



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Livingston Union School District

CDS Code: 24 65748 0000000

School Year: 2025-26

LEA contact information:

Andres Zamora

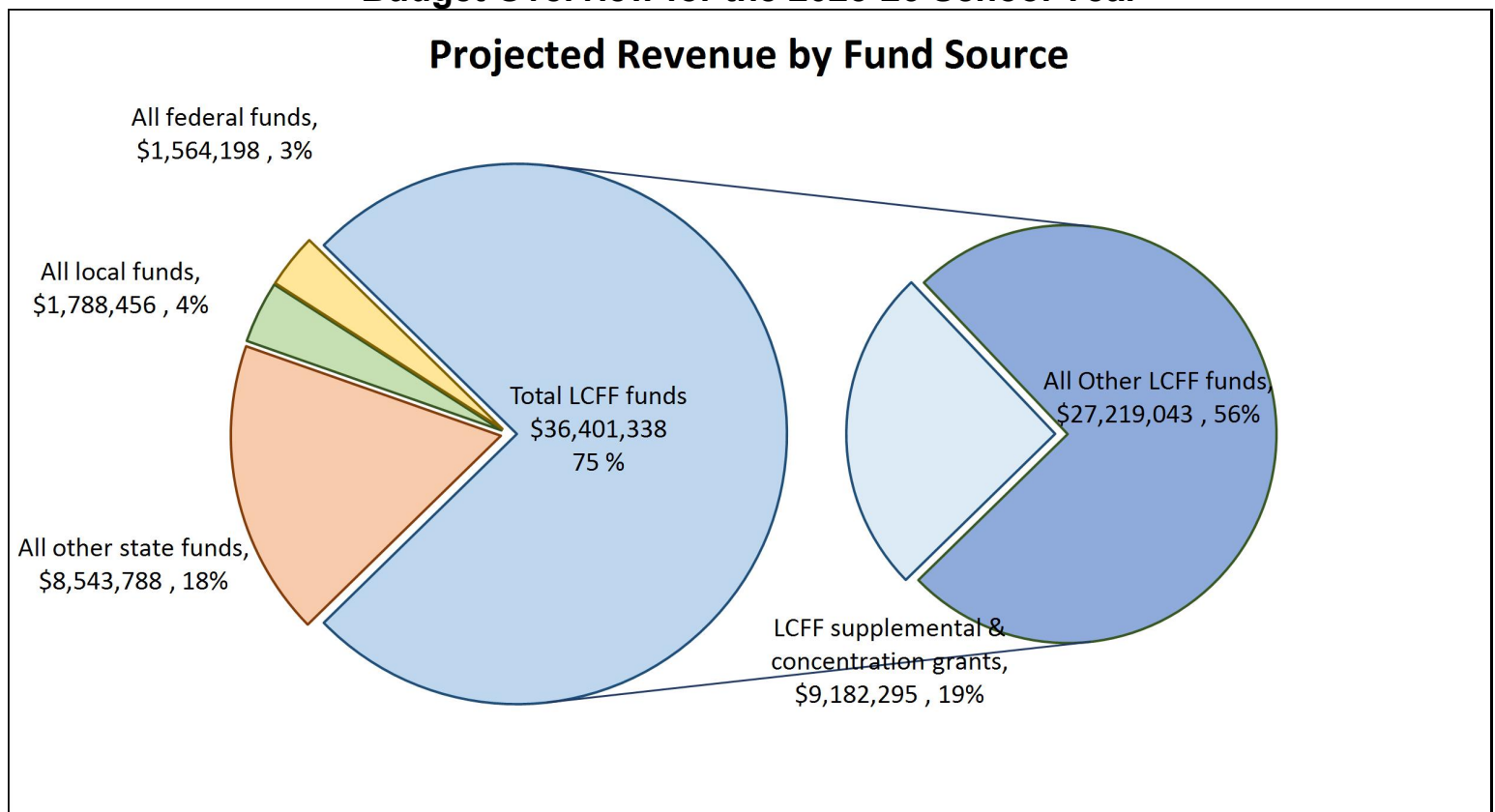
Superintendent

azamora@livingstonusd.org

2093945400

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

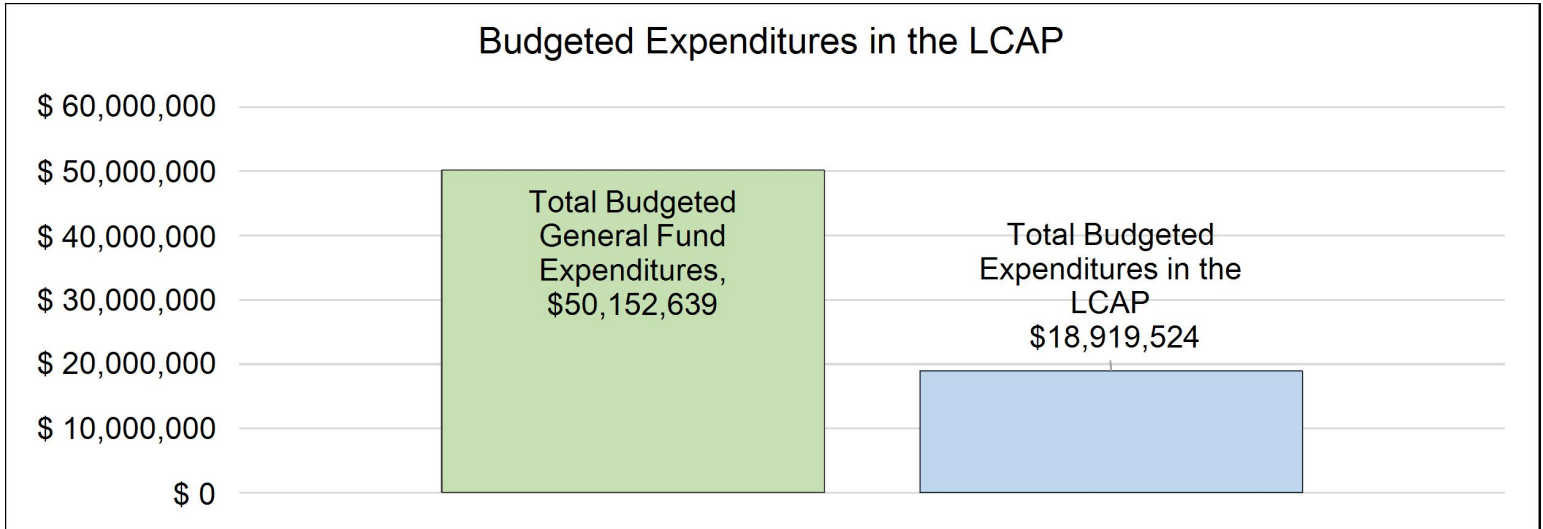


This chart shows the total general purpose revenue Livingston Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Livingston Union School District is \$48,297,780, of which \$36,401,338 is Local Control Funding Formula (LCFF), \$8,543,788 is other state funds, \$1,788,456 is local funds, and \$1,564,198 is federal funds. Of the \$36,401,338 in LCFF Funds, \$9,182,295 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Livingston Union 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: Livingston Union School District plans to spend \$50,152,639 for the 2025-26 school year. Of that amount, \$18,919,524 is tied to actions/services in the LCAP and \$31,233,115 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures related to the District core educational and operational services are not specifically classified within an LCAP goal. These cover a range of expenses, including but not limited to ongoing costs for classroom instruction, general overhead expenses like maintenance, utilities, property/liability insurances, and legal fees.

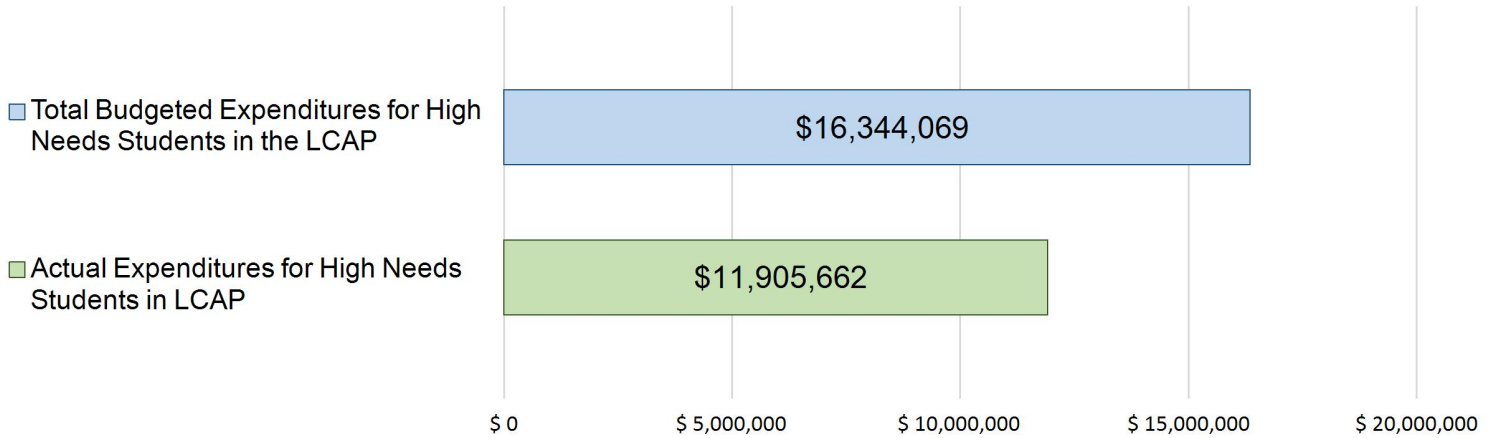
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Livingston Union School District is projecting it will receive \$9,182,295 based on the enrollment of foster youth, English learner, and low-income students. Livingston Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Livingston Union School District plans to spend \$10,958,394 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Livingston Union 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 Livingston Union 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, Livingston Union School District's LCAP budgeted \$16,344,069 for planned actions to increase or improve services for high needs students. Livingston Union School District actually spent \$11,905,662 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$4,438,407 had the following impact on Livingston Union School District's ability to increase or improve services for high needs students:

Goal 1, Action 12: A total of \$4,621,561 allocated for DLA teachers was reclassified under core instruction, as the positions were determined not to be supplemental in nature.



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 |
|-------------------------------------|---------------------------------|---|
| Livingston Union School District | Andres Zamora Superintendent | azamora@livingstonusd.org 2093945400 |

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.

Livingston Union School District (LUSD) stands out as a beacon of diversity and inclusion in California's Central Valley. Situated in northern Merced County, LUSD fosters a vibrant school community where rich cultures thrive. Nearly 40% (39.6%) of students are English Learners (EL), demonstrating the district's commitment to providing exceptional education for all. The student body reflects the region's diversity, with a strong Hispanic/Latino presence (82.6%) alongside Asian (12.5%) and White (2.9%) students. LUSD's dedication to equitable opportunity is further emphasized by the high percentage of students qualifying for the free or reduced-price meals program (73%).

LUSD empowers approximately 2,500 students across four schools. Three TK-5 elementary schools (Campus Park, Selma Herndon, Yamato Colony) provide a nurturing foundation, while Livingston Middle School guides students in grades 6th-8th. LUSD serves as the heart of the Livingston community, fostering a strong partnership with parents. Based on the March 2024 LCAP Family Survey 86% of parents feel teachers have a high degree of respect for their children. This deep sense of community positions LUSD as a leader in fostering a positive and inclusive learning environment for all. And 80% feel their children are safe at school. This deep sense of community positions LUSD as a leader in fostering a positive and inclusive learning environment for all.

Families send their children to our schools to learn and excel in a safe and caring environment and realize their individual dreams and aspirations toward a successful future. It is our moral imperative to continually improve our schools as a means to helping all students achieve their greatest dreams, aspirations, and potential in high school and beyond.

OUR PURPOSE: The Livingston Union School District is building a community of learners through a student-centered focus, equity, and a culture of collaboration that prepares all students with a foundation to succeed in high school and beyond.

Our “shared core values” guide our priorities, our goals and our actions. They establish the foundation of a district culture based on high expectations and collaboration with an unrelenting determination to ensure the success of our students.

Our Students are Not to Blame

We believe that circumstances of birth, socioeconomic status, language proficiency, or disability are not barriers to learning.

Teamwork and Collaboration are Essential Building Blocks for Establishing a Productive and Supportive School Culture and Improving Student Learning

Effective instruction needs to be rigorous, supportive, relevant and builds on meaningful relationships between students and their teachers.

People, Not Programs, Make the Real Difference

The professionals at LUSD make the real difference; caring and competent classroom teachers, proactive administrators, a visionary and engaged superintendent, and a supportive Board of Trustees.

Academic English Proficiency and Biliteracy are Keys to Success

Developing proficient use of academic English is the linguistic goal across all subject areas and grade levels for all students.

Collective Accountability and Responsibility for the Success of Our Students

Within our respective roles, students, parents, teachers, support staff, principals, superintendent, and board members; we are all collectively and individually responsible for the success of each student.

Parents are our Partners in Education

Effectively involving parents with students in schools enables parents to understand more clearly the curriculum and expectations so they can support their children at home.

All Important Decisions Must Be Made Through a "Student Filter"

Decisions must always be made in the best interest of students through an EQUITY lens that expects all members of the school community to serve students' individual needs.

Safe, Nutritious, and Nurturing Learning Environments

Schools must be a place where students feel physically and mentally safe. An environment where students feel valued, respected and encouraged by their teachers, principal and other adults. An environment where students are provided nutritious and appealing meals daily.

Reflections: Annual Performance

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

An analysis of student academic progress using both state and local data reveals a pressing need to accelerate achievement and close persistent performance gaps among specific student groups. Data from the California School Dashboard identifies key areas for improvement, particularly in Mathematics, English Language Arts (ELA), and the English Learner Progress Indicator (ELPI). Student performance in ELA and Math is measured annually through the Smarter Balanced Summative Assessments and the California Alternate Assessment, administered to students in grades 3–8 within LUSD. Student performance in grades K-2 is measured locally using the iReady assessments in ELA and Math.

