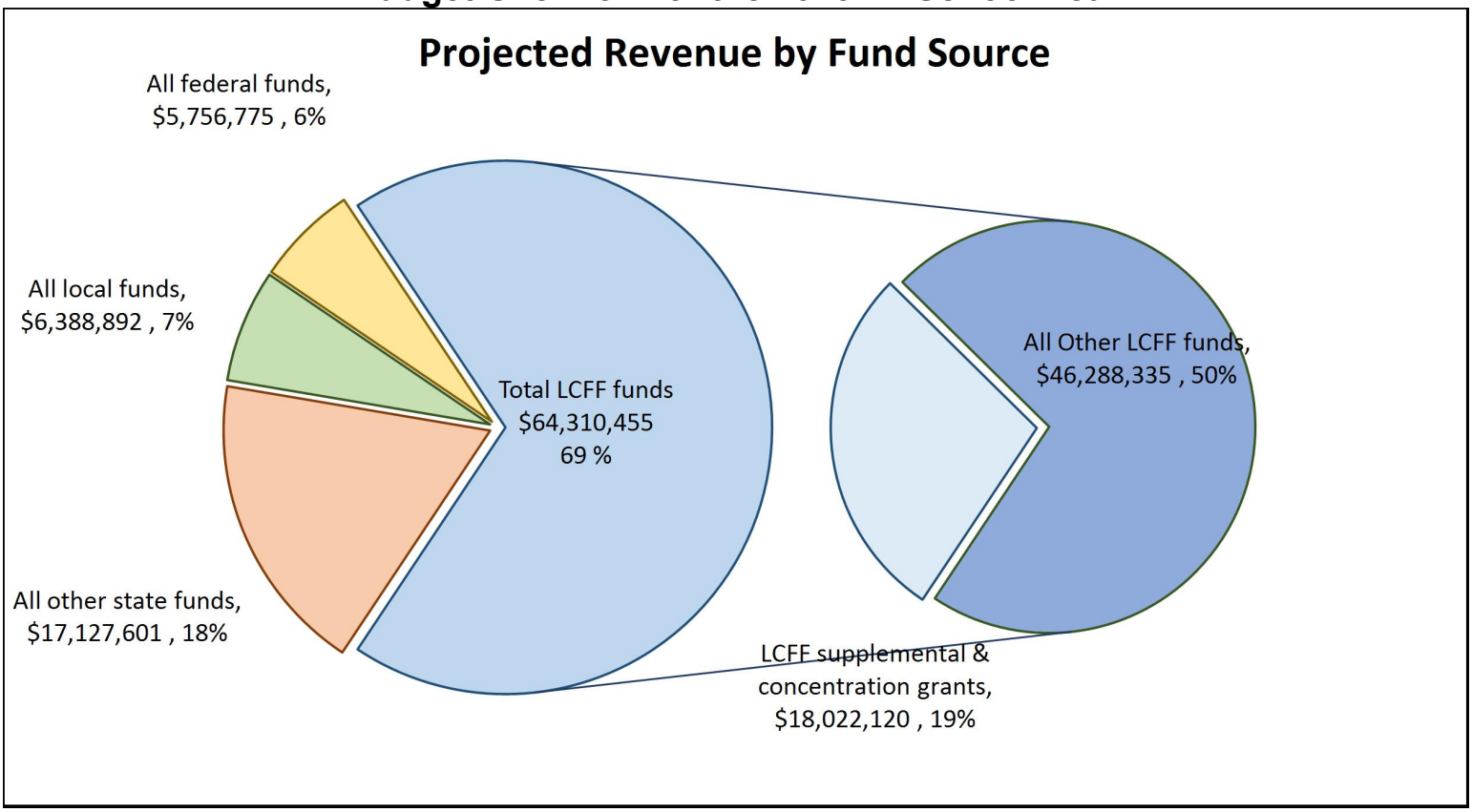
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lindsay Unified School District
CDS Code: 54-719935432414
School Year: 2026-27
LEA contact information:
Brian Griffin
Superintendent
bgriffin@lindsay.k12.ca.us
(559) 562-5111

