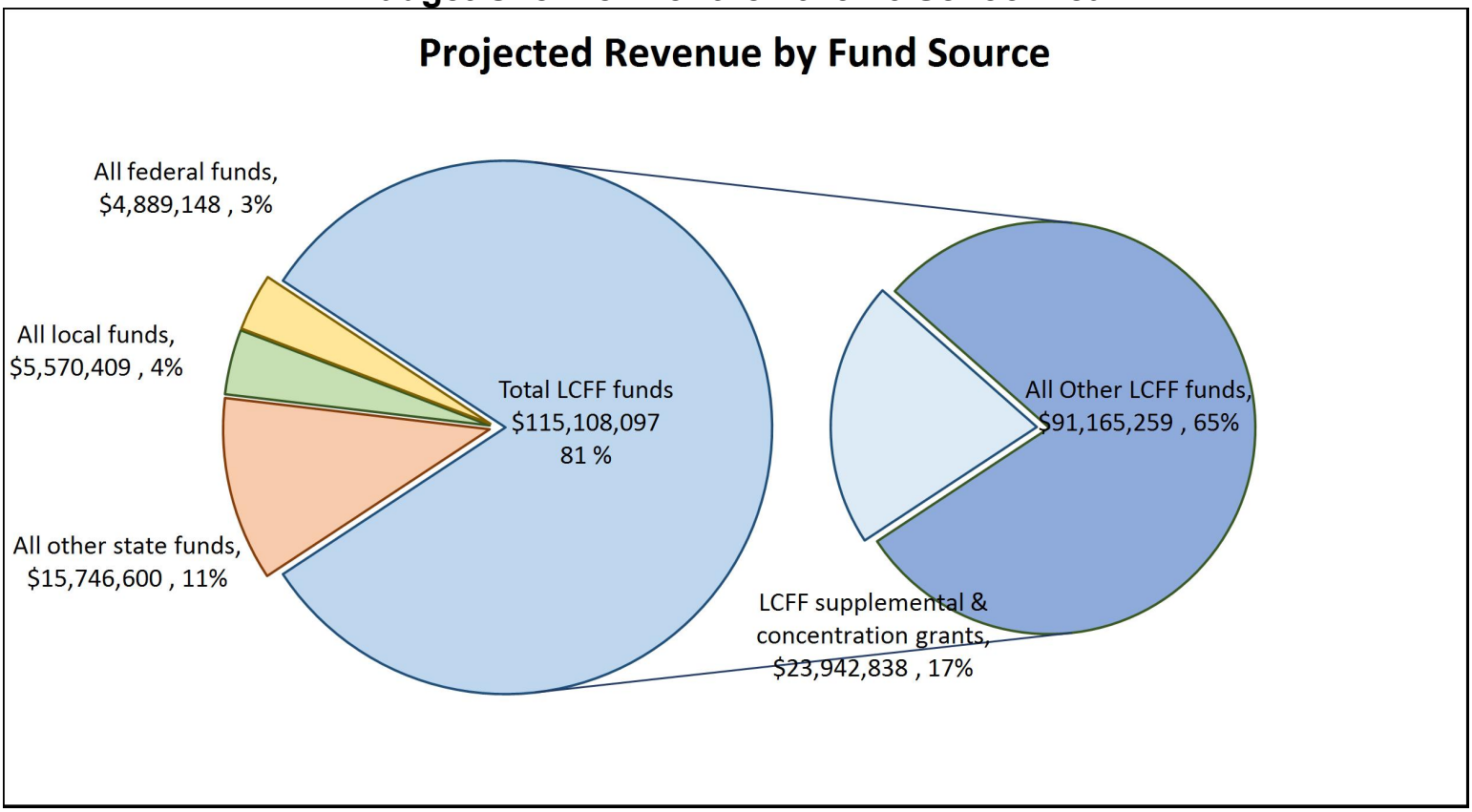
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lincoln Unified School District
CDS Code: 39 68569 0000000
School Year: 2025-26
LEA contact information:
Kelly Dextraze
Superintendent
kdextraze@lusd.net
209-953-8716

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 2025-26 School Year



This chart shows the total general purpose revenue Lincoln 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 Lincoln Unified School District is $141,314,254, of which $115,108,097 is Local Control Funding Formula (LCFF), $15,746,600 is other state funds, $5,570,409 is local funds, and $4,889,148 is federal funds. Of the $115,108,097 in LCFF Funds,

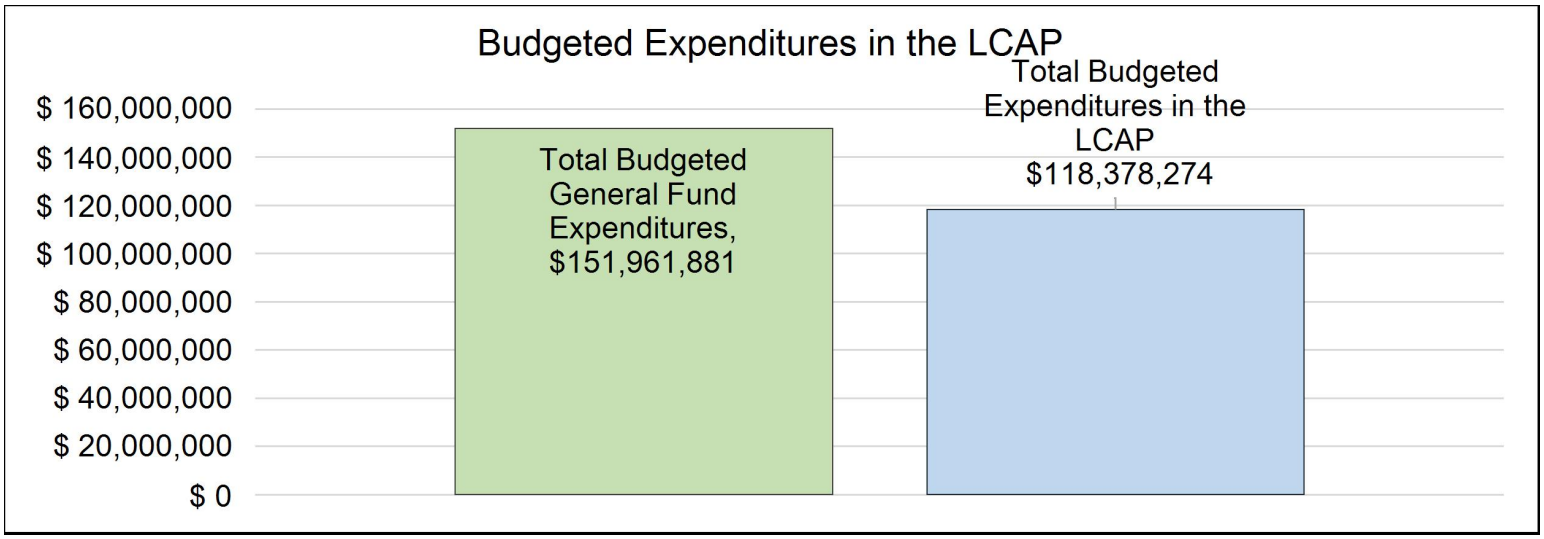
$23,942,838 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Lincoln Unified School District plans to spend for 2025-26. 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: Lincoln Unified School District plans to spend $151,961,881 for the 2025-26 school year. Of that amount, $118,378,274 is tied to actions/services in the LCAP and $33,583,607 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

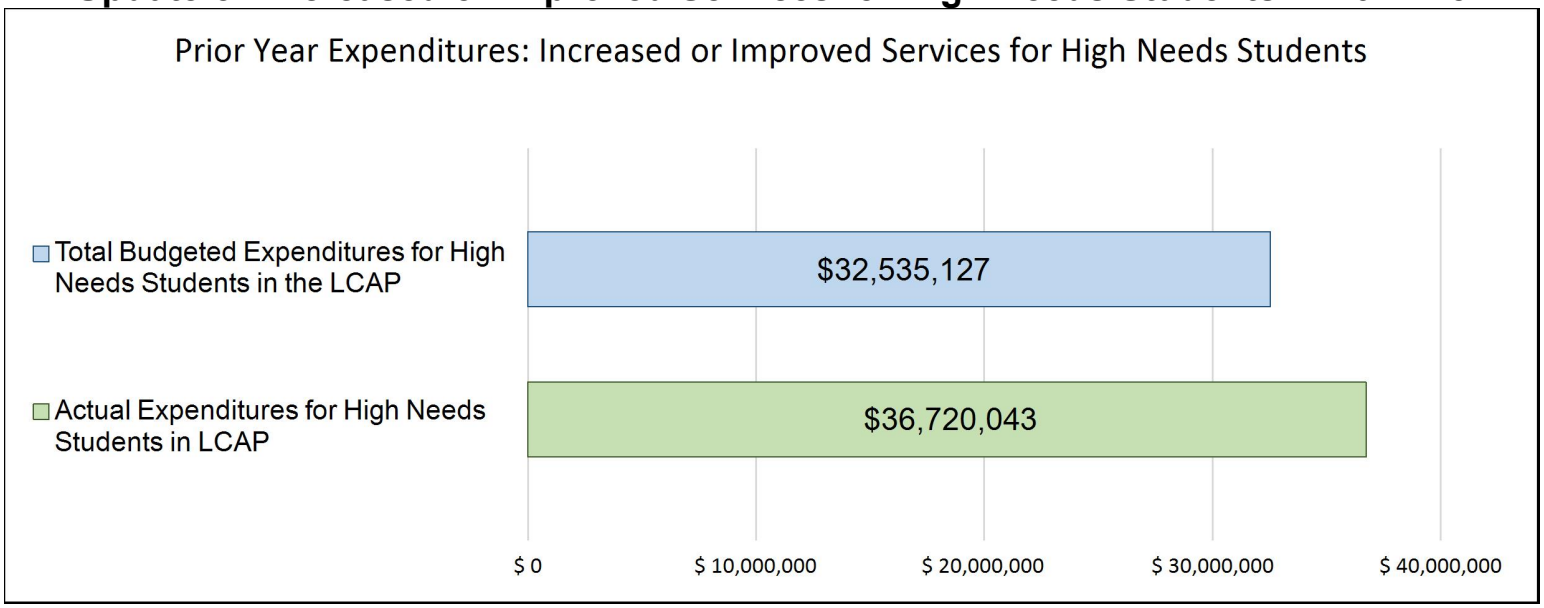
Restricted expenditures for programs funded with Federal and state funds.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Lincoln Unified School District is projecting it will receive $23,942,838 based on the enrollment of foster youth, English learner, and low-income students. Lincoln Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lincoln Unified School District plans to spend $35,661,1857 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 2024-25



This chart compares what Lincoln 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 Lincoln 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 2024-25, Lincoln Unified School District's LCAP budgeted $32,535,127 for planned actions to increase or improve services for high needs students. Lincoln Unified School District actually spent $36,720,043 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $4,184,916 had the following impact on Lincoln Unified School District’s ability to increase or improve services for high needs students:

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
Lincoln Unified School District	Kelly Dextraze Superintendent	kdextraze@lusd.net 209-953-8716

Plan Summary [2025-26]

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.

Lincoln Unified School District (LUSD) takes pride in its longstanding tradition of educational excellence. Situated in northwest Stockton, our commitment is unwavering in providing the highest standards of learning within a safe and welcoming environment. Our district serves an enrollment of 8,325 students in grades TK-12 across twelve schools, complemented by preschool programs serving 343 young students, and a specialized Young Adult Transition Program for those with special needs. Our educational offerings encompass a spectrum, including traditional TK-6 and TK-8 programs, rigorous middle school and secondary programs, an arts-focused school (Don Riggio School), and a comprehensive high school (Lincoln High School). Additional options include an alternative high school (Village Oaks), an independent learning program (ILC), and John McCandless Charter School. Village Oaks is identified as an Equity Multiplier school and is eligible to receive Equity Multiplier Funds.

The dedicated team at Lincoln Unified is composed of approximately 980 employees. Our student body mirrors the diversity of Stockton, with 54.1% Hispanic, 14.7% White, 11.6% African American, 9.4% Asian, and various other demographic components. Noteworthy statistics include a 70.5% socioeconomically disadvantaged rate, 12.6% English learners, and 12.9% receiving special education services. Furthermore, we cater to 486 students (5.8%) identified as homeless.

Our district mission is to provide a quality education through shared responsibility, fostering a safe and supportive environment for all students to meet the challenges of a global society.

Reflections: Annual Performance

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

Lincoln Unified School District's 2024 California School Dashboard reflects achievements across various categories. In Chronic Absenteeism, the district celebrates a notable decrease of 7.9%. No Lincoln Schools were in the red for the Chronic Absenteeism indicator on the California School Dashboard. Lincoln saw an increase in the percentage of students performing at or above standards, marking a complete recovery to pre-pandemic pass rates. In Mathematics, the district showed slight progress, with scores on the rise for students of two or more races and Socioeconomically Disadvantaged students. Village Oaks High School boosted their College and Career Indicator numbers and are no longer red on the California School Dashboard.

Suspension Rates showed a promising decline, with the number of students decreasing by 1%, indicative of enhanced student engagement and support systems. Moreover, Lincoln Unified School District excelled in supporting English Learners, evidenced by a large number of reclassified student and a significant 47.8% of Long-Term English Learners making progress towards English fluency. The graduation rate for English Learners also increased, reflecting the district's commitment to ensuring equitable opportunities for all students to thrive academically and beyond. These accomplishments underscore Lincoln Unified's dedication to fostering a dynamic and inclusive learning environment that empowers every student to reach their full potential.

Lowest Performing Schools and Subgroups
The following schools within Lincoln Unified received the lowest performance level on the noted indicators on the 2023 Dashboard along with the action(s) developed to improve performance:

o Mathematics: Don Riggio, Village Oaks High School (Addressed through actions 2.1, 2.4, 4.2, 4.5)
o Chronic Absenteeism: Colonial Heights, Don Riggio, Mable Barron (Addressed through action 3.2)
o Suspension: Claudia Landeen, Colonial Heights, Sierra Middle School (Addressed through actions 3.1, 3.4)
o English Learner Progress: Tully C. Knoles (Addressed through action 4.4)
o College/Career Readiness: Village Oaks High School (Addressed through actions 6.1, 6.2, 6.3, 6.4)

The following state indicators had one or more student groups within Lincoln Unified receive the lowest performance level on the 2023 Dashboard. The action(s) developed to improve performance are noted:
o Chronic Absenteeism: Foster Youth, Homeless Youth, African American students (Addressed through action 3.5)
o English Language Arts: Homeless Youth, Students with Disabilities (Addressed through actions 2.1, 2.4, 4.2)
o Mathematics: Students with Disabilities, African American students (Addressed through actions 4.2, 4.5)
o College/Career Readiness: Students with Disabilities (Addressed through action 1.3)
o Suspension: African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, Students who identify with two or more races (Addressed through actions 3.1, 3.4)

The following student groups within individual Lincoln Unified schools received the lowest performance level on one or more state indicators on the 2023 Dashboard:
o Brookside: English Learners and Students with Disabilities

o Claudia Landeen: African American, Asian, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged
o Colonial Heights: African American, Asian, Hispanic, Two or More Races, Students with Disabilities, and White students
o Don Riggio: African American, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White students
o John R. Williams: African American, English Learners, Students with Disabilities, and White students
o Lincoln Elementary: African American, Asian, Homeless, and Students with Disabilities
o Lincoln High: African American, English Learners, Pacific Islander, Students with Disabilities, and student of Two or More Races
o Mable Barron: African American, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities
o Sierra Middle: African American, Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students
o Tully C. Knoles: African American, Asian, English Learners, Two or More Races, and Students with Disabilities
o Village Oaks High: Socioeconomically Disadvantaged students

Lincoln Unified has identified actions that will address areas of low performance on the 2023 California School Dashboard:
Chronic Absenteeism: 3.2, 3.5
College/Career Readiness: 1.3, 6.1, 6.2, 6.3, 6.4
English Learner Progress: 4.4
Mathematics: 2.1, 2.4, 4.2, 4.5
Suspension: 3.1, 3.4

Learning Recovery and Emergency Block Grant:
LUSD has $6,837,853 unexpended LREBG funds for the 2025-26 school year. LREBG funded actions may be found in the following goals and actions:

Goal 1
Student Group Identified by Needs Assessment: English Learners (Metric: CAASPP)
Action 1.5: Provide updated textbooks that include intervention materials specifically designed to support English Learner (EL) students and struggling learners
Rationale: Research affirms that access to high-quality, up-to-date instructional materials is essential for student success. Textbooks that include built-in intervention resources help ensure that all learners—particularly EL students and those who are struggling—receive the scaffolding and differentiated support they need to master grade-level content. These resources also assist teachers in delivering targeted instruction that addresses diverse learning needs.
Allowable Due to: EC Section 32526(c)(2)(B)(ii)
Addresses Student Needs by: Providing the scaffolding and differentiated support students need to master grade-level content.