Analysis of math data for students in grades 3-8 indicates a gain of 3.5 points overall. However, six student groups remain in the second-lowest performance tier. Long-Term English Learners and Students with Disabilities received the lowest performance rating, while Asian, English Learners, Hispanic, and Homeless student groups received the second-lowest tier. Notably, Livingston Middle School earned the lowest overall performance indicator in Mathematics, with the same five student groups performing at the lowest level within the school as well. To improve math achievement, the district continued the support from MCOE coaches in order to build teacher capacity in mathematics instruction. This year the district shifted its focus from the quantity to the quality of implementation. Regular meetings with elementary principals were scheduled to evaluate instructional strategies and next steps. Schools used a rubric to assess the implementation of math strategies, gather teacher feedback, and identify areas for improvement. District Academic Coaches supported this process, with particular emphasis on leveraging observable student work and formative assessments to guide instruction.

At the ELA level, the district maintained with a score of -0.2 points, placing it in the second-lowest performance tier. Two student groups—Long-Term English Learners and Students with Disabilities—were rated at the lowest performance level districtwide. At Livingston Middle School, these same groups also performed at the lowest level.

To address ELA achievement, LUSD updated its K–5 ELA curriculum and provided targeted professional development for all K–5 teachers. Middle school staff also received training on strategies to support reading. Academic Coaches delivered ongoing professional development and classroom coaching at the elementary level. In addition to teacher-led small group instruction, the district partnered with AmeriCorps to provide targeted academic support, and Newcomer English Learners at the middle school received additional assistance.

The English Learner Progress Indicator shows a districtwide decline of 19.4%. Campus Park Elementary dropped by 5%, Livingston Middle School by 16.7%, Selma Herndon by 13.1%, and Yamato Colony by 42.9%. In response, the district implemented Goal 4 actions aimed at reversing the decline in ELPI and boosting outcomes for English Learners. District staff and site leadership convened three times per year to monitor EL progress, evaluate data, and adjust instruction accordingly. These tri-annual sessions also featured EL walkthroughs, data analysis, and identification of trends, strengths, and areas in need of support. To address this high-need area, the district plans to revise the Academic Coach support model for teachers. Traditionally, each elementary school has had one Academic Coach supporting all academic areas. Beginning next year, one Academic Coach will specialize in English Language Development (ELD), providing ongoing support through professional development, modeling best ELD practices, and facilitating teacher collaboration at all four district schools. Site administrators will partner with the coach to engage teaching staff in Plan-Do-Study-Act (PDSA) cycles focused on improving instructional practices for ELs. Additionally, 4th and 5th grade teachers of English Learners will hold data chats with students to review their performance and collaboratively set language development goals.

In a continued effort to better meet the academic needs of English Learners, this year LUSD joined the MCOE Multilingual Network for a three-year collaborative effort, guided by Brandon Bennett's recent book, *Journey to Improvement: A Team Guide to System Change in Education, Healthcare, and Social Welfare*. The LUSD team included upper grade teacher representatives, middle school representatives, and middle school principals, bringing a broad perspective to the work. The first year focused on conducting a deep analysis of current system structures, data, and actions to develop a comprehensive understanding of student needs. Central to this work was, and will continue to be, the district's commitment to improving English Learner (EL) redesignation rates, with particular attention to the needs of Long-Term English Learners (LTELs). In the second year, the district will shift its focus to researching and implementing best practice models and professional learning aligned with the California English Learner Roadmap, with an emphasis on how this framework can strengthen support for multilingual learners.

The district has demonstrated measurable progress in improving student attendance. California School Dashboard results indicate a 4.6% reduction in the district's chronic absenteeism rate. The district has strengthened targeted support for students exhibiting chronic absence, truancy, tardiness, and signs of disengagement. Regular monthly check-ins between district leaders and site administrators have helped maintain a consistent focus on chronic absenteeism trends, with particular attention to Asian and socioeconomically disadvantaged student groups. Campus Park and Selma Herndon Elementary Schools have enhanced their SART processes, showing improved coordination and increased family engagement aimed at supporting English learners, Hispanic students, and low-income students. Selma Herndon has expanded these efforts by actively monitoring attendance data for students with disabilities, while Yamato Colony Elementary has focused on improving attendance rates among Asian students. These site-specific strategies reflect the district's commitment to using disaggregated data to guide strategic interventions and promote equitable access to learning through improved attendance. Planned refinements will include broadening family engagement efforts and leveraging data more effectively to track student progress and attendance patterns. These improvements aim to amplify the impact of attendance interventions and ensure that students receive timely, responsive support. In addition, two district schools will participate in the Raising Attendance and Improving Student Engagement (RAISE) Network, creating opportunities to collaborate with peer districts, exchange proven strategies, and engage in ongoing improvement cycles that address systemic barriers to attendance and student engagement.

LUSD continues to prioritize strong family partnerships by expanding the scope and depth of its engagement efforts. Over the past year, families were invited to participate in a variety of districtwide events, including the Parent Leadership Training Institute (PLTI), the LUSD Parent Conference, and Online Safety workshops. The PLTI's comprehensive 21-week program was designed to equip parents and guardians with the knowledge and skills needed to effectively advocate for their children. Parent Liaisons played a vital role in supporting school site staff by coordinating monthly informational sessions, book fairs, carnivals, Dual Language Academy (DLA) Nights, and student recognition events. These efforts aimed to create inclusive, welcoming environments where families feel valued and informed.

Recent LCAP Family Engagement data show promising trends. Eighty-nine percent (89%) of respondents reported that teachers at their child's school treat students with respect, representing a 3% increase from the previous year. Additionally, 72% of respondents indicated that their child feels a sense of belonging at school, also reflecting a 3% improvement year over year. Looking ahead, LUSD will continue to enhance its family engagement practices by expanding both in-person and virtual meeting and workshop options to better meet the needs of families with diverse schedules. School staff will also increase personalized outreach by directly inviting families to participate in events and activities, with the goal of deepening relationships and boosting engagement across all school communities.

LUSD continues to strengthen its commitment to student enrichment by providing art and supplemental physical activities at the elementary

level, along with integrated art and music programs during the middle school day. Building on this foundation, the district has greatly expanded its extended day and year-round offerings. More than 800 students have participated in the THRIVE and ASSETS after-school programs, which are designed to foster engagement, academic growth, and a sense of belonging. This year, students once again had opportunities to join Cross Country and Intramural Soccer, with THRIVE expanding its enrichment options to include volleyball, folkloric dance, and academic competitions. Seasonal programs, including THRIVE's winter and spring intercessions and summer sessions, provided even more avenues for meaningful academic and extracurricular engagement. These expanded offerings are helping create a more well-rounded, connected, and supportive school experience for all students.

Prioritizing student well-being, LUSD has established a comprehensive system of support services designed to address academic, behavioral, and social-emotional needs. At the heart of this system are six full-time counselors, a Board Certified Behavior Analyst (BCBA), an Early Education Specialist, and an array of additional support staff, all working collaboratively to ensure every student feels connected and supported. Looking ahead, the district is committed to maintaining this robust infrastructure by retaining its full team of counselors, thereby preserving favorable student-to-counselor ratios. Ongoing professional development will continue to equip counselors, teachers, and school staff with tools in trauma-informed care, mental health awareness, and conflict resolution to strengthen their capacity to meet diverse student needs. The BCBA will lead staff training focused on proactive approaches to behavior management, while the Early Education Specialist will work alongside teachers to identify early learning and behavior concerns. In addition, LUSD will expand Positive Behavioral Interventions and Supports (PBIS) districtwide and deepen the use of Restorative Practices at the middle school level while expanding and strengthening implementation of Tier I Behavior Strategies for Classroom Success district wide.

LUSD has unspent Learning Recovery Emergency Block Grant (LREBG) funds. To ensure alignment with LCAP planning and compliance, the district integrated the LREBG Needs Assessment into its comprehensive LCAP needs assessment process. This included a thorough review of the required state and local data. Based on the outcomes of this needs assessment, LUSD will use LREBG funds to support the following goals and actions identified in the 2025–26 LCAP that address academic learning recovery, school attendance, and student well-being:

Goal 1, Action 2:

- All K-2 teachers will receive professional development to administer and analyze a reading screener that will identify students at risk for reading challenges, enabling early intervention and support for literacy development. This action aligns with the allowable uses of LREGB funds by providing targeted professional development that equips K–2 teachers with the skills to identify and support students at risk for reading challenges. Early identification and intervention directly promote literacy development, addressing learning recovery and accelerating student achievement in foundational reading skills. This action is expected to address areas of need identified in the needs assessment, specifically the gap in early literacy proficiency among primary grade students and the need for consistent, evidence-based screening and intervention practices. Using teacher participation rates as a metric ensures that the action is implemented effectively and supports progress toward LCAP Metrics number 1.6 and 1.7.

Goal 1, Action 10:

- Students who continue to struggle with foundational skills in reading and math will receive additional support to address learning gaps. This action aligns with the allowable uses of LREGB funds by providing targeted interventions designed to accelerate learning recovery in critical academic areas. It directly addresses needs assessment findings that identified persistent gaps in early literacy and numeracy achievement, particularly among students who have not met grade-level benchmarks. For students in grades K–2

participating in the identified intervention, progress will be measured using i-Ready stretch growth, with a target of at least 30% growth by June 2026. For students in grades 3–5, growth will be measured using the CAASPP summative assessment, with a target of at least a 5-percentage-point increase in the percentage of students meeting or exceeding standards in English Language Arts and Mathematics from Spring 2025 to Spring 2026. The progress of this action will be measured by progress toward the desired targets of LCAP Metrics number 1.1, 1.2, 1.6, and 1.7.

Goal 1, Action 11:

- Seventh grade students who are experiencing learning gaps in mathematics will receive transportation to participate in the UC Merced Math Academy over the summer. This action aligns with the allowable uses of LREGB funds by removing transportation barriers to extended learning opportunities that address learning recovery in mathematics. It directly responds to needs assessment findings identifying gaps in math achievement and limited access to summer intervention programs for students without reliable transportation. Progress will be measured by comparing the number of students who require transportation services with the number who receive them, as well as by progress toward the desired target of LCAP Metric # 1.2.
- TK/K students who may experience challenges transitioning to the school environment and academic demands will be invited to participate in the district’s TK/K Readiness Program. This action aligns with the allowable uses of LREGB funds by providing early learning interventions that support school readiness and address learning recovery needs before formal instruction begins. It directly addresses needs assessment findings identifying gaps in early literacy and numeracy skills, as well as the need for structured transition supports for incoming TK/K students. Progress for participating students will be measured using pre- and post-assessments that evaluate their ability to recognize their written name and orally count from 1 to 10, as well as progress toward the desired targets of LCAP Metrics # 1.6 and 1.7 for Kindergarten students.
- Seventh grade students who are credit deficient and/or experience academic challenges will be invited to participate in the district’s Learning Recovery Summer Camp. Progress for participating students will be measured by comparing results from pre- and post-assessments to evaluate academic growth as well as progress toward the desired target of LCAP Metrics 1.1 and 1.2. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.

Goal 2, Action 1:

- The district will provide classroom teachers with a series of Tier 1 and Tier 2 Strategies for Classroom Success workshops. This action will address the identified need to reduce exclusionary discipline practices, strengthen positive classroom management, and promote supportive learning environments that increase students’ sense of safety and belonging. By equipping teachers with effective strategies, the district seeks to improve student behavior outcomes and reduce disproportionate suspension rates, particularly for unduplicated student groups and other students identified in the needs assessment. Progress toward the desired targets will be measured by a reduction in the district’s suspension rate as indicated in LCAP Metric 2.3 and an increase in students’ sense of safety as measured by LCAP Metric 2.6. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.
- The district will participate in the RAISE Network to collect, analyze, and interpret attendance, engagement, and school climate data. This action will address the identified need to reduce chronic absenteeism, increase student engagement, and improve overall

school climate, particularly for students in schools with the highest rates of absenteeism as identified in the needs assessment. The goal is to use data to identify and implement effective strategies that support consistent student attendance and foster positive learning environments. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment. Progress made towards the desired targets will be measured with LCAP Metrics 2.1 and 2.2.

Goal 2, Action 4:

- The district's Board Certified Behavior Analyst (BCBA) will collaborate with classroom teachers to develop and implement evidence-based strategies that proactively address student behavioral needs and promote a positive learning environment. Progress toward the desired targets will be measured by a reduction in the district's suspension rate as indicated in LCAP Metric 2.3, an increase in students' sense of safety as measured by LCAP Metric 2.6, and an increase in students' sense of belonging at their school as measured by LCAP Metric 2.7. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.