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

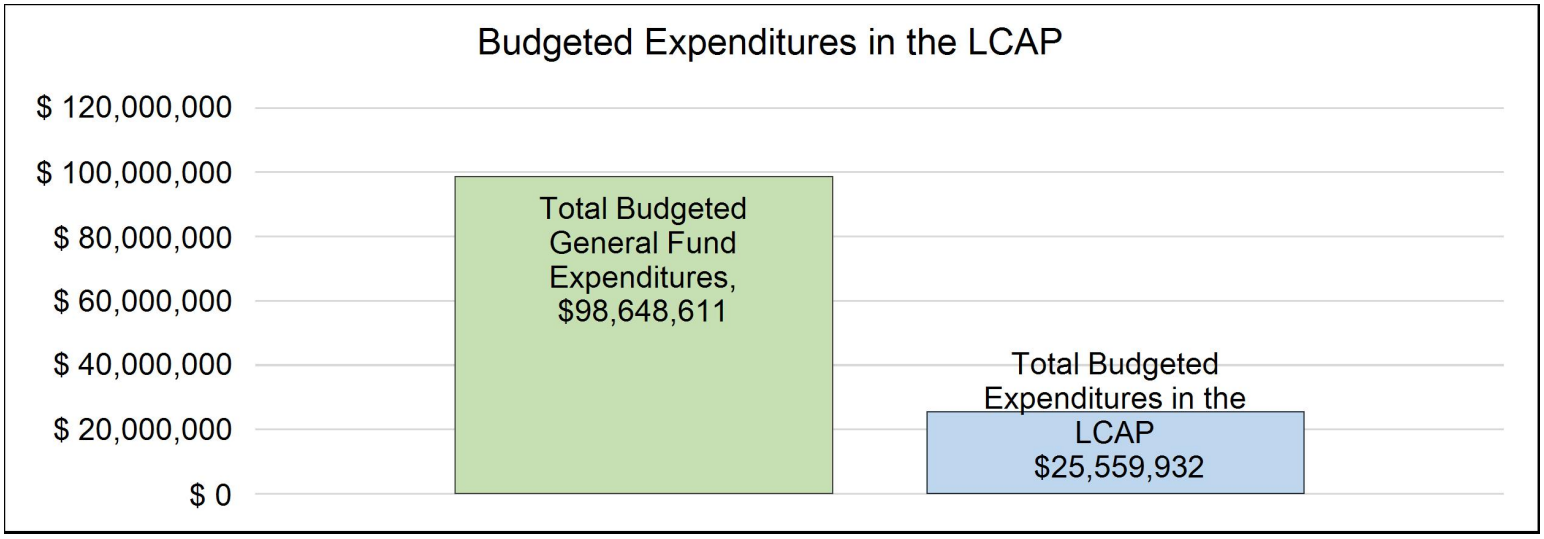


This chart shows the total general purpose revenue Lindsay Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lindsay Unified School District is $93,583,723, of which $64,310,455 is Local Control Funding Formula (LCFF), $17,127,601 is other state funds, $6,388,892 is local funds, and $5,756,775 is federal funds. Of the $64,310,455 in LCFF Funds, $18,022,120 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 Lindsay Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lindsay Unified School District plans to spend $98,648,611 for the 2026-27 school year. Of that amount, $25,559,932 is tied to actions/services in the LCAP and $73,088,679 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

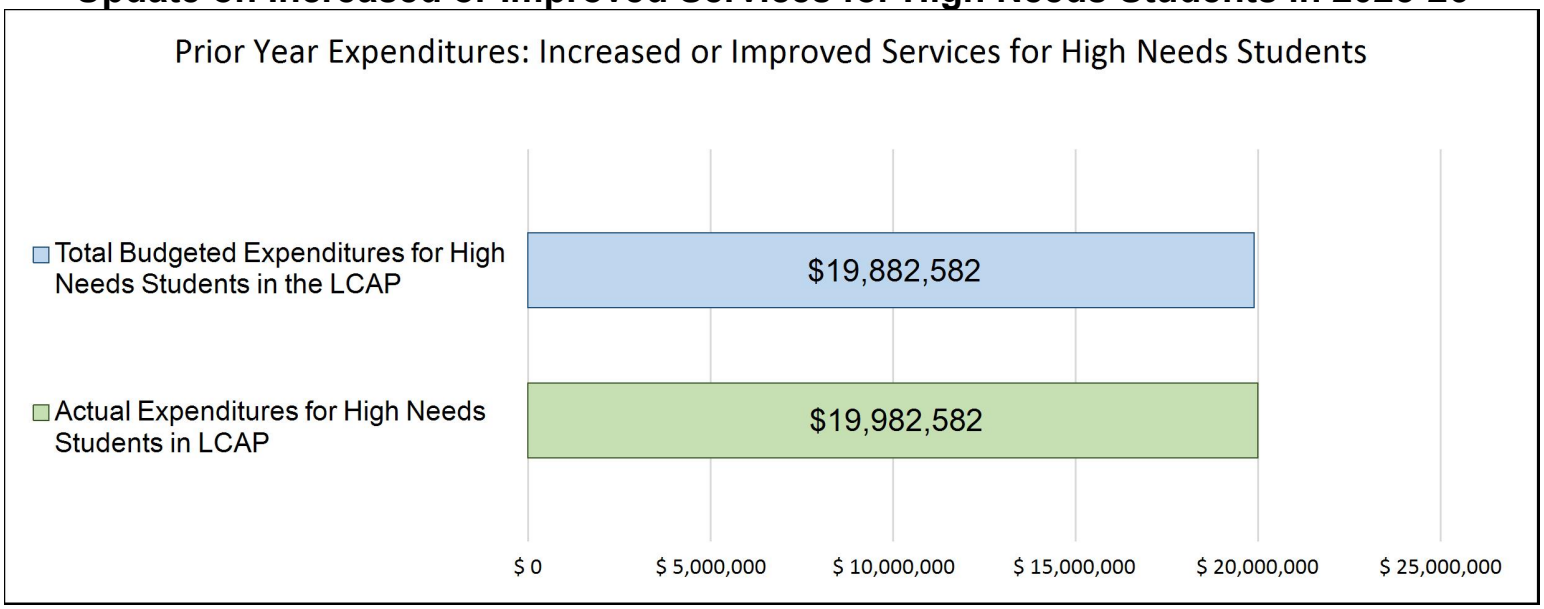
Maintenance and operations, core classroom learning facilitators, operational support services, and debt services.

