams. One site is TSI eligible and has not participated in the workshop series.
Action 3.4B was partially implemented. Few schools opted for the additional coaching component for potential TSI eligibility Through the workshop series, it was evident that sites needed to spend time on the improvement tasks and understand the components prior to utlizing additional coaching. Successes: One school has utilized the additional coaching and has been able to address several student groups and state indicators through this process. Challenges: Coaching is optional and sites must be ready for that level of support.
Action 3.4C was partially implemented. This action was budgeted for all 24 LEUSD schools to have coaching on the implementation of evidence-based instructional strategies for their teacher leader teams; however, not all sites have prioritized this level of coaching support at this time. Teachers have been receiving professional development in curriculum, instruction and assessment as well as PLCs and improvement/implementation science. Challenges: The professional development opportunities are available; however, it's a challenge to prioritize which opportunities to participate in based on site needs.

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

Action 3.1 Professional Learning Communities & Professional Development
Last Year's Planned Expenditures: $5,387,607. Estimated Actual Expenditures: $6,297,319. See material differences in bulleted actions below.
Action 3.1A was budgeted at $2,545,764 and the estimated actual expenditure is $2,873,650. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 3.1B was budgeted at $691,794 and the estimated actual expenditure is $705,890. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 3.1C was budgeted at $1,675,910 and the estimated actual expenditure is $1,720,300. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 3.1D was budgeted at $413,706 and the estimated actual expenditure is $456,000. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 3.1E was budgeted at $63,635 and the estimated actual expenditure is $185,406. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 3.1F was budgeted at $92,313 and the estimated actual expenditure is $356,073. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.

Action 3.2 Technology Services
Last Year's Planned Expenditures: $3,683,361. Estimated Actual Expenditures: $4,518,993. See material differences in bulleted actions below.
Action 3.2A was budgeted at $3,128,861 and the estimated actual expenditure is $3,741,188. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.
Action 3.2B was budgeted at $544,500 and the estimated actual expenditures is $777,805. The estimated actual is correct and the budgeted amount for 2026-2027 for this action has been updated accordingly.

Action 3.3 Safe Environment

Last Year's Planned Expenditures: $6,147,000. Estimated Actual Expenditures: $11,995,065. See material differences in bulleted actions below.
Action 3.3A was budgeted at $1,647,000 and the estimated actual expenditure is $1,600,000. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 3.3B was budgeted at $4,500,000 and the estimated actual expenditure is $10,395,065. The budgeted amount has been adjusted to $4,000,000 to align with educational environment needs.

Action 3.4 Improvement and Implementation Science
Last Year's Planned Expenditures: $43,743. Estimated Actual Expenditures: $43,761. See material differences in bulleted actions below.
Action 3.4A was budgeted at $14,581 and the estimated actual expenditure is $4,162. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 3.4B was budgeted at $14,581 and the estimated actual expenditure is $12,032. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 3.4C was budgeted at $14,581 and the estimated actual expenditure is $27,567. No material difference exists between the budgeted expenditure and the estimated actual expenditure.

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

Action 3.1 Professional Learning Communities & Professional Development
Action 3.1A was effective. Our current system is built to allow teachers to have professional learning community time each week. It is effective as it allows teachers the opportunity to evaluate current data and collaborate as team to develop meaningful Tier I and Tier II interventions. ELA and Math scores are both headed in a positive direction indicating that the time teachers spend collaborating in professional learning communities is effective.
Action 3.1B was effective. The current schedule and allotment of support staff allow for teachers to collaborate each week for 50 minutes. This time is allows for teachers to look at current achievement levels and use supports within curriculum to plan for targeted intervention. The district has had mixed success. Additional work with Solution Tree and targeted coaching with site administration will allow for a greater focus on systemic needs that will allow for teachers to recieve better supports and provide more effective supports for students in the future.
Action 3.1C was effective. The professional development days have been effective in increasing staff engagement and access to learning opportunities, as evidenced by record attendance and positive survey feedback. Overall satisfaction was high, with the majority of respondents indicating they were satisfied or very satisfied with the experience . Additionally, most participants reported they were likely or very likely to implement strategies learned during the sessions, demonstrating strong potential for impact on practice. Session-level data further supports effectiveness, with consistently high ratings for relevance (averaging above 4.2) and presenter knowledge (averaging above 4.4), indicating strong instructional quality. However, collaboration time received lower ratings (3.31–3.54), and conference logistics such as scheduling and session selection averaged around 3.6, suggesting areas for improvement. Overall, the action has made meaningful progress toward the goal by building staff capacity and engagement, while also identifying opportunities to improve coherence, collaboration structures, and session alignment. Survey results indicate strong overall session quality and relevance, with average ratings across breakout sessions ranging from 4.28 to 4.55 for relevance, 4.23 to 4.54 for content quality, and 4.44 to 4.66 for presenter knowledge . Staff reported that sessions were generally valuable and aligned to their work.
Action 3.1D was effective. Teachers reported positive responses as it relates to the support provided by coaches in their professional practices.

Action 3.1E was effective. The data science professional development has been effective in building foundational data literacy among participating staff and improving LEUSD's ability to use data for informed decision-making. Participants have increased their understanding of how to access and interpret student data, particularly within Infinite Campus. The collaboration with the Special Education department resulted in tangible system improvements, including more accurate student data, better tracking of D/F rates, and improved caseload management practices. These outcomes represent meaningful progress toward the goal of using data to support student achievement and targeted interventions. While participation numbers were smaller compared to broader professional development efforts, the targeted nature of this work has resulted in deeper impact within specific teams and departments.
Action 3.1F was effective. The PLC coaching action has been effective in establishing a strong foundation for long-term implementation. The development of a guiding coalition has created shared ownership and clarity around the purpose and structure of PLCs in LEUSD. Participation in national conferences and collaboration with recognized experts has strengthened the knowledge base of district and site leaders. Early evidence of effectiveness includes increased alignment among principals, cabinet members, and instructional support staff, as well as the initial development of a districtwide PLC roadmap. While this work is in the early stages and has not yet reached full classroom implementation at scale, it has successfully built the conditions necessary for sustainable change. The focus on capacity-building and coherence positions the district for more consistent and impactful PLC practices moving forward.

Action 3.2 Technology Services
Action 3.2A was effective. Work order response time has dropped and the need for external assistance unless technicians are ill is down to a minimum level we've seen since the additional team members increased our numbers.
Action 3.2B was effective. New method has been very effective in getting older devices off the network increasing our security level by bringing down the number of threat vectors on the older devices.
According to the LCAP annual survey, 64% of students "strongly agree" that technology is adequately provided to meet their daily learning needs in the classroom.

Action 3.3 Safe Environment
Action 3.3A was effective. Nearly 100% of school sites have safety vestibules in front offices and all sites are utilizing the visitor management system.
Action 3.3B was effective. LEUSD has reduced work order backlog and increased maintenance response times.
Effective Actions
- Preventive maintenance has reduced emergency repairs and improved system reliability.
- Grounds and custodial improvements have made campuses cleaner, safer, and more welcoming.
- Safety upgrades (fencing, lighting, ADA) have strengthened campus security.
- Faster work order response times have reduced disruptions to instruction.

Partially Effective Actions
- Beautification and modernization projects show strong results were completed, but progress varies by site.
- Custodial coverage is improved overall, though high use campuses still experience occasional gaps.

Limited Impact Actions
- Recruitment for skilled trades remains challenging, slowing HVAC and electrical work.
- Some preventive maintenance was delayed due to emergency repairs and supply chain issues.

Overall Impact

- Actions to date have been largely effective in improving safety, cleanliness, and operational reliability, though staffing and infrastructure constraints limit full impact

According to the LCAP annual survey, 49% of students "strongly agree" that their school provides a safe and clean environment conducive to learning.

Action 3.4 Improvement and Implementation Science
Action 3.4A was effective. The workshop series has been extremely effective for those sites who participated in teams. Nine schools were eligible to receive the supplemental support and six schools sent teams to the workshops. Sites were able to complete data analysis, develop problem statements, conduct empathy interviews, conduct root cause analysis and identify evidence based interventions to treat the persistent low performance. Workshop evaluations noted that 87% of participants "strongly agree" that the workshops were relevant to their work.CAASPP performance data will be available on the 2026 CA Dashboard (Metric 1.1).
Action 3.4B was effective. Nine schools were eligible for coaching support and one school utilized this resource to improve student outcomes. For the one school who participated in the additional coaching, their evaluation results rate very satisfactory in all categories. Staff capacity is growing at a higher rate on this campus compared to other LEUSD campuses. The action would be more effective with greater participation. Coaching evaluations noted that 84% of participants "strongly agree" that the coaching support directly impacted their work. CAASPP performance data will be available on the 2026 CA Dashboard (Metric 1.1).
Action 3.4C was effective. The action is effective for the sites who participated. Nine schools were eligible to receive the supplemental support and six schools sent teams to the workshops. The sites have seen growth in collective teacher efficacy as well as implementation of guaranteed and viable curriculum and evidence based instructional strategies through classroom walk through observation data. As it is optional for sites to participate, the action would be more effective with greater participation. Workshop evaluations noted that 87% of participants "strongly agree" that the workshops were relevant to their work. CAASPP performance data will be available on the 2026 CA Dashboard (Metric 1.1).

Actions in Goal 3 that are determined to be effective reflect feedback from educational partners to prioritize professional learning, access to technology and providing safe campuses. In addition, the utilization of improvement and implementation science has been beneficial in increasing performance for students across LEUSD.

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.

Adapted action
Action 3.4 will change from "TSI elibility" to "ESSA eligibility" and will now align with Metric 3.1 as well as Metric 1.1.

Updated metric
Metric 3.1 was updated to the correct TAMO report data from 2021-2022, 2022-2023 and 2023-2024 as well as professional development evaluation data from certificated and classified staff from October and January training dates.
Metric 3.2 was updated to include feedback from students on the LCAP survey as it relates to access to technology.
Metric 3.3 was updated to include feedback from students on the LCAP survey as it relates to safety and security measures at school.

LEUSD will continue to provide a focus on professional learning, safe environments, access to technology and utilizing improvement and implementation science to improve outcomes for our students.