The following is historical information included in Year 1 of the LCAP and is required to remain in the LCAP for Years 2 and 3:

Analysis for students' academic progress based on state and local data indicates the need for acceleration of achievement in order for a number of student groups to achieve gap closure. Data from the CA Dashboard highlights areas needing improvement in Mathematics, English Language Arts (ELA), and the English Learner Progress Indicator (ELPI). The English Language Arts and Mathematics assessments are based on the Smarter Balanced Summative Assessment and the California Alternate Assessment, which are taken annually by LUSD students in grades 3-8. In Mathematics, the district maintained a score of -0.2 points, with seven student groups in the second to the lowest performance indicator. Livingston Middle School obtained the lowest performance indicator schoolwide in Mathematics. Additionally, the English Learner student group at the middle school also received the lowest performance indicator in this academic area. Local Mathematics data indicates 37% of 3-5th and 28% of 6-8 grade students Met, Exceeded or Nearly Met the standards as measured by the Interim Comprehensive Assessments in the Winter of 2023. Local end-of-of year data indicates 44% of K-2 students Met or Exceeded the standards. In ELA, LUSD obtained the second to the lowest progress indicator, with a decline of 3.6 points. In this academic area the district had one student group in the lowest performance level and six student groups in the second to the lowest performance level. LUSD's Homeless student group obtained the lowest performance level districtwide, experiencing a decline of 12.5 points. At Livingston Middle School, the English Learner student group obtained the lowest performance indicator in ELA. Local ELA data indicates 36% of 3-5th and 54% of 6-8 grade students Met, Exceeded or Nearly Met the standards as measured by the Interim Comprehensive Assessments in the Winter of 2023. Local end-of-of year data indicates 57% of K-2 students Met or Exceeded the standards. The CA Dashboard uses the English Learner Progress Indicator to measure progress towards English language proficiency or maintaining the highest level. In the ELPI, the district experienced an 18.5% decline. Campus Park Elementary and Livingston Middle School both obtained the lowest performance level schoolwide. Additionally, the English Learner student group at both schools received the lowest performance level. LUSD has developed Goal 4 actions to address the decline in the ELPI and improve achievement of all English Learners. District support staff and school leadership will hold EL progress monitoring meetings three times a year to review student data, assess progress, and adjust instructional strategies. Tri-annual EL sessions will be opportunities for school teams to conduct ELS walkthroughs, analyze data, identify trends, and identify strengths and areas needing improvement. The district will acquire and implement a comprehensive platform designed to provide teachers easy access to actionable data to better monitor the language acquisition progress of ELs and progress of reclassified students. In addition all teaching, classroom support staff and administrative staff will participate in research-based professional development on effective strategies to support ELs. Instructional coaches will provide lesson demonstrations, lesson feedback and coaching to TK-

teachers as part of the district's plan of improvement. During the 2022-23 school year, two student groups received the lowest performance level in Chronic Absenteeism districtwide. The Asian student group experienced an increase of 7.2%, and the Socioeconomically Disadvantaged student group maintained at 0.3%. Both Selma Herndon and Campus Park Elementary Schools received the lowest performance level in Chronic Absenteeism schoolwide. At Selma Herndon Elementary, the English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities groups received the lowest performance level. At Campus Park Elementary, the English Learners, Hispanic, and Socioeconomically Disadvantaged student groups received the lowest performance level. At Yamato Colony Elementary, the Asian student group experienced an increase of 9% in Chronic Absenteeism and received the lowest performance indicator in this area.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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 |
|------------------------|---|
| Parents and Guardians | <p>Parents and guardians were provided multiple opportunities to contribute input through school and district-level advisory groups, including the LCAP Advisory Committee and the District English Learner Advisory Committee (DELAC). Furthermore, the annual LCAP survey served as a platform for families to share their perspectives on key areas such as Family Engagement, Learning Recovery, School Climate, School Fit, and School Safety. The open-ended response section of the survey also offered families a chance to suggest ways to improve school climate and other aspects of their child’s school and district experience.</p> <p>LCAP Advisory Meetings November 19, 2024 February 25, 2025 April 8, 2025</p> <p>LCAP Parent Input Meetings November 7, 2024 December 5, 2024 December 10, 2024</p> <p>DELAC November 19, 2024</p> <p>LCAP Family Survey: March 2025</p> |

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| Students | <p>The district gathered direct input from students in grades 3–8 through surveys and focus groups, which provided students with a platform to share their perspectives on topics such as extracurricular activities and school climate. As part of this effort, the district also conducted targeted input sessions with Long-Term English Learners (LTELs) to ensure their unique experiences and needs were represented in shaping educational priorities and programs. Student members of the middle school Leadership Advisory Committee took part in the LCAP input sessions held at the school. Their involvement gave them the opportunity to share their feedback on LCAP goals and actions.</p> <p>Student Input Sessions January 16, 2025 January 30, 2025 February 3, 2025</p> <p>LCAP Student Survey: Spring 20245</p> |
| Teachers | <p>Teachers had the opportunity to provide input via surveys, committee meetings, staff meetings, and as representatives in the district’s LCAP Advisory. Teacher surveys provided an opportunity to give input on School Climate, School Leadership, Teaching Efficacy, Feedback and Coaching, Professional Learning, and Staff-Family Relationships. The free response portion of the survey was an opportunity for teachers to provide ideas on how the schools and the district can improve.</p> <p>LCAP Advisory Meetings November 19, 2024 February 25, 2025 April 8, 2025</p> <p>Teacher Survey: Spring 2025</p> <p>LCAP Teacher Input Sessions November 18, 2024 December 2, 2024</p> |

| Educational Partner(s) | Process for Engagement |
|--|--|
| | <p>January 13, 2025 January 27, 2025</p> <p>Certificated Support Staff LCAP Input Session February 10, 2025</p> |
| Other School Personnel | <p>Other school staff had the opportunity to provide input via surveys, school-level staff meetings, and as representatives in the district's LCAP Advisory. The LCAP survey provided other school staff the opportunity to provide input on School Leadership, School Climate, and Climate and Culture. The open-ended section of the survey allowed staff to share their suggestions for enhancing the schools and the district.</p> <p>LCAP Advisory Meetings November 15, 2023 January 30, 2024 March 27, 2024</p> <p>Classified Staff Survey: Spring 2025</p> <p>Office Staff LCAP Input Session February 3, 2025</p> |
| Principals and District Administrators | <p>School and district leadership participated in many strategic planning sessions where they shared their perspectives on resource allocation, program effectiveness, and overall implementation and effectiveness of district goals and actions. A thorough review and reflection of educational partner input was conducted by site and district administrators. Their role was crucial in aligning the LCAP with broader district objectives.</p> <p>August 23, 2024 September 13, 2024 September 27, 2024 October 25, 2024 November 15, 2024</p> |

| Educational Partner(s) | Process for Engagement |
|-----------------------------------|--|
| | December 13, 2024 January 17, 2025 January 31, 2025 February 21, 2025 March 14, 2025 April 4, 2025 May 16, 2025 |
| Bargaining Units | The Certificated and Classified staff bargaining units were given opportunities to provide input on the development of the LCAP. LETA May 13, 2025 CSEA May 15, 2025 |
| Special Education Local Plan Area | May 22, 2025 |

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

The district engaged educational partners through multiple formats, including surveys, focus groups, input sessions, committee meetings, staff meetings, and LCAP Advisory meetings. The LCAP Advisory Committee included representatives from all district schools and was composed of parents, teachers, counselors, administrators, and support staff. Advisory meetings focused on building awareness of the LCAP process, reviewing feedback collected from educational partners, analyzing student outcome data, and discussing strategies to improve student services. Input from educational partners was instrumental in shaping the LCAP to align with district priorities and to ensure that the needs of all students, especially unduplicated pupils, were addressed.

In response to feedback from educational partners, the district has established a clear framework for its goals: a comprehensive achievement goal (Goal 1), two maintenance goals (Goals 2 and 3), and a focus goal (Goal 4). Goal 1 encompasses various metrics, including local and state ELA and Mathematics assessment data for both the All Student Group and specific student groups. All initiatives under Goal 1 have been developed collaboratively with educational partners to better facilitate students' achievement of ELA and Mathematics standards. Specifically, Actions 1.6 and 1.7 target the needs of student groups performing at the lowest levels in ELA and Mathematics.

Input from educational partners directly shaped the refinements to the math action in Goal 1. For the upcoming school year, the district will shift its focus from the quantity of implementation to the quality of instructional delivery. District and site administrators collaboratively analyzed current instructional practices, gathered teacher feedback, and identified site-specific strategies for improvement. These refinements will be supported by a dedicated district math coach serving all schools. At Livingston Middle School, continued coaching will

emphasize the refinement of instructional strategies, alignment of lesson rigor to state standards, and enhancement of questioning techniques. Participation in the Learning Forward Network will further strengthen professional learning connected to the use of high-quality curriculum.

As an enhancement to Goal 1, which focuses on improving academic outcomes, the district will deepen its emphasis on supporting English Learners through classroom instruction. In the upcoming year, two District Academic Coaches will be assigned exclusively to support ELA and EL instruction, working directly with classroom teachers across all four schools to strengthen instructional strategies and ensure more effective, targeted support for all students; particularly English Learners.

Educational Partner feedback highlights that students place high value on enrichment opportunities such as art, music, middle school electives, and supplemental athletic activities offered during the regular school day. During input sessions, students expressed that these programs make school more enjoyable and engaging. To sustain and further enhance these valued offerings, Action 1.11 provides ongoing funding for enrichment activities, with a focus on expanding and improving access. These efforts ensure that enrichment remains a vital and enjoyable part of the school experience, promoting greater student engagement and improved attendance. Staff plans to expand the elementary music program to include percussion instruments such as Tubano drums, along with other musical instruments like recorders and ukuleles. Additionally, guitar will be incorporated into the extended-day music program. At the middle school, an additional music teacher will be hired to offer mariachi and choir to interested students.

Goal 2 has been formulated as a Maintenance of Progress Goal with a primary focus on addressing School Climate and Pupil Engagement within the district. Based on feedback from educational partners, analysis of student attendance data, and reflections on prior practices, next year's attendance improvement efforts will include continued refinement of the Student Attendance Review Team (SART) process. These refinements aim to improve the early identification of at-risk students and enable more targeted intervention strategies. Key enhancements will focus on streamlining referral procedures, expanding family engagement initiatives, and utilizing data more effectively to monitor student progress and attendance trends. These changes are intended to strengthen the overall impact of attendance interventions and ensure students receive timely and effective support. Additionally, two district schools will join the Raising Attendance and Improving Student Engagement (RAISE) Network. Participation in this network will provide opportunities to collaborate with other districts, share effective practices, and engage in continuous improvement cycles focused on addressing systemic barriers to student attendance and engagement.

Educational partners have consistently expressed strong support for the district's ongoing efforts to enhance school climate and culture. Their feedback directly influenced the design and continued implementation of a comprehensive, district-wide social-emotional initiative. This initiative integrates evidence-based curriculum and strategies aligned to core competencies such as self-awareness, self-management, self-advocacy, social awareness, relationship skills, responsible decision-making, and civic responsibility. It also includes the delivery of a multi-tiered, ASCA-aligned comprehensive school counseling program, supported by educationally relevant mental health services for students and families.

To further advance a positive and inclusive school climate, the district is expanding its multi-tier system of behavioral supports, incorporating alternatives to suspension, and providing targeted professional development through a series of 'Tier 1 and 2 Strategies for Classroom Success' workshops. Additionally, the district's Board Certified Behavior Analyst (BCBA) will continue to collaborate with classroom teachers to proactively implement evidence-based interventions that support student behavior and engagement. These actions are already yielding positive outcomes. According to the 2025 LCAP Student Survey, 76% of students in grades 3–8 report feeling safe at school, and 80% report

a strong sense of belonging—marking year-over-year increases of 1% and 7%, respectively. These gains underscore the positive impact of educational partner-informed strategies in fostering safe, supportive, and inclusive learning environments.

LUSD remains deeply committed to cultivating strong partnerships between families and schools as a foundation for student success. Meaningful engagement and collaborative efforts are central to this commitment. Feedback from families consistently highlights the value of inclusive school events such as carnivals, book fairs, Dual Language Academy (DLA) Nights, PTA activities, parent workshops, and awards ceremonies. Additional input gathered through the LCAP Advisory Committee, Parent Leadership Training Institute (PLTI), and District English Learner Advisory Committee (DELAC) reflects strong appreciation for the vital role Parent Liaisons play in supporting family-school relationships.

This commitment is further affirmed by results from the 2025 LCAP Family Survey: 89% of parents indicated that teachers at their child's school show respect for their children, and 80% believe their children feel safe at school. These findings highlight the district's positive school culture and the strong relational foundation experienced by families. In response to this input, the district will continue to pursue Goal 3 as a Continuation of Progress goal, with a heightened focus on offering both in-person and virtual meeting options to accommodate families' diverse schedules. Additionally, school staff will engage in personal outreach to invite families to participate in events and activities, further strengthening connections between home and school.

The achievement of English Learners continues to lag behind the All Student Group. Input from Educational Partners and local and state data significantly influenced the development of Focus Goal 4 actions. Actions in Goal 4 are specifically designed to address the immediate needs of ELs. The district plans to continue to refine the tri-annual progress monitoring process and incorporate academic data chats with ELs. Teachers will hold academic data chats with English Learners to review local and state data, the reclassification process, and create goals for English proficiency at least once a year. The district plans to leverage Learning Recovery Emergency Block Grant funds to support efforts to improve the achievement of English Learners. In addition, one of the District Academic Coaches will collaborate closely with site administration to ensure ELD instruction is consistent, high-quality, and standards-aligned across all grade levels.

The LCAP was significantly shaped by input from parents, students, teachers, and leadership. Their collective feedback directly informed the development and refinement of actions aimed at improving family engagement, accelerating learning recovery, enhancing school climate and safety, increasing school fit, and boosting overall program effectiveness and ultimately creating a stronger educational environment for all students.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | Within the Multi-Tiered System of Supports (MTSS) Framework, LUSD will continue to implement a systemic approach aimed at enhancing teachers' knowledge of effective instructional strategies across all content areas with an emphasis on ensuring all students' development of academic proficiency, critical thinking, and problem-solving skills. | Broad Goal |

State Priorities addressed by this goal.

| |
|---|
| <ul style="list-style-type: none"> Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
|---|

An explanation of why the LEA has developed this goal.