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

In 2026-27, Lindsay Unified School District is projecting it will receive $18,022,120 based on the enrollment of Foster Youth, English learner, and low-income students. Lindsay Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lindsay Unified School District plans to spend $19,535,256 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Lindsay Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lindsay Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Lindsay Unified School District's LCAP budgeted $19,882,582 for planned actions to increase or improve services for high needs students. Lindsay Unified School District actually spent $19,982,582 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lindsay Unified School District	Brian Griffin Superintendent	bgriffin@lindsay.k12.ca.us (559) 562-5111

Plan Summary [2026-27]

General Information

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

The Lindsay Unified School District, serving more than 4,350 students in preschool through 12th grade, is located in the San Joaquin Valley, an agriculturally diverse area in California. Lindsay is a small, rural community known for its citrus and olive groves. Home to a large immigrant population, 95% of Lindsay students are Hispanic, and 29% are English learners (ELs). Lindsay is characterized by a high percentage of families living below the federal poverty level, low levels of English literacy, and low parental educational attainment. Today, many of the district's students come from migrant families who work in the surrounding fields and production areas.

Due to Lindsay's geographic, economic, linguistic, and cultural isolation, children face multiple barriers, including a lack of access to basic needs and a lack of English proficiency. 89% of Lindsay students come from low-income families, 11% meet state and federal criteria for homelessness, while 0.5% are foster youth. All students receive free meals.

The Lindsay Unified School District has six TK-8 schools with enrollment ranging from 360 to 744 students. Two of these schools offer Spanish dual language immersion. The district has a comprehensive high school with an enrollment of 1,065 students. The Lindsay Unified School District has an alternative education complex that houses a continuation school with 84 students, a community day class with an enrollment of 18 students, and a district-authorized charter school with an enrollment of 22 students in grades 9-12. It also houses the Lindsay Adult School, which serves the educational needs of Lindsay adults. Additionally, the District offers a free, open-enrollment preschool program, currently serving 285 students. Preschool classrooms are located in all six TK-8 schools and offer various programs. Lindsay High School was recognized in the spring of 2026 as a California Distinguished School for their work to close the achievement gap of Lindsay's secondary learners. Lindsay Preschool is recognized by other early childhood programs as a leader in serving the youngest

learners, drawing requests for visits from across the area. John J. Cairns and Lindsay Community School have been recognized by the CDE as model programs in their respective categories. John J. Cairns received its second model program recognition in a row this year.

The Lindsay Unified School District is one of the largest employers in the city of Lindsay, with 351 classified employees and 246 certificated employees. Due to the housing shortage in the community, many staff members must commute from nearby cities. Therefore, the District has taken strategic steps to attract and retain the most qualified staff to serve our students. The District has also actively sought funding to support teacher training and recruit, train, and retain local community members to serve Lindsay students.

Additional expenses include ensuring medical and mental health services for Lindsay students and families. Due to its geographic isolation, some residents have limited access to high-quality medical and mental health services. Families must travel to larger surrounding communities to access adequate services, which can place a financial burden on families living in poverty. For this reason, the District has been and continues to be receptive to providing access to high-quality medical and mental health services.