Goal 2
Student Group Identified by Needs Assessment: Primary Students (Metric: DIBELS)

Action 2.5: Provide a 50% reading intervention teacher to support a site without Title I funding by delivering targeted reading support to struggling primary students
Rationale: Research shows that early literacy is a critical foundation for long-term academic success. By assigning a dedicated reading intervention teacher, the site can ensure that students who are not yet meeting grade-level reading benchmarks receive focused, small-group instruction designed to accelerate their progress. This support is especially vital at schools without access to Title I resources, helping to close opportunity gaps and promote equity in learning outcomes.
Allowable Due to: EC Section 32526(c)(2)(B)(i)
Addresses Student Needs by: Assigning a dedicated reading intervention teacher to ensure that students who are not yet meeting grade-level reading benchmarks receive focused, small-group instruction.

Goal 3
Student Group Identified by Needs Assessment: Long Term English Learners (Metric: Chronic Absenteeism)
Action 3.7: Support teachers in creating a learning-conducive environment that makes children feel welcome and excited to come to school
Rationale: Research consistently shows that a positive school climate contributes to improved student attendance, engagement, and academic achievement. By providing teachers with professional development, tools, and resources to build inclusive, welcoming classrooms, schools can foster a sense of belonging that encourages regular attendance and active participation. These supports help ensure that students feel safe, valued, and motivated to learn each day.
Allowable Due to: EC Section 32526(c)(2)(C)
Addresses Student Needs by: Providing teachers with professional development, tools, and resources to build inclusive, welcoming classrooms, schools to foster a sense of belonging that encourages regular attendance and active participation leading to increased student achievement.

Action 3.8: Provide online courses for high school students to recover credits for courses in which they earned failing grades
Rationale: Research shows that credit recovery programs offer students a second chance to stay on track for graduation by allowing them to retake courses they previously failed. Online platforms provide flexible access to standards-aligned coursework, enabling students to work at their own pace and receive the support they need to master essential content. These opportunities are especially critical for students who may have fallen behind due to pandemic-related disruptions.
Allowable Due to: EC Section 32526(c)(2)(D)
Addresses Student Needs by: Providing flexible access to standards-aligned coursework, enabling students to work at their own pace and receive the support they need to master essential content.

Goal 4
Student Group Identified by Needs Assessment: Students with Disabilities (Metric: CAASPP)
Action 4.6: Provide math professional development and coaching for teachers and administrators, including classroom and curricular support
Rationale: Research shows that high-quality professional development equips educators with effective instructional strategies, deepens content knowledge, and enhances their ability to meet diverse student needs. By offering targeted math coaching and training, schools can improve instructional practices, promote consistency in curriculum implementation, and ultimately increase student achievement in mathematics. This investment also supports site and district leaders in fostering a coherent vision for math instruction.
Allowable Due to: EC Section 32526(c)(2)(B)(vi)

Addresses Student Needs by: Improving instructional practices and promoting consistency in curriculum implementation
Student Group Identified by Needs Assessment: English Learners (Metric: CAASPP)

Action 4.7: Provide registration and travel for math teachers to attend professional development, with the goal of networking and expanding their understanding of current strategies, structures, issues, and challenges in math education
Rationale: Research shows that participation in professional conferences allows educators to stay informed about the latest research-based instructional practices, curriculum innovations, and policy developments in mathematics education. These experiences also provide valuable opportunities for collaboration and idea-sharing with colleagues from across the region and state, ultimately enhancing classroom instruction and supporting improved student achievement.
Allowable Due to: EC Section 32526(c)(2)(B)(vi)
Addresses Student Needs by: Enhancing classroom instruction

Action 4.8: Provide professional development and coaching in curriculum and guidance alignment, assessment creation and implementation, followed by facilitated data review sessions to inform instruction.
Rationale: Research shows that ongoing professional learning focused on curriculum alignment and assessment practices ensures that instruction remains standards-based, coherent, and responsive to student needs. By training and coaching educators in designing meaningful assessments and using data to guide instruction, schools can create a continuous cycle of improvement. This approach supports informed decision-making, fosters collaboration, and strengthens instructional effectiveness across grade levels and content areas.
Allowable Due to: EC Section 32526(c)(2)(B)(vi)
Addresses Student Needs by: Strengthening instructional effectiveness across grade levels and content areas

Action 4.9: Provide Professional Development for District Leaders
Rationale: Research shows that ongoing leadership development is essential to driving systemic improvement and fostering a shared vision for student success. By participating in Leadership Column trainings, board members and district leaders gain insight into best practices in governance, instructional leadership, and strategic planning. These opportunities support aligned decision-making, promote coherence across initiatives, and strengthen the overall leadership capacity of the district.
Allowable Due to: EC Section 32526(c)(2)(B)(vi) and EC Section 32526(c)(2)(B)(vii)
Addresses Student Needs by: Improving instructional policies and practices through aligned decision-making, coherence across initiatives, and overall leadership capacity

Action 4.10: Provide materials and provisions for an additional two full days of professional development each year, with a focus on best practices, curriculum, teaching, and learning.
Rationale: Research shows that extended professional development time allows educators to dive deeper into instructional strategies, collaborate around curriculum implementation, and refine practices to better support student learning. These additional days provide structured opportunities to engage in research-based training, align teaching with district goals, and build collective capacity across school sites. The investment promotes a culture of continuous improvement and instructional excellence.
Allowable Due to: EC Section 32526(c)(2)(B)(vi) and EC Section 32526(c)(2)(B)(vii)
Addresses Student Needs by: Strengthening instructional effectiveness across grade levels and content areas

Action 4.11: Provide an additional two full days of professional development each year with a focus on best practices, curriculum, teaching, and learning.
Rationale: Research shows that dedicated time for professional learning strengthens instructional quality by giving educators the space to engage with research-based practices, collaborate with colleagues, and deepen their understanding of curriculum and pedagogy. These added professional development days support continuous growth in teaching and learning, foster alignment across classrooms and grade levels, and contribute to improved student outcomes.
Allowable Due to: EC Section 32526(c)(2)(B)(vi) and EC Section 32526(c)(2)(B)(vii)
Addresses Student Needs by: Strengthening instructional effectiveness across grade levels and content areas

Action 4.12: Provide Special Program Teachers to coach and support staff and teaching/learning in the areas of new teacher support, special education, English Language Arts (ELA) and math curriculum alignment and implementation, assessment creation, and data reflection.
Rationale: Research shows that supporting educators with specialized expertise in areas like special education, curriculum alignment, and assessment practices ensures that all students receive high-quality, targeted instruction. Special Program teachers play a crucial role in guiding new teachers, facilitating curriculum coherence, and helping staff use data to reflect on and improve instructional practices. This support ultimately contributes to more effective teaching and improved student achievement across subject areas.
Allowable Due to: EC Section 32526(c)(2)(B)(vi) and EC Section 32526(c)(2)(B)(vii)
Addresses Student Needs by: Strengthening instructional effectiveness across grade levels and content areas

Action 4.13: Provide a summer math institute with an emphasis on understanding content standards and progressions, as well as best practices in the math classroom.
Rationale: Research shows that professional development focused on content standards and instructional strategies empowers teachers to better understand and deliver math curriculum effectively. The summer math institute offers teachers the opportunity to deepen their knowledge of math standards, explore best practices for classroom instruction, and align their teaching to student needs. This investment supports improved math outcomes by equipping educators with the tools and understanding to foster deeper learning in students.
Allowable Due to: EC Section 32526(c)(2)(B)(vi)
Addresses Student Needs by: Equipping educators with the tools and understanding to foster deeper learning in students and Strengthening instructional effectiveness across grade levels and content areas

The LUSD needs assessment substantiated findings from the 2024 Dashboard related to mathematics. A review of state and local data indicates low performance and little to no growth among all student groups. Based on this, Goal 4, Actions 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, and 4.13 directly address the need to strengthen math instruction, curriculum alignment, assessment and the use of data to inform instructional practices.
The LUSD needs assessment did not identify significant needs in the areas of safety or the inclusion of families.

Reflections: Technical Assistance

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

Based on the 2024 Dashboard, Lincoln Unified is eligible for Differentiated Assistance based on the following:
o Academic Performance for Foster Youth and Students with Disabilities

o Suspension Rates for Foster Youth
o College/Career Readiness for Students with Disabilities

The following is a summary of the work Lincoln Unified is performing in partnership with the San Joaquin County Office of Education Continuous Improvement and Support Department:
o District strategy meetings are held regularly to review data and perform root cause analyses.
o Support provided by SJCOE includes resources, tools, professional learning and technical assistance such as LCAP guidance and approval, role-alike networks, workshops, student programs and events.
o Regular meetings with representatives from SJCOE have included an overview of differentiated assistance, a review of Lincoln's current improvement efforts, and a discussion of next steps. SJCOE assists our district with each of the following: Identifying strengths & weaknesses in regard to state priorities; identifying pupil subgroups that are low performing or experiencing significant disparities from other pupil subgroups as identified on the California School Dashboard, working collaboratively to secure assistance to improve performance in any areas of weakness identified by the school district, and obtaining from the school district timely documentation demonstrating that it has completed the activities.
o The Theory of Action (see addendum) developed and underway as part of Lincoln's Compliance and Improvement Monitoring process efforts to improve outcomes for Special Education students are regularly analyzed, monitored and adjusted as necessary.

Through Action 2.4 the district will provide effective, high quality, grade level instructional programs for students with special needs in addition to access to a full continuum of services.

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.

No Lincoln Unified Schools are eligible for CSI support at this time.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
TEACHERS, BARGAINING UNITS, AND OTHER SCHOOL PERSONNEL	Meetings: March 4, 2025 3:45 PM March 6, 2025 3:45 PM o Teachers, Staff, LUTA and CSEA Members o March 4: LHS Lecture Hall o March 6: LUSD Board Room
PRINCIPALS AND ADMINISTRATORS	Meeting: March 11, 2025 9:00 AM o Principals/Administrators, Assistant Principals & Education Services o Cabinet, Education Services o LUSD Board Room
PARENTS, FAMILIES, AND COMMUNITY MEMBERS:	Parent Advisory Committee: A committee of at least one parent from each site in each of the following categories: School Site Council, PTSA, Parent of a student with an IEP and Parent of an English Learner Meetings: o February 25 & April 8, 2025 6:00 PM o Board Room, 6225 N. Harrisburg Pl, Suite C District English Learner Advisory Committee (DELAC) o Informational Meetings and Consultation with Educational Partners o January 15, 2025 5:30 PM

Educational Partner(s)	Process for Engagement
	o LUSD Adult School, 1700 Porter Way Parents/Community o March 4, 2025 11:30 AM and March 4, 5:30 PM o Board Room, 6225 N. Harrisburg Pl, Suite C Parent Advisory Committee o May 22, 6:00 PM o Board Room, 6225 N. Harrisburg Pl, Suite C
STUDENTS	Meetings: Districtwide Interscholastic Council (ISC): o March 19, 2025 12:45 pm o District Office Conference Room Lincoln High Student Leadership o March 21, 2025 10:30 am o Lincoln High School Village Oaks High Student Leadership o March 20, 2025 12:45 pm o Village Oaks High School
SELPA	Meeting with SJCOE SELPA o February 18, 2025 8:30 am o Ed Services Conference Room o Complete 1st Draft LCAP Revisions
PUBLIC MEETINGS OF LUSD GOVERNING BOARD	Meetings: January 15, 2025, 7:00 PM o LCAP Mid-Year Report to LUSD Governing Board May 7, 2025 7:00 PM o 1st Draft completed, Presentation to Board of Trustees for review o During Meeting of Board of Trustees o Board Room, 6225 N. Harrisburg Pl, Suite C

Educational Partner(s)	Process for Engagement
	June 23, 2025, 6:00 PM o LCAP Public Hearing June 25, 2025 7:00 PM o LCAP & Budget Adoption o Presentation for Approval & Presentation of the Local Indicators o Board Room, 6225 N. Harrisburg Pl, Suite C
STUDENTS, STAFF, AND PARENTS	SURVEYS: January, 2025 o YouthTruth Survey
VILLAGE OAKS HIGH SCHOOL, EQUITY MULTIPLIER QUALIFIER EDUCATIONAL PARTNER MEETINGS	PARENTS (INCLUDING ELAC PARENTS) o February 25 & April 8, 6:00 PM o March 17, 2025 STAFF o March 19, 2025 2:30 PM STUDENTS o March 20, 2025, 1:30 pm

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

The LCAP input process consisted of a series of meetings where participants delved into current Local Control and Accountability Plan. The process was both meaningful and inclusive, providing Spanish interpreters so that non English speakers could be engaged in the process. Each of the meetings included a comprehensive examination of both state and local data. An overview of current LCAP goals and actions allowed for reflective analysis of progress being made and areas for improvement. Following this, a Q & A session took place. Subsequently, an input session provided participants with the opportunity to actively contribute their insights into actions and goals.

The educational partner meetings received positive attendance and each meeting resulted in written feedback and dialogue about our LCAP. Educational Partner input was collected, documented, and synthesized as follows:

Goal 1: Provide all students with access to a broad and challenging curriculum to ensure all students graduate college/career ready.

- Expanded Curriculum & Career Readiness: Provide elective offerings, dual enrollment, career-focused classes (like STEM, medical, law), and early college preparation (start in middle school) to ensure students are college and career-ready.

- Academic Support & Personalization: Provide tutoring, personalized academic interventions, and accommodations for students with specific needs. Emphasize early college readiness, writing skills, and individualized feedback.
- Balanced Technology Use & Resource Access: Limit excessive use of Chromebooks for younger students, provide textbooks for those without internet, and ensure essential resources like printers and charging stations are available.

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups.

- Stronger Academic Support: Provide clear reading and math instruction, expanded tutoring, and targeted interventions for struggling students.
- Increased Engagement: Implement project-based learning, CTE pathways, and dual enrollment opportunities.
- Stronger School Structures: Enhance discipline policies, increase academic accountability, and add an additional middle school option.
- Academic Support & Equity – Expand intervention services, math instruction training for teachers, and consistent learning expectations across schools.

Goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.

- Safe & Supportive Environments – Provide security (more officers, safer crosswalks), stronger discipline policies, behavioral support for teachers, and student check-ins to prevent bullying.
- Student Engagement & Well-being – Implement hands-on activities, reduce screen time, expand sports programs, and classroom snacks to improve focus.
- Mental Health & Counseling – Provide counselors, more frequent student check-ins, and mental health training for teachers.
- Family & Community Engagement – Provide parent involvement opportunities, outreach efforts, and events beyond "movie nights" to strengthen school-family connections.

Goal 4: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.

- Improved Teaching & Learning – Prioritize math and reading intervention training for teachers, PD that includes follow-up support, and freedom for teachers to select PD that meets their needs.
- Expanded Academic & Extracurricular Opportunities – Provide electives, clubs, sports, and career-related mentors. A new middle school and increased staffing at SMS to reduce class sizes.
- Structural Changes for Academic Success – Consider block scheduling or a 7-period day to allow for better learning and more instructional time, and better ELD monitoring.
- Student Voice & Engagement – Opportunities for students to evaluate teachers, better promotion of Dual Enrollment, and increased student-teacher interaction.