Assessment results, from both local and state sources, continue to highlight the importance of developing a comprehensive support system to strengthen student learning across LUSD. To meet this need, Goal 1 focuses on targeted actions that include sustained professional development and structured collaboration time for teachers, ensuring they are equipped to meet the diverse needs of English Learners, socioeconomically disadvantaged students, and students with disabilities. Educational partner input has emphasized the importance of refining the district's literacy plan and maintaining strong math instructional support. The outlined actions within this goal are designed to directly address these priorities and strengthen instructional practices. Throughout the 2025–26 school year, baseline data will provide a foundation for tracking academic progress and evaluating the impact of each action. This continuous monitoring will guide decisions on whether to maintain, expand, or adjust efforts moving forward.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-------------------------------------|----------|----------------|----------------|---------------------------|----------------------------------|
| 1.1 | CAASPP-ELA Met or Exceeded Standard | 2022-23 | 2023-24 | | | |
| | All Students | 32.90% | 31.51% | | 47.90% | -1.39% |
| | English Learners | 5.12% | 5.99% | | 25.10% | +.87% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|-------------|----------------|----------------|---------------------------|----------------------------------|
| | Socioeconomically Disadvantaged | 28.57% | 27.57% | | 43.57% | -1% |
| | Students with Disabilities | 6.62% | 6.94% | | 26.60% | + .32% |
| 1.2 | CAASPP-Mathematics Met or Exceeded Standard | 2022-23 | 2023-24 | | | |
| | All Students | 22.19% | 22.66% | | 42.15% | + .47% |
| | English Learners | 5.84% | 7.45% | | 30.83% | -1.61% |
| | Socioeconomically Disadvantaged | 17.67% | 19.48% | | 37.65% | +1.81% |
| | Students with Disabilities | 11.77% | 11.77% | | 36.76% | 0 |
| 1.3 | CA Science Test | 2022-23 | 2023-24 | | | |
| | Met or Exceeded Standard | 17.05% | 17.16% | | 37.03% | + .11% |
| 1.4 | CAASPP ELA Interim Comprehensive Assessments | Winter 2023 | Winter 2024 | | | |
| | Percent Nearly Met, Met or Exceeded | | | | | |
| | Grades 3-5 | 36% | 47% | | 56% | +11% |
| | Grades 6-8 | 54% | 57% | | 74% | +3% |
| 1.5 | CAASPP Math Interim Comprehensive Assessments | Winter 2023 | Winter 2024 | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--------------------|--------------------|----------------|---------------------------|----------------------------------|
| | Percent Nearly Met, Met or Exceeded Grades 3-5 Grades 6-8 | 37% 28% | 59% 36% | | 57% 48% | +22% +8% |
| 1.6 | ELA K-2 Local Assessment iReady: Percent Met or Exceeded | Spring 2024 57% | Spring 2025 61% | | 72% | +4% |
| 1.7 | Math K-2 Local Assessment iReady: Percent Met or Exceeded | Spring 2024 44% | Spring 2025 48% | | 63% | +4% |
| 1.8 | Students will have access to standards-aligned, core instructional materials as measured by the annual "Sufficiency of Instructional Materials" School Board resolution | 2023-24 100% | 2024-25 100% | | 100% | 0 |
| 1.9 | Teachers will be appropriately credentialed and assigned | 2023-24 90.63% | 2024-25 93% | | 100% | +2.37% |
| 1.10 | Teachers will implement Board adopted academic content and performance standards for all students | 2023-24 100% | 2024-25 100% | | 100% | 0 |
| 1.11 | Programs and services are developed and provided to | 2023-24 100% | 2024-25 100% | | 100% | 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|-----------------|-----------------|----------------|---------------------------|----------------------------------|
| | unduplicated students and students with exceptional needs as measured by district administration classroom walkthroughs | | | | | |
| 1.12 | Students will have access to a broad course of study as measured by review of the master schedule | 2023-24 100% | 2024-25 100% | | 100% | 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.

Goal 1 actions were largely implemented as planned, including expanded coaching support from the Merced County Office of Education and District Academic Coaches in both math and ELA. K–5 teachers participated in professional development aligned to the updated English Language Arts program, while middle school teachers engaged in professional development focused on reading strategies and instructional rigor. Students with disabilities received ongoing, collaborative support within general education settings, aligned with their Individualized Education Plan goals. College and career readiness instruction was embedded from transitional kindergarten through grade 8, supported by counseling lessons, events, and field trips. Additional supports, including AmeriCorps academic intervention, services for newcomer English Learners, new teacher induction, and Expanded Learning Opportunities Program (ELOP) activities were implemented as planned.

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

Action 1.1: A material difference of 31% was the result of the following unplanned changes:

- Purchase of Math Shelf licence
- iReady teacher professional development
- Costs associated with teacher participation in California Education Partners Conference (CEP)
- CEP staff stipends

Action1.2: In some cases, funding was not originally assigned to the appropriate areas, and in others, new priorities emerged, such as the need to provide teachers with time for collaboration and professional development.

Action1.3: The use of alternative funding sources to implement this action resulted in a material variance of -43% from the budgeted amount.

Action1.8: The cost for contracted substitutes to support teacher collaboration was initially charged to this action but was later redirected to Action 1.10 upon further evaluation, resulting in a material difference of 134%.

Action1.11: An underestimation of the cost of the ELOP STEM classrooms resulted in a material difference of 86%.

Action1.12: Dual Language teachers were reclassified under core instruction, as the positions were determined not to be supplemental in nature, resulting in a material difference of -85%.

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

The actions implemented under Goal 1 have demonstrated some effectiveness in advancing instructional quality and student support across the district. Targeted coaching in Math and ELA, provided by MCOE and district academic coaches, has strengthened teacher capacity. However, local and state data continue to show that a significant percentage of students, particularly English Learners, remain below grade level in both reading and math. This highlights an ongoing need to deepen instructional rigor and ensure alignment with grade-level standards to better address persistent achievement gaps. The adoption of a new ELA program for grades K–5, along with related professional development, was well received and supported improved instructional practices. Middle school teachers benefited from professional development focused on reading strategies, reinforcing district-wide literacy efforts. Student engagement increased through the implementation of programs such as college and career readiness lessons, AmeriCorps academic support, newcomer English Learner groups, and an Expanded Learning Opportunities Program (ELOP). These supports provided academic and social-emotional benefits.

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.

Based on reflections from 2024–25 implementation, the following adjustments will be made to target outcomes for the 2025–26 school year:

To advance the implementation of the district’s Mathematics Professional Development Plan and sustain progress in increasing instructional rigor and refining formative assessment practices, the district will participate in the Learning Forward Network. This network emphasizes the integration of high-quality curriculum with high-quality professional learning. These strategies, particularly the use of formative assessments, support key metrics tied to student achievement and classroom-level growth and will continue to be implemented across all four district schools. In addition, the district math coach will provide system-wide support to ensure alignment and reinforce effective instructional strategies. As part of Year 2 of the LCAP, the district will refine its three-year literacy plan and fully implement a reading screener for students in grades K–2. This implementation of the screener will include professional development for teachers and the establishment of data analysis protocols to ensure early identification and support for students at risk of reading challenges.

Based on Educational Partner Input and analysis of Goal 1 outcomes, Learning Recovery Emergency Block Grant Funds will be leveraged to support the following Actions in Goal 1:

Goal 1, Action 2:

- All K-2 teachers will receive professional development to administer and analyze a reading screener that will identify students at risk for reading challenges, enabling early intervention and support for literacy development. This action aligns with the allowable uses of LREGB funds by providing targeted professional development that equips K–2 teachers with the skills to identify and support students at risk for reading challenges. Early identification and intervention directly promote literacy development, addressing learning recovery and accelerating student achievement in foundational reading skills. This action is expected to address areas of need identified in the needs assessment, specifically the gap in early literacy proficiency among primary grade students and the need for consistent, evidence-based screening and intervention practices. Using teacher participation rates as a metric ensures that the action is implemented effectively and supports progress toward LCAP Metrics number 1.6 and 1.7.

Goal 1, Action 10:

- Students who continue to struggle with foundational skills in reading and math will receive additional support to address learning gaps. This action aligns with the allowable uses of LREGB funds by providing targeted interventions designed to accelerate learning recovery in critical academic areas. It directly addresses needs assessment findings that identified persistent gaps in early literacy and numeracy achievement, particularly among students who have not met grade-level benchmarks. For students in grades K–2 participating in the identified intervention, progress will be measured using i-Ready stretch growth, with a target of at least 30% growth by June 2026. For students in grades 3–5, growth will be measured using the CAASPP summative assessment, with a target of at least a 5-percentage-point increase in the percentage of students meeting or exceeding standards in English Language Arts and Mathematics from Spring 2025 to Spring 2026. The progress of this action will be measured by progress toward the desired targets of LCAP Metrics number 1.1, 1.2, 1.6, and 1.7.

Goal 1, Action 11:

- Seventh grade students who are experiencing learning gaps in mathematics will receive transportation to participate in the UC Merced Math Academy over the summer. This action aligns with the allowable uses of LREGB funds by removing transportation barriers to extended learning opportunities that address learning recovery in mathematics. It directly responds to needs assessment findings identifying gaps in math achievement and limited access to summer intervention programs for students without reliable transportation. Progress will be measured by comparing the number of students who require transportation services with the number who receive them, as well as by progress toward the desired target of LCAP Metric # 1.2.
- TK/K students who may experience challenges transitioning to the school environment and academic demands will be invited to participate in the district’s TK/K Readiness Program. This action aligns with the allowable uses of LREGB funds by providing early learning interventions that support school readiness and address learning recovery needs before formal instruction begins. It directly addresses needs assessment findings identifying gaps in early literacy and numeracy skills, as well as the need for structured transition supports for incoming TK/K students. Progress for participating students will be measured using pre- and post-assessments that evaluate their ability to recognize their written name and orally count from 1 to 10, as well as progress toward the desired targets of LCAP Metrics # 1.6 and 1.7 for Kindergarten students.

- Seventh grade students who are credit deficient and/or experience academic challenges will be invited to participate in the district's Learning Recovery Summer Camp. Progress for participating students will be measured by comparing results from pre- and post-assessments to evaluate academic growth as well as progress toward the desired target of LCAP Metrics 1.1 and 1.2. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.

Explanation of why the LEA has developed Goal 1:

The explanation of why the LEA has developed Goal 1 was updated to reflect current data.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------|---|--------------|--------------|
| 1.1 | Mathematics Plan | The district will continue its Mathematics Professional Development Plan (MPDP) in its third year, emphasizing enhanced classroom implementation and refinement across all schools. The plan will include lesson demonstrations, coaching by math coaches from MCOE to improve teaching practices and student learning outcomes in mathematics, and professional development for classroom support staff. Additionally, ongoing mathematics support beyond the third year will be offered by district academic coaches. | \$85,619.00 | Yes |
| 1.2 | Literacy Plan | <ul style="list-style-type: none"> Develop a three-year literacy plan. Year one of three will include an upgrade of the current state-adopted Language Arts program at the elementary schools and professional development for all K-8 teaching and classroom support staff. <p>Learning Recovery Emergency Block Grant Funded Action:</p> <ul style="list-style-type: none"> All K-2 teachers will receive professional development to administer and analyze a reading screener that will identify students at risk for reading challenges, enabling early intervention and support for literacy development. Research consistently | \$156,021.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|----------------------------|--|-------------|--------------|
| | | <p>shows that early identification and targeted intervention are critical to preventing long-term reading difficulties and improving overall literacy outcomes. Providing teachers with the tools and training to use valid screening measures ensures that struggling readers are recognized early and supported with evidence-based strategies, which has been shown to significantly increase reading proficiency by third grade. The percent of teacher participation in professional development to administer the screener and analyze the data to identify students at risk for reading challenges will be used as the metric to measure the effectiveness of this action. (LREBG funds: 50,000.00)</p> | | |
| 1.3 | Professional Learning | Site staff will participate in professional learning and coordinate targeted academic support with a focus on better meeting the academic needs of foster youth, English Learners, and socioeconomically disadvantaged students. | \$29,106.00 | Yes |
| 1.4 | Students with Disabilities | Students with disabilities will be provided with support in the general education classroom according to their Individualized Education Plans (IEPs). This will entail a range of instructional strategies and classroom accommodations to address the student's needs including collaboration amongst the general and special education teachers. | \$0.00 | No |
| 1.5 | College and Careers | Teachers will teach and promote college and career readiness using existing relevant grade level curriculum on a trimester basis. School counseling staff will promote college and career awareness via implementation of the ASCA school counseling model. | \$26,000.00 | No |
| 1.6 | Targeted Academic Support | <ul style="list-style-type: none"> With guidance from the district, site staff will coordinate targeted academic support in ELA with a focus on better meeting the | \$31,058.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| | | academic needs of the Homeless Student Group districtwide and English Learners at the middle school. | | |
| 1.7 | Building Thinking Classrooms | The partnership with MCOE on instructional support with Building Thinking Classrooms at Livingston Middle School will continue through school year 2025-26 with an emphasis on strengthening teacher proficiency in the strategy, increasing rigor of content, and building capacity among site staff to continue these practices through subsequent school years in order to better support all students with particular attention on English Learners. | \$0.00 | No |
| 1.8 | Teacher Collaboration | Teachers will be allocated time for structured collaboration with their peers aimed at enhancing student achievement for all students, inclusive of high performing students, through collective efficacy. | \$136,419.00 | Yes |
| 1.9 | New Teachers and Administrators | The district will ensure new teachers and administrators participate in an induction program in collaboration with MCOE and provide a one-to-one mentor. In addition, the district will schedule ongoing new teacher professional development sessions with an emphasis on classroom management and individual learning needs. | \$111,446.00 | Yes |
| 1.10 | Staffing, Infrastructure, and Technology Support | <p>The district will allocate funds for district and site staffing, supplemental resources, classroom infrastructure, and technology to support instructional needs, including but not limited to monitoring and limiting class sizes.</p> <p>Learning Recovery Emergency Block Grant Funded Actions:</p> <ul style="list-style-type: none"> Students who continue to struggle with foundational skills in reading and math will receive additional support to address the learning gaps. Research demonstrates that providing timely, targeted interventions in foundational literacy and numeracy significantly improves student achievement and reduces the | \$5,955,424.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|----------------|--------------|
| | | <p>likelihood of long-term academic struggles. Evidence also shows that early and sustained support in these areas is especially effective in closing gaps for students who are at risk of falling behind. For students in grades K–2 participating in the identified intervention, progress will be measured using i-Ready stretch growth, with a target of at least 30% growth by June 2026. For students in grades 3–5, growth will be measured using the CAASPP summative assessment. The target is a minimum 5 percentage point increase in the percentage of students meeting or exceeding standards in English Language Arts and Mathematics from Spring 2025 to Spring 2026. (LREBG funds: 507,454.00)</p> | | |
| 1.11 | Enrichment for All Students | <p>In addition to offering enrichment in art and supplemental physical athletic activities during the regular school day, extended day and extended year programs designed to foster engagement, connectedness, and academic achievement will be offered.</p> <p>Learning Recovery Emergency Block Grant Funded Actions:</p> <ul style="list-style-type: none"> Seventh grade students who are experiencing learning gaps in mathematics will receive transportation to participate in the UC Merced Math Academy over the summer. Research indicates that high-quality, extended learning opportunities, such as summer bridge and enrichment programs, are effective in addressing unfinished learning and preventing summer learning loss, particularly in mathematics. Studies also show that removing barriers to access, including transportation, is critical for ensuring equitable participation among students who might otherwise be unable to attend. Progress will be measured by the number of students who require transportation services compared to the number of students who receive transportation. (LREBG funds: 20,403.00) TK/K students who may experience challenges transitioning to the school environment and the academic demands will be invited to | \$6,692,110.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-----------------------|--|--------------|--------------|
| | | <p>participate in the district’s TK/K Readiness Program. Research supports the implementation of early readiness programs, showing that structured opportunities to develop early literacy, numeracy, and social-emotional skills help children make smoother transitions into school and build a stronger foundation for long-term academic success. Studies also highlight that students who begin school with well-developed early learning skills are more likely to meet grade-level expectations in later years. Progress for participating students will be measured using pre- and post-assessments that evaluate their ability to recognize their written name and orally count from 1 to 10. (LREBG funds: 33,098.00)</p> <ul style="list-style-type: none"> • Seventh grade students who are credit deficient and/or experiencing academic challenges will be invited to participate in the district’s Learning Recovery Summer Camp. Research shows that targeted summer learning programs are effective in addressing unfinished learning, reducing learning loss, and supporting students in meeting grade-level expectations. Evidence also highlights that structured academic interventions combined with enrichment activities not only improve academic outcomes but also increase student engagement and motivation. Progress for participating students will be measured by comparing results from pre- and post-assessments to evaluate academic growth.(LREBG funds: 124,431.00) | | |
| 1.12 | Dual Language Academy | All district schools will offer a Dual Language Academy as an alternative for students to learn academic content while fostering proficiency in two languages: English and Spanish. | \$401,326.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|------------------------------|
| 2 | LUSD will cultivate culturally rich school environments that foster equity, inclusiveness, encouragement, civic responsibility, and high expectations for all. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district is committed to cultivating a safe and nurturing educational environment that fosters equity and provides meaningful opportunities for all students. Recognizing that school attendance is a critical factor in academic success, the district has prioritized efforts to improve engagement and reduce chronic absenteeism. As a result, the chronic absenteeism rate decreased from 18.8% in 2022–23 to 14.2% in 2023–24, a 4.6 percentage point improvement. According to the 2025 LCAP Student Survey, 76% of students in grades 3–8 reported feeling safe at school, and 80% expressed a strong sense of belonging—year-over-year increases of 1% and 7%, respectively. These gains highlight the positive impact of strategies informed by educational partners in creating supportive and inclusive learning environments. Baseline and annual data will continue to guide the district’s efforts to monitor students’ sense of inclusion, safety, and civic responsibility throughout the 2025–26 school year. This data-driven approach will inform decisions about whether to continue, expand, or adjust current initiatives, with the goal of strengthening school climate and ensuring all students are equipped to thrive.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------------------------|----------------|------------------|----------------|---------------------------|----------------------------------|
| 2.1 | CA Dashboard Chronic Absenteeism Rate | 2022-23 19% | 2023-24 14.2% | | 8% | 4.8% |
| 2.2 | District Attendance Rate | 2023-24 94% | 2024-25 95% | | 97% | +1% |
| 2.3 | CA Dashboard Suspension Rate | 2022-23 .6% | 2023-24 2.8% | | .3% | +2.2 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|---|----------------------------------|
| 2.4 | Middle School Dropout Rate | 2023-24 0 | 2024-25 0 | | 0 | 0 |
| 2.5 | Maintain an expulsion rate that is below the county and state average | 2023-24 .038% | 2024-25 .04% | | 0 | +0.002% |
| 2.6 | LCAP Student Survey Students who feel safe at school | 2023-24 75% | 2024-25 76% | | 95% | +1% |
| 2.7 | LCAP Student Survey: Students who feel like they belong at their school | 2023-24 73% | 2024-25 80% | | 93% | +7% |
| 2.8 | LCAP Teacher Survey: Teachers who feel safe at school | 2023-24 72% | 2024-25 85% | | 87% | +13% |
| 2.9 | LCAP Teacher Survey: Teachers who feel like they belong at their school | 2023-24 89% | 2024-25 89% | | 98% | 0 |
| 2.10 | Facilities Inspection Tool (FIT): "Good" or Higher | 2023-24 All District Schools: Good or Higher | 2024-25 All District Schools: Good or Higher | | All District Schools: Good or Higher | 0 |
| 2.11 | Increased Meal Participation | 2023-24 79.46% Participation | 2024-25 78.34% | | 85% | -1.12% |
| 2.12 | Online Education Students: 100% of students will complete at | 2023-24 66% | 2024-25 100% | | 100% | +34% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|-----------------|-----------------|----------------|---------------------------|----------------------------------|
| | least three digital citizenship lessons over the course of the year | | | | | |
| 2.13 | Online Education Staff: 100% of staff will complete Cyber and Password Security Modules | 2023-24 100% | 2024-25 100% | | 100% | 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.