Eighteen years ago, Lindsay Unified recognized a challenge in academic achievement. The District's educational partners were faced with the moral imperative to achieve learning outcomes. The District committed to creating a system that produces students prepared for college, careers, and life. The model adopted by the community was a Performance-Based System. The Performance-Based System, which is gaining national recognition, is an innovative, student-centered educational approach. The purpose of the system is to personalize learning to meet students' academic needs, learning styles, and interests. Students work at their performance level and advance in learning only when they have demonstrated mastery of the required knowledge or skills. The pace of learning is flexible and adapts to the needs of the student. The transformation from the traditional education system to the Performance-Based System has required changes in culture, systems, and structures.

The Lindsay Unified School District is globally recognized for its innovation and student-centered systems. The District continues to host visitors from as far as Australia, who are eager to learn how learners are put at the center of the work being done. Lindsay received a grant from the California Commission on Teacher Credentialing to support teacher residencies. With the support of the CCTC grant, Lindsay will continue the residencies in the 2026-27 school year. Lindsay also participates in several grants funded through Digital Promise. In 2024, Lindsay was recognized for its innovation in technology infrastructure in the U.S. Department of Education's National Education Technology Plan.

Lindsay Unified has several other notable achievements. The Lindsay Unified School District operates a full migrant region, independent of the county, and its own Healthy Start Family Resource Center. In 2025-2026, Lindsay installed a community school on every campus to provide additional support to learners and families. For the second year in a row, Lindsay Unified was recognized as a Model SARB program by the CDE for finding creative ways to get learners to school and for keeping them engaged.

Lindsay Unified has two equity multiplier schools, John J. Cairns and Lindsay Community Day, both of which experience high student transience due to the nature of the services they provide in the alternative education setting.

Reflections: Annual Performance

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

District performance data reflects steady progress in foundational areas such as ELA, Math, suspension, and graduation, alongside challenges in college/career readiness, chronic absenteeism for specific groups, and outcomes for students with disabilities. These trends emphasize the need to continue strengthening instructional practices, targeted supports, and systemwide coherence to improve outcomes for all learners.

2025 CA School Dashboard Highlights

English Language Arts (ELA)
The district demonstrated overall improvement in ELA, increasing by 6.3 points in average distance from proficiency and maintaining a Yellow performance classification. Notable gains were observed at Washington Elementary, which improved by 21.3 points and advanced to the Green category, and at Lindsay High School (LHS), which improved by 13.7 points and also achieved Green status. Despite these gains, most learning communities and student groups remain in the Yellow or Orange performance categories. Students with disabilities at Lincoln Elementary continue to perform in the Red category, indicating a need for targeted instructional supports.

Mathematics
Districtwide performance in Mathematics improved by 11.9 points in distance from proficiency, resulting in a Yellow classification. LHS showed significant growth, improving by 36.7 points, while Washington Elementary was the only site to reach the Green category, improving from Yellow. District results show results; however, most learning communities remain in the Yellow or Orange categories. Students with disabilities, both at the district level and at Lincoln and Roosevelt, continue to perform in the Red category, highlighting persistent gaps and the need for focused intervention.

English Learner Progress Indicator (ELPI)
A total of 46.5% of English learners made progress toward English proficiency, representing a modest increase of 1 percentage point from the prior year. Despite this slight improvement, overall district performance declined to the Yellow category. At the site level, Jefferson Elementary improved by 5.6 points and achieved Green status, while Roosevelt Elementary declined significantly by 11.8 points and fell into the Red category. Encouragingly, long-term English learners demonstrated strong growth, improving by 8.8 points and reaching the Green performance level.

Suspension
Suspension rates declined significantly across all learning communities and student groups, declining by 2.3 percentage points to an overall rate of 1.9%. This substantial reduction enabled the district to exit Differentiated Assistance status previously triggered by suspension outcomes in the 2023 Dashboard. The district and all learning communities, with the exception of Lindsay Community Day, are now performing in the Blue or Green categories. No student group is currently in the Red category, reflecting systemwide improvements in school climate, behavior supports, and proactive intervention systems.

Chronic Absenteeism

The district made meaningful progress in reducing chronic absenteeism across learning communities and most student groups, with rates declining by 1.9 percentage points to 10.2%, resulting in an overall Yellow performance category. Jefferson, Lincoln, and Reagan recorded substantial declines of 4.9%, 3.6%, and 5.7%, respectively. However, students with disabilities at Reagan remain in the Red performance category, indicating a continued need for targeted attendance interventions for this group.