Goal 5: Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school.

- Improved Parent Communication & Engagement – Provide transparency on what students are learning, clearer teacher expectations, more parent workshops on curriculum and attendance, and increased opportunities for parent involvement (e.g., Parent Cafés, dual-language advisory meetings).

- Safe & Well-Maintained Schools – Employ safety resources to address student behavior, additional crosswalk workers, and increased police presence on campuses.
- Behavioral & Mental Health Support – Implement structured consequences for misbehavior, real therapists on campus, peer counseling programs, and increased mentoring opportunities.
- Equity Across School Sites – Ensure consistent discipline practices, equitable site funding, and additional support for English learner (EL) families during enrollment.

All of the suggestions that are tied to expenditures are covered by current goals and actions. Suggestions such as exploring the possibility for a second middle school and reducing student time spend on Chromebooks will be addressed but not included in the LCAP as target goals or actions.

After consulting Educational Partners and review of data and metrics, Lincoln Unified has determined the best course of action is to maintain the goals and actions for the 2025-26 LCAP. Likewise, a summary of Village Oaks High School feedback supported staying the course with a maintained emphasis on providing Dual Enrollment opportunities (Action 6.1) and maintaining the current counseling staffing (Action 6.2).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide all students with access to broad and challenging curriculum to ensure all students graduate college/career ready.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has collaborated with consultants and educational partners in order to identify a graduate success profile. Students and parents have expressed the need for coherent, aligned curriculum and additional feedback and communication regarding student progress toward mastery of standards that will be address through our focus on the development of district-aligned, guaranteed and viable curriculum implementation. To achieve this goal the District will develop and implement a highly coherent instructional system informed by best practices. This system will provide students with:

- Knowledge and skills to be college, career and civic life ready that are clearly defined in a Learner Profile that includes milestones at critical junctures.
- Access to guaranteed and viable curriculum for each course and grade level that is standards-based and utilizes a diverse range of instructional resources including both on-line and print materials.
- Information using a coherent system that includes assessments in all content areas that provides teachers with multiple opportunities to measure, monitor, and provide feedback on student mastery of learning.

Our school district recognized the importance of ensuring student success in college, career, and civic life. Responding to feedback from students and parents, we acknowledged the necessity for a coherent, aligned curriculum and enhanced communication on student progress towards mastering standards. To address these needs, we are prioritizing the development and implementation of a district-aligned, guaranteed, and viable curriculum. By integrating best practices, we aim to establish a highly coherent instructional system. This system will furnish students with a clearly defined learner profile, ensuring their readiness for future endeavors. Additionally, it will offer access to standards-based curriculum for each course and grade level, encompassing a diverse array of instructional resources. Through a coherent assessment system across all content areas, teachers will have ample opportunities to gauge, monitor, and provide feedback on student learning, fostering continuous growth and achievement. All actions are designed to promote and improve academic achievement.

The metrics and actions described below will be implemented to provide access and promote student achievement with high expectations for all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.B (State)	Access to Instructional Materials: Percentage of students without access to their own copies of standards-aligned instructional	0% SARC Williams Reports	0% SARC Williams Reports		0%	0
2A (Local)	Implementation of the State Board adopted academic content and performance standards for all students: Rate of Implementation of standards for all students on Local Indicator Reflection Tool 1 Exploration and Research 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability	5 Local Indicator Self-Reflection Tool	5 Local Indicator Self-Reflection Tool		5	0
2B (Local)	English Learners' access to Common Core academic content: Rate of Implementation of standards for all students on Local Indicator Reflection Tool 1 Exploration and Research	5 Local Indicator Self Reflection Tool	5 Local Indicator Self Reflection Tool		5	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability					
4.A (State) ELA	CAASPP ELA: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in English Language Arts	ELA: Overall: 44.71% Grade 3: 37.14% Grade 4: 35.98% Grade 5: 37.58% Grade 6: 40.85% Grade 7: 47.92% Grade 8; 45.38% Grade 11: 63.42% SED: 37.44% EL: 18.97% LTEL: 7.62% FY: 20% SWD: 10.9% 2023 CAASPP/DataQuest	ELA: Overall: 40.88% Grade 3: 37.74% Grade 4: 36.41% Grade 5: 31.29% Grade 6: 42.24% Grade 7: 44.99% Grade 8: 43.59% Grade 11: 47.43% SED: 34.57% EL: 12.08% LTEL: 9.57% FY: fewer than 11 students SWD: 8.82% 2024 CAASPP/DataQuest		ELA: Overall: 52% Grade 3: 44% Grade 4: 42% Grade 5: 44% Grade 6: 47% Grade 7: 52% Grade 8: 50% Grade 11: 60% SED: 40% EL: 16% LTEL: 10% FY: 4% SWD: 21%	ELA: Overall: -3.83 Grade 3: +.6 Grade 4: +.43 Grade 5: -6.29 Grade 6: +1.39 Grade 7: -2.93 Grade 8: --1.79 Grade 11: -15.99 SED: -2.87 EL: -6.89 LTEL: +1.95 FY: --- SWD: -2.08
4.A (State) Math	CAASPP Math: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in Mathematics	Math Overall: 27.64% Grade 3: 38.19% Grade 4: 29.35% Grade 5: 25.73% Grade 6: 25.94% Grade 7: 28.43% Grade 8: 21% Grade 11: 26.14% SED: 20.89%	MATH: Overall: 26.92% Grade 3: 38.91% Grade 4: 31.60% Grade 5: 22.99% Grade 6: 26.08% Grade 7: 26.20% Grade 8 : 23.51% Grade 11: 22.03% SED: 21.03%		Math: Overall: 40% Grade 3: 45% Grade 4: 35% Grade 5: 32% Grade 6: 33% Grade 7: 33% Grade 8: 27% Grade 11: 32% SED: 28%	MATH: Overall: -.07 Grade 3:+.72 Grade 4: +2.25 Grade 5: -2.74 Grade 6: +.14 Grade 7: -2.23 Grade 8: +2.51 Grade 11: -4.11 SED: +.14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 10.83% LTEL: 5.88% FY: 13.33% SWD: 7% 2023 CAASPP/DataQuest	EL: 8.13% LTEL: 3.19% FY: fewer than 11 students SWD: 8.44% 2024 CAASPP/DataQuest		EL: 15% LTEL: 7% FY: 15% SWD: 17%	EL: -2.70 LTEL: -2.69 FY: --- SWD: +1.44
4.B (State)	A-G Completion: Percent of graduates meeting A-G requirements	39.7% 2023 Dashboard	36% 2024 Dashboard		45%	-3.7
4.C (State)	Career Technical Education (CTE) Completion: Percentage of students successfully completing a CTE Pathway	7.6% 2023 Dashboard	6.9% 2024 Dashboard		12%	-.7
4 D (State)	A-G and CTE: Percent of students who graduate meeting BOTH A-G coursework and CTE completion	All: 3.1%	All: 1.5%		5%	-1.6%
4.G (State)	Advanced Placement (exam pass rate): Percent of students who passed Advanced Placement (AP) exam with a score of 3 or higher	68.3% 2023 AP Report	79.9% 2024 AP Report		70%	+11.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.H (State)	College Preparedness: Percentage of students who demonstrate college preparedness by meeting/exceeding standard on 11th grade CAASPP Early Assessment Program (EAP) exam in English Language Math	26.14% 2023 11th Grade CAASPP (Math)	22.03% 2024 11th Grade CAASPP (Math)		40%	-4.11
4.H (State)	College Preparedness: Percentage of students who demonstrate college preparedness by meeting/exceeding standard on 11th grade CAASPP Early Assessment Program (EAP) exam in English Language Arts	63.42% 2023 11th Grade CAASPP (ELA)	47.43% 2024 11th Grade CAASPP (ELA)		70%	-15.99
8 (State)	College and Career: Percent of graduates prepared for College/Career	Overall: 39.3% SED: 31.8% EL: 15.5% FY: no performance level SWD: 6.3% 2023 Dashboard CCI	Overall: 41.2% SED: 32.5% EL: 16.4% FY: no performance level SWD: 7.6% 2024 Dashboard CCI		Overall: 39.3% SED: 35% EL: 20% FY: 10% SWD: 10%	Overall: +1.9 SED: +.7 EL: +.9 FY : --- SWD: +1.3
8 (Local)	Dual Enrollment: Percent of students who passed at least one Dual enrollment course	15.9% 2023 SIS	16% 2024 SIS		20%	+.1

Goal Analysis [2024-25]

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

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

All planned actions under Goal 1 were implemented as described in the adopted LCAP. These actions were aimed at ensuring equitable access to high-quality instructional materials, technology, and a broad course of study for all students.

Despite the challenges, we successfully implemented all actions associated with Goal 1. Adjustments made in response to staffing shortages ensured that students' access to essential services and a broad curriculum remained uninterrupted. These efforts reflect the LEA’s ongoing commitment to ensuring that all students are supported in graduating college and career ready.

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.

Material Differences were identified wherever the difference between the planned expenditure and the unaudited actual was $50,000 or more. Using that metric, the material differences for Goal 1 were as follows:

Action 1.1 - Instructional Materials: The k-8 math adoption came in at a cost higher than projected. In addition, secondary adoptions not originally planned for were deemed necessary due to previous text being out of print. (Health, Biology, Spanish, AP Physics, and AP Government)

Action 1.2 - Technology: Increases in the number of new special education students and technology costs resulted in expenditures larger than projected.

Action 1.3 - Credit Recovery: Credit Recovery was implemented as planned but was funded with Learning Recovery Emergency Block Grant (LREBG) funding.

Action 1.4 - Additional Supplemental Services: Staffing targeting at-risk students was included (originally listed in 4.1). Also, raises for employees resulted in expenditures higher than anticipated.

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

Effectiveness:
Instructional Materials (Action 1.1): The LEA successfully provided all students with the necessary instructional materials in both digital and print formats, aligned to state standards. This facilitated high-quality instruction across all grade levels and content areas. The metrics (Metrics: SARC, Williams, Local Reflection Tool) showed that we maintained our high ratings.

Technology Access (Action 1.2): Regular access to devices such as tablets or Chromebooks, as well as mobile Wi-Fi hotspots, was ensured for students lacking internet access at home. This significantly contributed to minimizing the digital divide and supporting student learning both in and out of school. The metrics (CAASPP ELA and CAASPP Math) showed a slight decline, but we expect to see growth in 2025-26 following this full year of implementation.

Digital and Dual Enrollment Course Offerings (Action 1.3): High school students were supported through access to digital courses via Subject.com and dual enrollment opportunities through San Joaquin Delta College. These offerings played a vital role in helping students stay on track for on-time graduation and college/career readiness. The metric (CCI) showed a slight increase and we expect to see further growth in 2025-26 following this full year of implementation.

Staffing to Support a Broad Course of Study (Action 1.4): Certificated teaching positions were successfully filled, maintaining the capacity to deliver a broad and rigorous course of study. The metrics (CAASPP ELA and CAASPP Math) showed a slight decline, but we expect to see growth in 2025-26 following this full year of implementation.

Challenges:
While the overall implementation was successful, the LEA faced specific challenges in staffing specialized support roles:

Specialized Service Providers: The LEA experienced persistent shortages in hiring speech therapists and Board Certified Behavior Analysts (BCBAs). To address this, the LEA contracted with online service providers to ensure students continued receiving required support services. Although this differed in modality from the initial plan (in-person vs. online), it did not substantively alter the nature of the support being provided.

Paraprofessional Staffing: Another significant challenge was the shortage of paraprofessionals. While the LEA attempted to fill these positions internally, the shortages required contracting with external providers. Although services were maintained, the shift to contracted paraprofessionals altered the implementation method from the original plan, which envisioned full internal staffing.

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 1.5 has been added to include LREBG funding.

Metric 4D has been added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Materials	Teachers and students will be provided with instructional materials and resources both digital and print formats necessary for the delivery of high quality instruction aligned to standards. (Metrics: SARC, Williams, Local Reflection Tool)	$500,000.00	No
1.2	Technology	All students will have regular access to tablets or Chromebooks and mobile wifi devices will be provided for students who do not have internet access at home. (Metrics: CAASPP ELA, CAASPP Math)	$1,700,000.00	Yes
1.3	Credit Recovery	Digital course offerings to support high school students to stay on track to graduate on time and College/Career ready. (Metrics: CCI)	$600,000.00	Yes
1.4	Additional Supplemental Services	The District will maintain current levels of staffing and contracted services to provide access to a broad course of study and to support student learning-services provided over the LCFF base and funded with supplemental funding. (Metric: CAASPP ELA, CAASPP Math)	$14,391,454.00	Yes
1.5	Textbooks	LREBG Action Provide updated textbooks that include intervention materials specifically designed to support English Learner (EL) students and struggling learners. Access to high-quality, up-to-date instructional materials is essential for student success. Textbooks that include built-in intervention resources help ensure that all learners—particularly EL students and those who are struggling—receive the scaffolding and differentiated support they need to master grade-level content. These resources also assist teachers in delivering targeted instruction that addresses diverse learning needs. Research Based: Jackson, C. K., & Makarin, A. (2018). Can online off-the-shelf lessons improve student outcomes? Evidence from a field experiment. American Economic Journal: Economic Policy, 10(3), 226–254. https://doi.org/10.1257/pol.20170230	$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Allowable Under: EC Section 32526(c)(2)(B)(ii) Metric(s) being used to monitor the action: CAASPP ELA & Math LREBG Funds supporting this action: $250,000 per year through 2027–28		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Accelerate student learning with high expectations for all to increase student achievement for all student groups	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has identified targeted support for all students who need acceleration especially Foster Youth, Socio-Economically Disadvantaged students, English Learners, and students with disabilities.

Feedback from educational partners reflected common trends regarding differentiated supports to students. Educational partners shared students would benefit from additional support, at their point of need, to accelerate student learning. The District also heard from advisory groups the importance of providing educators with support to ensure students are making progress in their reading growth and development. Another trend that surfaced was ample opportunities within and beyond the instructional day for:

- Opportunities to practice literacy and numeracy skills with the support of educators
- Enrichment opportunities for students who need it the most
- Social-emotional supports
- Tailored and differentiated instruction based on the needs of our learners

Our district has recognized the importance of providing targeted support to students who require acceleration, particularly focusing on those with disabilities and homeless students. This decision stems from feedback obtained from educational partners, which highlighted the need for differentiated support tailored to students' individual needs to enhance their learning trajectory. Advisory groups emphasized the significance of equipping educators with the necessary resources and support to facilitate students' progress in reading growth and development. Identified trends underscored the importance of offering ample opportunities within and beyond the instructional day for practicing literacy and numeracy skills, providing enrichment opportunities, delivering social-emotional supports, and delivering tailored and differentiated instruction to meet the diverse needs of our learners. By addressing these specific areas of support, our district aims to ensure equitable access to quality education and promote the success of all students.