Goal 2 has been implemented as planned, with strong alignment between intended strategies and actual execution. Grade-level collaboration days have reinforced collective efficacy, while monthly counselor-led awareness campaigns have supported student wellness and engaged educational partners. Site Attendance Review Teams (SART) and the School Attendance Review Board (SARB) processes have been refined and applied, with targeted monthly attendance check-ins focusing on student groups at risk of chronic absenteeism. Social-emotional learning, health services, and nutrition initiatives have also been successfully carried out, ensuring comprehensive support for student well-being across all school sites.

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

Action 2.1: The need to provide additional professional development for staff in targeted areas, such as supporting students' emotional well-being, resulted in a material difference of 95%.

Action 2.2: The use of alternative funding sources to implement this action resulted in a material variance of -30% from the budgeted amount.

Action 2.4: Staff were hired to support the district's alternatives to suspension efforts at the middle school, resulting in a material variance of 11% from the budgeted amount.

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

Goal 2 actions have shown a high level of effectiveness in supporting student well-being and safety. Professional development provided by the district support team has helped staff address students' evolving academic, social, and emotional needs. The refinement of the SART and SARB processes has contributed to improved attendance outcomes, though further improvements are needed to strengthen early identification and family engagement. Health services and school safety initiatives have been effectively implemented, while efforts to improve meal participation and expand school gardens are ongoing; regular monitoring and staff collaboration continue to support consistent implementation of social-emotional learning lessons.

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.

To strengthen student support and improve outcomes in the 2025–26 school year, the district will provide a series of Tier 1 and Tier 2 Strategies for Classroom Success workshops to better equip teachers in addressing student needs at the classroom level. Additionally, the district's Board Certified Behavior Analyst (BCBA) will collaborate with teachers to develop and implement evidence-based practices that foster positive behavior and a supportive learning environment. To further address chronic absenteeism and student engagement, the district will participate in the RAISE Network, using its tools to collect, analyze, and interpret data on attendance, engagement, and school climate. These targeted adjustments are designed to enhance both academic and behavioral outcomes for all students. During the 2023–24 reporting period, the percentage of students indicating that they feel a sense of belonging at their school was initially recorded as 84%. Upon review, it was determined that the correct baseline percentage was 73%. The data has been verified and updated to reflect the accurate figure.

Based on Educational Partner Input and analysis of Goal 2 outcomes, Learning Recovery Block Grant Funds will be leveraged to support the following Actions in Goal 2:

Goal 2, Action 1:

- The district will provide classroom teachers a series of Tier 1 and Tier 2 Strategies for Classroom Success workshops. Progress toward the desired targets will be measured by a reduction in the district's suspension rate as indicated in LCAP Metric 2.3 and an increase in students' sense of safety as measured by LCAP Metric 2.6. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.
- The district will participate in the RAISE Network to collect, analyze, and interpret attendance, engagement, and school climate data. The goal is to identify effective strategies for reducing chronic absenteeism. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment. Progress made towards the desired targets will be measured with LCAP Metrics number 2.1 and 2.2.

Goal 2, Action 4:

- The district's Board Certified Behavior Analyst (BCBA) will collaborate with classroom teachers to develop and implement evidence-based strategies that proactively address student behavioral needs and promote a positive learning environment. Progress toward the desired targets will be measured by a reduction in the district's suspension rate as indicated in LCAP Metric 2.3, an increase in students' sense of safety as measured by LCAP Metric 2.6, and an increase in students' sense of belonging at their school as

measured by LCAP Metric 2.7. This action is aligned with the LREBG allowable use of funds and is expected to address the areas of need of students in the schools identified in the needs assessment.

Explanation of why the LEA has developed Goal 2:

The explanation of why the LEA has developed Goal 2 was updated to reflect current data.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 2.1 | Social Emotional Development Professional Development | <p>Provide teaching, support, and administrative staff research-based professional development in the identified areas related to collective efficacy, social and emotional support, and mental health to better support all students with a focus on ELs, foster, homeless, and LGBTQ students.</p> <p>Learning Recovery Emergency Block Grant Funded Actions:</p> <ul style="list-style-type: none"> The district will provide classroom teachers a series of Tier 1 and 2 Strategies for Classroom Success workshops. Research indicates that equipping teachers with effective Tier 1 and Tier 2 strategies fosters positive classroom environments, strengthens student-teacher relationships, and improves student engagement. Studies also show that when teachers consistently apply proactive classroom management and evidence-based intervention practices, students report feeling safer and more connected to their school community. The progress of this action will be measured by an increase in the percent of students who feel safe at school and the percent of students who feel connected to their school in LCAP Years 2 and 3. (LREBG funds:7,700.00) The district will participate in the RAISE Network to collect, analyze, and interpret attendance, engagement, and school climate data to identify effective strategies for reducing chronic absenteeism. Research demonstrates that using data-driven approaches allows districts to more effectively identify patterns of | \$43,111.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------------|--|----------------|--------------|
| | | student disengagement and target interventions that address root causes of absenteeism. Studies also show that collaborative networks that share best practices and evidence-based strategies lead to more sustainable improvements in attendance and school climate, ultimately supporting higher levels of student achievement and well-being. (LREBG Funding: 45,000.00) | | |
| 2.2 | Student Attendance | <ul style="list-style-type: none"> District and site staff will refine the implementation of the Site Attendance Review Teams (SART) and School Attendance Review Board (SARB) to adequately support students exhibiting patterns of chronic absence, truancy, tardiness, or disengagement from school, along with other support for positive attendance. | \$904,395.00 | Yes |
| 2.3 | Chronic Absenteeism | The district will conduct monthly chronic absenteeism check-ins with site administrators, with a heightened focus on closely monitoring the attendance of Asian and socioeconomically disadvantaged student groups. Campus Park and Selma Herndon Elementary Schools will enhance their School Attendance Review Teams' efforts to actively monitor, follow up, and collaborate with the families of English Learners, Hispanic students, and socioeconomically disadvantaged students at risk of chronic absenteeism. Additionally, Selma Herndon will closely monitor the attendance of students with disabilities and Yamato Colony Elementary will monitor the attendance of Asian students to ensure improvement. | \$14,073.00 | Yes |
| 2.4 | MTSS: Behavioral and Social Emotional | <ul style="list-style-type: none"> Implement a district-wide social-emotional initiative using evidence-based curriculum and strategies that includes: self-awareness, self-management, self-advocacy, social awareness, relationship skills and responsible decision-making, and civic responsibility. Offer an ASCA national model comprehensive school counseling program and educationally relevant mental health support services to students and families that is data-driven and multi-tiered. | \$1,464,795.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|----------------|--------------|
| | | <ul style="list-style-type: none"> Expand on the multi-tier system of behavior support for all students and include alternatives to suspension. To better support the needs of low-income pupils, sites will develop a system to address basic needs such as clothing, food, and supplies. <p>Learning Recovery Emergency Block Grant Funded Action:</p> <ul style="list-style-type: none"> Research supports the use of Board Certified Behavior Analysts (BCBAs) in schools to build teacher capacity in implementing effective interventions and fostering positive student outcomes. The district's BCBA will collaborate with classroom teachers to develop and implement evidence-based strategies that proactively address student behavioral needs and promote a positive learning environment. Progress will be measured by the percentage of students who require a Behavior Support Plan and have one in place in LCAP Years 2 and 3. (LREBG funds: 186,659.00) | | |
| 2.5 | Health Services | Health services staff will provide medical care, services, and follow-up to medically vulnerable students. Child nutrition staff will increase meal participation by improving meal quality through recipe development, student surveys, expansion of school gardens, and revitalization of students' school dining experience. | \$634,989.00 | Yes |
| 2.6 | School Safety and Modernization of Spaces | Staff will implement strategies and procure equipment to strengthen school safety, update learning environments, and construct facilities essential for better supporting unduplicated pupils. | \$1,995,999.00 | Yes |
| 2.7 | Online Safety Education | Prioritize education on online responsibilities and promote best practices for students and staff. | \$0.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 3 | LUSD will broaden opportunities to enhance parental involvement, foster collaboration, and strengthen partnerships with families, as well as city and county organizations with a particular focus on supporting underrepresented families and improving access to resources and information that facilitate students' learning and strengthen home-to-school connectivity. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

LUSD recognizes the pivotal role that families and communities play in student success and is committed to expanding opportunities for parental involvement, fostering collaboration, and strengthening partnerships with both families and local agencies. Research consistently demonstrates that students perform better academically, behave more positively, and attend school more regularly when their parents are actively engaged in their education. To promote equity, LUSD is focused on supporting underrepresented families by improving access to essential resources and information that enhance student learning and development. By reinforcing home-to-school connectivity, the district ensures that parents and guardians are well-informed and engaged, creating a cohesive support system that extends beyond the classroom.

Families place high value on our school community, as evidenced by the strong attendance at school events such as Back to School Night, Open House, and Family Picnics and student performances. According to the 2025 Family LCAP survey, 89% of respondents indicated they feel the teachers at their child’s school respect their children. However, only 72% of respondents feel their children have a sense of belonging at school, and 80% believe their children are safe at school.