Graduation Rate
Graduation outcomes remain strong across the district. LUSD maintained a 93.8% graduation rate (Green), while LHS achieved a 96.3% rate (Blue). JJ Cairns reported a 100% graduation rate. No student groups are currently performing in the Red category, reflecting consistent success in supporting learners to graduation.

College/Career Readiness
The district experienced a decline in the percentage of learners meeting the “Prepared” level on the College/Career Indicator, decreasing by 6.8 percentage points to 44.6% of graduates meeting CCI criteria, resulting in a shift from Green to Orange performance. JJ Cairns and all student groups are currently in the Red category, signaling a significant area of need. This decline underscores the urgency of strengthening college and career pathways, particularly by expanding access to qualifying experiences and improving completion rates for key readiness measures.

Previous 2023 CA School Dashboard Highlights:

ELPI
Forty-five percent of English Learners are progressing towards English proficiency, reflecting an 8.1% decline from the 2022 dashboard. The district fell into the orange performance category with a medium status level. Kennedy, Lincoln, and Roosevelt learning communities received the lowest performance level (red) in ELPI, showing significant declines and achieving a “low” status level. Conversely, Jefferson Learning Community received the highest performance level (green) and was classified at the “high” status level. The district has aggressively reclassified its EL population over the past three years, reducing the EL learner group from 38% in the 2021–22 school year to 31% in 2023-24. As a result, many current ELs are now long-term English learners who have struggled to make adequate progress towards English proficiency.

ELA
The district improved the average distance to proficiency for all learners and is classified in the yellow performance category. No student group at the district level performed at the lowest performance level. All LUSD learning communities, except for LHS, were in the yellow or orange performance category. LHS received the highest achievement level (high) and was placed in the blue performance category. Only Jefferson and Roosevelt saw a decline in change level. Kennedy's ELs and Roosevelt's Students with Disabilities (SWDs) achieved the lowest performance levels.

Math
Despite an increased change level in math, the status remains low, with an average distance from proficiency of -70.4% for all learners. This suggests that while there may be improvements, the starting point is significantly behind standards, and substantial efforts are needed to bring students up to par in mathematics. The district is in the yellow performance category and has increased the distance from proficiency. All Lindsay learning communities and student groups were either in the yellow or orange performance category, showing an increased or

maintained distance from proficiency scores. At the learning community level, Kennedy's ELs and Washington's SWDs achieved at the lowest performance level.

Suspension
However, suspensions rates for some learning communities in the district increased or significantly increased from the previous year. Following are the suspension results for student groups at learning communities for which the 2023 Dashboard performance indicator color result was Red (lowest performance level): JJ Cairns (ELs), Lindsay High School (ELs), Reagan (All Students group, SED, SWD, Hispanic), Roosevelt (All Students group, SED, Hispanic, Homeless), Washington (Homeless), Lincoln (All Students group, SED, ELs, Hispanic, Homeless), and Lindsay Community Day (All Students group, SED).

Chronic Absenteeism
The district saw significant improvement in chronic absenteeism rates across all learning communities and student groups, thanks to several measures implemented as part of continuous improvement for equity efforts. All learning communities were either in the yellow or green performance category, signifying a decline or significant decline in chronic absenteeism rates from the prior year. No student group at the district or site level achieved the lowest performance level in chronic absenteeism.

Graduation Rate
Although the change level indicates a decline, the graduation rate still maintains a “high” status level, with a district four-year cohort graduation rate of 90.5%. No student group performed at the lowest achievement level in graduation rate.

College/Career
Forty-four percent of high school graduates were classified as “Prepared” on the college/career indicator, placing LUSD at the medium achievement level. However, only 4.9% of students with disabilities were classified as “prepared,” putting them at a very low performance level both at the district level and at LHS, indicating a significant achievement gap. In John J. Cairns, 0% of learners were prepared, and Hispanic and socio-economically disadvantaged learners were also classified as very low.

Learning Recovery and Emergency Block Grant

Lindsay Unified has unexpended LREBG funds for the 2026-27 school year. LREBG funds will be used to support Goal 1 Action 6. The LUSD needs assessment continued to substantiate the need for continued academic supports in the TK-8 schools in the areas of ELA and math, where growth was made, but an achievement gap in comparison to state data remains. Goal 1 Action 6 addresses this by continuing the funding for additional learning facilitators that were previously supported through COVID recovery and previous LREBG funds to decrease staff-to-pupil ratios (Allowable Use of Funds A). LREBG funds will continue to support these additional positions despite minor decreasing enrollment that would otherwise lead to increased multi-graded classrooms. In addition to stabilizing ratios, the funds will also support this allowable use by stabilizing instructional time that may otherwise be lost when it is being split between curriculums.