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	Professional Learning Communities & Professional Development	LEUSD is committed to the continuous improvement cycle through professional development opportunities focusing on evidence based instructional strategies, especially targeted at meeting the needs of our lowest performing student groups. This action is principally directed towards and effective in meeting the goal for unduplicated students. A. Utilizing Professional Learning Community meetings for data analysis on student performance ($2,873,650 LCFF) B. Utilizing Physical Education staff to support PLC meeting process ($705,890 LCFF) C. Providing Professional Development - 2 days for all employees ($1,720,300 LCFF) D. Providing Beginning Teacher Support & Assessment/Peer Assistance Review for eligible teachers ($456,000 LCFF) E. Data Science professional development for teachers ($185,406 LREBG) F. Professional Learning Communities coaching for teachers ($356,073 LREBG) LREBG Actions 3.1E-F provide the acceleration of the progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. The needs assessment substantiated findings from the 2025 CA Dashboard related to the ELA and Math performance for students in LEUSD. These actions are directly related to providing professional development and coaching on evidence-based learning supports. Research consistently highlights the positive impact of providing professional development (PD) for educators on improving student outcomes. Effective PD equips teachers with the necessary skills, knowledge, and strategies to enhance teaching practices, which in turn	$6,653,392.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leads to improved student learning, engagement, and achievement. Teachers who receive targeted PD on how to meet the needs of struggling students are better equipped to provide the necessary interventions, scaffolding, and individualized support. Research highlights the positive impact of coaching within Professional Learning Communities (PLCs), demonstrating how coaching enhances teacher collaboration, professional growth, and ultimately improves student outcomes. Coaching within PLCs provides targeted support to teachers, fosters reflective practice, and promotes a collaborative culture that leads to more effective teaching strategies. LREBG funds are allocated amounts for the 2026-2027 school year. The comprehensive needs assessment review process will continuously be utilized through the end of the funding cycle. Action 3.1 will be monitored with Metric 3.1 (TAMO Report & PD Feedback)		
3.2	Technology Services	LEUSD believes in providing equitable access to technology for all students. This action is principally directed towards and effective in meeting the goal for unduplicated students. A. Utilizing Informational Technology assistance to support school sites ($3,741,188 LCFF) B. Providing replacement technology for devices at school sites ($2,031,987 LCFF) Action 3.2 will be monitored with Metric 3.2 (LEUSD Tech Plan)	$5,773,175.00	Yes
3.3	Safe Environment	LEUSD and its educational partners believe that maintaining environments conducive to learning is a priority. This action is principally directed towards and effective in meeting the goal for unduplicated students to ensure students feel safe and secure in their learning environment. A. Providing supplemental safety & security to all school sites through SROs and additional campus supervisors ($1,603,327 LCFF)	$7,603,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
		B. Providing supplemental maintenance and support to all school sites ($6,000,000 LCFF) Action 3.3 will be monitored with Metric 3.3 (FIT Reports)		
3.4	Improvement and Implementation Science - NEW as of 2025/26	LEUSD is committed to the continuous improvement cycle through professional development opportunities focusing on evidence based instructional strategies, especially targeted at meeting the needs of our lowest performing student groups. In addition, LEUSD is focused on implementation science in order to ensure that strategies are delivered as intended and student outcomes improve. A. Professional development for teacher leader teams on improvement science for potential ESSA eligible schools ($32,250 LREBG) B. Coaching for schools who are at-risk of ESSA eligibility ($32,250 LREBG) C. Coaching for implementation of evidence-based instructional strategies for school teams ($48,375 LREBG) LREBG Actions 3.4 A-C will provide the acceleration of the progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports through the site SPSAs aligned to the district LCAP. The needs assessment substantiated findings from the 2025 CA Dashboard related to the ELA and Math performance for students, especially for student groups in technical assistance (EL, LTEL and FY) in LEUSD. These actions are directly related to providing professional development and coaching on evidence-based learning supports. Research on the positive impact of improvement science in schools highlights its potential to foster systematic and sustainable changes in educational practices, leading to better student outcomes. Improvement science involves using a structured, data-driven approach to problem-solving and continuous learning, aimed at enhancing specific aspects of the educational system. Research on implementation science in schools reveals its significant positive impact on improving educational practices, promoting systemic change, and enhancing student outcomes.	$112,875.00	No

Action #	Title	Description	Total Funds	Contributing
		Implementation science focuses on ensuring that evidence-based practices and interventions are effectively applied in schools, scaled appropriately, and sustained over time. LREBG funds are allocated amounts for the 2026-2027 school year. The comprehensive needs assessment review process will continuously be utilized through the end of the funding cycle. Action 3.4 will be monitored by Metric 1.1 (CAASPP performance)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	EXTENDED OPPORTUNITIES : Within three years, all students, and particularly English Learner (EL), Hispanic (HI), Homeless Youth (HY), Socioeconomically Disadvantaged(SED), Students with Disabilities (SWD) and White (WH) students, at Keith McCarthy Academy and Ortega High School will demonstrate growth towards meeting standards in English Language Arts (ELA) and Mathematics as measured by CAASPP test results and local benchmark assessments as well as College/Career Indicator on the CA Dashboard. In order to ensure equitable access to high-quality, standards-aligned instruction for students enrolled in Equity Multiplier eligible schools, the Lake Elsinore Unified School District will prioritize improvements in teacher credentialing and assignment at Keith McCarthy Academy (hybrid/virtual learning environment) and Ortega High School (continuation high school). Educational partner feedback and local data indicate a need to strengthen access to fully credentialed teachers in these alternative settings, where students often require differentiated instructional approaches, continuity of instruction, and consistent access to highly qualified staff. [2026-2027...(5-28-26) | PDF] Baseline data from the Teacher Assignment Monitoring Outcomes (TAMO) report indicates that: Keith McCarthy Academy (hybrid/virtual): 72.1% of teachers hold clear credentials Ortega High School (continuation): 63.4% of teachers hold clear credentials These rates reflect a disparity in access to fully credentialed teachers compared to district averages and underscore the need for targeted recruitment, retention, and assignment strategies to support Equity Multiplier schools. To address this need, the district will implement focused actions aligned to LCFF Priority 1 (Basic Conditions of Learning) to increase the percentage of teachers who hold clear credentials, are appropriately assigned, and are fully authorized for the courses they teach in alternative education settings. This goal directly supports equitable student access to high-quality instruction by ensuring that students in Equity Multiplier schools—who often experience higher mobility, alternative schedules, or non-traditional learning environments—are served by fully prepared and appropriately credentialed educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated a need to continue supporting ELA and Mathematics instruction throughout the District, but specifically for English Learner (EL), Hispanic (HI), Homeless Youth (HY), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD) and White (WH) students at Keith McCarthy Academy and Ortega High School, our Equity Multiplier school sites (schools of choice settings). This need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support and professional development for ELA and Mathematics. We plan to improve ELA and Mathematics performance through the actions included in the goal and will measure progress using CAASPP ELA and Mathematics results, CCI indicator on the CA Dashboard and district benchmark data, differentiated by student group.

Keith McCarthy Academy

ELA	Math	College/Career Indicator (2024 CA Dashboard)
All Students: -47.4 dfs	All Students: -137.3 dfs	All Students: 21.6%
EL: -58.8 dfs	EL: -122.1 dfs	Hispanic: 13.2%
HY: -77.5 dfs	HY: -140.6 dfs	
SED: -60.5 dfs	SED: -150.5 dfs	
SWD: -166.4 dfs	SWD: -200.4 dfs	
WH: -63.7 dfs	WH: -137 dfs	

Chronic Absenteeism (2024 CA Dashboard)
HI: 39.6% (increased 14.6%)
SED: 40.2% (increased 12.5%)

Ortega High School

ELA	Math	College/Career Indicator (2024 CA Dashboard)
All Students: -121.6 dfs	All Students: -211.1 dfs	All Students: 3.3%
EL: -161.5 dfs	EL: -258.7 dfs	EL: 0%
HI: -127.9 dfs	HI: -217.8 dfs	HI: 1.6%
HY: -119.8 dfs	HY: -238.7 dfs	HY: 2%
SED: -124.6 dfs	SED: -219.6 dfs	SED: 2,7%
SWD: -170.2 dfs	SWD: -252.1 dfs	SWD: 2%
WH: -81.8 dfs	WH: -155.2 dfs	

In order to ensure equitable access to high-quality, standards-aligned instruction for students enrolled in Equity Multiplier eligible schools, the Lake Elsinore Unified School District (2026-2027 DRAFT LCAP (5-28-26)) will prioritize improvements in teacher credentialing and assignment at Keith McCarthy Academy (hybrid/virtual learning environment) and Ortega High School (continuation high school). [2026-2027...(5-28-26) | PDF]
Educational partner feedback and local data indicate a need to strengthen access to fully credentialed teachers in these alternative settings, where students often require differentiated instructional approaches, continuity of instruction, and consistent access to highly qualified staff. [2026-2027...(5-28-26) | PDF]
Baseline data from the Teacher Assignment Monitoring Outcomes (TAMO) report indicates that:

Keith McCarthy Academy (hybrid/virtual): 72.1% of teachers hold clear credentials
Ortega High School (continuation): 63.4% of teachers hold clear credentials

These rates reflect a disparity in access to fully credentialed teachers compared to district averages and underscore the need for targeted recruitment, retention, and assignment strategies to support Equity Multiplier schools.
To address this need, the district will implement focused actions aligned to LCFF Priority 1 (Basic Conditions of Learning) to increase the percentage of teachers who hold clear credentials, are appropriately assigned, and are fully authorized for the courses they teach in alternative education settings.
This goal directly supports equitable student access to high-quality instruction by ensuring that students in Equity Multiplier schools—who often experience higher mobility, alternative schedules, or non-traditional learning environments—are served by fully prepared and appropriately credentialed educators.