The metrics and actions described below will be implemented to accelerate student learning with high expectations for all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.A (State) ELA	CAASPP ELA: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in English Language Arts	ELA: Overall: 44.71% Grade 3: 37.14% Grade 4: 35.98% Grade 5: 37.58% Grade 6: 40.85% Grade 7: 47.92% Grade 8; 45.38% Grade 11: 63.42% SED: 37.44% EL: 18.97% LTEL: 7.62% FY: 20% SWD: 10.9% 2023 CAASPP/DataQuest	ELA: Overall: 40.88% Grade 3: 37.74% Grade 4: 36.41% Grade 5: 31.29% Grade 6: 42.24% Grade 7: 44.99% Grade 8: 43.59% Grade 11: 47.43% SED: 34.57% EL: 12.08% LTEL: 9.57% FY: fewer than 11 students SWD: 8.82% 2024 CAASPP/DataQuest		ELA: Overall: 52% Grade 3: 44% Grade 4: 42% Grade 5: 44% Grade 6: 47% Grade 7: 52% Grade 8: 50% Grade 11: 60% SED: 40% EL: 16% LTEL: 10% FY: 4% SWD: 21%	ELA: Overall: -3.83 Grade 3: +.6 Grade 4: +.43 Grade 5: -6.29 Grade 6: +1.39 Grade 7: -2.93 Grade 8: -1.79 Grade 11: -15.99 SED: -2.87 EL: -6.89 LTEL: +1.95 FY: --- SWD: -2.08
4.A (State) Math	CAASPP MATH: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in English Language Arts	Math Overall: 27.64% Grade 3: 38.19% Grade 4: 29.35% Grade 5: 25.73% Grade 6: 25.94% Grade 7: 28.43% Grade 8: 21% Grade 11: 26.14% SED: 20.89% EL: 10.83% LTEL: 5.88% FY: 13.33% SWD: 7% 2023 CAASPP/DataQuest	MATH: Overall: 26.92% Grade 3: 38.91% Grade 4: 31.60% Grade 5: 22.99% Grade 6: 26.08% Grade 7: 26.20% Grade 8 : 23.51% Grade 11: 22.03% SED: 21.03% EL: 8.13% LTEL: 3.19% FY: fewer than 11 students SWD: 8.44%		Math: Overall: 40% Grade 3: 45% Grade 4: 35% Grade 5: 32% Grade 6: 33% Grade 7: 33% Grade 8: 27% Grade 11: 32% SED: 28% EL: 15% LTEL: 7% FY: 15% SWD: 17%	MATH: Overall: -.07 Grade 3:+.72 Grade 4: +2.25 Grade 5: -2.74 Grade 6: +.14 Grade 7: -2.23 Grade 8: +2.51 Grade 11: -4.11 SED: +.14 EL: -2.70 LTEL: -2.69 FY: --- SWD: +1.44

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 CAASPP/DataQuest			
4.A (State) Science	CAST: Percentage of students grade 3-8 & 12 meeting or exceeding standards on the California Science Test	CAST Overall: 24.9% Grade 5: 23.44% Grade 8: 22.51% High School: 28.51% 2023 CAASPP/DataQuest	CAST Overall: 25.81% Grade 5: 19.57% Grade 8: 20.04% High School: 30.90% 2024 CAASPP/DataQuest		CAST: Overall: 30% Grade 5: 30% Grade 8: 30% High School: 30%	CAST: Overall: +.91 Grade 5: -3.87 Grade 8: - 2.47 High School: + 2.39
4.A (Local) DIBELS	DIBELS (AMPLIFY): Percent of students reading at grade level	ELA Kinder: 39% Grade 1: 44% Grade 2: 54% Grade 3: 60% Winter 2024 DIBELS (AMPLIFY)	ELA Kinder: 61% Grade 1: 61% Grade 2: 51% Grade 3: 51% Winter 2025 DIBELS (AMPLIFY)		ELA Kinder: 44% Grade 1: 49% Grade 2: 58% Grade 3: 60%	ELA Kinder: + 22 Grade 1: +17 Grade 2: - 3 Grade 3: - 9
4.A (Local) i-Ready ELA	i-Ready ELA : Percent of students at grade level in English Language Arts	ELA Kinder: 48% Grade 1: 26% Grade 2: 43% Grade 3: 53% Grade 4: 33% Grade 5: 33% Grade 6: 34% Grade 7: 34% Grade 8: 38% Winter 2024 i-Ready	i-Ready ELA Kinder: 42% Grade 1: 26% Grade 2: 37% Grade 3: 54 % Grade 4: 33% Grade 5: 32% Grade 6: 30% Grade 7: 40 % Grade 8: 38 %		ELA Kinder: 50% Grade 1: 30% Grade 2: 45% Grade 4: 55% Grade 5: 40% Grade 6: 40% Grade 7: 40% Grade 8: 42%	ELA Kinder: - 6 Grade 1: 0 Grade 2: - 6 Grade 3: +1 Grade 4: + 1 Grade 5: 0 Grade 6: - 4 Grade 7: +6 Grade 8: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Winter 2025 i-Ready			
4.A (Local) i-Ready Math	i-Ready Math: Percent of students at grade level in Mathematics	Math Kinder: 30% Grade 1: 14% Grade 2: 23% Grade 3: 23% Grade 4: 26% Grade 5: 29% Grade 6: 32% Grade 7: 23% Grade 8: 18% Winter 2024 i-Ready	i-Ready Math Kinder: 29% Grade 1: 18% Grade 2: 13% Grade 3: 25% Grade 4: 26% Grade 5: 31% Grade 6: 32 % Grade 7: 26% Grade 8: 24% Winter 2025 i-Ready		MATH Kinder: 35% Grade 1: 17% Grade 2: 26% Grade 3: 26% Grade 4: 29% Grade 5: 32% Grade 6: 26% Grade 7: 26% Grade 8: 21%	MATH Kinder: -1 Grade 1: +4 Grade 2: -10 Grade 3: +2 Grade 4: 0 Grade 5: +2 Grade 6: 0 Grade 7: +3 Grade 8: +6
4.E (State)	English Proficiency: Percentage of English Learners making progress towards English language proficiency as measured by the ELPAC English Learner Progress Indicator - CA Dashboard	48.3% 2023 Dashboard	42% 2024 Dashboard		53%	- 6.3
4.E (Local) LTELs	LTELs: Percentage of students identified as Long Term English Learners (LTEL) DataQuest	13.7% 2022-23 DataQuest	13.1% 2023-24 DataQuest		15%	- .6
4.F (State)	English Learner Reclassification Rate:	8.2%	10.8%		12%	+ 2.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of English Learners who meet the LUSD Standards to be redesignated as Fluent English Proficient.	2022-23 District SIS	2023-24 District SIS			

Goal Analysis [2024-25]

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

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

All planned actions under Goal 2 were implemented with fidelity, focusing on strategies that support high expectations and accelerated learning for all student groups. Efforts centered around data-informed instruction, extended learning opportunities, curriculum alignment, and specialized supports for students with disabilities.

Goal 2 was fully implemented with a clear focus on accelerating student learning and increasing achievement for all student groups. The LEA successfully implemented Amplify (DIBELS) and i-Ready platforms to monitor student progress. Assessment data was collected regularly and used by educators to inform and adjust instruction in real-time. This data-driven approach contributed to improved instructional responsiveness and targeted intervention.

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.

Material Differences were identified wherever the difference between the planned expenditure and the unaudited actual was $50,000 or more. Using that metric, the material differences for Goal 2 were as follows:

Action 2.2 - Summer Programs: Summer Programs were implemented as planned but were funded with Expanded Learning Opportunities Program (ELOP) funding.

Action 2.4 - Special Education Programs: Due to changes at the county level, we took back multiple Special Education programs that were previously served by SJCOE. Hiring challenges led to use of more costly contracting agencies to provide supports for students with disabilities. Also, there has been a sharp increase in the number of our students who have IEPS. As a result, our Special Education programs were far more costly than originally budgeted.

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

Effectiveness:
Benchmark Assessments (Action 2.1): The LEA successfully implemented Amplify (DIBELS) and i-Ready platforms to monitor student progress. Assessment data was collected regularly and used by educators to inform and adjust instruction in real-time. This data-driven approach contributed to improved instructional responsiveness and targeted interventions. The metrics (CAASPP ELA and CAASPP Math) showed a slight decline, but we expect to see growth in 2025-26 following this full year of implementation.

Summer Programs (Action 2.2): Academic intervention was provided through a fully implemented summer school program for students in grades TK–12 during the summer of 2025. The program was well-attended and supported continued academic growth, particularly for students needing additional time and support to master grade-level standards. The metrics (CAASPP ELA and CAASPP Math) showed a slight decline, but we expect to see growth in 2025-26 following this full year of implementation.

Curriculum Alignment (Action 2.3): Significant progress was made in aligning districtwide ELA curriculum for grades K–8 and math curriculum for grades 7–8. These efforts were primarily supported through the LEAP (Lincoln Education Alignment Project) initiative, with a strong emphasis on ensuring all students, including English Learners, received rigorous, grade-level instruction. Additionally, district assessments were developed to monitor progress in the 2025–26 school year, building a solid foundation for ongoing instructional alignment and evaluation. The metrics (CAASPP ELA and CAASPP Math) showed a slight decline, but we expect to see growth in 2025-26 following this full year of implementation.

Special Education Programming (Action 2.4): Students with special needs were provided access to high-quality, grade-level instruction and a full continuum of services. Staff received additional support and professional development to enhance the effectiveness of instructional programming. Ongoing analysis and adjustments were made to ensure instructional practices remained aligned with student needs and improved academic achievement. The metrics (CAASPP ELA and CAASPP Math) remain exceptionally low.

Challenges:
While all actions were implemented as planned, there were a few implementation-related challenges:

Curriculum Alignment Monitoring (Action 2.3): Although instructional alignment efforts were robust, the tools for assessing the impact of this work—particularly new districtwide assessments—were still in development and not fully deployed during the current year. As such, while instruction was aligned, comprehensive monitoring of its impact on student learning outcomes will begin in the 2025–26 school year.

Special Education Program Adjustments (Action 2.4): Continued adjustments to special education programs were necessary throughout the year to ensure appropriate placement and instructional rigor. While the commitment to grade-level access was upheld, ongoing staffing shifts and changing student needs required regular modifications to service delivery models.

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 2.5 has been added to include LREBG funding.

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	Assessment	Teachers will be provided access to benchmark assessments to monitor student progress and adjust instruction accordingly to improve academic performance. (Metrics: CAASPP ELA, CAASPP Math)	$1,060,000.00	Yes
2.2	Summer Programs	Summer Programs will be implemented to provide academic intervention and improve academic performance. (Metrics: CAASPP ELA, CAASPP Math)	$1,000,000.00	No
2.3	Curriculum Alignment	Districtwide curriculum alignment will take place in both ELA and Math to ensure all students, including English Learners, receive aligned, high rigor and grade level instruction. (Metrics: CAASPP ELA, CAASPP Math)	$200,000.00	Yes
2.4	Special Education Program	The district will provide an effective, high quality, grade level instructional program for students with special needs in addition to access to a full continuum of services. Exposure to grade-level standards results in increased academic achievement. (Metrics: CAASPP ELA, CAASPP Math)	$19,086,936.00	No
2.5	Reading Intervention	LREBG Action Provide a 50% reading intervention teacher to support a site without Title I funding by delivering targeted reading support to struggling primary students. Early literacy is a critical foundation for long-term academic success. By assigning a dedicated reading intervention teacher, the site can ensure that students who are not yet meeting grade-level reading benchmarks receive focused, small-group instruction designed to accelerate their progress. This support is especially vital at schools without access to Title I	$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
		resources, helping to close opportunity gaps and promote equity in learning outcomes. Research Based: Lonigan, C. J., & Shanahan, T. (2009). Developing Early Literacy: Report of the National Early Literacy Panel. National Institute for Literacy. This report emphasizes that early literacy skills, such as phonemic awareness and vocabulary, are critical predictors of later academic success. Allowable Under: EC Section 32526(c)(2)(B)(i) Metric(s) being used to monitor the action: DIBELS/Amplify, i-Ready LREBG Funds supporting this action: $140,000 per year through 2027–28		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal of cultivating safe, inclusive, and restorative classrooms, schools, and district, while supporting the whole child, stems from our commitment to providing an educational environment where every student can thrive. We believe that by fostering safety and inclusivity, we create a foundation for optimal learning experiences. Restorative practices not only address conflicts but also promote a sense of community and accountability. Additionally, supporting the whole child means recognizing and nurturing their academic, social, emotional, and physical well-being, ensuring that each student can reach their full potential in a holistic and empowering educational setting.

The actions outlined support the goal of cultivating safe, engaging, and inclusive classrooms, schools, and District while supporting the whole child in several ways. District staff support in creating safe and welcoming environments, administering surveys for feedback, providing parent engagement opportunities, and implementing SEL curriculum and mental health services all contribute to fostering a positive environment for students. Students in positive environments are less likely to exhibit behaviors that result in suspension and/or expultions. Additionally, maintaining counselors, improving attendance and engagement, and offering professional development on inclusive practices ensure that all students receive the support they need for holistic development and academic success.

The metrics and actions described below will be implemented to promote safe, engaging, and inclusive classrooms, schools and District to support the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.A (State)	Student Attendance Rate: The percentage of students in grades K-8	TK-8: 81% 9-12: 92% P2 Attendance 2023-24	TK-8: 92.85% 9-12: 95.35% P2 Attendance 2024-25		TK-8: 85% 9-12: 95%	TK-8: +11.85 9-12: +3.35

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and 9-12 who attend school on average daily					
5.B (State)	Chronic Absenteeism Rate: Percentage of k-12 students identified as absent from school for 10% or more of the total number of days	Overall: 34.3% EL: 33.9% FY: 47.4% SED: 39% HY: 62.6% AA: 43.8% LTEL: 33% 2023 Dashboard	Overall: 26.4% EL: 23.5% FY: 34.3% SED: 29.8% HY: 43.7% AA: 35.3% LTEL: 22% 2024 Dashboard		Overall: 20% EL: 20% FY: 38% SED: 30% HY: 50% AA: 38%	Overall: - 7.9 EL: -10.4 FY: -13.1 SED: -9.2 HY: -18.9 AA: -8.5
5.C (State)	Middle School Dropout Rate: Percentage of students in grades 7 and 8 who stop coming to school and do not enroll in another school	0.0 % CALPADS 2023	0.0 % CALPADS 2024		0%	0
5.D (State)	High School Dropout Rate: Percentage of students who (1) do not graduate with a regular high school diploma, (2) do not otherwise complete high school, or (3) are not still enrolled as a “fifth year senior”	1.14 % CALPADS 2023	1.4 % CALPADS 2024		< 1%	+.26
5.E (State)	High School Graduation Rate: Percentage of students who complete the LUSD	91.6% 2023 Dashboard	95.1% 2024 Dashboard		95%	+3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	board adopted graduation requirements					
6.A (State)	Suspension Rate : Percentage of students suspended at least once during the academic year	Overall: 6.8% EL: 4.4% FY: 11.5% SED: 7.9% SWD: 10% AA: 13.5% AI: 13.3% PI: 9.2% 2 or more races: 8.7% 2023 Dashboard	Overall: 5.8% EL: 4.2% FY: 16.7% SED: 6.7% SWD: 8.3% AA: 11.4% AI: 7.4% PI: 5.0% 2 or more races: 5.4% 2024 Dashboard		Overall: 5% EL: 3% FY: 7% SED: 6% SWD: 8% AA: 11% AI: 11% PI: 7% 2 or more races: 7%	Overall: -1 EL: -.2 FY: +5.2 SED: -1.2 SWD: -1.7 AA: -2.1 AI: -5.9 PI: -4.2 2 or more races: -3.3
6.B (State)	Expulsion Rate: Percentage of students expelled from the district during the academic year	Overall: 0.6% EL: 0.5% FY: 1.6% SED: 0.7% SWD: 1.1% 2022-23 DataQuest	Overall: 0.8% EL: 0.6% FY: 3.6% SED: 1.0% SWD: 1.3% 2023-24 DataQuest		Overall: 0.5% EL: 0.5% FY: 1% SED: 0.5% SWD: 1%	Overall: +.2 EL: +.1 FY: +2 SED: +.3 SWD: +.2
6.C (Local)	YouthTruth School Climate Survey: Percent positives regarding ENGAGEMENT	Elementary: 80% Middle School: 36% High School: 48% Winter 2024 YouthTruth	Elementary: 85% Middle School: 37% High School: 52 % Winter 2025 YouthTruth		Elementary - 80% Middle School - 50% High School - 50%	Elementary: +5 Middle School: +1 High School: +4
6.C (Local)	YouthTruth School Climate Survey:	Elementary: 65% Middle School: 33%	Elementary: 71%		Elementary - 70%	Elementary: +6 Middle School: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent positives regarding CARING RELATIONSHIPS	High School: 29% Winter 2024 YouthTruth	Middle School: 34% High School: 32% Winter 2025 YouthTruth		Middle School - 38% High School - 34%	High School: +3
6.C (Local)	YouthTruth School Climate Survey: Percent positives regarding ACADEMIC CHALLENGE	Elementary: 31% Middle School: 52% High School: 49% Winter 2024 YouthTruth	Elementary: 35% Middle School: 55% High School: 49% Winter 2025 YouthTruth		Elementary - 36% Middle School - 57% High School - 56%	Elementary: +4 Middle School: +3 High School: 0
6.C (Local)	YouthTruth School Climate Survey: Percent positives regarding CULTURE	Elementary: 11% Middle School: 19% High School: 20% Winter 2024 YouthTruth	Elementary: 12% Middle School: 20% High School: 23% Winter 2025 YouthTruth		Elementary - 16% Middle School - 24% High School - 24%	Elementary: +1 Middle School; +1 High School: +3
6.C (Local)	YouthTruth School Climate Survey: Percent positives regarding BELONGING	Elementary: 22% Middle School: 41% High School: 40% Winter 2024 YouthTruth	Elementary: 22% Middle School: 41% High School: 42% Winter 2025 YouthTruth		Elementary - 27% Middle School - 46% High School - 45%	Elementary: 0 Middle School: 0 High School: +2

Goal Analysis [2024-25]

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.