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
Learners	Learners receive a wellness survey in the fall and spring. The survey data is used in the needs assessment process to determine where gaps may exist between learners' perceived and actual needs. Learners can also contribute to the development of the LCAP by participating in School Site Councils. A learner rep was added to the Parent Advisory Council this year to represent the learner voice within that group. The superintendent also met with a learner advisory group from alternative education on December 12, 2025 and February 25, 2026 and from Lindsay High School on January 23, 2026 and March 6, 2026.
Parents	The district offered a survey for parents and other educational partners to provide feedback on the goals of the LCAP and learner needs in November and December to coincide with parent-teacher conferences. The survey was disseminated through social media and ParentSquare, the district's communication system. Flyers were placed near sign-in sheets to ensure visibility while parents were on campus. Printed copies were distributed to schools and support departments. The survey allowed parents to assess their satisfaction with the district's various programs and contribute ideas on how to improve them, the need for additional programs, and any other suggestions they would like to share. Responses were shared with the LUSD Cabinet, all Learning Communities, and the PAC. The superintendent also held two listening sessions in May to hear concerns and suggestions from parents.

Educational Partner(s)	Process for Engagement
SELPA	The Director of Special Education attended SELPA meetings on August 25, 2025; October 6, 2025; November 3, 2025; December 1, 2025; February 2, 2026; March 2, 2026; and April 13, 2026. They then shared their feedback with District Administration during opportunities for administrator feedback.
PAC	All members have the opportunity to participate in the same activities as other parents. In addition, the PAC met four times. At the first meeting, on December 3, 2025, the PAC conducted a needs assessment using data from the 2025 California School Dashboard. On January 28, 2026, local learner data and learner responses to climate surveys were shared and needs were discussed. On March 18, 2026, the PAC reviewed adult data through educational partner and staff LCAP survey response data. It subsequently formulated its recommendations, which were shared with the LUSD Cabinet. On May 18, 2026, the PAC was presented with a complete draft of the LCAP and provided the opportunity to provide comments to the superintendent. The superintendent responded to these in writing and they were posted on the District LCAP website. The PAC includes secondary learner representation.
DELAC (English Learner Parent Advisory Committee)	All members have the opportunity to participate in the same activities as other parents. On May 20, 2026, the DELAC was presented with a complete draft of the LCAP and was given the opportunity to submit comments to the Superintendent. The Superintendent responded to these in writing.
Other School Personnel	All school staff participate in a wellness survey in the fall and spring to assess their perception of safety and support in their work. In the winter, a Local Control and Accountability Plan (LCAP) survey was conducted to gather information about the District's programs and potential needs.
LTA (Certificated Bargaining Unit)	District leadership met with LTA members, selected by their peers, on 5/22/2025, 10/23/2025, and 5/27/2026 to provide an opportunity to share what is going well, what needs improvement, and address areas for improvement. LTA members also participate in a wellness survey in the fall and spring to assess their perception of safety and support in their jobs. In the winter, an LCAP survey was conducted to gather feedback on District programs and potential needs. Regular

Educational Partner(s)	Process for Engagement
	meetings are also held between Human Resources representatives and the LTA to address any concerns that arise.
CSEA (Classified Bargaining Unit)	District leadership met with CSEA members, selected by their peers, on 5/22/2025, 10/23/2025, and 5/27/2026 to provide an opportunity to share what is going well, what needs improvement, and address areas for improvement. CSEA members also participate in a wellness survey in the fall and spring to assess their perception of safety and support in their work. In the winter, a Local Control and Accountability Plan (LCAP) survey was conducted to gather feedback on the district's programs and potential needs.
Principals	Principals have the opportunity to complete the winter LCAP survey, as well as the fall and spring wellness surveys, where their data is disaggregated from that of other staff functions. They meet regularly with the Assistant Superintendent of Business Services to discuss any current needs they may have. This information is incorporated into the annual LCAP Action/Budget meetings. Principals meet monthly for data chats with the superintendent and executive director of curriculum and instruction to discuss progress and needs. They also participate in data summits to share their Learning Community's Needs Assessment data in February.
Administrators	Administrators have the opportunity to complete the LCAP survey, as well as the fall and spring wellness surveys, where their data is disaggregated from that of other staff functions. They meet regularly with the Assistant Superintendent of Business Services to discuss their department's current needs. This information is incorporated into the annual LCAP Action/Budget meetings. They also participate in data summits in February to collaborate with schools and share out how their departments can coordinate with schools to better serve learners.
Educational Partners Equity Multipliers	The goals for the John J. Cairns and Lindsay Community Days were based on a series of spring (March-May) input sessions held after identification through existing structures, including School Site Council (with student representation), staff meetings (weekly), and family/caregiver meetings (frequency based on student need). Input focused on data related to student engagement, including attendance, discipline, academic learning progress, graduation rate, and social-emotional needs. LCAP survey data, student well-being data, and