If we implement these actions; academic performance through monthly data monitoring, we will achieve the goal of increasing performance in ELA and Mathematics as well as the College/Career Indicator. In addition, LEUSD is ensuring that students in alternative education settings have access to fully credentialed and appropriately assigned teachers is essential to improving instructional quality, student engagement, and academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase student achievement on ELA (5.8 points annually) on average as measured by CAASPP assessment through the implementation of academic content and	2023 CA Dashboard Keith McCarthy Academy (KMA) - ELA All Students: -47.4 dfs EL: -58.8 dfs HY: -77.5 dfs SED: -60.5 dfs SWD: -166.4 dfs	2024 CA Dashboard Keith McCarthy Academy (KMA) - ELA All Students: -58 dfs EL: -97.6 dfs	2025 CA Dashboard Keith McCarthy Academy (KMA) - ELA All Students: -59.5 dfs	2026 CA Dashboard Keith McCarthy Academy (KMA) - ELA All Students: -30 dfs EL: -41.4 dfs	Keith McCarthy Academy (KMA) - ELA All Students: Declined 12.1 points EL: 10 students (no data displayed)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	performance standards adopted by the State Board and access to standards-aligned instructional materials.	WH: -63.7 dfs Ortega High School (OHS) - ELA All Students: -121.6 dfs EL: -161.5 dfs HI: -127.9 dfs HY: -119.8 dfs SED: -124.6 dfs SWD: -170.2 dfs White: -81.8 dfs	HY: -80.5 dfs SED: -69.1 dfs SWD: -134.7 dfs WH: -46.2 dfs Ortega High School (OHS) - ELA All Students: -128.6 dfs EL: -143.4 dfs HI: -128.1 dfs HY: 7 students (no data displayed) SED: -131.1 dfs SWD: -163.4 dfs White: -106.8 dfs	EL: 10 students (no data displayed) HY: 7 students (no data displayed) SED: -72 dfs SWD: -88.5 dfs WH: -55.4 dfs Ortega High School (OHS) - ELA All Students: -116.3 dfs EL: -147.6 dfs HI: -122 dfs HY: 4 students (no data displayed) SED: -120.3 dfs SWD: 10 students (no data displayed) White: -84.1 dfs	HY: -60.1 dfs SED: -43.1 dfs SWD: -149 dfs WH: -46.3 dfs Ortega High School (OHS) - ELA All Students: -104.2 dfs EL: -144.1 dfs HI: -110.5 dfs HY: -102.4 dfs SED: -107.2 dfs SWD: -152.8 dfs White: -64.4 dfs	HY: 7 students (no data displayed) SED: Declined 11.5 points SWD: Increased 77.9 points WH: Increased 8.3 points Ortega High School (OHS) - ELA All Students: Increased 5.3 points EL: Increased 13.9 points HI: Increased 5.9points HY: 4 students (no data displayed) SED: Increased 4.3 points SWD: 10 students (no data displayed) White: Declined 2.3 points
4.2	Increase student achievement on Math (16.8 points annually) on average as measured by CAASPP assessment through the implementation of academic content and performance standards adopted by the State	2023 CA Dashboard Keith McCarthy Academy (KMA) - Math All Students: -137.3 dfs EL: -122.1 dfs HY: -140.6 dfs SED: -150.5 dfs SWD: -200.4 dfs WH: -137 dfs	2024 CA Dashboard Keith McCarthy Academy (KMA) - Math All Students: -127.8 dfs EL: -153.3 dfs HY: -169.5 dfs SED: -139.6 dfs	2025 CA Dashboard Keith McCarthy Academy (KMA) - Math All Students: -129 dfs EL: 10 students (no data displayed)	2026 CA Dashboard Keith McCarthy Academy (KMA) - Math All Students: -86.9 dfs EL: -71.7 dfs HY: -90.2 dfs SED: -100.1 dfs	Keith McCarthy Academy (KMA) - Math All Students: Increased 9.5 points EL: 10 students (no data displayed) HY: 7 students (no data displayed)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Board and access to standards-aligned instructional materials.	Ortega High School (OHS) - Math All Students: -211.1 dfs EL: -258.7 dfs HI: -217.8 dfs HY: -238.7 dfs SED: -219.6 dfs SWD: -252.1 dfs WH: -155.2 dfs	SWD: -178.9 dfs WH: -115.3 dfs Ortega High School (OHS) - Math All Students: -209.5 dfs EL: -229.6 dfs HI: -210.6 dfs HY: 7 students (no data displayed) SED: -216 dfs SWD: -231.2 dfs WH: -194.8 dfs	HY: 7 students (no data displayed) SED: -139.7 dfs SWD: -150.7 dfs WH: -118.8 dfs Ortega High School (OHS) - Math All Students: -224.8 dfs EL: -250.6 dfs HI: -229.6 dfs HY: 4 students (no data displayed) SED: -228.3 dfs SWD:10 students (no data displayed) WH: -202.3 dfs WH:	SWD: -150 dfs WH: -86.6 dfs Ortega High School (OHS) - Math All Students: -160.7 dfs EL: -208.3 dfs HI: -167.4 dfs HY: -188.3 dfs SED: -169.2 dfs SWD: -201.7 dfs WH: -104.8 dfs	SED: Increased 10.8 points SWD: Increased 49.7 points WH: Increased 18.2 points Ortega High School (OHS) - Math All Students:Declined 13.7 points EL: Increased 8.1 points HI: Declined 11.8 points HY: 4 students (no data displayed) SED:Declined 8.7 points SWD: 10 students (no data displayed) WH: Declined 39.6 points
4.3	Decrease the percentage of teachers with "out of field" assignments at Keith McCarthy Academy and Ortega High School by approximately 6% annually as measured by the TAMO Report.	2021-2022 TAMO Report Keith McCarthy Academy (KMA) - 65.6% Clear credentials Ortega High School (OHS) - 63.8% Clear credentials	2022-2023 TAMO Report Keith McCarthy Academy (KMA) - 80.8% Clear credentials Ortega High School (OHS) - 66.5% Clear credentials	2023-2024 TAMO Report Keith McCarthy Academy (KMA) - 71.2% Clear credentials Ortega High School (OHS) - 63.4% Clear credentials	2023-2024 TAMO Report Keith McCarthy Academy (KMA) - 71.2% Ortega High School (OHS) - 63.4%	Keith McCarthy Academy (KMA) - Increased by 5.6% Ortega High School (OHS) - Decreased by 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Metric is aligned to actions 4.5L and 4.6I (See Prompt #4)	
4.4	Providing additional sections and MH services, if needed, for students at Keith McCarthy Academy and Ortega High School in order to meet graduation requirements as measured by graduation plans and contacts with social worker and/or drug crisis counselors. DISCONTINUED in 2025-2026	2023-2024 Master Schedule for KMA and OHS (analyze need for sections) 2023-2024 MH Contact Log (analyze utilization of MH supports on site)	Master Schedule for KMA (Elimination of elementary grades) Master Schedule for OHS (Current sections still apply) MH Contact Log	DISCONTINUED IN 2025-2026	2026-2027 Master Schedule for KMA and OHS (analyze need for sections) 2023-2024 MH Contact Log (analyze utilization of MH supports on site) Metric to be discontinued 25/26 (See Prompt #4)	Metric to be discontinued 25/26 (See Prompt #4)
4.5	Increase growth on the College and Career Indicator (at least 2% annually) as measured by the CCI indicator on the CA Dashboard. (NEW 2025-2026)	2023 CA Dashboard (Data not reported last year) Keith McCarthy Academy (KMA) All Students: 26.2% Hispanic: 25.4% Ortega High School (OHS) All Students: 9.7% EL: 9.1% HI: 9.7% HY: 8.1% SED: 9.6% SWD: 7%	2024 CA Dashboard (Baseline) Keith McCarthy Academy (KMA) All Students: 21.6% Hispanic: 13.2% Ortega High School (OHS) All Students: 3.3% EL: 0% HI: 1.6% HY: 2% SED: 2.7% SWD: 2%	2025 CA Dashboard Keith McCarthy Academy (KMA) All Students: 13.6% Hispanic: 12.8% Ortega High School (OHS) All Students: 1.8% EL: 0% HI: 0.5% HY: 1.8% SED: 1.6% SWD: 0%	2026 CA Dashboard Keith McCarthy Academy (KMA) All Students: 25.6% Hispanic: 17.2% Ortega High School (OHS) All Students: 7.3% EL: 4% HI: 5.6% HY: 6% SED: 6.7% SWD: 6%	Keith McCarthy Academy (KMA) All Students: Declined 12.6% Hispanic: Declined 12.6% Ortega High School (OHS) All Students: Declined 7.9% EL: Declined 9.1% HI: Declined 9.2% HY: Declined 6.3% SED: Declined 8% SWD: Declined 7%

Goal Analysis [2025-26]

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

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

Action 4.1 Professional Development - English Language Arts (ELA) was discontinued in 2025-2026 as higher prioritized needs arose on campus.
Action 4.2 Professional Development - Mathematics was discontinued in 2025 - 2026 as higher prioritized needs arose on campus.
Action 4.3 Clear Credentials was discontinued in 2025-2026 as higher prioritized needs arose on campus.
Action 4.4 Additional Sections & Mental Health Services was discontinued in 2025-2026 as higher prioritized needs arose on campus.
Action 4.5 A was fully implemented. 5 out of 5 ELA sessions were held. 2 of 3 ELA teachers attended all 5 sessions. 5 out of 5 Math sessions were held. 2 of 4 math teachers attended all 5 sessions. Challenges: KMA staff reported the sessions were not beneficial based on the IDS setting being different than a traditional comprehensive setting. Successes: KMA staff were exposed to LEUSD adopted curriculum and planning expectations. Students in ELA and Math were monitored for D and F rates at the administrative level. ELA and Math teachers are attempting to identify learning objectives and developing practice in using success criteria to advance student learning.
Action 4.5 B was partially implemented. 4 of 4 teachers have been trained in the program. 14 out of 14 student are enrolled in Learning Tree and completing lessons on a weekly basis. Challenges: Due to late implementation, limited evidence of student engagement is available. All EL/LTEL are enrolled and are completing weekly lessons, but their progress has not been updated. Teachers have limited knowledge of how to use the program to monitor progress through the ELPAC-like assessments in Learning Tree.
Action 4.5 C was fully implemented. Principal attended 10 of 10 coaching sessions. CCI tracking spreadsheet is current. Challenges: KMA is adding an Early College model and balancing the requirements of IDS which resulted in confusion as not all departments had common messaging and support. Successes: KMA has evidence of the on-track CCI status for each student.
Action 4.5 D was fully implemented. iReady Training: 80% of staff has attended 4/4 trainings. Spring iReady assessment will happen in mid March (3rd for the year). Principal Instructional Leadership Coaching: Principal attended 6/6 sessions; Principal is conducting the corresponding class observations. Conference: 3 staff were selected to attend (principal and 2 teachers) session selection included sessions on student engagement, Math and ELA. Team is reporting out to the staff what was learned and ideas for implementation. Challenges: Staff need additional support in using iReady as a means to assess their impact on student learning. Successes: Increase in the # of classroom observations conducted by principal with the support of the instructional leadership coach/consultant.
Action 4.5 E was not implemented. This action will be adapted.
Action 4.5 F was not implemented. This action will be adapted.
Action 4.5 G was not implemented. This action will be adapted.
Action 4.5 H was not implemented. This action will be adapted.
Action 4.6 A was partially implemented in 2025–2026, as the school has not yet had a full year to launch, stabilize, and evaluate coaching services. Implementation to date has focused on initiating in-person coaching and job-embedded support for teachers, with participation tracked through the number of teachers trained/coached and coaching touchpoints. Early implementation has prioritized building staff familiarity with strategies intended to strengthen classroom instruction and improve campus culture. The main implementation limitation is time: the school has not yet had the full cycle of coaching, follow-up, and progress monitoring across multiple quarters needed to fully assess outcomes.
Action 4.6 B was partially implemented in 2025–2026 through the provision of release time for teachers to develop and refine an implementation plan to improve campus culture. Release days and participation have been tracked; however, the action has not yet had a full

year for planning-to-implementation-to-evaluation. To date, release time has been used to identify priority culture needs, align expectations across staff, and draft implementation steps designed to improve consistency in routines and responses. The primary limitation has been scheduling release time within the year and ensuring sufficient follow-up time to fully implement and monitor the plan.
Action 4.6 C was partially implemented in 2025–2026 by providing extra duty pay to support staff completion of targeted trainings. Participation has been tracked through the number of staff completing trainings and hours compensated. Because the action has not had a full year for complete implementation and follow-up, the school has not yet been able to fully evaluate impact over time. Implementation to date has focused on removing participation barriers for staff who require training time outside contract hours.
Action 4.6 D was partially implemented in 2025–2026 by providing supplemental materials through PQLife to support staff implementation of instructional and behavioral strategies. Materials have been distributed to support strategy implementation; however, the school has not yet had a full year to monitor consistent usage across staff and evaluate impact on outcomes. The primary need moving forward is a clearer tracking process for what materials are used, by whom, and for which strategies.
Action 4.6 E was partially implemented in 2025–2026 by providing additional professional development aligned to site needs identified in the Comprehensive Needs Assessment. Implementation monitoring includes the number of sessions offered and staff participation. Because this action has not yet had a full year for implementation, follow-up, and evaluation, the school has limited outcome data at this time. The focus to date has been launching PD aligned to identified needs and ensuring staff access.