Overall Implementation of Actions:

All planned actions under Goal 3 were implemented as described in the adopted LCAP. These actions were designed to promote school safety, foster inclusive and engaging environments, support social-emotional well-being, and ensure all students and families feel connected to their school communities.

The LEA successfully implemented all actions associated with Goal 3, reinforcing its commitment to the whole child by creating safe, inclusive, and engaging learning environments. Through strategic staffing, data-informed planning, expanded mental health supports, and efforts to build strong partnerships with families, the district made meaningful progress. Minor challenges were addressed through adaptive solutions, ensuring that the implementation remained aligned with the goal of supporting every student's academic and social-emotional success.

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

Material Differences were identified wherever the difference between the planned expenditure and the unaudited actual was $50,000 or more. Using that metric, the material differences for Goal 3 were as follows:

Action 3.1 - School Climate: Raises for employees resulted in expenditures higher than anticipated.

Action 3.4 - Counseling and Mental Health Services: An increase in need for Counseling and Mental Health supports along with raises for employees resulted in expenditures higher than anticipated.

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

Effectiveness:
School Safety Staffing (Action 3.1): Lincoln Safety Officers were fully staffed, with one officer assigned to each school site. Their presence played a key role in maintaining a safe and welcoming environment for students and staff. The metrics (Suspension Rate, Expulsion Rate) showed significant improvement towards the target.

Annual Surveys and Feedback (Action 3.2): The YouthTruth survey was administered in February 2025 to students, families, and staff. The results were thoroughly reviewed and directly influenced both the development of the LCAP and individual School Plan for Student Achievement (SPSA) goals. This feedback loop helped ensure the LEA was responsive to the needs of its school communities. The metrics (Chronic Absenteeism, Suspension Rate, Expulsion Rate) showed significant improvement towards the target.

Parent Engagement Opportunities (Action 3.3): The district continued to invest in parent engagement through the support of a dedicated parent educator. This individual worked closely with school staff to provide meaningful opportunities and resources for families, ensuring accessibility and inclusion across all sites. The metrics (YouthTruth results) showed growth in all grades with the exception of middle school.

Counseling and Mental Health Services (Action 3.4): Each school maintained at least one full-time counselor. In addition, students had access to contracted therapists and Board Certified Behavior Analysts (BCBAs), ensuring a broad spectrum of mental health and social-emotional support services. SEL curriculum was also implemented to support whole-child development across all grade levels. The metric (Chronic Absenteeism) showed significant improvement towards the target.

Attendance and Engagement Support (Action 3.5): Targeted efforts to improve attendance were made at both the district and site levels. Strategies included parent education, positive incentive programs for students, Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings, and home visits by district staff. These proactive approaches contributed to increased student engagement and improved attendance patterns in several schools. The metric (Chronic Absenteeism) showed significant improvement towards the target.

Professional Development for Equity and Access (Action 3.6): Professional development was consistently provided for teachers, school leaders, and counselors throughout the year. These trainings focused on curriculum alignment and guidance counseling practices, helping ensure students received equitable access to academic and social-emotional supports. The first metric (Graduation Rates) showed that we maintained our high ratings. The second metric (YouthTruth results) showed growth in all grades with the exception of middle school.

Challenges:
All actions under Goal 3 were implemented as planned; however, some challenges were encountered during the process:

Balancing Mental Health Service Demand (Action 3.4): While access to counseling and mental health services was in place at every site, the demand for services occasionally exceeded the availability of staff. This resulted in some delays in accessing support for students with high needs. Continued monitoring and expansion of contracted services helped mitigate this challenge.

Engagement of Hard-to-Reach Families (Action 3.3): Although strong systems for parent engagement were established, engaging certain families—particularly those who speak languages other than English or who face other access barriers—remained a challenge. The district parent educator worked closely with schools to improve outreach and ensure all families were aware of and able to access available resources.

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 3.7 and 3.8 have been added to include LREBG funding.

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	School Climate	LUSD will provide staff to support creating safe and welcoming school environments. (Metrics: Suspension Rate, Expulsion Rate)	$4,889,664.00	Yes
3.2	Survey	LUSD will annually administer the Youth Truth survey to students, families and staff in addition to the CA Healthy Kids Survey every other year to get feedback regarding engagement, relationships, academics, and connectedness. Efforts to improve and adjust will be made based on survey feedback to enable students to feel safe and welcome. Safe and welcoming environments will result in reduced chronic absenteeism, suspensions, and expulsions. (Metrics: Chronic absenteeism rate, Suspension rate, expulsion rate)	$35,000.00	No
3.3	Parent Engagement	Schools will provide site based parent engagement opportunities to ensure the engagement of all families. The district will provide support for parent engagement to ensure all families have access to resources and opportunities provided. (Metric: YouthTruth results)	$20,000.00	No
3.4	Counseling and Mental Health Services	Maintain counselors at all schools and provide additional mental health services and social and emotional support for students, and provide/ implement Social Emotional Learning (SEL) curriculum. (Metrics: Chronic Absenteeism Rate)	$5,181,924.00	Yes
3.5	Tiered Re-Engagement	Implement a system of support to improve the attendance and engagement of students in all grades. (Metrics: Chronic Absenteeism rate)	$958,800.00	Yes
3.6	Professional Development -	LUSD will provide teachers, leaders, and counselors with professional development focused on curriculum and guidance alignment to ensure	$43,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Teaching, Leeading, and Counseling	access and equity for all students. (Metrics: Graduation Rates, YouthTruth results)		
3.7	Classroom Environments	LREBG Action Support teachers in creating a learning-conducive environment that makes children feel welcome and excited to come to school. Research consistently shows that a positive school climate contributes to improved student attendance, engagement, and academic achievement. By providing teachers with professional development, tools, and resources to build inclusive, welcoming classrooms, schools can foster a sense of belonging that encourages regular attendance and active participation. These supports help ensure that students feel safe, valued, and motivated to learn each day. Research Based: Daily, S. M., Mann, M. J., Lilly, C. L., Dyer, A. M., & Smith, M. L. (2020). School climate, student engagement, and academic achievement: A latent variable multilevel multi-informant examination. AERA Open, 6(3), 2332858420945254. https://doi.org/10.1177/2332858420945254 Allowable Under: EC Section 32526(c)(2)(C) Metric(s) being used to monitor the action: Chronic Absenteeism LREBG Funds supporting this action: $50,000 for 2025-26 only	$50,000.00	No
3.8	Credit Recovery	LREBG Action Provide online courses for high school students to recover credits for courses in which they earned failing grades. Credit recovery programs offer students a second chance to stay on track for graduation by allowing them to retake courses they previously failed. Online platforms provide flexible access to standards-aligned coursework, enabling students to work at their own pace and receive the support they need to master essential content. These opportunities are especially critical for students who may have fallen behind due to pandemic-related disruptions.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Research Based: EdResearch for Action. (2023). Design Principles for Effective Online Credit Recovery. Retrieved from https://edresearchforaction.org/wp-content/uploads/EdResearch-DP-Online-Credit-Recovery-Brief_24-.pdf Allowable Under: EC Section 32526(c)(2)(D) Metric(s) being used to monitor the action: Graduation Rates LREBG Funds supporting this action: $100,000 for 2025-26 and $75,000 for 2026-27		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Quality leadership fosters a supportive and inclusive environment, empowering both educators and students to thrive. Effective teaching practices not only impart knowledge but also cultivate critical thinking, creativity, and problem-solving skills essential for lifelong learning. Prioritizing high-quality learning experiences ensures that students receive the necessary tools and resources to reach their full potential academically, socially, and emotionally, preparing them to become engaged and productive members of society. Thus, this goal reflects the district's commitment to excellence and equity in education, aiming to nurture well-rounded individuals capable of contributing positively to their communities and beyond. Research shows that appropriately credentialed teachers who reflect the student populations they serve are a critical component of student achievement. In addition, quality professional learning is critical to maintain high-level teaching, leading, and counseling.

The metrics and actions described below will be implemented to provide quality leadership, teaching, and learning to maximize student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.A (State) Credentials	Appropriately Credentialed Teachers: Percent of Teachers appropriately assigned and Fully Credentialed	Assigned: 92.2% Credentialed: 96.7% DataQuest 2023	Assigned: 92.5% Credentialed: 97.4% DataQuest 2024		Assigned: 95% Credentialed: 97%	Assigned: +.3 Credentialed: +.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.A (Local) Staff Demographics	Certificated Staff Demographics: Percent of certificated staff district-wide by specified ethnicity	American Indian: 0.5% Asian: 7% Black/African American: 3.2% Filipino: 1.1% Hispanic: 21.7% White: 64.9% 2022-23 CalPads	American Indian : 0.6% Asian: 6.4% Black/African American: 3.7% Filipino: 3.1% Hispanic: 20.6% White: 64.7% 2023-24 CalPads		American Indian: 1% Asian: 9% Black/African American: 10% Filipino: 5% Hispanic: 25% White: 50%	American Indian: -.1 Asian: -.6 Black/African American: +.5 Filipino: +2 Hispanic: -1.1 White: -.2
4.A (State) ELA	CAASPP ELA: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in English Language Arts	ELA: Overall: 44.71% Grade 3: 37.14% Grade 4: 35.98% Grade 5: 37.58% Grade 6: 40.85% Grade 7: 47.92% Grade 8; 45.38% Grade 11: 63.42% SED: 37.44% EL: 18.97% LTEL: 7.62% FY: 20% SWD: 10.9% 2023 CAASPP/DataQuest	ELA: Overall: 40.88% Grade 3: 37.74% Grade 4: 36.41% Grade 5: 31.29% Grade 6: 42.24% Grade 7: 44.99% Grade 8: 43.59% Grade 11: 47.43% SED: 34.57% EL: 12.08% LTEL: 9.57% FY: fewer than 11 students SWD: 8.82% 2024 CAASPP/DataQuest		ELA: Overall: 52% Grade 3: 44% Grade 4: 42% Grade 5: 44% Grade 6: 47% Grade 7: 52% Grade 8: 50% Grade 11: 60% SED: 40% EL: 16% LTEL: 10% FY: 4% SWD: 21%	ELA: Overall: -3.83 Grade 3: +.6 Grade 4: +.43 Grade 5: -6.29 Grade 6: +1.39 Grade 7: -2.93 Grade 8: -1.79 Grade 11: -15.99 SED: -2.87 EL: -6.89 LTEL: +1.95 FY: --- SWD: -2.08
4.A (State) Math	CAASPP MATH: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP	Math Overall: 27.64% Grade 3: 38.19% Grade 4: 29.35% Grade 5: 25.73% Grade 6: 25.94%	MATH: Overall: 26.92% Grade 3: 38.91% Grade 4: 31.60% Grade 5: 22.99% Grade 6: 26.08%		Math: Overall: 40% Grade 3: 45% Grade 4: 35% Grade 5: 32% Grade 6: 33%	MATH: Overall: -.07 Grade 3:+.72 Grade 4: +2.25 Grade 5: -2.74 Grade 6: +.14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	summative assessments in English Language Arts	Grade 7: 28.43% Grade 8: 21% Grade 11: 26.14% SED: 20.89% EL: 10.83% LTEL: 5.88% FY: 13.33% SWD: 7% African American: 15.78% 2023 CAASPP/DataQuest	Grade 7: 26.20% Grade 8 : 23.51% Grade 11: 22.03% SED: 21.03% EL: 8.13% LTEL: 3.19% FY: fewer than 11 students SWD: 8.44% 2024 CAASPP/DataQuest		Grade 7: 33% Grade 8: 27% Grade 11: 32% SED: 28% EL: 15% LTEL: 7% FY: 15% SWD: 17%	Grade 7: -2.23 Grade 8: +2.51 Grade 11: -4.11 SED: +.14 EL: -2.70 LTEL: -2.69 FY: --- SWD: +1.44
7.B (State)	Broad Course of Study- Visual and Performing Arts: Percentage of student in grades spans 1-6 and 7 - 12 enrolled in a Visual and Performing Arts program/course.	Grades 1-6 Overall: 80% SED: 83% EL: 72% FY: 68% Grades 7-12 Overall: 34% SED: 8% EL: 23% FY: 7% October 2023 SIS	Grades 1-6 Overall: 100% SED: 89% EL: 82% FY: 63% Grades 7-12 Overall: 37% SED: 36% EL: 24% FY: 6% October 2024 SIS		Grades 1-6 Overall: 80% SED: 85% EL: 75% FY: 70% Grades 7-12 Overall: 35% SED: 40% EL: 25% FY: 10%	Grades 1-6 Overall: +20 SED: +6 EL: +10 FY: -5 Grades 7-12 Overall: +3 SED:+28 EL: +1 FY: +1
7.C (State)	Broad Course of Study- Visual and Performing Arts: Percentage of Students With Disabilities in grades spans 1-6 and 7 - 12 enrolled in a Visual and Performing Arts program/course.	Grades 1-6: 80% Grades 7-12: 12% October 2023 SIS	Grades 1-6: 82% Grades 7-12: 13% October 2023 SIS		Grades 1-6: 80% Grades 7-12: 15%	Grades 1-6: +2 Grades 7-12: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7 (Local) Administrators	Percent of site administrators participating in district wide professional development	50% Admin PD Attendance Sheets 2023-24	100% Admin PD Attendance Sheets 2024-25		100%	+50
7 (Local) Teachers	Percent of certificated teachers participating in district wide professional development	85% PD Attendance Sheets 2023-24	96% PD Attendance Sheets 2024-25		90%	+11
7 (Local) Counselors	Percent of certificated school counselors participating in district wide professional development regarding equity and providing a premium education for all.	20% PD Attendance Sheets 2023-24	100% PD Attendance Sheets 2024-25		100%	+80

Goal Analysis [2024-25]

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.

We made strong progress toward achieving Goal 4 by ensuring that students had access to high-quality instruction delivered by well-qualified educators. All planned actions were implemented, with the exception of a noted challenge in fully supporting high school math professional development, which will be a focus area for improvement in the next school year.

The district effectively implemented the majority of planned actions under Goal 4, resulting in strong staffing, increased instructional time, and comprehensive professional learning in multiple subject areas. These efforts contributed to sustained improvements in teaching and learning across the district. The one area identified for future focus is the expansion of professional development opportunities for middle and high school math teachers. By addressing this gap, the LEA will continue its forward momentum in delivering a premium educational experience for all students.

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.