Educational Partner(s)	Process for Engagement
	CHKS data were also disaggregated for both sites as part of the needs assessment. The needs expressed by learners and staff during Daily Circles were also considered in this, as both schools qualified due to the transient nature of their populations, making daily/weekly check-ins a more stable source of data than broader timed input, as the population has often changed by the next family gathering/event. In addition, a full service needs assessment was conducted by Healthy Start Family Resource Center in February 2025 (covered all the topics with focus groups of learners, families, and staff) that continued to be referenced during this school year.

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

Feedback from Educational Partners in 2025-26 centered heavily around discipline, behaviors, and supervision. The District received State Community Schools grants beginning in 2025-26, to expand mental health services and family engagement at all school sites with the addition of 3 new staff members for each community school, along with additional therapy access. This builds on the services provided through the LCAP Actions 2.1, 2.2, 2.3, and 2.6. In 2025-26, the teams were forming, receiving training, and aligning their practices, checking and adjusting along the way. There has been appreciation noted in the feedback for the additional support being provided from these staff members in day-to-day learner interactions. In 2026-27, the teams will be able to start the year with processes in place to begin immediately serving the needs of the learners and families. In addition to this specific training will be held at the District Professional Learning days funded in Action 1.8 to address a growing group with behavioral needs in TK-1st.

There is a need, based on the data and SELPA feedback, to refine special education services. Action 1.3 was developed to address this need. Parents and staff both showed concern for the higher needs of SWD that could not be addressed in a general education classroom. In response to this, LUSD expanded Special Education services in 2023-24 and continues to expand services through the current LCAP's Action 1.2. The additional staff will also help support the TK-1st professional learning series planned for 2026-27. Additional work to offer parent sessions using District and County staff has also started.

Learners and staff at the Equity Multiplier schools again noted the positive impact they had seen through Lindsay Circles and the Manhood Project. Despite this being an almost entirely new group of learners and families because of the nature of these two schools, the response was similar to the previous year. Input gained from parents and staff indicated the additional career-related activities that began through the Equity-Multiplier goal this year were successful and should continue. The staff noticed an improvement in behaviors and want the additional supports that have been in place through this goal to continue. For this reason, Goal 4 is remaining the same.

In addition to continued expansion of services through the LCAP, the District made adjustments to other services not funded by LCAP based on the educational partner feedback. Using other funding sources (ELO-P and Prop 28), the following additional support was added based on the feedback. A more structured academic hour, aligned to site priorities, will be in place in each TK-8 STARS after-school program class, supported by staff funded in Action 1.5. Intramural sports offerings were expanded in the elementary sites through STARS, as well ELO-P, in

direct response to the request for more opportunities for middle school-aged learners. 2025-26 partner requests for sports in the middle school grades were greatly reduced. Staffing to support expanded access to STARS was prioritized with ELO-P to increase the number of learners being served and ensure behavior supports for learners to supplement services provided during the regular school day, in Action 1.2. Prop 28 funds expanded the access to the arts at the alternative schools. Continued work will be done in 2026-27 to expand fine arts access in K-8 through Prop 28, ELO-P, and CTE pathway partnerships. This is in response to requests for additional elementary music options as well as internship opportunities for high school pathway learners. ELO-P and federal funding will also support additional afterschool Tier 2 ELA and math interventions for learners not meeting grade-level expectations, through Ampact.