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

Action 4.1 Professional Development - English Language Arts (ELA) was discontinued in 2025-2026 as higher prioritized needs arose on campus.
Action 4.2 Professional Development - Mathematics was discontinued in 2025-2026 as higher prioritzed needs arose on campus.
Action 4.3 Clear Credentials was discontinued in 2025-2026 as higher prioritized needs arose on campus.
Action 4.4 Additional Sections & Mental Health Services was discontinued in 2025-2026 as higher prioritized needs arose on campus.

Actions for Keith McCarthy Academy
Last Year's Planned Expenditures: $769,389. Estimated Actual Expenditures: $636,801. See material differences in bulleted actions below.
Action 4.5 A was budgeted at $54,000. The estimated actual expenditure is $156,000. The budget amount for 2026-2027 has been adjusted to $150,000 to align to coaching needs.
Action 4.5 B was budgeted at $50,000. The estimated actual expenditure is $12,437. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 4.5 C was budgeted at $50,000. The estimated actual expenditure is $21,600. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 4.5 D was budgeted at $50,000. The estimated actual expenditure is $853. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 4.5 E was budgeted at $262,992. The estimated actual expenditure is $0. This action was not implemented and will be adapted.
Action 4.5 F was budgeted a $21,600. The estimated actual expenditure is $0. This action was not implemented and will be adapted.
Action 4.5 G was budgeted at $50,000. The estimated actual expenditure is $0. This action was not implemented and will be adapted.
Action 4.5 H was budgeted at $230,797. The estimated actual expenditure is $0. This action was not implemented and will be adapted.

Actions for Ortega High School
Last Year's Planned Expenditures: $636,801. Estimated Actual Expenditures: $377,850. See material differences in bulleted actions below.
Action 4.6 A was budgeted at $289,948. The estimated actual expenditure is $56,990. The budget amount for 2026-2027 has been adjusted to $125,000 to align to professional development needs.
Action 4.6 B was budgeted at $100,000. The estimated actual expenditure is $0. The budget amount for 2026-2027 has been adjusted to $ to align to $20,000 to align to campus culture needs.
Action 4.6 C was budgeted at $50,000. The estimated actual expenditure is $18,357. No material difference exists between the budgeted expenditure and the estimated actual expenditure.
Action 4.6 D was budgeted a $32,195. The estimated actual expenditure is $0. Although no material difference exists, the budget amount for 2026-2027 has been adjusted to $25,000 to provide supplemental materials for implementation of professional development.
Action 4.6 E was budgeted at $164,658. The estimated actual expenditure is $169,520. No material difference exists between the budgeted expenditure and the estimated actual expenditure.

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

Action 4.1 Professional Development - English Language Arts (ELA) was discontinued in 2025-2026 as higher prioritized needs arose on campus.
Action 4.2 Professional Development - Mathematics was discontinued in 2025-2026 as higher prioritized needs arose on campus.
Action 4.3 Clear Credentials was discontinued in 2025-2026 as higher prioritized needs arose on campus.
Action 4.4 Additional Sections & Mental Health Services was discontinued in 2025-2026 as higher prioritized needs arose on campus.
Action 4.5 A was effective. ELA Learning Objectives are observed in 3/3 ELA classes. Success criteria observed in 2 of 3 classrooms. ELA D/F Rates: 50 / 157students have a D or F.
Math: Learning Objectives were observed in 2/4 Math classes. Success criteria observed in 1 of 4 classrooms. Math D/F Rates: 63 / 180 have a D or F. Although effective, this action will be adapted to include individualized coaching.
Action 4.5 B was partially effective. 1/14 EL students were reclassified. EL students are currently reassesing on the ELPAC as of 3/6/26.
Action 4.5 C was effective. 4 of 24 students are on track to exit high school meeting A-G requirements. 4 of 24 students are on track to comnplete a registered pre-apprenticeship. 3 of 24 students are on track to take 2 college courses while in high school. This means that 11 of 24 students will exit high school prepared. This action will be adapted to include individualized coaching.
Action 4.5 D was effective. Q1 24/25 8 transfers, Q 24/25 11 transfers, Q3 24/25 2 transfers, Q4 24/25 1 transfer. Q1 25/26 6 transfers (2 less than 24/25). Effectiveness to date (3/6/26) iReady: ELA: Fall to Winter decreased the % of students 1 or more grade levels below from 63% to 62%; Math Fall to Winter decreased the percent of students 1 or more grade levels below from 84% to 83%. Principal Coaching for Instructional Leadership: 7/7 teachers are consistently using learning objectives; 5/7 are consistently using success criteria. Conference: no effectiveness data related to student achievement to report, however, the team was able to learn and apply updates to state education code for independent study. This action will be adapted to include progress monitoring plans.
Action 4.5 E was ineffective. This action was not implemented and will be adapted.
Action 4.5 F was ineffective. This action was not implemented and will be adapted.
Action 4.5 G was ineffective. This action was not implemented and will be adapted.
Action 4.5 H was ineffective. This action was not implemented and will be adapted.

Action 4.6 A was partially effective. Although a full-year evaluation is not yet possible, early evidence suggests the coaching and support model is effective. Initial teacher feedback and survey data indicate that staff are increasing use of strategies introduced through ANEW/FitGurl sessions (e.g., clearer routines, student engagement supports, and consistent classroom culture practices). Observational feedback suggests early improvements in consistency of expectations and stronger implementation of strategies when coaching includes follow-up. As implementation continues, OHS will strengthen effectiveness measurement by linking coaching focus areas to walkthrough evidence, teacher reflection data, and student engagement indicators.
Action 4.6 B was partially effective. While full-year results are not yet available, early feedback suggests release time has been effective in increasing staff clarity and alignment. Staff report stronger shared understanding of expectations and the need for consistent routines to support learning and culture. Effectiveness is strongest when release time results in concrete deliverables (common routines, response steps, communication tools) and when staff have follow-up opportunities to review implementation data. Continued implementation in 2026–2027 will allow the school to evaluate the impact more comprehensively using staff feedback and climate-related indicators.
Action 4.6 C was partially effective. Although full-year evaluation is not yet possible, early evidence suggests extra duty pay has been effective in increasing training participation and completion. Staff feedback indicates compensation reduces barriers and supports access to learning opportunities aligned to instructional and campus culture needs. Effectiveness is strongest when training completion is paired with follow-up supports (coaching, check-ins, implementation tools). In 2026–2027, OHS will strengthen the connection between training completion and implementation evidence.
Action 4.6 D was partially effective. While full-year results are not yet available, early feedback suggests the materials are supportive when they are directly tied to specific strategies and staff receive guidance on how to implement them. Staff report that ready-to-use resources increase consistency and reduce preparation barriers. Effectiveness is limited if distribution is not paired with monitoring and follow-up expectations. In 2026–2027, OHS will strengthen effectiveness measurement by linking materials to implementation evidence (walkthrough/coaching observations) and staff feedback on usability and impact.
Action 4.6 E was partially effective. Although full-year evaluation is not yet possible, early evidence suggests the additional PD has been effective in building staff capacity in targeted areas. Staff survey results indicate increased understanding of strategies aligned to site needs and readiness to implement. Effectiveness is strongest when PD is paired with opportunities to practice, receive feedback, and apply strategies in classrooms. In 2026–2027, OHS will strengthen evidence by connecting PD focus areas to classroom implementation observations and follow-up reflection cycles.

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.

Action 4.5A will be adapted to include individualized coaching for teachers.
Action 4.5 B will be adapted to include individualized coaching for the principal.
Action 4.5 C will be adapted to include assessments and classroom supports for English Learners.
Action 4.5 D will be adapted to include monitoring and evaluation of plans for improvement on the College/Career Indicator.
Action 4.5 E will be adapted to include creating systems for implementation the criteria for exiting prepared on CCI.
Action 4.5 F will be adapted to include support for Principal and staff for monitoring and evaluating SPSA focused on CCI.
Action 4.5 G will be adapted to include student devices for access to early college courses to exit prepared.
Action 4.5 H will be adapted to include professional development for staff on Professional Learning Communities.

NEW Actions beginning in 2026-2027

Action 4.5 I. Providing professional development through conferences for early college, independent study and dual enrollment for exiting prepared on CCI ($20,200 Other State Funds)
Action 4.5 J. Providing supplemental materials to support the actions aligned to improve outcomes on ELA, Math and CCI ($109,870 Other State Funds)
Action 4.5 K. Providing extra duty pay for staff to gather data, analyze data and update progress monitoring on implementation and effectiveness metrics for Equity Multiplier actions ($15,000 Other State Funds)
Action 4.5L Providing opportunities for teachers to complete additional coursework to clear credentials ($5,000 Other State Funds)
Action 4.6 F Providing additional support on monitoring and evaluating the implementation and effectiveness metrics on CCI ($25,000 Other State Funds)
Action 4.6G Providing supplemental family and community engagement services to strengthen school-home partnerships ($100,000 Other State Funds)
Action 4.6H Providing supplemental social-emotional learning, mental health, and school climate supports to improve student wellness, belonging, engagement, and readiness to learn. ($350,000 Other State Funds)
Action 4.6I Providing opportunities for teachers to complete additional coursework to clear credentials ($5,000 Other State Funds)