Material Differences were identified wherever the difference between the planned expenditure and the unaudited actual was $50,000 or more. Using that metric, the material differences for Goal 4 were as follows:

Action 4.1 - Core Services: Staffing targeting at-risk students was originally included but was shifted to Action 1.4.

Action 4.5 - Professional Development (Math): Opportunities for math professional development were under budgeted amounts as math PD was included with the purchase of the new k-8 adoption. Also, opportunities for secondary math PD were minimal resulting in under-budget costs.

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

Effectiveness:
Highly Qualified Staff (Action 4.1): The district remained committed to hiring and retaining qualified educators. Staffing data showed that 97% of instructional staff were appropriately credentialed, demonstrating a continued effort to ensure students are taught by educators who meet state certification and subject-matter competency standards. The first metric (Appropriately Credentialed Teachers) increased, showing progress. The second metric (Certificated Staff Demographics) remained relatively constant.

Instructional Time (Action 4.2): All schools met or exceeded the state-required instructional minutes. The district also supported additional instructional days and extended minutes to increase academic opportunities for students, reinforcing the commitment to maximizing learning time. The metrics (CAASPP ELA and CAASPP Math) showed a slight decline, but we expect to see growth in 2025-26 following this full year of implementation.

Professional Learning for Newly Adopted Curriculum (Action 4.3): Professional development was provided across the district to support implementation of newly adopted curriculum. This included extensive training in the new K–8 math curriculum, high school Spanish, and K–8 social studies. These opportunities equipped teachers with tools to deliver rigorous, standards-aligned instruction. The metrics (Teacher, administrator, and counselor participation rates) were high across all groups.

ELD Professional Development (Action 4.4): Teachers and administrators received targeted professional development and coaching to support both designated and integrated English Language Development (ELD). This work was facilitated through both the district's LEAP initiative and the San Joaquin County Office of Education. These efforts focused on ensuring English Learners and Long-Term English Learners (LTELs) had access to high-quality language instruction embedded within the core curriculum. The metrics (CAASPP ELA and CAASPP Math) showed a slight decline, but we expect to see growth in 2025-26 following this full year of implementation.

Math Instructional Support (Action 4.5): The district provided extensive professional development for K–8 teachers on math instructional strategies aligned with the newly adopted curriculum. Training was conducted in collaboration with the curriculum publisher, focusing on equitable access and best practices in math instruction. The metrics (CAASPP ELA and CAASPP Math) showed a slight decline, but we expect to see growth in 2025-26 following this full year of implementation.

Challenges:
Limited High School Math PD (Action 4.5): While K–8 math professional development was robust, professional learning opportunities for high school math teachers were limited. This was primarily due to scheduling conflicts and competing training priorities. As a result, support for high school math instruction did not reach the intended scale, representing a substantive gap in the implementation of this action. Addressing this will be a key priority in 2025–26 to ensure continuity of instructional support across all grade levels.

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 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, and 4.13 have been added to include LREBG funding.

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	Core Services	The District will provide highly qualified staff. (Metric: Appropriately Credentialed Teachers, Certificated Staff Demographics)	$58,063,362.00	No
4.2	Instructional Time	The district will support ongoing costs of minutes and days exceeding the minimum and will be funded to increase academic achievement. (Metrics: CAASPP ELA, CAASPP Math)	$4,975,904.00	Yes
4.3	Curriculum Implementation	Professional learning will be provided to support the implementation of standards and of newly adopted curriculum K-12. (Metrics: Teacher, administrator, and counselor participation rates)	$30,000.00	No
4.4	Professional Development and Coaching - English Language Development	Teachers and administrators will be provided with professional development and coaching to enhance and support ongoing implementation of designated and integrated ELD to increase achievement for ELs and LTELS. (Metrics: Teacher, administrator, and counselor participation rates)	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Professional Development - Math	Provide K-8 and Single Subject Math teachers professional development to support instructional strategies aligned with state standards and adopted curriculum to ensure equitable access to math courses and increased student performance in mathematics. (Metrics: PD participation rates. CAASPP Math)	$60,000.00	No
4.6	Math Concentration	LREBG Action Provide math professional development and coaching for teachers and administrators, including classroom and curricular support. High-quality professional development equips educators with effective instructional strategies, deepens content knowledge, and enhances their ability to meet diverse student needs. By offering targeted math coaching and training, schools can improve instructional practices, promote consistency in curriculum implementation, and ultimately increase student achievement in mathematics. This investment also supports site and district leaders in fostering a coherent vision for math instruction. Research Based: Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 88(4), 547–588. Allowable Under: EC Section 32526(c)(2)(B)(vi) Metric(s) being used to monitor the action: Metric 4.4 LREBG Funds supporting this action: $299,900 for 2025–26 only	$299,900.00	No
4.7	Math Conferences	LREBG Action Provide registration and travel for math teachers to attend regional and state conferences, with the goal of networking and expanding their understanding of current strategies, structures, issues, and challenges in math education. Participation in professional conferences allows educators to stay informed about the latest research-based instructional practices, curriculum	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		innovations, and policy developments in mathematics education. These experiences also provide valuable opportunities for collaboration and idea-sharing with colleagues from across the region and state, ultimately enhancing classroom instruction and supporting improved student achievement. Research Based: Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad. National Staff Development Council. Allowable Under: EC Section 32526(c)(2)(B)(vi) Metric(s) being used to monitor the action: CAASPP Math LREBG Funds supporting this action: $25,000 for 2025-26 then $10,000 per year through 2027-28		
4.8	Curriculum and Guidance Alignment PD	LREBG Action Provide professional development and coaching in curriculum and guidance alignment, assessment creation and implementation, followed by facilitated data review sessions to inform instruction. Ongoing professional learning focused on curriculum alignment and assessment practices ensures that instruction remains standards-based, coherent, and responsive to student needs. By training and coaching educators in designing meaningful assessments and using data to guide instruction, schools can create a continuous cycle of improvement. This approach supports informed decision-making, fosters collaboration, and strengthens instructional effectiveness across grade levels and content areas. Research Based: Learning Forward. (2023). Aligning Instructional Practices with Education Quality Standards. Retrieved from https://www.paradigmpress.org/rae/article/download/703/602 Allowable Under: EC Section 32526(c)(2)(B)(vi) Metric(s) being used to monitor the action: CAASPP ELA & CAASPP Math LREBG Funds supporting this action: $966,239 for 2025-26, $200,000 for 2026-27 and 183,714 for 2027–28	$966,239.00	No

Action #	Title	Description	Total Funds	Contributing
4.9	Orenda Travel	LREBG Action Provide registration and travel for board members and the district leadership team to attend Leadership Column trainings. Ongoing leadership development is essential to driving systemic improvement and fostering a shared vision for student success. By participating in Leadership Column trainings, board members and district leaders gain insight into best practices in governance, instructional leadership, and strategic planning. These opportunities support aligned decision-making, promote coherence across initiatives, and strengthen the overall leadership capacity of the district. Research Based: Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. The Wallace Foundation. Allowable Under: EC Section 32526(c)(2)(B)(vi) and EC Section 32526(c)(2)(B)(vii) Metric(s) being used to monitor the action: CAASPP ELA & CAASPP Math LREBG Funds supporting this action: $4,000 per year through 2026-27	$4,000.00	No
4.10	District Wide Professional Development: Materials and Provisions	LREBG Action Provide materials and provisions for an additional two full days of professional development each year, with a focus on best practices, curriculum, teaching, and learning. Extended professional development time allows educators to dive deeper into instructional strategies, collaborate around curriculum implementation, and refine practices to better support student learning. These additional days provide structured opportunities to engage in research-based training, align teaching with district goals, and build collective capacity across school sites. The investment promotes a culture of continuous improvement and instructional excellence.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Research Based: Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute. Allowable Under: EC Section 32526(c)(2)(B)(vi) and EC Section 32526(c)(2)(B)(vii) Metric(s) being used to monitor the action: CAASPP ELA & CAASPP Math LREBG Funds supporting this action: $10,000 per year through 2026-27		
4.11	Professional Development	LREBG Action Provide an additional two full days of professional development each year with a focus on best practices, curriculum, teaching, and learning. Dedicated time for professional learning strengthens instructional quality by giving educators the space to engage with research-based practices, collaborate with colleagues, and deepen their understanding of curriculum and pedagogy. These added professional development days support continuous growth in teaching and learning, foster alignment across classrooms and grade levels, and contribute to improved student outcomes. Research Based: Nelson, T.H., Slavit, D., Perkins, M., & Hathorn, T. (2008). A culture of collaborative inquiry: Learning to develop and support professional learning communities. Teachers College Record, 110(6), 1269-1303. Allowable Under: EC Section 32526(c)(2)(B)(vi) and EC Section 32526(c)(2)(B)(vii) Metric(s) being used to monitor the action: CAASPP ELA & CAASPP Math LREBG Funds supporting this action: $625,000 per year through 2026-27 and $70,000 in 2027-28	$625,000.00	No
4.12	Special Program Teachers	LREBG Action Provide Special Program teachers to support staff and teaching/learning in the areas of new teacher support, special education, English Language	$780,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Arts (ELA) and math curriculum alignment and implementation, assessment creation, and data reflection. Supporting educators with specialized expertise in areas like special education, curriculum alignment, and assessment practices ensures that all students receive high-quality, targeted instruction. Special Program teachers play a crucial role in guiding new teachers, facilitating curriculum coherence, and helping staff use data to reflect on and improve instructional practices. This support ultimately contributes to more effective teaching and improved student achievement across subject areas. Research Based: Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 88(4), 547–588. Allowable Under: EC Section 32526(c)(2)(B)(vi) and EC Section 32526(c)(2)(B)(vii) Metric(s) being used to monitor the action: CAASPP ELA & CAASPP Math LREBG Funds supporting this action: $780,000 per year through 2027-28		
4.13	Summer Math Institute	LREBG Action Provide a summer math institute with an emphasis on understanding content standards and progressions, as well as best practices in the math classroom. Professional development focused on content standards and instructional strategies empowers teachers to better understand and deliver math curriculum effectively. The summer math institute offers teachers the opportunity to deepen their knowledge of math standards, explore best practices for classroom instruction, and align their teaching to student needs. This investment supports improved math outcomes by equipping educators with the tools and understanding to foster deeper learning in students. Research Based: Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Allowable Under: EC Section 32526(c)(2)(B)(vi) Metric(s) being used to monitor the action: CAASPP Math LREBG Funds supporting this action: $60,000 for 2025–26 only		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

By actively involving families and the broader community in the educational process, the district acknowledges the crucial role they play in students' overall development. Engaging families in their children's education promotes a sense of belonging and reinforces the importance of partnership between home and school. Additionally, by integrating community resources and expertise, the district can enrich learning experiences and provide students with real-world connections, making their education more relevant and meaningful. By striving to create learning environments that are worthy of its students, the district commits to providing spaces that inspire curiosity, creativity, and critical thinking, ensuring that every student has the opportunity to reach their full potential and thrive academically, socially, and emotionally.

The metrics and actions described below will be implemented to create learning environments where students feel safe and want to attend school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.C (State)	Percent of LUSD School Facilities Maintained in "Good Repair" or "Exemplary" FIT Report	100% 2023-24	100% 2024-25		100%	0
3.A (State)	Percent Positives to YouthTruth Communication &	83% 2024 YouthTruth	79% 2025 YouthTruth		90%	- 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Feedback Summary Measure: This summary measure describes the degree to which responders agree that there are open and effective lines of communication between families and schools.					
3.A (State) 3.B (State) 3.C (State)	Parent Involvement Number of parent responses to the YouthTruth Survey	1308 Responses 2024 YouthTruth	1225 Responses 2025 YouthTruth		1500	- 83
3.B (State) 3.C (State)	Percent Positives on YouthTruth Survey: Building Relationships with Families (Middle School) Percent Positives on YouthTruth Survey: Building Relationships with Families (Elementary School) Percent Positives on YouthTruth Survey: Respecting Different Backgrounds When Seeking Input for Decision Making	66% 2024 YouthTruth 83% 2024 YouthTruth 78% 2024 YouthTruth 4 2024 Local Indicator Tool	61% 2025 YouthTruth 84% 2025 YouthTruth 78% 2025 YouthTruth 4 2025 Local Indicator Tool		75% 2024 YouthTruth 85% 2024 YouthTruth 85% 2024 YouthTruth 5 2024 Local Indicator Tool	• 5 + 1 0 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator, Priority 3 Reflection Tool Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability					
5.A (State)	Student Attendance Rate: Percentage of students attending school daily on average	K-8 - 81% 9-12 - 92% P2 Attendance 2023-24	TK-8: 92.85% 9-12: 95.35% P2 Attendance 2024-25		K-8 - 85% 9-12 - 95%	+ 12.66 + .25
5.B (State)	Chronic Absenteeism Rate: Percentage of k-12 students identified as absent from school for 10% or more of the total number of days	Overall: 34.3% EL: 33.9% FY: 47.4% SED: 39% HY: 62.6% AA: 43.8% 2023 Dashboard	Overall: 26.4% EL: 23.5% FY: 34.3% SED: 29.8% HY: 43.7% AA: 35.3% 2024 Dashboard		Overall: 20% EL: 20% FY: 38% SED: 30% HY: 50% AA: 38%	Overall: - 7.9 EL: - 10.4 FY: - 13.1 SED: - 9.2 HY: -18.9 AA: - 8.5
Local	Percent of LUSD Schools with Comprehensive Safety Plans	100% 2023-24	100% 2024-25		100%	0
Local	Percent of Parents/Families active on ParentSquare	98% ParentSquare, 2023-24	98% ParentSquare, 2024-25		99%	0

Goal Analysis [2024-25]

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.

Overall Implementation of Actions:

We made solid progress in implementing actions aligned to Goal 5, with most actions carried out as planned. These efforts contributed to strengthening home-school connections, reinforcing positive school culture, and improving campus safety and maintenance. One area of partial implementation—mentoring—will require expansion in the coming year to align fully with the intended scope of the action.

The district successfully implemented most actions under Goal 5, with strong engagement from families, well-maintained campuses, and positive behavior frameworks in place to support safe and welcoming learning environments. The limited implementation of the mentoring program, while a challenge, provides an opportunity for strategic expansion in the coming year. Overall, the district remains committed to fostering inclusive, connected school communities that support student success and well-being.

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.

Material Differences were identified wherever the difference between the planned expenditure and the unaudited actual was $50,000 or more. Using that metric, the material differences for Goal 5 were as follows:

Action 5.4 - Mentors: In 2024-25, school sites that worked with mentors paid for the services through their Title 1 budgets.

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

Effectiveness:
Parent Communication via ParentSquare (Action 5.1): The district's investment in ParentSquare has proven highly effective. Currently, 98% of families are engaging with communications through the platform, allowing for timely, clear, and consistent messaging between schools and home. This high level of engagement has helped foster a sense of partnership between families and schools. The metric (YouthTruth results) showed growth in all grades with the exception of middle school. The metric (ParentSquare participation) remains exceptionally high.

Parent Educator Support (Action 5.2): The district maintained a dedicated Parent Educator who provided resources, workshops, and outreach focused on school readiness, attendance, and family wellness. This role has been especially beneficial for families of TK and Kindergarten students, helping to build foundational habits around school attendance and engagement from an early age.

Positive Behavioral Supports and Restorative Practices (Action 5.3): Significant emphasis was placed on Positive Behavioral Interventions and Supports (PBIS) as well as restorative practices across school sites. These approaches have contributed to improved school climates

and greater consistency in promoting inclusive, respectful environments. Staff training and implementation support helped to build capacity in this area.

School Facilities Maintenance (Action 5.5): The most recent FIT (Facility Inspection Tool) report confirmed that all sites remain in safe condition and in good repair. Ongoing attention to campus cleanliness, safety, and maintenance reflects the district's commitment to providing environments that are conducive to learning and that students can take pride in.