The actions in this goal have been designed to enhance overall family engagement. The effectiveness of these actions will be evaluated on an ongoing basis, and modifications will be made as necessary.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|----------------|----------------|----------------|---------------------------|----------------------------------|
| 3.1 | LCAP Parent Survey: Parents who feel their children have a sense of belonging at their school. | 2023-24 69% | 2024-25 72% | | 84% | +3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|-------------------|----------------|---------------------------|----------------------------------|
| 3.2 | LCAP Parent Survey: Parents who believe their children feel safe at school. | 2023-24 80% | 2024-25 80% | | 95% | 0 |
| 3.3 | LCAP Parent Survey: Parents who feel the teachers at their child's school have respect for their children. | 2023-24 86% | 2024-25 89% | | 95% | +3% |
| 3.4 | Parent participation in decision-making and leadership activities will be measured by proper composition of the School Site Council in all District Schools | 2023-24 100% | 2024-25 100% | | 100% | 0 |
| 3.5 | Increase participation and involvement of parents of children with disabilities in the IEP process. Participation will be measured by sign-in sheets. | 2023-24 93% | 2024-25 97.67% | | 99% | +4.67% |
| 3.6 | Pre and post survey for parents who attend a presentation on online safety: Percent of parents who feel confident in setting parental controls to block unsuitable websites if their child attempted to access them. | Established in Fall of 2024 43% | 2024-25 43% | | 48% | NA |
| 3.7 | Parent participation of unduplicated pupils will include, but not be | Baseline Established in Spring of 2025 25 | 2024-25 25 | | 100 | NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------|--|----------------|---------------------------|----------------------------------|
| | limited to EL Education Night sign-in sheets | | | | | |
| 3.8 | An increase in families who report, through the annual LCAP Survey, that their children have the necessary resources to support learning at home. | NA | Baseline will be established in spring of 2026 | | To be determined | To be determined |

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.

Goal 3 has been successfully implemented as planned, with a range of actions designed to deepen parental involvement and enhance home-to-school connectivity. Some professional development was offered to administrators and teachers, while parents had the opportunity to engage through advisory committees at both the district and site levels. Elementary Parent Liaisons facilitated workshops and events, including leadership development opportunities through the Parent Leadership Training Institute in partnership with Valley Onward. Consistent communication between teachers and families has been maintained, with bilingual access to all key information and resources, and additional interpretation provided in Punjabi when needed. Parents have also received guidance on digital responsibilities through workshops and monthly newsletters.

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

Action 3.4: A material difference of 201% resulted from two factors: the purchase of devices to support students with special needs, and an increase in the cost of renewing the ParentSquare communication platform.

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

Goal 3 actions have been effective in enhancing parental involvement, fostering collaboration, and strengthening partnerships with families and community organizations. The district has successfully expanded outreach and learning opportunities, with Parent Liaisons playing a key role in engaging families through leadership training, workshops, and community-building events. While overall family engagement has increased, particularly through events and access to home learning resources, continued efforts are needed to boost participation in advisory groups such as ELAC and DELAC to ensure more representative input.

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.

Based on reflections from prior implementation, the district will enhance this action by providing professional development for administrators, teachers, and support staff focused on building trusting, respectful, and culturally sensitive relationships with families. To strengthen family engagement, greater emphasis will be placed on offering both in-person and virtual meeting options to accommodate varying schedules. School staff will also expand personalized outreach efforts, including direct invitations to families for school events and activities. These adjustments respond to lower-than-expected participation rates and aim to foster broader, more inclusive parent involvement. Continued input from families will inform refinements in event formats and outreach strategies. Metric 3.8 has been added to this goal to enable the district to track the percentage of parents who indicate that their children have the necessary resources to support learning at home.

Explanation of why the LEA has developed Goal 3:
 The explanation of why the LEA has developed Goal 3 was updated to reflect current data.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 3.1 | Family Engagement Professional Development | Provide professional development opportunities to develop the capacity of administrators, teachers, and support staff to learn about each family's culture and strengths and build trusting, respectful, and culturally sensitive relationships with families. | \$0.00 | No |
| 3.2 | Family Engagement | Provide families, including underrepresented groups, opportunities to provide input on district policies and programs including the development and implementation of the LCAP and School Plans for Student Achievement. | \$3,766.00 | Yes |
| 3.3 | Leadership Development | *Provide parents with learning opportunities and capacity-building leadership training. *Hire one Parent Liaison at each elementary school to support the site in the coordination of additional opportunities for families, teachers, and | \$190,127.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--------------------------------------|--|-------------|--------------|
| | | administrators to work together to plan, design, implement, and evaluate family engagement activities at the school and district level. | | |
| 3.4 | Communication and Student Outcomes | <p>*Ensure that official oral and written district and school policies, plans, student progress, and other data are available in languages spoken by families to increase school connectedness, parent engagement, and student achievement.</p> <p>*Ensure that parents and teachers meet at least two times per year to discuss student progress and develop achievement goals to improve student outcomes.</p> | \$24,045.00 | Yes |
| 3.5 | Supporting Home Learning Environment | Provide families with information and support to create home environments conducive to learning. Support may include a desk, device, and check-out program to support access to educational opportunities from home on an as-needed basis. | \$2,158.00 | Yes |
| 3.6 | Online Best Practices | Prioritize education of online responsibilities and promote best practices for parents. | \$0.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 4 | LUSD is committed to developing a systematic approach to address the individual language and academic needs of English Learners (ELs) to ensure all ELs experience academic growth and make progress of at least one level per academic year on the English Language Proficiency Indicator (ELPI). | Focus Goal |

State Priorities addressed by this goal.

| |
|--|
| Priority 2: State Standards (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.

LUSD is dedicated to supporting the academic growth of all English Learners (ELs), with a clear goal of ensuring each student progresses by at least one level annually on the English Learner Progress Indicator (ELPI). Recognizing the persistent achievement gap, the district is focused on identifying and addressing the language and The English Learner Progress Indicator shows a districtwide decline of 19.4%. Campus Park Elementary dropped by 5%, Livingston Middle School by 16.7%, Selma Herndon by 13.1%, and Yamato Colony by 42.9%. In response, the district implemented Goal 4 actions aimed at reversing the decline in ELPI and boosting outcomes for English Learners.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|------------------------------|----------------|---------------------------|----------------------------------|
| 4.1 | ELPAC: Percentage of ELs Progressing at Least One Level as measured by the ELPI | 2022-23 46% | 2023-24 28.9% | | 70% | -17.1% |
| 4.2 | EL Reclassification Rate | 2023-24 10% | 2024-25 9.8% | | 19% | -.2% |
| 4.3 | ELPAC Interim | District will establish baseline in Fall of 2024 | Neither the baseline nor the | | To be determined. | To be determined. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|------------------------------|----------------------------------|
| | | | Year 1 outcome can be determined at this time because the ELPAC Interim Assessment completion rates were less than 100%. | | | |
| 4.4 | English Learners will have access to the CCSS and ELD standards | 2023-24 100% | 2024-25 100% | | 100% | 0 |
| 4.5 | CAASPP ELA Interim Comprehensive Assessments Percent of 3rd-8th Gr. ELs who Nearly Met, Met or Exceeded Standard | Winter 2023 Gr. 6-8: 17% Gr. 3-5: 16% | Winter 2024 Gr. 6-8: 31% Gr. 3-5: 25% | | Gr. 6-8: 37% Gr. 3-5: 36% | +14% +9% |
| 4.6 | CAASPP Math Interim Comprehensive Assessments Percent of 3rd-8th Gr. ELs who Nearly Met, Met or Exceeded Standard | Winter 2023 Gr. 6-8: 4% Gr. 3-5: 22% | Winter 2024 Gr. 6-8: 8% Gr. 3-5: 37% | | Gr. 6-8: 24% Gr. 3-42% | +4% +15% |

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.

Implementation of Goal 4 is well underway, with targeted professional development delivered by district Academic Coaches on four high-leverage strategies for English Learners: Text Reconstruction, Sentence Unpacking, Sentence Deconstruction, and Story Retelling. Seventy-

two teachers participated in summer training, with additional sessions held during the school year to ensure full staff access, including classified staff trainings at school sites. Administrators also engaged in professional learning through site-based activities, coach-led sessions, and conferences. Campus Park and LMS partnered with MCOE on math-focused professional development emphasizing oral language, while LMS also joined the Multilingual Network to deepen support for ELs, especially Long-Term English Learners. Throughout the year, tri-annual EL progress monitoring and EL Family Nights took place, and a districtwide root cause analysis of CA Dashboard EL data highlighted the need to strengthen teacher understanding of the ELPAC assessment.

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

There are no material differences in Goal 4 between the budgeted expenditures and estimated actual expenditures.

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

Preliminary evidence indicates positive movement toward Goal 4, with winter assessment results showing growth for English Learners, including a more than 10% increase in the percentage of K–2 students reading at or above grade level. Teachers have expressed that focusing on one strategy at a time supports deeper implementation, suggesting future professional development may benefit from a more phased approach. While gains are evident, continued efforts are needed to fully meet the diverse academic and language development needs of ELs. To strengthen impact, the district will implement an ELD assessment protocol guided by the Academic Coach using the Plan, Do, Study, Act (PDSA) cycle to support data-driven instruction. Ongoing collaboration through the Multilingual Network, purposeful EL Family Nights, and targeted professional learning will be key to ensuring all ELs make consistent growth on the English Language Proficiency Indicator.

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.

Drawing from analysis of EL data, input from educational partners the district will take steps to ensure the consistent implementation of effective EL instructional strategies. Starting next school year, a dedicated District Coach will support all four school sites through aligned training and coaching. This system-wide coherence is expected to increase EL reclassification rates and improve formative assessment results in ELD-focused classrooms. Furthermore, the district will continue to build on the work started this year with the MCEO Multilingual Network to guide next steps through a collaborative, research-based approach to better serve the needs of ELs. In year two, LUSD will adjust its actions to incorporate professional learning aligned with the California English Learner Roadmap and best practice models, with a continued focus on improving redesignation outcomes, especially for Long-Term English Learners.

Last year, the district piloted the ELPAC Interim Assessments. For the current year, the intent was to administer these assessments to all ELs to support instruction and learning throughout the year. However, the ELPAC Interim Assessments were not administered to all ELs, resulting in incomplete data. Consequently, the district is unable to determine the baseline or Year 1 outcome for this metric due to completion rates falling below 100%. To ensure consistent administration of the ELPAC Interim Assessments next year, district and school leadership will implement enhanced oversight and coordination measures throughout the assessment process.

Explanation of why the LEA has developed Goal 4:
 The explanation of why the LEA has developed Goal 4 was updated to reflect current data.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|---|-------------|--------------|
| 4.1 | Staff Professional Development | Provide administrators, teachers, and classified staff professional learning on research-based effective strategies inclusive of student engagement, discourse, inquiry, and critical thinking with high expectations for ELs. | \$4,047.00 | Yes |
| 4.2 | English Learner Strategies | Campus Park and LMS will focus on research-based, targeted English Learner strategies. Emphasis on the needs of English Learners will be supported LEA wide through professional development and various district partnerships (ie MCOE and California Education Partners). | \$0.00 | No |
| 4.3 | ELPAC Interim | The site staff will administer the English Language Proficiency Assessments for California (ELPAC) and utilize the Elevation platform to better monitor the language acquisition progress of English Learners (ELs) and for reclassification purposes. | \$4,856.00 | Yes |
| 4.4 | EL Progress Monitoring | To better monitor EL progress teachers, administrators, and site and district support staff will establish an ELD assessment protocol to Plan, Do, Study, Act (PDSA) on the results of language acquisition (four language domains) using interim assessment and summative assessment data. Protocol will include: *Multiple classroom walkthroughs using ELD observation tools with a focus on speaking and writing at least three times a year *Tri-annual progress monitoring sessions with site and district leadership teams | \$4,317.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
| | | <p>*Schools will develop EL profiles in collaboration with teachers (Newcomers, At-Risk LTELs, and LTELs, ELs with Exceptional Needs, and Dual Language Learners) and monitor English language development during dELD through formative assessments</p> <p>*Establish a system to identify, monitor, and provide support to ELs At-Risk of becoming LTELs</p> <p>*Strengthen the post-reclassification monitoring process to ensure reclassified students continue to make academic progress.</p> | | |
| 4.5 | EL Parent Communication of Student Outcomes | At least twice a year, parents of English Learners will be invited to the school to participate in an EL Educational Night, providing them with information about programs, services, and supports available for their children. The initial meeting will be scheduled during the first trimester. | \$4,317.00 | Yes |
| 4.6 | Long Term English Learners | •The district will enhance its EL progress monitoring system to identify English Learners at risk of prolonged language acquisition challenges and provide them with research-based, targeted instruction and supplemental support to prevent them from becoming Long Term English Learners. | \$0.00 | 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 |
| \$9,182,295 | \$1,105,821 |