Metrics for Action 4.3 have been updated to align with the TAMO report. Action 4.3 and Metric 4.3 were discontinued due to multiple professional development opportunities offered in LEUSD last year and staff prioritizing PD options structured to the context of their school sites. For Action 4.5L and 4.6I, these actions will be monitored through Metric 4.3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development - English Language Arts (ELA) - DISCONTINUED as of 2025-2026	State and LEUSD achievement data have confirmed the need for literacy support. This is significantly important for our unduplicated student population in the alternative education setting. A. Providing online training modules for English Language Arts for staff B. Providing release time for lesson preparation for staff C. Providing extra duty pay to complete training modules for staff D. Providing additional support from instructional coaches on strategy implementation E. Providing supplemental materials needed to implement instructional strategies F. Providing In-person professional development specific to the site Action 4.1 will be monitored with Metric 4.1 (CAASPP Results)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Professional Development - Math - DISCONTINUED as of 2025-2026	State and LEUSD achievement data have confirmed the need for numeracy support. This is significantly important for our unduplicated student population in the alternative education setting. A. Providing online training modules for staff B. Providing release time for lesson preparation for staff C. Providing extra duty pay to complete training modules for staff D. Providing additional support from instructional coaches on strategy implementation E. Providing supplemental materials needed to implement instructional strategies F. Providing In-person professional development specific to the site Action 4.2 will be monitored with Metric 4.2 (CAASPP Results)	$0.00	No
4.3	Clear Credentials - DISCONTINUED as of 2025-2026	LEUSD and its educational partners believe that all students deserve to be taught by highly qualified teachers. LEUSD will provide teachers support in clearing credentials, additional course preparation and incentives to obtain clear credentials for teaching in alternative education placement settings. A. Providing opportunities for teachers to complete additional coursework to clear credentials B. Providing bonus/incentives to obtain clear credentials Action 4.3 will be monitored with Metric 4.3 (TAMO Report)	$0.00	No
4.4	Additional Sections & MH Services - DISCONTINUED as of 2025-2026	LEUSD and its educational partners believe that all students deserve to have full access to all necessary credits to meet graduation and A-G requirements. This is significantly important to our unduplicated student population in a school of choice setting. A. Providing additional sections, as determined by graduation plans and the master schedules, in order to meet	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		the students' needs, graduation requirements, A-G completion rates and/or CTE pathway completion B. Providing 1 FTE - Social Worker to support mental health needs to support Goal 2 Action 2.3E C. Providing 1 FTE - Drug Crisis counselor to support mental health needs to support Goal 2 Action 2.3F Action 4.4 will be monitored by Metric 4.4 (Grad plans and check-ins)		
4.5	Professional Development - Keith McCarthy Academy (NEW 2025-2026)	State and LEUSD achievement data have confirmed the need for professional development for KMA staff. This is significantly important for our unduplicated student population in the alternative education setting. A. Providing in-person classroom coaching and instructional support for teachers ($150,000 Other State Funds) B. Providing in-person coaching on instructional leadership for principal ($120,000 Other State Funds) C. Providing assessments and progress monitoring tools in language development for English Learners ($10,000 Other State Funds) D. Providing additional support on monitoring and evaluating the implementation and effectiveness metrics on CCI ($25,000 Other State Funds) E. Providing site coaching on creating systems for implementation on the criteria for exiting prepared on CCI ($50,000 Other State Funds) F. Providing individualized support for Principal and staff for monitoring and evaluating SPSA focused on CCI ($21,600 Other State Funds) G. Providing student devices for access to early college courses to exit prepared ($100,000 Other State Funds) H. Providing professional development for staff on Professional Learning Communities ($20,400 Other State Funds) I. Providing professional development through conferences for early college, independent study and dual enrollment for exiting prepared on CCI ($20,200 Other State Funds) J. Providing supplemental materials to support the actions aligned to improve outcomes on ELA, Math and CCI ($103,270 Other State Funds)	$640,470.00	No

Action #	Title	Description	Total Funds	Contributing
		K. Providing extra duty pay for staff to gather data, analyze data and update progress monitoring on implementation and effectiveness metrics for Equity Multiplier actions ($15,000 Other State Funds) L. Providing opportunities for teachers to complete additional coursework to clear credentials ($5,000 Other State Funds) Action 4.5 will be measured by Metric 4.1, 4.2 and 4.5.		
4.6	Professional Development - Ortega High School (NEW 2025-2026)	State and LEUSD achievement data have confirmed the need for professional development for OHS staff. This is significantly important for our unduplicated student population in the alternative education setting. A. Providing in-person and coaching for instructional and behavioral support ($125,000 Other State Funds) B. Providing release time for development of implementation plan for improving campus culture ($20,000 Other State Funds) C. Providing extra duty pay to complete training ($10,000 Other State Funds) D. Providing supplemental materials needed to implement instructional and behavioral strategies ($25,000 Other State Funds) E. Providing additional professional development for staff as determined by comprehensive needs assessment for OHS ($45,410 Other State Funds) F. Providing additional support on monitoring and evaluating the implementation and effectiveness metrics on CCI ($25,000 Other State Funds) G. Providing supplemental family and community engagement services to strengthen school-home partnerships ($100,000 Other State Funds) H. Providing supplemental social-emotional learning, mental health, and school climate supports to improve student wellness, belonging, engagement, and readiness to learn. ($345,000 Other State Funds) I. Providing opportunities for teachers to complete additional coursework to clear credentials ($5,000 Other State Funds) Action 4.6 will be measured by Metric 4.1, 4.2 and 4.5.	$700,410.00	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
$67,284,700	$7,509,799

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
29.358%	0.000%	$0.00	29.358%

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
1.1	**Action:** Tier I First Best Instruction **Need:** According to the 2025 CA Dashboard, the English Language Arts (ELA) performance of our English Learners is -78 distance from standard (dfs), Foster Youth is -70.7 dfs and Socioeconomically Disadvantaged (SED) or Low-Income is -43.6 dfs compared to -30 dfs for all students in LEUSD. According to the	Instructional coaches and content specialists will assist classroom teachers in improving instruction by providing tailored interventions to meet the unique needs of EL, FY and SED. In addition, LEUSD is committed to providing professional development and leadership around McRel's improvement science with instructional strategies to approach all content learning and improve student outcomes.	We will monitor progress on the CAASPP ELA and Math assessment and the District designated benchmarks and common assessments. We will also seek feedback from our educational partners as it relates to ELA and Math

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
	2025 CA Dashboard, the Mathematics performance for our English Learners is -113.4 dfs, Foster Youth is -111.4 dfs and Socioeconomically Disadvantaged or Low-Income is -87.9 dfs compared to -73.8 dfs for all students in LEUSD. Action is related to technical assistance (EL, HY). Educational partners indicated that Tier I first best instruction is a priority in LEUSD to ensure classroom instruction is rigorous and relevant. LEUSD will prioritize instructional coaching and content specialists to provide support for the classrooms (especially for schools, student groups and student groups in schools with very low performance) in order to ensure clarity on content objectives as well as means for differentiation. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** LEA-wide	These actions are being provided on an LEA-wide basis because many school sites and student groups in LEUSD are performing in the VERY LOW (Red) performance band in English Language Arts and/or Mathematics, inclusive of English Learners, Foster Youth and Socioeconomically Disadvantaged or Low-Income students. Actions are related to technical assistance (EL, HY). The actions specifically designed to meet the goal are Actions 1.1A, 1.1B, 1.1E, 1.1F, 1.1G and 1.1H.	performance in LEUSD classrooms. The Curriculum Advisory Committee will continue to provide input and assistance on improved instruction. The metric specifically designed to progress monitor this actions is Metric 1.1.
1.4	**Action:** College & Career Opportunities **Need:** According to the 2025 CA Dashboard, 39.2% of LEUSD students graduate college and/or career prepared. LEUSD has two student groups with VERY LOW performance: English Learners (9.7%), and Long-Term English	Transcript analysis, course access, utilizing assessments and academic planning will be an emphasis to ensure our students are college/career prepared ensuring that meeting the unique needs of EL, FY and SED are the primary focus on the supplemental support. These actions are being provided on an LEA-wide basis because many school sites in LEUSD have students with disabilities, English Learners, and	We will monitor progress on the College/Career Indicator as well as on the CAASPP ELA and Math assessment and the District designated benchmarks and common assessments as well as growth on the CA Dashboard.

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
	Learners (8.8%). Action is related to technical assistance (EL). Educational partners indicated the need to continue support for struggling students, especially as it relates to graduation requirements, CTE pathways and A-G completion. College readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal of biliteracy. Career readiness means completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce. Utilizing a network of counselors, Academic & Engagement Specialists, site administrators and district team members, will be focusing on targeted student groups to ensure accessibility to college and career opportunities. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** LEA-wide	Homeless Youth who need additional support and access to rigorous content, passing exams, earning State seals and/or preparing for the work force. Data literacy on the college/career indicator is essential in monitoring progress towards student success. The actions specifically designed to meet the goal are Actions 1.4A, 1.4B, 1.4C, 1.4E, 1.4F, 1.4G, 1.4I and 1.4J.	We will also seek feedback from our educational partners as it relates to the performance of our Students with Disabilities, Homeless Youth and English Learners. The metric specifically designed to progress monitor this action is Metric 1.4.
1.5	**Action:** Intervention **Need:** According to the 2025 CA Dashboard, the English Language Arts (ELA) performance of our English Learners is -78 distance from	Instructional coaches and content specialists will assist classroom teachers in improving instruction by tailoring intervention to meet the unique needs of EL, FY and SED. In addition, LEUSD is committed to providing professional development and leadership around McRel's improvement	We will monitor progress on the CAASPP ELA and Math assessment and the District designated benchmarks and common assessments as well as

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 (dfs), Foster Youth is -70.7 dfs and Socioeconomically Disadvantaged (SED) or Low-Income is -43.6 dfs compared to -30 dfs for all students in LEUSD. According to the 2025 CA Dashboard, the Mathematics performance for our English Learners is -113.4 dfs, Foster Youth is -111.4 dfs and Socioeconomically Disadvantaged or Low-Income is -87.9 dfs compared to -73.8 dfs for all students in LEUSD. Action is related to technical assistance (EL, HY). Educational partners indicated that providing academic intervention through classroom supports and/or extended the school year is a priority in LEUSD. LEUSD will prioritize instructional coaching and content specialists to provide support for the classrooms (especially for schools, student groups and student groups in schools with very low performance) in order to ensure clarity on content objectives as well as means for differentiation. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** LEA-wide	science with instructional strategies to approach all content learning and improve student outcomes. These actions are being provided on an LEA-wide basis because many school sites and student subgroups in LEUSD are performing in the VERY LOW (Red) performance band in English Language Arts and/or Mathematics, inclusive of English Learners, Foster Youth and Socioeconomically Disadvantaged or Low-Income students. The actions specifically designed to meet the goal are Actions 1.5A, 1.5B, 1.5C, 1.5F, 1.5G, 1.5H and 1.5I.	growth on the CA Dashboard. We will also seek feedback from our educational partners as it relates to the implementation and effectiveness for intervention with our students in LEUSD, inclusive of our unduplicated population. The metric specifically designed to progress monitor this action is Metric 1.1.
2.1	**Action:** Chronic Absenteeism **Need:**	LEUSD will utilize its local dashboard to monitor chronic absenteeism by student groups as well as schools including reasons for absences. LEUSD will continue utilize home visits and district/site teams to monitor attendance as well as	We will monitor progress on the chronic absenteeism indicator on the CA Dashboard. In addition, local data from