Challenges:
Mentoring Program (Action 5.4): While the district planned to provide mentoring opportunities districtwide through contracted providers, implementation was limited to just two school sites—Mable Barron and Tully C. Knoles. Mable Barron mentors did not begin working with students until April 2025. This represented a substantive departure from the original plan and limited the reach and impact of the mentoring program. Possible scaling this effort to provide broader student access to mentoring and academic reinforcement at additional sites will be explored in the 2025–26 school year.

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

No changes have been made to the goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Communication	All schools and district staff will use Parent Square for regular communication with families to build a strong home to school connection in support of students. (Metric: YouthTruth data, ParentSquare usage)	$41,840.00	No
5.2	Parent Educator	A Parent Educator will work with the families of young children, providing resources and support around school readiness and focusing on the importance of school attendance in TK and Kindergarten. (Metrics: Chronic Absenteeism Rate)	$60,878.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	Behavioral Supports	Prioritize restorative practices and positive behavioral intervention supports by building on staff capacity to promote diversity, equity and inclusion. (Metrics: Chronic Absenteeism Rate)	$1,837,563.00	Yes
5.4	Mentors	District staff will contract with providers to support mentoring opportunities for students. Mentors will reinforce the importance of coming to school regularly and prioritizing academics. (Metrics: Chronic Absenteeism Rate)	$10,000.00	Yes
5.5	Safe Campuses in Good Repair	The district will ensure that all sites remain safe and in good repair. (Metrics: FIT Report, Safety Plans)	$85,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By graduation 2027, Village Oaks High School will increase the percentage of graduating students meeting California School Dashboard criteria for College and/or Career readiness to at least 15%. To support the goal, there will be emphasis on targeting socioeconomically disadvantaged, African American, and Hispanic students in the area of mathematics.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Whatever a student's decision - four-year college, community college, trade school, military or directly into a career - having a strong academic background defined by a college and career preparatory program and grade-level academic proficiency makes success much more likely. Many students who attend Village Oaks High School graduate just a few courses short of meeting the UC A-G requirements. It is the goal to increase that number through academic support with VOHS based coursework and San Joaquin Delta College's Dual Enrollment program. In addition, CTE offerings can be increased and students supported to complete pathways and graduate ready for either further education or the workforce.

Lincoln Unified School District chose to prioritize the goal of increasing college and career readiness at Village Oaks High School (VOHS) for several reasons. Feedback from all educational partners expressed concern that VOHS students were primarily focused on credit recovery rather than preparation for life after high school. This indicated a need to shift the school's focus towards ensuring students are adequately prepared for post-secondary education and careers.

The goal specifically targets increasing the percentage of graduating students meeting California School Dashboard criteria for College/Career readiness. The decision to prioritize mathematics is based on data indicating that performance on the CAASPP Math exam is a primary obstacle preventing students from meeting state requirements. By focusing attention on mathematics, the goal seeks to address the specific academic area where students may be falling short and provide targeted support to improve their outcomes. In addition, VOHS students need support with ELA and increased CTE and Dual Enrollment opportunities. Overall, this goal aligns with the broader mission of ensuring that all VOHS students are adequately prepared for success beyond high school, whether in college or in their chosen career paths.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.B (State)	A-G Completion Rate: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University	Overall: 0% SED: 0% 2023 Dashboard Additional Reports AA: 0% Hispanic: 0% 2024 Dashboard Additional Reports	Overall: 0% SED: 0% 2024 Dashboard Additional Reports AA: -NA- Hispanic: -NA-		25%	Overall: 0 SED: 0 AA: -NA- Hispanic: -NA-
4.C (State)	CTE Completers: The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	Overall: 0% SED: 0% 2023 Dashboard Additional Reports AA: 0% Hispanic: 0% 2024 Dashboard Additional Reports	Overall: 0% SED: 0% 2024 Dashboard Additional Reports AA: -NA- Hispanic: -NA-		15%	Overall: 0 SED: 0 AA: -NA- Hispanic: -NA-
4.B (State) 4.C (State)	The percentage of high school graduates who are placed in the "Prepared" level and the Approaching Prepared level on the College/Career Indicator.	Prepared: 0% Approaching Prepared: 6.3% 2023 Dashboard	Prepared: 6.3% Approaching Prepared: 19% 2024 Dashboard		Prepared: 10% Approaching Prepared: 15%	Prepared: + 6.3 Approaching Prepared: +12.7
4.A(State) ELA	ELA CAASPP Results: Percent of students meeting or exceeding standards	17.55% 2023 Dashboard	3.03 % 2024 Dashboard		20%	- 14.52

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.A(State) Math	Math CAASPP Results: Percent of students meeting or exceeding standards	1.75% 2023 Dashboard	3.03 % 2024 Dashboard		5%	+ 1.28

Goal Analysis [2024-25]

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.

Village Oaks made progress toward Goal 6, implementing a variety of actions to support Village Oaks High School (VOHS) students in their pursuit of academic achievement, college readiness, and career preparation. While there were notable successes, particularly in Dual Enrollment, counseling, and CTE offerings, there is still room for growth, especially in the area of math support, where additional strategies will be needed moving forward.

All actions were implemented as planned. The implementation actions for Goal 6 has shown promising results, particularly in dual enrollment, counseling, and CTE opportunities. However, additional attention must be given to improving math support to ensure that all students, especially those from socioeconomically disadvantaged backgrounds, have the necessary tools to succeed academically. The next steps will include exploring more comprehensive math intervention strategies to ensure sustained progress toward increasing the percentage of VOHS students meeting College and Career readiness criteria by 2027.

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.

Material Differences were identified wherever the difference between the planned expenditure and the unaudited actual was $50,000 or more. Using that metric, the material differences for Goal 6 were as follows:

Action 6.4 - Math Support: Additional math support for Village Oaks High School was funded through the A-G Completion Grant.

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

Successes:
Dual Enrollment Support (Action 6.1): The support class designed to help VOHS students navigate registration and course completion through the Dual Enrollment program at San Joaquin Delta College was successfully implemented. Early student data indicates high success rates in these courses, with many students earning college credit while still in high school. This has provided an important pathway for

college readiness and offers valuable college-level experiences for students. The metric (VOHS CCI) increased from 0% to 6.3% which is significant.

Counseling and Mentorship (Action 6.2): The hiring of a second counselor at VOHS has had a positive impact on student outcomes. The counselor has helped reduce behavioral issues and improve attendance, academic performance, and college/career readiness. With more personalized support, students are navigating their high school years more successfully, which is aligning with the goal of preparing them for post-graduation success. The first metric (VOHS CAASPP ELA) showed significant decline. The other metric (CAASPP Math) showed a minor increase. We expect to see growth in 2025-26 following this full year of implementation.

CTE Opportunities (Action 6.3): A Child Development teacher was hired, and her courses have become very popular, with full enrollment. Many students are participating in childcare apprenticeships, gaining hands-on experience that aligns with career pathways in the education and childcare fields. This has been a successful addition to the school's Career and Technical Education (CTE) offerings and is helping to build a bridge to future employment and career opportunities. The metric (VOHS CTE Completion Rates) remained at 0%, but we expect to see growth in 2025-26 due to this year's implementation of CTE courses and Dual Enrollment classes.

Challenges:
Math Support (Action 6.4): While the district made efforts to provide additional math support for VOHS students, the level of intervention outside the school day was minimal. The need for more robust, consistent math support remains a challenge, particularly for students who are struggling in this area. Moving forward, the district will need to explore alternative methods of delivering math support during class time or through expanded tutoring programs. This will be critical in helping students meet the math proficiency benchmarks necessary for increased college/career readiness. The metric (CAASPP Math) showed a minor increase. We expect to see growth in 2025-26 following this full year of implementation.

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.

African American and Hispanic student groups were added to the goal and metrics for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Dual Enrollment	Supports will be put in place to enable Village Oaks students to navigate registration and course completion through the Dual Enrollment program at San Joaquin Delta College. (Metric: VOHS CCI)	$20,574.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Counseling and Mentorship	VOHS will provide students with counseling and mentorship resources to support students with academic achievement. (Metrics: VOHS ELA CAASPP, VOHS Math CAASPP)	$117,980.00	No
6.3	CTE	VOHS will develop and implement CTE opportunities. (Metric: VOHS CTE Completion Rates)	$50,256.00	No
6.4	Math Support	Extra math support will be provided for VOHS students. (Metrics: VOHS CAASPP Math, VOHS A-G Rate)	$3,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$23,942,838	$2,460,291

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
26.179%	0.000%	$0.00	26.179%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Technology **Need:** Unduplicated student groups are in need of technology to learn and achieve academically. Districtwide ELA scores show an overall ELA proficiency of 40.88%. SED students (34.57%), EL students (12.08%), and FY (Dashboard measure not available due to too	Providing technology access to unduplicated student groups, who are often in need of technology services, is crucial for ensuring educational equity to participate fully in digital learning environments. This access helps bridge the achievement gap, supports English learners and homeless students in keeping pace with their peers, and prepares all students for a technology-driven world.	CAASPP ELA (4A) & CAASPP Math (4A): We will monitor progress on both the CAASPP ELA and CAASPP Math assessments and the district reading assessment for our low-income students , English Learners, and Foster Youth, and for all students.

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
	few students) are all achieving below the overall population. Districtwide Math scores show an overall Math proficiency of (26.92%). SED students (21.03%), EL students (8.13%), and FY (Dashboard measure not available due to too few students) are all achieving below the overall population. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to maximize the impact in increasing overall achievement in ELA and Math for all students.	
1.3	**Action:** Credit Recovery **Need:** Overall, 41.2% of Lincoln Unified students are graduating College and Career Ready. SED - students (32.5%) and EL students (16.4%) are currently less prepared. **Scope:** Schoolwide	Offering online credit recovery courses for students at both of our high schools and Independent Learning Center is essential for enabling students who have failed courses to catch up and graduate on time, which helps prevent dropouts and supports their long-term educational and career prospects. Data shows that unduplicated student groups are less prepared to graduate college and careen ready when compared to all students. Credit Recovery courses provide a flexible, accessible way for students to master important material they previously struggled with, ensuring they meet academic standards and are prepared for future success. This action is being provided on an LEA-wide basis to maximize the impact in increasing overall College and Career Readiness for all students.	College & Career Indicator (8): We will monitor the rate of students graduating on-time and college and career ready with the goal of increasing the rate over time. High school students will have their transcripts monitored regularly and provided with credit recovery options at the earliest possible opportunity.
1.4	**Action:** Additional Supplemental Services	Maintaining current levels of staffing and contracted services is crucial for ensuring	CAASPP ELA (4A) & CAASPP Math (4A):

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated students need access to supplemental instructional materials, academic supports, and internet access both at school and at home. Students who are performing lower than the overall population may need supplemental. Districtwide ELA scores show an overall ELA proficiency of 40.88%. SED students (34.57%), EL students (12.08%), and FY (Dashboard measure not available due to too few students) are all achieving below the overall population. Districtwide Math scores show an overall Math proficiency of (26.92%). SED students (21.03%), EL students (8.13%), and FY (Dashboard measure not available due to too few students) are all achieving below the overall population. **Scope:** LEA-wide	unduplicated student groups have access to additional supports and comprehensive services, which are essential for a well-rounded education. Utilizing supplemental funding through the Local Control Funding Formula enables the district to provide these enhanced learning opportunities and support systems, thereby addressing diverse student needs and promoting equitable educational outcomes. This action is being provided on an LEA-wide basis to maximize the impact in increasing overall achievement in ELA and Math for all students.	We will monitor progress on both the CAASPP ELA and CAASPP Math assessments and the district reading assessment for our low-income students , English Learners, and Foster Youth, and for all students.
2.1	**Action:** Assessment **Need:** Unduplicated students need regular assessment to monitor academic achievement and determine which supports best serve the students.	Obtaining assessment tools to monitor and analyze student achievement in ELA and Math will allow teachers to identify students' strengths and areas needing improvement. The information will help educators adjust instruction to meet students' individual learning needs. This targeted approach will help ensure that all students LEA-wide receive the support they need to achieve academic	CAASPP ELA (4A) & CAASPP Math (4A): We will monitor progress on both the CAASPP ELA and CAASPP Math assessments and the district reading assessment for our low-income students , English

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
	Districtwide ELA scores show an overall ELA proficiency of 40.88%. SED students (34.57%), EL students (12.08%), and FY (Dashboard measure not available due to too few students) are all achieving below the overall population. Districtwide Math scores show an overall Math proficiency of (26.92%). SED students (21.03%), EL students (8.13%), and FY (Dashboard measure not available due to too few students) are all achieving below the overall population. **Scope:** LEA-wide	success, promoting overall educational effectiveness and equity. This action is being provided on an LEA-wide basis to maximize the impact in increasing overall achievement in ELA and Math for all students.	Learners, and Foster Youth, and for all students.
2.3	**Action:** Curriculum Alignment **Need:** Unduplicated student groups are in need of curriculum with a common floor to be taught at grade level standards, learn and achieve academically. Districtwide ELA scores show an overall ELA proficiency of 40.88%. SED students (34.57%), EL students (12.08%), and FY (Dashboard measure not available due to too few students) are all achieving below the overall population. Districtwide Math scores show an overall Math proficiency of (26.92%). SED students	Districtwide curriculum alignment in English Language Arts and Math ensures that unduplicated students receive high-quality, and rigorous instruction across schools. This alignment promotes equity by standardizing educational expectations and resources, helping all students achieve grade-level standards and succeed academically regardless of their background or school. This action is being provided on an LEA-wide basis to maximize the impact in increasing overall achievement in ELA and Math for all students.	CAASPP ELA (4A) & CAASPP Math (4A): We will monitor progress on both the CAASPP ELA and CAASPP Math assessments and the district reading assessment for our low-income students , English Learners, and Foster Youth, and for all students.

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
	(21.03%), EL students (8.13%), and FY (Dashboard measure not available due to too few students) are all achieving below the overall population. **Scope:** LEA-wide		
3.1	**Action:** School Climate **Need:** Unduplicated students need extra support to provide safe and supportive environments that result in less disciplinary actions. The overall percent of students suspended at least once during the academic year was 5.8%. FY (16.7%) and SED students (6.7%) were suspended at a higher rate than the overall population. The overall percent of students expelled at least once during the academic year was 0.8%. FY (3.6%) and SED students (1.0%) were expelled at a higher rate than the overall population. **Scope:** LEA-wide	Unduplicated students need extra support to provide safe and supportive environments that result in less disciplinary actions. Providing staff such as Safety Officers, campus supervisors, and other support personnel is essential for creating safe and welcoming school environments, which are fundamental for effective learning. These staff members help prevent and address safety issues, support positive behavior, and foster a sense of security and belonging among students, contributing to an overall positive school climate. This action is being provided on an LEA-wide basis to maximize the impact in decreasing suspension and expulsion rates for all students.	Suspension (6A) & Expulsion Rates (6B): We will monitor both the Suspension and Expulsion Rates quarterly to inform our efforts regarding student safety and positive behavior support.
3.4	**Action:** Counseling and Mental Health Services	Unduplicated students require extra supports to ensure they get to school regularly. Maintaining	Chronic Absenteeism Rate (5B):

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated students require extra supports to ensure they get to school regularly. The overall Chronic Absenteeism Rate (the percentage of k-12 students identified as absent from school for 10% or more of the total number of days) for LUSD was 26.4%. Both FY (34.3%) and SED students (29.8%) were chronically absent at higher rates than the overall. **Scope:** LEA-wide	counselors and providing additional mental health services and social-emotional support are crucial for addressing the holistic needs of students, fostering their well-being, and improving their academic and personal outcomes. Implementing Social Emotional Learning (SEL) curriculum further enhances this by teaching students essential skills for managing emotions, building positive relationships, and making responsible decisions, all of which contribute to creating safe, welcoming, and engaging school environments where students feel motivated and supported. This action is being provided on an LEA-wide basis to maximize the impact in decreasing chronic absenteeism rates for all students.	We will monitor progress in increasing the attendance rate of our low-income and foster youth as well as all students.
3.5	**Action:** Tiered Re-Engagement **Need:** Unduplicated students require extra supports to ensure they get to school regularly. The overall Chronic Absenteeism Rate (the percentage of k-12 students identified as absent from school for 10% or more of the total number of days) for LUSD was 26.4%. Both FY (34.3%) and SED students (29.8%) were chronically absent at higher rates than the overall. **Scope:**	Unduplicated students require extra supports to ensure they get to school regularly. Implementing a system of support to improve student attendance and engagement is crucial for ensuring consistent participation in learning, which directly impacts academic achievement and long-term success. Such a system helps identify and address barriers to attendance, provides targeted interventions, and fosters a supportive school environment, ultimately promoting better educational outcomes and reducing chronic absenteeism. This action is being provided on an LEA-wide basis to maximize the impact in decreasing chronic absenteeism rates for all students.	Chronic Absenteeism Rate (5B): We will monitor progress in increasing the attendance rate of our low-income and foster youth as well as all students.