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 |
|---|-----------------------------|-------------------------|---|
| 34.256% | 0.000% | \$0.00 | 34.256% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| 1.1 | <p>Action: Mathematics Plan</p> <p>Need: Per the California School Dashboard results several student groups are underperforming in Mathematics. District: Orange Performance Indicator Student Groups in Orange Performance Indicator</p> | The action will guide staff to strategically intervene, aiming to improve Math student achievement throughout the district. This action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis. | Metrics to monitor effectiveness will include, but not be limited to: CAASPP Math local and state assessment results. |

| 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 |
|-------------------|---|---|---|
| | <p>Asian, ELs, Hispanic, Homeless, SED, Students with Disabilities, White Schools in Orange Performance Indicator Campus Park, Selma Herndon Schools in Red Performance Indicator LMS</p> <p>Scope: LEA-wide</p> | | |
| 1.2 | <p>Action: Literacy Plan</p> <p>Need: Per the California School Dashboard results several student groups are underperforming in ELA. District: Orange Performance Indicator Student Groups in the Orange Performance Indicator Asian, ELs, Hispanic, SED, Students with Disabilities, White Student Group in the Red Performance Indicator Homeless Schools in Orange Performance Indicator Campus Park, Selma Herndon, Yamato Colony Student Group in Red Performance Indicator LMS: English Learners</p> <p>Scope:</p> | <p>The action will guide staff to strategically intervene, aiming to improve ELA student achievement throughout the district. Based on data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA local and state assessment results.</p> |

| 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 | | |
| 1.3 | <p>Action: Professional Learning</p> <p>Need: California School Dashboard results indicate unduplicated pupils are underperforming in ELA, Math, ELPI, and Science.</p> <p>Scope: LEA-wide</p> | <p>This action will provide LUSD staff opportunities to refine teaching practices in order to engage and deliver high quality instruction on a daily basis. This action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results.</p> |
| 1.8 | <p>Action: Teacher Collaboration</p> <p>Need: Structured teacher collaboration creates a culture of continuous improvement, where educators are always learning and refining their practices to better support unduplicated pupils. California School Dashboard results indicate several unduplicated student groups are underperforming in ELA, Math, ELPI, and Science.</p> <p>Scope: LEA-wide</p> | <p>This action will ensure teachers have structured collaboration time to share effective teaching strategies, resources, and ideas, which can lead to improved instructional practices and better student outcomes. Based on research and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results. Additional metrics to monitor effectiveness will include data from the LCAP Teacher Survey, specifically focusing on teachers' sense of belonging.</p> |
| 1.9 | <p>Action: New Teachers and Administrators</p> <p>Need: Mentorship and training helps new educators develop skills and knowledge. Professional</p> | <p>This action will provide new LUSD teachers and administrators opportunities to refine teaching and leadership practices in order to engage and deliver high quality instruction on a daily basis. This action has been designed to meet the academic needs of unduplicated pupils. However, because this action</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment</p> |

| 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 |
|--------------------|---|--|--|
| | <p>growth is crucial for their effectiveness in the classroom and in administrative roles in order to better support the progress of unduplicated pupils. California School Dashboard results indicate several unduplicated student groups are underperforming in ELA, Math, ELPI, and Science.</p> <p>Scope: LEA-wide</p> | <p>will benefit all students it will be provided on a district-wide basis.</p> | <p>results. In addition, it will ensure that teachers are appropriately credentialed.</p> |
| <p>1.10</p> | <p>Action: Staffing, Infrastructure, and Technology Support</p> <p>Need: California School Dashboard results indicate several unduplicated student groups are underperforming in ELA, Math, ELPI, and Science.</p> <p>Scope: LEA-wide</p> | <p>This action will ensure the district has adequate staffing, infrastructure and support to strategically intervene in order to increase student achievement across the district. Based on data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results.</p> |
| <p>1.11</p> | <p>Action: Enrichment for All Students</p> <p>Need: California School Dashboard results indicate several unduplicated student groups are underperforming in ELA, Math, ELPI, and Science.</p> <p>Scope:</p> | <p>This initiative will offer enrichment and diverse learning opportunities for all LUSD students, ensuring they engage in challenging and stimulating educational experiences. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results. Additional metrics to monitor effectiveness will include data from the LCAP Student Survey, specifically focusing on</p> |

| 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 | | students' sense of belonging. |
| 2.1 | <p>Action: Social Emotional Development Professional Development</p> <p>Need: Professional development in this area will help staff enhance their skills and build stronger relationships with students and their families. This will lead to more effective instruction and better learning outcomes for unduplicated students.</p> <p>Scope: LEA-wide</p> | This action will ensure that staff participate in research-based professional development focused on collective efficacy, social and emotional support, and mental health, enhancing their ability to better support all students. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis. | Metrics to monitor effectiveness will include, but are not limited to: Improvements in students' sense of belonging and safety as measured by the LCAP Student Survey, as well as results from CAASPP assessments in ELA, Math, and Science, and ELPAC assessments at both local and state levels. |
| 2.2 | <p>Action: Student Attendance</p> <p>Need: Per the California School Dashboard results several student groups were chronically absent last year.</p> <p>District: Orange Performance Indicator Student Groups in Orange Performance Indicator EL, Hispanic Student Groups in Red Performance Indicator Asian, SED Schools in Red Performance Indicator Campus Park, Selma Herndon Campus Park: Groups in Orange Performance Indicator</p> | This action will engage all LUSD students in order to promote positive attendance and peer interactions while at school. Based on local and state data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis. | Metrics to monitor effectiveness will include, but not be limited to: Local attendance rates and CA Dashboard Chronic Absenteeism rates. |

| 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 |
|-------------------|--|--|---|
| | <p>SWD Campus Park: Groups in Red Performance Indicator EL, Hispanic, SED Selma Herndon: Groups in Orange Performance Indicator Asian Selma Herndon: Groups in Red Performance Indicator EL, Hispanic, SED, SWD Yamato Colony: Groups in Orange Performance Indicator Homeless, SWD Yamato Colony: Groups in Red Performance Indicator Asian</p> <p>Scope: LEA-wide</p> | | |
| 2.3 | <p>Action: Chronic Absenteeism</p> <p>Need: Per the California School Dashboard results several student groups were chronically absent last year.</p> <p>District: Orange Performance Indicator Student Groups in Orange Performance Indicator EL, Hispanic Student Groups in Red Performance Indicator Asian, SED Schools in Red Performance Indicator</p> | <p>The action will involve both site and district staff in monthly check-ins on chronic absenteeism to address cases of students who are at risk of becoming chronically absent. Based on local and state data and educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: Local attendance rates and CA Dashboard Chronic Absenteeism rates.</p> |

| 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 |
|-------------------|--|---|---|
| | <p>Campus Park, Selma Herndon Campus Park: Groups in Orange Performance Indicator SWD Campus Park: Groups in Red Performance Indicator EL, Hispanic, SED Selma Herndon: Groups in Orange Performance Indicator Asian Selma Herndon: Groups in Red Performance Indicator EL, Hispanic, SED, SWD Yamato Colony: Groups in Orange Performance Indicator Homeless, SWD Yamato Colony: Groups in Red Performance Indicator Asian</p> <p>Scope: LEA-wide</p> | | |
| 2.4 | <p>Action: MTSS: Behavioral and Social Emotional</p> <p>Need: The LCAP Student Survey indicates a slight decline in the percentage of students who feel safe at school and a decrease in students' sense of belonging. To address this, the district will strengthen school climate through social-emotional supports, counseling services, and staff training in culturally responsive and restorative practices. Student</p> | <p>This action will support all LUSD students' social, emotional, and behavioral development so that they feel safe, included, and ready to learn. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but are not limited to: Improvements in students' sense of belonging and safety as measured by the LCAP Student Survey, as well as results from CAASPP assessments in ELA, Math, and Science, and ELPAC assessments at both local and state</p> |

| 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 |
|-------------------|--|---|--|
| | <p>voice will be elevated through leadership groups and surveys to guide improvements. This need is particularly significant for unduplicated student groups, who may face greater challenges with safety and belonging. Targeted supports such as small-group counseling and mentoring will help ensure these students feel connected and supported.</p> <p>Scope: LEA-wide</p> | | <p>levels, local attendance rates and, CA Dashboard Chronic Absenteeism rates.</p> |
| <p>2.5</p> | <p>Action: Health Services</p> <p>Need: Over the past three years, the district has experienced lower than pre-pandemic meal participation rates and higher than pre-pandemic medical needs among the student population. To address this, the district will expand outreach to families on the availability and benefits of meal programs, increase access to healthy food options, and strengthen health services through additional nursing support and wellness education. This need is especially significant for unduplicated student groups who are more likely to rely on school meals for daily nutrition and may face barriers to accessing consistent medical care. Targeted supports, including bilingual communication, coordinated health referrals, and outreach to families, will ensure that these students receive essential nutrition and medical attention that supports both well-being and academic success.</p> | <p>This action will support students' physical health and promote peer-to-peer student interactions. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: Meal participation rates, attendance rates, CA Dashboard Chronic Absenteeism rates.</p> |

| 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 |
|-------------------|--|---|---|
| | <p>Scope: LEA-wide</p> | | |
| <p>2.6</p> | <p>Action: School Safety and Modernization of Spaces</p> <p>Need: Research indicates that safe, up-to-date, and comfortable learning spaces enhance student engagement and academic performance. To address this need, the district will invest in maintaining and upgrading facilities, improving classroom environments, and ensuring access to modern instructional resources. This is particularly important for unduplicated student groups, as they may have fewer opportunities outside of school to access safe and supportive learning environments. Providing high-quality facilities helps ensure equitable access to spaces that foster belonging, engagement, and academic success.</p> <p>Scope: LEA-wide</p> | <p>This action will prioritize funding to ensure school facilities are safe and conducive to teaching and learning. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: Facilities Inspection Tool annual rating.</p> |
| <p>3.2</p> | <p>Action: Family Engagement</p> <p>Need: Families should have a voice in decisions that affect their children’s education. Opportunities for input ensures that the voices of all, including the underrepresented groups, are heard and valued.</p> | <p>This action will provide families opportunities to provide input on district policies and programs including the development of the LCAP. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: Parent/Guarding participation in LCAP Advisory, School Site Council, ELAC and DELAC.</p> |

| 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 |
|-------------------|---|--|--|
| | <p>Scope: LEA-wide</p> | | |
| <p>3.3</p> | <p>Action: Leadership Development</p> <p>Need: By involving families in planning, designing, and evaluating engagement activities, parents feel empowered and valued as partners in the educational process. To address this need, the district will expand opportunities for family input through surveys, advisory committees, and culturally responsive engagement events. This is especially important for unduplicated student groups since their families may face barriers such as language, access, or awareness of school processes. Providing translation services, flexible meeting options, and targeted outreach will ensure these families are included and supported as active partners in their children’s education.</p> <p>Scope: LEA-wide</p> | <p>This action will allow for Parent Liaisons to continue building home-school connections by encouraging more families to participate in school activities and engage with their children in learning, leading to better student outcomes. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but are not limited to: LCAP Parent Survey results assessing their child’s sense of belonging and safety at school, the level of respect shown to their children by staff, increased participation of parents of children with disabilities in the IEP process, and increased participation in ELAC, SSC, DELAC and the LCAP Advisory.</p> |
| <p>3.4</p> | <p>Action: Communication and Student Outcomes</p> <p>Need: By informing families, parents feel valued as partners in the educational process. To address this need, the district will strengthen communication through multiple platforms,</p> | <p>This action will ensure that all LUSD parents and guardians can access school information in order to fully participate in their child’s education. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but are not limited to: LCAP Parent Survey results assessing their child’s sense of belonging and safety at school, the level of respect shown to</p> |

| 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 |
|-------------------|--|---|--|
| | <p>provide information in families' home languages, and offer regular updates on student learning and school initiatives. This is particularly important for unduplicated student groups whose families may experience barriers to accessing information. Targeted supports such as translation, outreach, and flexible communication methods will ensure these families are fully informed and engaged.</p> <p>Scope: LEA-wide</p> | | <p>their children by staff, and increased participation of parents of children with disabilities in the IEP process.</p> |
| <p>3.5</p> | <p>Action: Supporting Home Learning Environment</p> <p>Need: Educational Partner feedback indicates that, in some cases, there is a need to improve home learning by providing families with resources such as desks and devices. To address this, the district will continue to provide technology, furniture, and other essential resources to support home learning environments. This need is particularly significant for unduplicated student groups who may face greater challenges accessing reliable devices, internet, or adequate study spaces. Ensuring these families have the necessary resources promotes equity, supports learning beyond the classroom, and helps close opportunity gaps.</p> <p>Scope: LEA-wide</p> | <p>This action is designed to provide families the necessary resources to enhance their child's home learning environment. Based on educational partner input this action has been designed to meet the academic needs of unduplicated pupils. However, because this action will benefit all students it will be provided on a district-wide basis.</p> | <p>Metrics to monitor effectiveness will include, but are not limited to: School-level records of requests for items available for check-out such as desks and devices</p> |

| 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 |
|-------------------|---|--|--|
| <p>4.1</p> | <p>Action: Staff Professional Development</p> <p>Need: Professional development for teaching staff in this area will lead to more effective instruction and better learning outcomes for unduplicated pupils.</p> <p>Scope: LEA-wide</p> | <p>This action will ensure that staff participate in research-based professional development focused on effective strategies such as student engagement, discourse, inquiry, critical thinking, and high expectations to better support ELs and improve learning outcomes.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results.</p> |
| <p>4.3</p> | <p>Action: ELPAC Interim</p> <p>Need: Per the California School Dashboard results LUSD English Learners are underperforming as measured by the English Learner Progress Indicator.</p> <p>District: Orange Performance Indicator due to an 18.5% decline from the previous year Schools in Red Performance Indicator Campus Park and LMS</p> <p>District: ELs in Orange Performance Indicator in ELA District: ELs in Orange Performance Indicator in Math LMS: ELs in Red Performance Indicator in ELA LMS: ELs in Red Performance Indicator in Math</p> | <p>This action will provide staff better access to achievement data which will support monitoring of ELs and the reclassification process.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results as well as district reclassification rates.</p> |

| 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 |
|-------------------|--|---|--|
| | <p>Scope: LEA-wide</p> | | |
| <p>4.4</p> | <p>Action: EL Progress Monitoring</p> <p>Need: Per the California School Dashboard results LUSD English Learners are underperforming as measured by the English Learner Progress Indicator.</p> <p>District: Orange Performance Indicator due to an 18.5% decline from the previous year Schools in Orange Performance Indicator Selma Herndon Schools in Red Performance Indicator Campus Park and LMS</p> <p>District: ELs in Orange Performance Indicator in ELA District: ELs in Orange Performance Indicator in Math LMS: ELs in Red Performance Indicator in ELA LMS: ELs in Red Performance Indicator in Math</p> <p>Scope: LEA-wide</p> | <p>This action will ensure that ELs receive highly effective instruction, allowing them to progress through English proficiency levels promptly. Additionally, they will be appropriately monitored after reclassification.</p> | <p>Metrics to monitor effectiveness will include, but not be limited to: CAASPP ELA, Math, ELPAC, and Science local and state assessment results as well as district reclassification rates.</p> |

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 |
|-------------------|--|--|--|
| 4.5 | <p>Action: EL Parent Communication of Student Outcomes</p> <p>Need: Research indicates that informed parents can be strong advocates for their children and actively support their education. Input from educational partners reveals that LUSD parents of English Learners have a strong interest in learning more about the program and the support available to their children.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | This action will ensure parents of ELs are informed about progress, services and supports available to their children. | Metrics to monitor effectiveness will include, but not be limited to: EL Education Night sign-in sheets. |

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.

Not 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.