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	According to the 2025 CA Dashboard, in LEUSD we had 20.6% students who were chronically absent compared to our unduplicated population of English Learners (18.4%), Socioeconomically Disadvantaged (23.8%) and Foster Youth (32.4%). Action is related to technical assistance (HY). In addition, LEUSD has the following schools and unduplicated student groups in RED for chronic absenteeism (2024-2027 LCAP cycle): David A. Brown Middle School – EL Ronald Reagan Elementary School – EL Educational partners indicated the need to continue ensure students come to school each day in order to get access to rigorous content, structured supports and engagement with peers and staff. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** LEA-wide	SART/SARB meetings and written notification to families. Prioritization on home visits will be given to EL, FY and SED to meet their unique needs. Progress monitoring of our LEUSD local dashboard as well as attendance team meetings and visits will continue to address the need, prioritized by student groups and/or schools in the most need. These actions are being provided on an LEA-wide basis because many school sites and student subgroups in LEUSD are performing in the VERY HIGH (Red) performance band in chronic absenteeism inclusive of English Learners, Foster Youth and Socioeconomically Disadvantaged or Low-Income students. The actions specifically designed to meet the goal are Actions 2.1A, 2.1B, 2.1C and 2.1D.	SART/SARB meetings and monthly attendance checks will be utilized to monitor progress. We will also seek feedback from our educational partners as it relates to the implementation and effectiveness for attendance efforts with our students in LEUSD, inclusive of our unduplicated population. The metric specifically designed to progress monitor this action is Metric 2.1.
2.3	**Action:** Student Well-Being (Mental Health Support) **Need:** According to the 2025 CA Dashboard, the suspension rate in LEUSD is 2.8%. Our Foster Youth (7.8%) and Socioeconomically Disadvantaged (3.3%) suspension rates are	LEUSD will utilize its local dashboard to monitor suspensions by school and student groups as well as reasons for suspension by prioritizing the unique needs of EL, FY and SED. Daily, regular check-in meetings with students most at-risk will help to foster strong relationships and building a sense of belonging for students with the school sites.	We will monitor progress on the Conditions and Climate indicators on the CA Dashboard as well as the LEUSD local dashboard on suspension.

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	greater than our all student rate while the English Learner rate (2.5%) is comparable to our all students rate. In addition, LEUSD has the following schools and unduplicated student groups in RED for suspension (2024-2027 LCAP cycle). David A. Brown Middle School – SED Elsinore Middle School – EL Luiseño School – SED Terra Cotta Middle School – SED, EL Educational partners indicated the need to continue support for student well-being and mental health supports. In addition, providing staff to engage positively with students utilizing counselors, social workers, and academic/engagement specialists will address the need for support, prioritized by student groups and schools most in need. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** LEA-wide	These actions are being provided on an LEA-wide basis because many school sites in LEUSD have student subgroups who need additional support in student well-being and mental health support. Progress monitoring of specific subgroups as well as schools in need will continue to support the mental health of those students. These actions will be prioritized to address the needs of the unduplicated populations. The actions specifically designed to meet the goal are Actions 2.3A, 2.3D, 2.3E, 2.3F and 2.3G.	We will also seek feedback from our educational partners as it relates to the engagement of students in school. The District Advisory Committee and the other advisory committees will continue to provide input and assistance on improved engagement for all students in LEUSD. The metric specifically designed to progress monitor this action is Metric 2.3.
2.4	**Action:** Student Engagement **Need:** According to the 2025 CA Dashboard, the suspension rate in LEUSD is 2.8%. Our Foster Youth (7.8%) and Socioeconomically	LEUSD will utilize its local dashboard to monitor suspensions by school and student groups as well as reasons for suspension by prioritizing the unique needs of EL, FY and SED. Daily, regular check-in meetings with students most at-risk will help to foster strong relationships and building a	We will monitor progress on the Conditions and Climate indicators on the CA Dashboard as well as the LEUSD local dashboard on suspension.

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	Disadvantaged (3.3%) suspension rates are greater than our all student rate while the English Learner rate (2.5%) is comparable to our all students rate. In addition, LEUSD has the following schools and unduplicated student groups in RED for suspension (2024-2027 LCAP cycle). David A. Brown Middle School – SED Elsinore Middle School – EL Luiseño School – SED Terra Cotta Middle School – SED, EL Educational partners indicated the need to continue support for student well-being and mental health supports. In addition, providing staff to engage positively with students utilizing counselors, social workers, and academic/engagement specialists will address the need for support, prioritized by student groups and schools most in need. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** LEA-wide	sense of belonging for students with the school sites. These actions are being provided on an LEA-wide basis because many school sites in LEUSD have student subgroups who need additional support in student well-being and mental health support. Progress monitoring of specific subgroups as well as schools in need will continue to support the mental health of those students. These actions will be prioritized to address the needs of the unduplicated populations. The actions specifically designed to meet the goal are Actions 2.4A, 2.4B, 2.4C, 2.4D and 2.4E.	We will also seek feedback from our educational partners as it relates to the engagement of students in school. The District Advisory Committee and other advisory committees will continue to provide input and assistance on improved engagement for all students in LEUSD. In addition, the LCAP annual survey will be utilized to monitor the effectiveness of these actions. The metric specifically designed to progress monitor this action is Metric 2.4.
2.5	**Action:** Family/Community Engagement **Need:** According to Local Indicators, the LCAP annual survey and feedback from educational	LEUSD will focus efforts in our parent workshops, including the Parent Summit, as well as opportunities for professional learning for families through educational partner meetings. Families of EL, FY caregivers and SED are prioritized through	We will monitor progress on the annual LCAP survey as well as input received from educational partners through council meetings and forums.

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	partners, the focus for LEUSD to increase family/community engagement, especially among underrepresented families, is critical for the success of our students. Integrating family/community engagement with our student success criteria is imperative for alignment to success for all students. LEUSD is focused on establishing intentional and systemic relationships with families and the LEUSD community. The need continues to be providing access to all families, being culturally responsive and communicating effectively with families and the community, especially underrepresented families including English Learners, SED and Foster Youth caregivers. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** LEA-wide	these actions in order to meet the unique needs of these students. These actions are being provided on an LEA-wide basis because many school sites in LEUSD have families who are challenged with engagement in the school setting. The actions will address engagement of families who are underrepresented including English Learners, SED and Foster Youth caregivers by including the needs of the unduplicated populations as topics for parent workshops, agenda items for educational partner meetings and guest speakers for the Parent Summit. The actions specifically designed to meet the goal are Actions 2.5A, 2.5B, 2.5C, 2.5D, and 2.5F.	We will also seek feedback from our educational partners as it relates to the implementation and effectiveness for engagement efforts with our students, families and community in LEUSD, inclusive of our unduplicated population. The metric specifically designed to progress monitor this action is Metric 2.5.
3.1	**Action:** Professional Learning Communities & Professional Development **Need:** According to the 2025 CA Dashboard, the English Language Arts (ELA) performance of our English Learners (EL) is -78 dfs (ORANGE), for our Socioeconomically Disadvantaged (SED) is -43.6 dfs (YELLOW) and Foster Youth (FY) is -78 dfs (ORANGE)	LEUSD will align its two professional development days to the needs of its students based on State and local assessment results. Our educational partners have expressed an ongoing need to provide professional development on a myriad of topics including, but not limited to, trauma informed care, cultural responsiveness, anti-bias training, first best instruction, academic vocabulary, early literacy, math language routines, restorative practices, effective professional learning communities, building data literacy and	We will monitor progress on the CAASPP ELA and Math assessment and the District designated benchmarks and common assessments as well as growth on the CA Dashboard. In addition, professional development surveys and training evaluations will be

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	compared to -30 dfs for all students in LEUSD. The Mathematics performance for our English Learners is -113.4 dfs (RED + Technical Assistance), for our Socioeconomically Disadvantaged is -87.9 dfs (ORANGE) and Foster Youth is -111.4dfs (ORANGE) compared to -73.8 dfs for all students in LEUSD. In addition, LEUSD is in technical assistance for HY (-109.5 RED Declined 19.3 pts) in Mathematics. In LEUSD, multiple school sites have VERY LOW (Red) performance on the English Language Arts and/or Math Indicators on the 2025 CA Dashboard for ELs, SED and FY. Our educational partners have expressed an ongoing need to provide professional development on a myriad of topics including, but not limited to, trauma informed care, cultural responsiveness, anti-bias training, first best instruction, academic vocabulary, early literacy, math language routines, restorative practices, effective professional learning communities, building data literacy and monitoring/evaluating the instructional program. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** LEA-wide	monitoring/evaluating the instructional program. Prioritizing the unique needs of EL, FY and SED is a focus of the professional development opportunities. The professional development days and PLC practice is focused on meeting the needs, conditions and circumstances of our ELs, SED and FY through targeted sessions on evidence-based instructional strategies by building certificated, classified and administrative capacity of our staff to meet the needs of our unduplicated students. Additionally, these actions are being provided on an LEA-wide basis as other student groups have similar needs in ELA, Math, ELPI, CCI, Chronic Absenteeism and Suspension. The actions specifically designed to meet the goal are Actions 3.1A, 3.1B, 3.1C and 3.1D.	monitored for effectiveness of the actions. Feedback from educational partners as related to English Learners, Foster Youth and Socioeconomically Disadvantaged students will be included to monitor the effectiveness of the actions. We will also seek feedback from our educational partners as it relates to the performance of our ELs, SED and FY, including feedback from the District Advisory Council, Foster Youth Parent Advisory Council and LCAP annual survey results. The Curriculum Advisory Committee will continue to provide input and assistance on improved instruction. Feedback from professional development days as well as training evaluations will be utilized to monitor effectiveness of these actions. The metric specifically designed to progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			monitor this action is Metric 3.1.
3.2	**Action:** Technology Services **Need:** According to the 2025 CA Dashboard, the English Language Arts (ELA) performance of our English Learners (EL) is -78 dfs (ORANGE), for our Socioeconomically Disadvantaged (SED) is -43.6 dfs (YELLOW) and Foster Youth (FY) is -78 dfs (ORANGE) compared to -30 dfs for all students in LEUSD. The Mathematics performance for our English Learners is -113.4 dfs (RED + Technical Assistance), for our Socioeconomically Disadvantaged is -87.9 dfs (ORANGE) and Foster Youth is -111.4dfs (ORANGE) compared to -73.8 dfs for all students in LEUSD. In addition, LEUSD is in technical assistance for HY (-109.5 RED Declined 19.3 pts) in Mathematics. In LEUSD, multiple school sites have VERY LOW (Red) performance on the English Language Arts and/or Math Indicators on the 2025 CA Dashboard for ELs, SED and FY. Educational partners indicated the need to continue support for providing instructional technology resources to support content learning in all subject areas and to include access for all students, inclusive of English Learners, Socioeconomically Disadvantaged and Foster Youth, in utilizing instructional technology.	LEUSD will focus on how to utilize instructional technology tools to enhance first best instruction and provide access to all students, inclusive of English Learners, Socioeconomically Disadvantaged and Foster Youth in order to meet their unique needs. This priority on unduplicated students will be realized through student access to technology and based on the needs, conditions and circumstances of our unduplicated students. These actions are being provided on an LEA-wide basis because many school sites in LEUSD have English Learners, Socioeconomically Disadvantaged or Foster Youth who need instructional technology to access content and to close the achievement gaps among the unduplicated student population. Access and instructional technology instruction will be principally directed towards the unduplicated population. Additionally, these actions are being provided on an LEA-wide basis as other student groups have similar needs in accessing and utilizing instructional technology. Educational partners will continue to provide feedback to support providing instructional technology resources to supplement content learning in all subject areas and to include access for all students, inclusive of English Learners, Socioeconomically Disadvantaged and Foster Youth. The actions specifically designed to meet the goal are Actions 3.2A and 3.2B.	We will monitor progress on the CAASPP ELA and Math assessment and the District designated benchmarks and common assessments as well as growth on the CA Dashboard. We will also seek feedback from our educational partners as it relates to the performance of our ELs, SED and FY, including feedback from the District Advisory Council, Foster Youth Parent Advisory Council and LCAP annual survey results. The Curriculum Advisory Committee will continue to provide input and assistance on improved instruction. The metric specifically designed to progress monitor this action is Metric 3.2.