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
	LEA-wide		
4.2	**Action:** Instructional Time **Need:** Unduplicated students need access to supplemental instructional time. Districtwide ELA scores show an overall ELA proficiency of 40.88%. SED students (34.57%), EL students (12.08%), and FY (Dashboard measure not available due to too few students) are all achieving below the overall population. Districtwide Math scores show an overall Math proficiency of (26.92%). SED students (21.03%), EL students (8.13%), and FY (Dashboard measure not available due to too few students) are all achieving below the overall population. **Scope:** LEA-wide	Unduplicated students need access to supplemental instructional time. Supporting ongoing costs for extending instructional time beyond the minimum requirements is important for providing students with additional learning opportunities that can enhance their academic achievement. Extra minutes and days allow for deeper exploration of subjects, more personalized instruction, and increased time for remediation and enrichment activities, all of which contribute to better educational outcomes and preparedness for future challenges. This action is being provided on an LEA-wide basis to maximize the impact in increasing overall achievement in ELA and Math for all students.	CAASPP ELA (4A) & CAASPP Math (4A): We will monitor progress on both the CAASPP ELA and CAASPP Math assessments and the district reading assessment for our low-income students , English Learners, and Foster Youth, and for all students.
5.2	**Action:** Parent Educator **Need:** Families and guardians of unduplicated students need additional supports to understand the importance of coming to	Families and guardians of unduplicated students need additional supports to understand the importance of coming to school and supports getting their students to school. Supporting a Parent Educator is crucial for engaging families of young children in their early education, ensuring they are equipped with the resources and knowledge necessary for school readiness. By	Chronic Absenteeism Rate (5B): We will monitor progress in increasing the attendance rate of our low-income and foster youth as well as all students.

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
	school and supports getting their students to school. The overall Chronic Absenteeism Rate (the percentage of k-12 students identified as absent from school for 10% or more of the total number of days) for LUSD was 26.4%. Both FY (34.3%) and SED students (29.8%) were chronically absent at higher rates than the overall. **Scope:** LEA-wide	emphasizing the importance of regular attendance in TK and Kindergarten, the Parent Educator helps establish strong attendance habits and foundational skills, setting the stage for long-term academic success. This action is being provided on an LEA-wide basis to maximize the impact in decreasing chronic absenteeism rates for all students.	
5.3	**Action:** Behavioral Supports **Need:** Unduplicated students need additional supports to encourage coming to school regularly and staying engaged throughout each school day. The overall Chronic Absenteeism Rate (the percentage of k-12 students identified as absent from school for 10% or more of the total number of days) for LUSD was 26.4%. Both FY (34.3%) and SED students (29.8%) were chronically absent at higher rates than the overall. **Scope:**	Unduplicated students need additional supports to encourage coming to school regularly and staying engaged throughout each school day. Prioritizing restorative practices and positive behavioral intervention supports is essential for fostering a school culture that prioritizes empathy, understanding, and inclusion. By building staff capacity in these areas, the school district promotes diversity, equity, and inclusion, creating an environment where all students feel respected, supported, and empowered to thrive academically and socially. This action is being provided on an LEA-wide basis to maximize the impact in decreasing chronic absenteeism rates for all students.	Chronic Absenteeism Rate (5B): We will monitor progress in increasing the attendance rate of our low-income and foster youth as well as all students.

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
	LEA-wide		
5.4	**Action:** Mentors **Need:** Unduplicated students need mentors to encourage coming to school regularly and staying engaged throughout each school day. The overall Chronic Absenteeism Rate (the percentage of k-12 students identified as absent from school for 10% or more of the total number of days) for LUSD was 26.4%. Both FY (34.3%) and SED students (29.8%) were chronically absent at higher rates than the overall. **Scope:** LEA-wide	Unduplicated students need mentors to encourage coming to school regularly and staying engaged throughout each school day. Contracting with providers to support mentoring opportunities for students is vital for offering additional guidance and support outside of the classroom. Mentors can serve as positive role models who reinforce the significance of regular school attendance and academic achievement, offering personalized encouragement and guidance to help students navigate challenges and stay motivated in their educational journey. This action is being provided on an LEA-wide basis to maximize the impact in decreasing chronic absenteeism rates for all students.	Chronic Absenteeism Rate (5B): We will monitor progress in increasing the attendance rate of our low-income and foster youth as well as all students.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.4	**Action:** Professional Development and Coaching - English Language Development	Providing teachers and school administrators with professional development and coaching for the implementation of designated and integrated English Language Development (ELD) is crucial	English Proficiency: We will monitor progress in increasing our EL students' CASPP scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Districtwide ELA scores show an overall ELA proficiency of 40.88%. EL students are scoring well below that with an 12.08% proficiency rate. Districtwide Math scores show an overall math proficiency of 26.92%. EL students are scoring well below that with a 8.13% proficiency rate. The percent of English Learners making progress towards English language proficiency (42%) is below the district goal of 53%. **Scope:** Limited to Unduplicated Student Group(s)	for improving English Learners' academic achievement. This targeted training ensures that educators are equipped with effective strategies to support language acquisition and integrate ELD practices into all subject areas, thereby enhancing the overall learning experience and outcomes for English Learners.	and through feedback from ELD teachers.

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

Additional Concentration Grant Funding

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

Additional counselors at all school sites with concentration greater than 55%. Action 3.4 addresses the this addition.

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	1:26	1:25
Staff-to-student ratio of certificated staff providing direct services to students	1:32	1:21

2025-26 Total 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	91,459,718	23,942,838	26.179%	0.000%	26.179%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$113,126,325.00	$5,251,949.00	$0.00	$0.00	$118,378,274.00	$94,298,364.00	$24,079,910.00

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	Instructional Materials	All	No			All Schools	Ongoing	$0.00	$500,000.00		$500,000.00			$500,000.00	
1	1.2	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,700,000.00	$1,700,000.00				$1,700,000.00	
1	1.3	Credit Recovery	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lincoln High School and Village Oaks High School Grades 9-12	Ongoing	$100,000.00	$500,000.00	$350,000.00	$250,000.00			$600,000.00	
1	1.4	Additional Supplemental Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$14,391,454.00	$0.00	$14,391,454.00				$14,391,454.00	
1	1.5	Textbooks	All	No			All Schools	Ongoing	$0.00	$250,000.00		$250,000.00			$250,000.00	
2	2.1	Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$960,000.00	$100,000.00	$1,060,000.00				$1,060,000.00	
2	2.2	Summer Programs	All	No				Ongoing	$500,000.00	$500,000.00		$1,000,000.00			$1,000,000.00	
2	2.3	Curriculum Alignment	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$200,000.00	$200,000.00				$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.4	Special Education Program	Students with Disabilities	No			All Schools	Ongoing	$0.00	$19,086,936.00	$19,086,936.00				$19,086,936.00	
2	2.5	Reading Intervention	All	No			All Schools	Ongoing	$140,000.00	$0.00		$140,000.00			$140,000.00	
3	3.1	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,689,664.00	$200,000.00	$4,889,664.00				$4,889,664.00	
3	3.2	Survey	All	No			All Schools	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.3	Parent Engagement	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.4	Counseling and Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,081,924.00	$100,000.00	$5,181,924.00				$5,181,924.00	
3	3.5	Tiered Re-Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$938,800.00	$20,000.00	$958,800.00				$958,800.00	
3	3.6	Professional Development - Teaching, Leeading, and Counseling	All	No			All Schools	Ongoing	$0.00	$43,000.00	$43,000.00				$43,000.00	
3	3.7	Classroom Environments	All	No			All Schools	2025-26 Only	$0.00	$50,000.00		$50,000.00			$50,000.00	
3	3.8	Credit Recovery	All	No			All Schools	Ongoing	$0.00	$100,000.00		$100,000.00			$100,000.00	
4	4.1	Core Services	All	No			All Schools	Ongoing	$58,063,362.00	$0.00	$58,063,362.00				$58,063,362.00	
4	4.2	Instructional Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,975,904.00	$0.00	$4,975,904.00				$4,975,904.00	
4	4.3	Curriculum Implementation	All	No			All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
4	4.4	Professional Development and	English Learners	Yes	Limited to Undupli	English Learners	All Schools	Ongoing	$45,000.00	$0.00	$45,000.00				$45,000.00	

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
		Coaching - English Language Development			cated Student Group(s)											
4	**4.5**	Professional Development - Math	All	No			All Schools	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
4	**4.6**	Math Concentration	All	No			All Schools	2025-26 Only	$299,900.00	$0.00		$299,900.00			$299,900.00	
4	**4.7**	Math Conferences	All	No			All Schools	Ongoing through 2027-28	$0.00	$25,000.00		$25,000.00			$25,000.00	
4	**4.8**	Curriculum and Guidance Alignment PD	All	No			All Schools	Ongoing through 2027-28	$966,239.00	$0.00		$966,239.00			$966,239.00	
4	**4.9**	Orenda Travel	All	No			All Schools		$0.00	$4,000.00		$4,000.00			$4,000.00	
4	**4.10**	District Wide Professional Development: Materials and Provisions	All	No			All Schools		$0.00	$10,000.00		$10,000.00			$10,000.00	
4	**4.11**	Professional Development	All	No			All Schools		$625,000.00	$0.00		$625,000.00			$625,000.00	
4	**4.12**	Special Program Teachers	All	No			All Schools		$780,000.00	$0.00		$780,000.00			$780,000.00	
4	**4.13**	Summer Math Institute	All	No			All Schools		$60,000.00	$0.00		$60,000.00			$60,000.00	
5	**5.1**	Parent Communication	All	No			All Schools	Ongoing	$0.00	$41,840.00	$41,840.00				$41,840.00	
5	**5.2**	Parent Educator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$60,878.00	$60,878.00				$60,878.00	
5	**5.3**	Behavioral Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,367,563.00	$470,000.00	$1,837,563.00				$1,837,563.00	
5	**5.4**	Mentors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
5	**5.5**	Safe Campuses in Good Repair	All	No			All Schools	Ongoing	$85,000.00	$0.00	$85,000.00				$85,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	**6.1**	Dual Enrollment	All	No			All Schools Specific Schools: Village Oaks High School	3-Year	$20,574.00	$0.00		$20,574.00			$20,574.00	
6	**6.2**	Counseling and Mentorship	All	No			Specific Schools: Village Oaks High School	3-Year	$117,980.00	$0.00		$117,980.00			$117,980.00	
6	**6.3**	CTE	All	No			Specific Schools: Village Oaks High School	3-Year	$0.00	$50,256.00		$50,256.00			$50,256.00	
6	**6.4**	Math Support	All	No			Specific Schools: Village Oaks High School	3-Year	$0.00	$3,000.00		$3,000.00			$3,000.00	

2025-26 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
91,459,718	23,942,838	26.179%	0.000%	26.179%	$35,661,187.00	0.000%	38.991 %	**Total:**	$35,661,187.00
								LEA-wide Total:	$35,266,187.00
								Limited Total:	$45,000.00
								Schoolwide Total:	$350,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,700,000.00	
1	1.3	Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln High School and Village Oaks High School Grades 9-12	$350,000.00	
1	1.4	Additional Supplemental Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,391,454.00	
2	2.1	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,060,000.00	
2	2.3	Curriculum Alignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,889,664.00	
3	3.4	Counseling and Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,181,924.00	
3	3.5	Tiered Re-Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$958,800.00	
4	4.2	Instructional Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,975,904.00	
4	4.4	Professional Development and Coaching - English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$45,000.00	
5	5.2	Parent Educator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,878.00	
5	5.3	Behavioral Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,837,563.00	
5	5.4	Mentors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$114,704,018.00	$117,772,467.00

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**	Instructional Materials	No	$1,500,000.00	2,820,949
1	**1.2**	Technology	Yes	$1,700,000.00	1,785,000
1	**1.3**	Credit Recovery	Yes	$1,750,000.00	500,000
1	**1.4**	Additional Supplemental Services	Yes	$9,260,000.00	13,507,654
2	**2.1**	Assessment	Yes	$1,060,000.00	1,024,000
2	**2.2**	Summer Programs	Yes	$1,000,000.00	485,000
2	**2.3**	Curriculum Alignment	Yes	$1,800,000.00	1,790,000
2	**2.4**	Special Education Program	No	$16,872,972.00	19,086,936
3	**3.1**	School Climate	Yes	$4,198,019.00	4,681,979
3	**3.2**	Survey	No	$35,000.00	34,500

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	**3.3**	Parent Engagement	No	$20,000.00	17,380
3	**3.4**	Counseling and Mental Health Services	Yes	$4,966,104.00	5,065,426
3	**3.5**	Tiered Re-Engagement	Yes	$940,000.00	958,000
3	**3.6**	Professional Development - Teaching, Leading, and Counseling	No	$43,000.00	43,000
4	**4.1**	Core Services	No	$61,504,239.00	58,671,869
4	**4.2**	Instructional Time	Yes	$4,975,904.00	4,975,904
4	**4.3**	Curriculum Implementation	No	$30,000.00	31,200
4	**4.4**	Professional Development and Coaching - English Language Development	Yes	$45,000.00	45,000
4	**4.5**	Professional Development - Math	No	$500,000.00	30,000
5	**5.1**	Parent Communication	No	$50,000.00	41,840
5	**5.2**	Parent Educator	Yes	$60,000.00	60,878
5	**5.3**	Behavioral Supports	Yes	$1,805,100.00	1,841,202
5	**5.4**	Mentors	Yes	$300,000.00	0

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)
5	**5.5**	Safe Campuses in Good Repair	No	$75,000.00	83,000
6	**6.1**	Dual Enrollment	No	$20,171.00	20,514
6	**6.2**	Counseling and Mentorship	No	$115,667.00	117,980
6	**6.3**	CTE	No	$32,231.00	53,256
6	**6.4**	Math Support	No	$45,611.00	0

2024-25 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)
22,520,852	$32,535,127.00	$36,720,043.00	($4,184,916.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Technology	Yes	$1,700,000.00	1,785,000		
1	1.3	Credit Recovery	Yes	$925,000.00	500,000		
1	1.4	Additional Supplemental Services	Yes	$9,260,000.00	13,507,654		
2	2.1	Assessment	Yes	$1,060,000.00	1,024,000		
2	2.2	Summer Programs	Yes	$500,000.00	485,000		
2	2.3	Curriculum Alignment	Yes	$1,800,000.00	1,790,000		
3	3.1	School Climate	Yes	$4,198,019.00	4,681,979		
3	3.4	Counseling and Mental Health Services	Yes	$4,966,104.00	5,065,426		
3	3.5	Tiered Re-Engagement	Yes	$940,000.00	958,000		
4	4.2	Instructional Time	Yes	$4,975,904.00	4,975,904		
4	4.4	Professional Development and Coaching - English Language Development	Yes	$45,000.00	45,000		
5	5.2	Parent Educator	Yes	$60,000.00	60,878		

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)
5	**5.3**	Behavioral Supports	Yes	$1,805,100.00	1,841,202		
5	**5.4**	Mentors	Yes	$300,000.00	0		

2024-25 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)
90,125,467	22,520,852	8.787	33.775%	$36,720,043.00	0.000%	40.743%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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