LUSD Plans to use the add-on funds to increase the number of staff providing direct services to students in the following actions:

- Action: 1.10: 1 Academic tutor, three instructional aides, one library clerk, one part-time school administrator
- Action 2.3: One school counselor

Action 2.4: Eight yard duty supervisors
 Action 2.5: One health aide
 Action 2.6: One custodian, one campus supervisor

These actions are based on needs identified by Educational Partner input and are intend to support the needs of the district's foster youth, English Learners, and low-income student.

| 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 | NA | 1:38 |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | 1:19 |

2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | 26,804,842 | 9,182,295 | 34.256% | 0.000% | 34.256% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$11,390,278.00 | \$6,706,994.00 | \$0.00 | \$822,252.00 | \$18,919,524.00 | \$11,690,260.00 | \$7,229,264.00 |

| 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 | Mathematics Plan | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$6,546.00 | \$79,073.00 | \$43,219.00 | \$42,400.00 | \$0.00 | \$0.00 | \$85,619.00 | |
| 1 | 1.2 | Literacy Plan | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$24,794.00 | \$131,227.00 | \$117,477.00 | \$38,544.00 | \$0.00 | \$0.00 | \$156,021.00 | |
| 1 | 1.3 | Professional Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$29,106.00 | \$28,706.00 | \$400.00 | \$0.00 | \$0.00 | \$29,106.00 | |
| 1 | 1.4 | Students with Disabilities | Students with Disabilities | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 1 | 1.5 | College and Careers | All | No | | | All Schools | | \$0.00 | \$26,000.00 | \$0.00 | \$0.00 | \$0.00 | \$26,000.00 | \$26,000.00 | |
| 1 | 1.6 | Targeted Academic Support | All | No | | | All Schools | | \$22,315.00 | \$8,743.00 | \$30,558.00 | \$0.00 | \$0.00 | \$500.00 | \$31,058.00 | |
| 1 | 1.7 | Building Thinking Classrooms | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 1 | 1.8 | Teacher Collaboration | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$136,419.00 | \$0.00 | \$136,419.00 | \$0.00 | \$0.00 | \$0.00 | \$136,419.00 | |
| 1 | 1.9 | New Teachers and Administrators | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | | \$58,267.00 | \$53,179.00 | \$111,446.00 | \$0.00 | \$0.00 | \$0.00 | \$111,446.00 | |
| 1 | 1.10 | Staffing, Infrastructure, and Technology Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | | \$3,906,338.00 | \$2,049,086.00 | \$3,283,586.00 | \$1,888,493.00 | \$0.00 | \$783,345.00 | \$5,955,424.00 | |

| 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 | | | | | | | | | | |
| 1 | 1.11 | Enrichment for All Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$4,779,744.00 | \$1,912,366.00 | \$2,162,792.00 | \$4,529,318.00 | \$0.00 | \$0.00 | \$6,692,110.00 | |
| 1 | 1.12 | Dual Language Academy | All | No | | | All Schools | | \$371,874.00 | \$29,452.00 | \$401,326.00 | \$0.00 | \$0.00 | \$0.00 | \$401,326.00 | |
| 2 | 2.1 | Social Emotional Development Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$2,757.00 | \$40,354.00 | \$37,354.00 | \$5,757.00 | \$0.00 | \$0.00 | \$43,111.00 | |
| 2 | 2.2 | Student Attendance | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$276,362.00 | \$628,033.00 | \$904,395.00 | \$0.00 | \$0.00 | \$0.00 | \$904,395.00 | |
| 2 | 2.3 | Chronic Absenteeism | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$14,073.00 | \$9,173.00 | \$0.00 | \$0.00 | \$4,900.00 | \$14,073.00 | |
| 2 | 2.4 | MTSS: Behavioral and Social Emotional | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$1,339,316.00 | \$125,479.00 | \$1,267,936.00 | \$194,359.00 | \$0.00 | \$2,500.00 | \$1,464,795.00 | |
| 2 | 2.5 | Health Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$486,792.00 | \$148,197.00 | \$627,266.00 | \$7,723.00 | \$0.00 | \$0.00 | \$634,989.00 | |
| 2 | 2.6 | School Safety and Modernization of Spaces | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$125,421.00 | \$1,870,578.00 | \$1,995,999.00 | \$0.00 | \$0.00 | \$0.00 | \$1,995,999.00 | |
| 2 | 2.7 | Online Safety Education | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 3.1 | Family Engagement Professional Development | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 3.2 | Family Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$3,766.00 | \$0.00 | \$0.00 | \$0.00 | \$3,766.00 | \$3,766.00 | |
| 3 | 3.3 | Leadership Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | | \$152,074.00 | \$38,053.00 | \$190,127.00 | \$0.00 | \$0.00 | \$0.00 | \$190,127.00 | |

| 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 | | | | | | | | | | |
| 3 | 3.4 | Communication and Student Outcomes | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | | \$0.00 | \$24,045.00 | \$24,045.00 | \$0.00 | \$0.00 | \$0.00 | \$24,045.00 | |
| 3 | 3.5 | Supporting Home Learning Environment | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$2,158.00 | \$2,158.00 | \$0.00 | \$0.00 | \$0.00 | \$2,158.00 | |
| 3 | 3.6 | Online Best Practices | All | No | | | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 4 | 4.1 | Staff Professional Development | English Learners | Yes | LEA-wide | English Learners | All Schools | | \$1,241.00 | \$2,806.00 | \$2,806.00 | \$0.00 | \$0.00 | \$1,241.00 | \$4,047.00 | |
| 4 | 4.2 | English Learner Strategies | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 4 | 4.3 | ELPAC Interim | English Learners | Yes | LEA-wide | English Learners | All Schools | | \$0.00 | \$4,856.00 | \$4,856.00 | \$0.00 | \$0.00 | \$0.00 | \$4,856.00 | |
| 4 | 4.4 | EL Progress Monitoring | English Learners | Yes | LEA-wide | English Learners | All Schools | | \$0.00 | \$4,317.00 | \$4,317.00 | \$0.00 | \$0.00 | \$0.00 | \$4,317.00 | |
| 4 | 4.5 | EL Parent Communication of Student Outcomes | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | \$0.00 | \$4,317.00 | \$4,317.00 | \$0.00 | \$0.00 | \$0.00 | \$4,317.00 | |
| 4 | 4.6 | Long Term English Learners | All | No | | | All Schools | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | | \$0.00 | |

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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 26,804,842 | 9,182,295 | 34.256% | 0.000% | 34.256% | \$10,958,394.00 | 0.000% | 40.882 % | Total: | \$10,958,394.00 |
| | | | | | | | | LEA-wide Total: | \$10,954,077.00 |
| | | | | | | | | Limited Total: | \$4,317.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|----------|--|-------------|--|---|
| 1 | 1.1 | Mathematics Plan | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$43,219.00 | |
| 1 | 1.2 | Literacy Plan | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$117,477.00 | |
| 1 | 1.3 | Professional Learning | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$28,706.00 | |
| 1 | 1.8 | Teacher Collaboration | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$136,419.00 | |
| 1 | 1.9 | New Teachers and Administrators | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$111,446.00 | |
| 1 | 1.10 | Staffing, Infrastructure, and Technology Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,283,586.00 | |
| 1 | 1.11 | Enrichment for All Students | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$2,162,792.00 | |

| 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 (%) |
|------|----------|---|---|--|--|-------------|--|---|
| | | | | | Low Income | | | |
| 2 | 2.1 | Social Emotional Development Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$37,354.00 | |
| 2 | 2.2 | Student Attendance | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$904,395.00 | |
| 2 | 2.3 | Chronic Absenteeism | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$9,173.00 | |
| 2 | 2.4 | MTSS: Behavioral and Social Emotional | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,267,936.00 | |
| 2 | 2.5 | Health Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$627,266.00 | |
| 2 | 2.6 | School Safety and Modernization of Spaces | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,995,999.00 | |
| 3 | 3.2 | Family Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$0.00 | |
| 3 | 3.3 | Leadership Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$190,127.00 | |
| 3 | 3.4 | Communication and Student Outcomes | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$24,045.00 | |
| 3 | 3.5 | Supporting Home Learning Environment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,158.00 | |
| 4 | 4.1 | Staff Professional Development | Yes | LEA-wide | English Learners | All Schools | \$2,806.00 | |
| 4 | 4.3 | ELPAC Interim | Yes | LEA-wide | English Learners | All Schools | \$4,856.00 | |
| 4 | 4.4 | EL Progress Monitoring | Yes | LEA-wide | English Learners | All Schools | \$4,317.00 | |
| 4 | 4.5 | EL Parent Communication of Student Outcomes | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$4,317.00 | |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$22,070,082.00 | \$22,338,255.00 |

| 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 | Mathematics Plan | Yes | \$73,503.00 | 96,291 |
| 1 | 1.2 | Literacy Plan | Yes | \$107,427.00 | 137,120 |
| 1 | 1.3 | Students with Disabilities | Yes | \$45,120.00 | 25,641 |
| 1 | 1.4 | Professional Learning | No | \$0.00 | 0 |
| 1 | 1.5 | Teacher Collaboration | No | \$26,000.00 | 33,000 |
| 1 | 1.6 | College and Careers | No | \$29,602.00 | 25,149 |
| 1 | 1.7 | Targeted Academic Support | No | \$0.00 | 0 |
| 1 | 1.8 | Building Thinking Classrooms | Yes | \$136,419.00 | 319,331 |
| 1 | 1.9 | New Teachers and Administrators | Yes | \$120,925.00 | 120,925 |
| 1 | 1.10 | Staffing, Infrastructure, and Technology Support | Yes | \$4,840,775.00 | 4,640,154 |
| 1 | 1.11 | Dual Language Academy | Yes | \$5,938,022.00 | 11,067,813 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 1 | 1.12 | Enrichment for All Students | No | \$5,684,559.00 | 854,593 |
| 2 | 2.1 | Social Emotional Development Professional Development | Yes | \$26,512.00 | 51,773 |
| 2 | 2.2 | Student Attendance | Yes | \$908,676.00 | 635,332 |
| 2 | 2.3 | Chronic Absenteeism | Yes | \$10,698.00 | 15,156 |
| 2 | 2.4 | MTSS: Behavioral and Social Emotional | Yes | \$1,335,343.00 | 1,486,858 |
| 2 | 2.5 | Health Services | Yes | \$561,975.00 | 605,276 |
| 2 | 2.6 | School Safety and Modernization of Spaces | Yes | \$1,985,547.00 | 1,987,161 |
| 2 | 2.7 | Online Safety Education | No | \$0.00 | 0 |
| 3 | 3.1 | Family Engagement | No | \$0.00 | 0 |
| 3 | 3.2 | Family Engagement Professional Development | Yes | \$7,654.00 | 7,654 |
| 3 | 3.3 | Leadership Development | Yes | \$204,083.00 | 186,886 |
| 3 | 3.4 | Communication and Student Outcomes | Yes | \$7,397.00 | 22,297 |
| 3 | 3.5 | Supporting Home Learning Environment | Yes | \$2,176.00 | 2,176 |

| 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 | 3.6 | Online Best Practices | No | \$0.00 | 0 |
| 4 | 4.1 | Staff Professional Development | Yes | \$4,072.00 | 4,072 |
| 4 | 4.2 | ELPAC Interim | No | \$0.00 | 0 |
| 4 | 4.3 | English Learner Strategies | Yes | \$4,895.00 | 4,895 |
| 4 | 4.4 | EL Progress Monitoring | Yes | \$4,351.00 | 4,351 |
| 4 | 4.5 | Long Term English Learners | Yes | \$4,351.00 | 4,351 |
| 4 | 4.6 | EL Parent Communication of Student Outcomes | No | \$0.00 | 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) |
|--|---|---|--|--|--|--|
| 9,093,765 | \$14,273,972.00 | \$11,025,920.00 | \$3,248,052.00 | 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 | 1.1 | Mathematics Plan | Yes | \$34,203.00 | 48,297 | | |
| 1 | 1.2 | Literacy Plan | Yes | \$107,427.00 | 117,527 | | |
| 1 | 1.3 | Students with Disabilities | Yes | \$0.00 | 25,241 | | |
| 1 | 1.8 | Building Thinking Classrooms | Yes | \$0.00 | 136,419 | | |
| 1 | 1.9 | New Teachers and Administrators | Yes | \$120,925.00 | 120,925 | | |
| 1 | 1.10 | Staffing, Infrastructure, and Technology Support | Yes | \$3,480,446.00 | 3,346,494 | | |
| 1 | 1.11 | Dual Language Academy | Yes | \$5,684,559.00 | 2,174,128 | | |
| 2 | 2.1 | Social Emotional Development Professional Development | Yes | \$26,512.00 | 38,404 | | |
| 2 | 2.2 | Student Attendance | Yes | \$908,676.00 | 903,846 | | |
| 2 | 2.3 | Chronic Absenteeism | Yes | \$3,263.00 | 6,759 | | |
| 2 | 2.4 | MTSS: Behavioral and Social Emotional | Yes | \$1,139,604.00 | 1,288,798 | | |
| 2 | 2.5 | Health Services | Yes | \$561,975.00 | 599,786 | | |
| 2 | 2.6 | School Safety and Modernization of Spaces | Yes | \$1,985,547.00 | 1,987,161 | | |

| 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) |
|--------------------|----------------------|--|---|--|---|---|---|
| 3 | 3.2 | Family Engagement Professional Development | Yes | \$0.00 | 4,351 | | |
| 3 | 3.3 | Leadership Development | Yes | \$204,083.00 | 186,886 | | |
| 3 | 3.4 | Communication and Student Outcomes | Yes | \$7,397.00 | 22,297 | | |
| 3 | 3.5 | Supporting Home Learning Environment | Yes | \$2,176.00 | 2,176 | | |
| 4 | 4.1 | Staff Professional Development | Yes | \$2,828.00 | 2,828 | | |
| 4 | 4.3 | English Learner Strategies | Yes | \$0.00 | 4,895 | | |
| 4 | 4.4 | EL Progress Monitoring | Yes | \$4,351.00 | 4,351 | | |
| 4 | 4.5 | Long Term English Learners | Yes | \$0.00 | 4,351 | | |

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) |
|---|---|--|---|--|---|--|--|---|
| 26,464,287 | 9,093,765 | 0 | 34.362% | \$11,025,920.00 | 0.000% | 41.663% | \$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, Statutes 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 # |
|--|
| <ul style="list-style-type: none"> • 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:

- 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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