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
	See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** LEA-wide		
3.3	**Action:** Safe Environment **Need:** According to the 2025 CA Dashboard, the English Language Arts (ELA) performance of our English Learners (EL) is -78 dfs (ORANGE), for our Socioeconomically Disadvantaged (SED) is -43.6 dfs (YELLOW) and Foster Youth (FY) is -78 dfs (ORANGE) compared to -30 dfs for all students in LEUSD. The Mathematics performance for our English Learners is -113.4 dfs (RED + Technical Assistance), for our Socioeconomically Disadvantaged is -87.9 dfs (ORANGE) and Foster Youth is -111.4dfs (ORANGE) compared to -73.8 dfs for all students in LEUSD. In addition, LEUSD is in technical assistance for HY (-109.5 RED Declined 19.3 pts) in Mathematics. In LEUSD, multiple school sites have VERY LOW (Red) performance on the English Language Arts and/or Math Indicators on the 2025 CA Dashboard for ELs, SED and FY. Educational partners indicated the need to continue support for providing a safe environment for all students, inclusive of English Learners, SED and Foster Youth in	LEUSD will focus on how to increase school connectedness, providing a safe environment for students to learn as well as reinforcing the best practices of evidence based instructional practices through ensuring a safe environment for all students, inclusive of English Learners, Socioeconomically Disadvantaged and Foster Youth in order to meet their unique needs with the utilization of SROs and additional campus supervisors. These actions are being provided on an LEA-wide basis because many school sites in LEUSD have English Learners, SED and Foster Youth who struggle feeling connected to school. LEUSD will continue to build and foster relationships with all its student groups, inclusive of English Learners, SED and Foster Youth in order to ensure academic growth, student well being and eliminating any barriers to success ensuring our unduplicated students feel safe and welcome at the school sites. Additionally, these actions are being provided on an LEA-wide basis as other student groups have similar needs in experiencing school connectedness. Educational partner feedback will continue to be monitored to support supplemental safety and security measures for all students, inclusive of	We will monitor progress on the CAASPP ELA and Math assessment and the District designated benchmarks, common assessments as well as growth on the CA Dashboard including LCAP annual survey responses on school connectedness. We will also seek feedback from our educational partners as it relates to the performance of our ELs, SED and FY, including feedback from the District Advisory Council, Foster Youth Parent Advisory Council and LCAP annual survey results. The Curriculum Advisory Committee will continue to provide input and assistance on improved instruction.

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
	order to ensure student well-being, academic growth and on-time graduation with post secondary opportunities. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** LEA-wide	English Learners, Socioeconomically Disadvantaged and Foster Youth. The actions specifically designed to meet the goal are Actions 3.3A and 3.3B.	The metric specifically designed to progress monitor this action is Metric 3.3.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Learner Services **Need:** According to the 2025 CA Dashboard, English Learners are -78 dfs in ELA and – 113.4 dfs in Math. On the English Learner Progress Indicator (ELPI), LEUSD students are 48.3% making progress towards English proficiency (GREEN performance). For the 2024-2027 LCAP cycle (2023 CA Dashboard), LEUSD has three schools sites that have RED performance on ELPI. Those sites are: Elsinore Middle School (34.5%), Temescal Canyon High School (40.6%) and Withrow	LEUSD will align its two professional development days to the needs of its students based on State and local assessment results. How to differentiate instruction for the English Learner will be part of the professional development series offered in LEUSD. The continuation of monitoring and evaluation daily instruction in dELD and iELD will assist with informing the implementation and effectiveness of English Language Development instruction. These actions are being provided on an schoolwide basis because many school sites in LEUSD have English Learners who need additional support in the content areas of English	We will monitor progress on the CAASPP ELA and Math assessment and the District designated benchmarks and common assessments as well as growth on the English Learner Progress Indicator on the CA Dashboard. We will also seek feedback from our educational partners as it relates to the performance of our English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Elementary School (30.4%). Action is related to technical assistance (EL). Educational partners indicated the need for a cohesive and comprehensive plan to address the needs of English Learners. The Title III master plan will provide supplemental support to the basic needs of the English Learner in LEUSD. Monitoring and evaluating dELD and iELD throughout the school district is a priority. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** Limited to Unduplicated Student Group(s)	Language Arts and Math as well as English language acquisition. Professional development and follow up coaching will help ensure the consistency of implementation across all school sites in LEUSD. Reclassification criteria has been revised to address dually identified students as well as students who will participate in common assessments to ensure progress monitoring of growth in English acquisition. Actions are related to technical assistance (EL). The actions specifically designed to meet the goal are Actions 1.2A, 1.2B, 1.2C, 1.2D, 1.2E, and 1.2F.	The District English Language Advisory Committee will continue to provide input to guide the LCAP actions and metrics as well as provide and assistance on improved performance with English Learner progress. The metric specifically designed to progress monitor this action is Metric 1.2.
2.2	**Action:** Foster Youth Services **Need:** According to the 2025 CA Dashboard, Foster Youth are -70.7 dfs in ELA and – 111.4 dfs in Math. The chronic absenteeism rate for Foster Youth is 32.4%. The suspension rate for Foster Youth is 7.8%. Educational partners indicated the need for a cohesive and comprehensive plan to address the needs of Foster Youth. Foster Youth social workers and FY social worker interns will continue to provide 1:1 support to FY with the input from the Foster Youth Parent Advisory Council (FYPAC). Academic & Engagement Specialists as well as elementary	LEUSD will align its two professional development days to the needs of its students based on State and local assessment results. How to differentiate instruction for our Foster Youth will be part of the professional development series offered in LEUSD. Professional development and follow up coaching will help ensure the consistency of implementation across all school sites in LEUSD as it relates to trauma informed practices. LEUSD continues to prioritize the utilization of trauma informed practices and care in support of Foster Youth. In addition, the academic and non-academic needs of Foster Youth are addressed through the supports and services provided in Action 2.2 and 2.6. Providing caring adults to establish relationships with Foster Youth is critical to the health and well-being as well as the academic progress of our Foster Youth.	We will monitor progress on the CAASPP ELA and Math assessment and the District designated benchmarks and common assessments as well as growth on Conditions and Climate Indicators on the CA Dashboard. We will also seek feedback from our educational partners as it relates to the performance of our Foster Youth. The Foster Youth Parent Advisory Council will continue to provide input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	counselors will prioritize support to FY with academics and social-emotional learning/mental health. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections. **Scope:** Limited to Unduplicated Student Group(s)	These actions are being provided on an schoolwide basis because many school sites in LEUSD have Foster Youth who need additional support in the content areas of English Language Arts and Math as well as chronic absenteeism rate. Academic and mental health supports will be prioritized for Foster Youth. The actions specifically designed to meet the goal are Actions 2.2A, 2.2B, 2.2C, and 2.2D.	to guide the LCAP actions and metrics as well as provide and assistance on improved performance with Foster Youth progress. The metric specifically designed to progress monitor this action is Metric 2.2.
2.6	**Action:** Additional Foster Youth Support **Need:** According to the 2025 CA Dashboard, Foster Youth are -70.7 dfs in ELA and – 111.4 dfs in Math. The chronic absenteeism rate for Foster Youth is 32.4%. The suspension rate for Foster Youth is 7.8%. Educational partners indicated the need for a cohesive and comprehensive plan to address the needs of Foster Youth. Foster Youth social workers and FY social worker interns will continue to provide 1:1 support to FY with the input from the Foster Youth Parent Advisory Council (FYPAC). Academic & Engagement Specialists as well as elementary counselors will prioritize support to FY with academics and social-emotional learning/mental health. See also: Engaging Educational Partners, Reflections: Annual Performance and Metrics sections.	LEUSD will align its two professional development days to the needs of its students based on State and local assessment results. How to differentiate instruction for our Foster Youth will be part of the professional development series offered in LEUSD. Professional development and follow up coaching will help ensure the consistency of implementation across all school sites in LEUSD as it relates to trauma informed practices. LEUSD continues to prioritize the utilization of trauma informed practices and care in support of Foster Youth.In addition, the academic and non-academic needs of Foster Youth are addressed through the supports and services provided in Action 2.2 and 2.6.LEUSD continues to utilize trauma informed practices and care in support of Foster Youth. Providing caring adults to establish relationships with Foster Youth is critical to the health and well-being as well as the academic progress of our Foster Youth. These actions are being provided on an schoolwide basis because many school sites in LEUSD have Foster Youth who need additional support in the content areas of English Language	We will monitor progress on the CAASPP ELA and Math assessment and the District designated benchmarks and common assessments as well as growth on Conditions and Climate Indicators on the CA Dashboard. We will also seek feedback from our educational partners as it relates to the performance of our Foster Youth. The Foster Youth Parent Advisory Council will continue to provide input to guide the LCAP actions and metrics as well as provide assistance on improved performance with Foster Youth progress.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	Arts and Math as well as chronic absenteeism rate. Academic and mental health supports will be prioritized for Foster Youth. The actions specifically designed to meet the goal are Actions 2.6A.	The metric specifically designed to progress monitor this action is Metric 2.2.

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.

Goal 2, Action 2.6 includes providing Foster Youth social worker interns to check in with Foster Youth, provide counseling for Foster Youth, co-host Foster Youth group sessions with the LEUSD Foster Youth social worker, conduct home visits, provide supplies to Foster Youth, provide graduation resources to Foster Youth, provide intervention meetings post-suspension or truancy for Foster Youth and advocate for the rights of Foster Youth. LEUSD currently utilizes eighteen (18) part-time Foster Youth social worker interns to provide this level of support to our Foster Youth population. The cost of hiring a full-time Foster Youth social worker in LEUSD inclusive of salary and benefits is $140,556. Eighteen part-time positions equates to approximately nine (9) full-time positions which is approximately $1,265,004. In the absence of spending LCFF funds, this action will account for aproximately 0.50% planned percentage of improved services ($1,265,004/ $284,850,512 LCFF Base funding).

Additional Concentration Grant Funding

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

The following sites in the LAKE ELSINORE Unified School District have an enrollment of unduplicated students greater than 55% based on the 2025 CA Dashboard: Alberhill Elementary (70.3%), Canyon Lake Middle (59.7%), David A. Brown Middle (79.5%), Donald Graham Elementary (70%), Earl Warren Elementary (81.4%), Elsinore Elementary (95.2%), Elsinore High (78%), Elsinore Middle (81.4%), Keith McCarthy Academy (79.2%), Lakeland Village School (94.5%), Lakeside High (85.3%), Luiseño School (55.7%), Machado Elementary (91.3%), Ortega High (90.5%), Railroad Canyon Elementary (83.2%), Rice Canyon Elementary (70.6%), Ronald Reagan Elementary (71.9%), Temescal Canyon High (68.2%), Terra Cotta Middle (85.7%), Wildomar Elementary (89.2%), William Collier Elementary (80.5%) and Withrow Elementary (85.2%).

The elementary schools receive social-emotional learning support through the Social-Emotional Learning Support Providers in Goal 2 Action 2.3A. At the high school campuses, the comprehensive high schools as well as Keith McCarthy Academy and Ortega High School have social workers to provide mental health support Goal 2 Action 2.3D and Goal 2 Action 2.3E. At all middle schools and high schools, drug

crisis counselors are provided (Goal 2 Action 2.3F). The educational partners in LEUSD have stated that mental health support is the highest priority and must be addressed to our students to be successful.

For all school sites to ensure safety and security, providing supplemental safety and security measures that are conducive to learning for all students yet principally directed to foster youth, English Learners and low-income students is Goal 3 Action 3.3A.

As educational partners progress monitor and evaluate the actions in the LCAP, decisions will be made to continue actions, modify actions or identify other areas of need at these school sites for further direct service for unduplicated students. Close attention to the concentration percentage of 55% must continue as LEUSD continues to adjust direct services to meet the needs of students.

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	18.61:1	17.21:1
Staff-to-student ratio of certificated staff providing direct services to students	18.33.1	18.03:1

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	229,186,180	67,284,700	29.358%	0.000%	29.358%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$69,214,147.00	$12,619,305.00	$0.00	$2,944,165.00	$84,777,617.00	$66,000,999.00	$18,776,618.00

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	Tier I First Best Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$16,899,459.00	$6,343,350.00	$16,038,335.00	$4,584,356.00		$2,620,118.00	$23,242,809.00	
1	1.2	English Learner Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$3,426,241.00	$689,433.00	$3,453,596.00	$338,031.00		$324,047.00	$4,115,674.00	
1	1.3	Students with Disabilities Services	Students with Disabilities	No			All Schools	Ongoing	$0.00	$52,135.00	$52,135.00				$52,135.00	
1	1.4	College & Career Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,955,318.00	$597,331.00	$6,156,825.00	$395,824.00			$6,552,649.00	
1	1.5	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,941,558.00	$0.00	$7,467,393.00	$1,474,165.00			$8,941,558.00	
2	2.1	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,681,657.00	$0.00	$1,681,657.00				$1,681,657.00	
2	2.2	Foster Youth Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$241,647.00	$750.00	$242,397.00				$242,397.00	
2	2.3	Student Well-Being (Mental Health Support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,998,158.00	$369,179.00	$4,535,642.00	$3,831,695.00			$8,367,337.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,874,511.00	$0.00	$8,874,511.00				$8,874,511.00	
2	2.5	Family/Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$526,022.00	$697,219.00	$1,223,241.00				$1,223,241.00	
2	2.6	Additional Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	0.50
3	3.1	Professional Learning Communities & Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,111,913.00	$541,479.00	$6,111,913.00	$541,479.00			$6,653,392.00	
3	3.2	Technology Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,741,188.00	$2,031,987.00	$5,773,175.00				$5,773,175.00	
3	3.3	Safe Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,603,327.00	$6,000,000.00	$7,603,327.00				$7,603,327.00	
3	3.4	Improvement and Implementation Science - NEW as of 2025/26	All	No			All Schools	Ongoing	$0.00	$112,875.00		$112,875.00			$112,875.00	
4	4.1	Professional Development - English Language Arts (ELA) - DISCONTINUED as of 2025-2026	All EL, Hispanic, HY, SED, SWD, White	No			Specific Schools: Keith McCarthy Academy and Ortega High School	July 2024 - June 2025	$0.00	$0.00	$0.00				$0.00	
4	4.2	Professional Development - Math - DISCONTINUED as of 2025-2026	All EL, Hispanic, HY, SED, SWD, White	No			Specific Schools: Keith McCarthy Academy and Ortega High School	July 2024 - June 2025	$0.00	$0.00	$0.00				$0.00	
4	4.3	Clear Credentials - DISCONTINUED as of 2025-2026	All EL, Hispanic, HY, SED, SWD, White	No			Specific Schools: Keith McCarthy Academy and	July 2024 - June 2025	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Ortega High School									
4	4.4	Additional Sections & MH Services - DISCONTINUED as of 2025-2026	All EL, Hispanic, HY, SED, SWD, White	No			Specific Schools: Keith McCarthy Academy and Ortega High School	July 2024 - June 2025	$0.00	$0.00	$0.00				$0.00	
4	4.5	Professional Development - Keith McCarthy Academy (NEW 2025-2026)	All EL, Hispanic, HY, SED, SWD, White	No			Specific Schools: Keith McCarthy Academy	July 2025 - June 2026	$0.00	$640,470.00		$640,470.00			$640,470.00	
4	4.6	Professional Development - Ortega High School (NEW 2025-2026)	All EL, Hispanic, HY, SED, SWD, White	No			Specific Schools: Ortega High School	July 2025 - June 2026	$0.00	$700,410.00		$700,410.00			$700,410.00	

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
229,186,180	67,284,700	29.358%	0.000%	29.358%	$69,162,012.00	0.500%	30.677 %	**Total:**	$69,162,012.00
								LEA-wide Total:	$65,466,019.00
								Limited Total:	$3,695,993.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Tier I First Best Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,038,335.00	
1	1.2	English Learner Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,453,596.00	
1	1.4	College & Career Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,156,825.00	
1	1.5	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,467,393.00	
2	2.1	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,681,657.00	
2	2.2	Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$242,397.00	

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	2.3	Student Well-Being (Mental Health Support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,535,642.00	
2	2.4	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,874,511.00	
2	2.5	Family/Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,223,241.00	
2	2.6	Additional Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$0.00	0.50
3	3.1	Professional Learning Communities & Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,111,913.00	
3	3.2	Technology Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,773,175.00	
3	3.3	Safe Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,603,327.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$73,283,440.00	$84,907,246.00

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**	Tier I First Best Instruction	Yes	$21,117,016.00	$22,373,930.00
1	**1.2**	English Learner Services	Yes	$3,806,132.00	$3,821,442.00
1	**1.3**	Students with Disabilities Services	No	$442,511.00	$327,363.00
1	**1.4**	College & Career Opportunities	Yes	$6,360,582.00	$6,391,538.00
1	**1.5**	Intervention	Yes	$8,927,038.00	$8,740,223.00
2	**2.1**	Chronic Absenteeism	Yes	$1,503,839.00	$1,681,657.00
2	**2.2**	Foster Youth Services	Yes	$300,312.00	$241,647.00
2	**2.3**	Student Well-Being (Mental Health Support)	Yes	$4,594,388.00	$7,805,197.00
2	**2.4**	Student Engagement	Yes	$8,433,601.00	$8,874,511.00
2	**2.5**	Family/Community Engagement	Yes	$1,130,120.00	$1,223,241.00
2	**2.6**	Additional Foster Youth Support	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Professional Learning Communities & Professional Development	Yes	$5,387,607.00	$6,297,319.00
3	3.2	Technology Services	Yes	$3,683,361.00	$4,518,993.00
3	3.3	Safe Environment	Yes	$6,147,000.00	$11,995,065.00
3	3.4	Improvement and Implementation Science - NEW as of 2025/26	No	$43,743.00	$43,761.00
4	4.1	Professional Development - English Language Arts (ELA) - DISCONTINUED as of 2025-2026	No	$0.00	$0.00
4	4.2	Professional Development - Math - DISCONTINUED as of 2025-2026	No	$0.00	$0.00
4	4.3	Clear Credentials - DISCONTINUED as of 2025-2026	No	$0.00	$0.00
4	4.4	Additional Sections & MH Services - DISCONTINUED as of 2025-2026	No	$0.00	$0.00
4	4.5	Professional Development - Keith McCarthy Academy (NEW 2025-2026)	No	$769,389.00	$193,509.00
4	4.6	Professional Development - Ortega High School (NEW 2025-2026)	No	$636,801.00	$377,850.00

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)
$62,962,615	$62,384,624.00	$71,033,351.00	($8,648,727.00)	0.500%	0.000%	-0.500%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Tier I First Best Instruction	Yes	$15,905,341.00	$15,750,898.00		
1	1.2	English Learner Services	Yes	$3,206,697.00	$3,294,833.00		
1	1.4	College & Career Opportunities	Yes	$6,187,592.00	$6,098,983.00		
1	1.5	Intervention	Yes	$6,927,084.00	$7,449,388.00		
2	2.1	Chronic Absenteeism	Yes	$1,503,839.00	$1,681,657.00		
2	2.2	Foster Youth Services	Yes	$300,312.00	$241,647.00		
2	2.3	Student Well-Being (Mental Health Support)	Yes	$3,632,503.00	$4,148,295.00		
2	2.4	Student Engagement	Yes	$8,433,601.00	$8,874,511.00		
2	2.5	Family/Community Engagement	Yes	$1,130,120.00	$1,223,241.00		
2	2.6	Additional Foster Youth Support	Yes	$0.00	$0.00	0.50	0.00%
3	3.1	Professional Learning Communities & Professional Development	Yes	$5,327,174.00	$5,755,840.00		
3	3.2	Technology Services	Yes	$3,683,361.00	$4,518,993.00		
3	3.3	Safe Environment	Yes	$6,147,000.00	$11,995,065		

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)
223,723,441	$62,962,615	0.87%	29.013%	$71,033,351.00	0.000%	31.751%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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