The following steps were taken in the previous two years in response to feedback: Goal 2, was revised from the previous LCAP to narrow down the focus to increasing learner engagement to reduce negative behaviors. The District had already assigned a team to address this need through Differentiated Assistance. As part of the response, the District included Action 2.4, which takes the knowledge gained by this team and expands its work to the school sites to identify the individual needs, which differ greatly between elementary and secondary schools. LUSD also added Action 2.2, in response to this. By understanding families, and their needs, LUSD can provide the resources and connections needed to allow learners to come to school and focus on learning. LUSD added Action 2.1 to extend Lindsay Circles. Parents expressed a need for improvement in math. In response, the District ensured an additional math learning facilitator at the high school, previously funded with expiring funds, continued to be supported through the LCAP. It also expanded Action 2.5 to include after-school support at Alternative Education. This allows learners to get the extra support they need after school, during the academic portion. Similar feedback from the Equity-Multiplier Education Partners led to Action 4.2, which builds the skill level of learning facilitators to teach math.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve academic outcomes in the core areas of Math, English Language Arts, Science, and Social Studies, while also improving outcomes in career readiness courses to better prepare learners for success in college and career.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Lindsay Unified's strategic design states: "All Lindsay learners leave our school system with the opportunity to choose the future they desire. Graduates are ready for college, for employment, and/or for creatively designing their own future. In order to reach this vision, learners need to leave Lindsay Unified with all the advantages academic achievement brings.

Though gains have been made since COVID, learners have yet to return to pre-pandemic achievement levels. English Learners and Students with Disabilities in particular, have had trouble regaining what was lost. The District did not meet previous LCAP goals for Math and ELA and many significant subgroups trail the "ALL" student category in these metrics. The CA Dashboard indicated less than 50% of ALL learners are meeting standard in ELA, Math, and College and Career Readiness, with math being the furthest from proficiency. Also, less than 50% of ELs are making Progress in their English Proficiency. SWD are performing far below all other subgroups in college and career preparedness based on the CA Dashboard CCR indicator.

Educational partners repeatedly put math as an area of concern in their feedback, especially at the secondary level. Staff are continuing to request support in serving English Learners effectively and specific supports for LTELS, as they become a population with increasing levels of focus. Though resources and training exist in abundance due to multiple grants, continued time to become masterful in using what is available is still a need,

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA	Reduce the average distance from standard in SBAC ELA on the CA Dashboard District All = -26.8 District ELLs = -48.8 District Foster Youth = -75.7 District Homeless = -43.5 District SED = -30.6 Kennedy ELL = -72.4 Roosevelt SWD = -151.2 (2023 Dashboard) Priority 4	District All = -28.3 District ELLs = -52.5 District Foster Youth = N/A District Homeless = -53.7 District SED = -33.2 Kennedy ELL = -57.1 Roosevelt SWD = -126.4 (2024 Dashboard) Priority 4	District All = -22.0 District ELLs = -40.5 District Foster Youth = -67.0 District Homeless = -47.1 District SED = -26.2 Kennedy ELL = -53.7 Roosevelt SWD = -94.7 (2025 Dashboard) Priority 4	District All = 2 points above standard District ELLs = -21.8 District Foster Youth = -48.7 District Homeless = -16.5 District SED = -3.6 Kennedy ELL = 26.3 Roosevelt SWD = -124.2	District All = +4.8 (Increased) District ELLs = +8.3 (Increased) District Foster Youth = +8.7 (Increased) District Homeless = -3.6 (Decreased) District SED = +4.4 (Increased) Kennedy ELL = +18.7 (Increased Significantly) Roosevelt SWD = 56.5 (Increased Significantly)
1.2	SBAC Math	Reduce the average distance from standard in SBAC Math on the CA Dashboard District All = -70.4 District ELLs = -80.6 District Foster Youth = -123.9 District Homeless = -88.8 District SED = -73.1 Kennedy ELL = -105.1 Washington SWD = -154.1 (2023 Dashboard) Priority 4	District All = -65.6 District ELLs = -79.1 District Foster Youth = N/A District Homeless = -90 District SED = -69.1 Kennedy ELL = -85 Washington SWD = -154.3 (2024 Dashboard) Priority 4	District All = -53.8 District ELLs = -64.5 District Foster Youth = 84.1 District Homeless = -65.4 District SED = -57.1 Kennedy ELL = -75.5 Washington SWD = -138.4 (2025 Dashboard) Priority 4	District All = -40.4 District ELLs = -50.6 District Foster Youth = -113.9 District Homeless = -59.8 District SED = -43.1 Kennedy ELL = -75.1 Washington SWD = -124.1 Year 3 outcomes were adjusted due to a data error.	District All = +16.6 (Increased Significantly) District ELLs = +16.1 (Increased Significantly) District Foster Youth = +39.8 (Increased Significantly) District Homeless =+16.1 (Increased Significantly) District SED = +16 (Increased Significantly) Kennedy ELL = +16.1 (Increased Significantly)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Washington SWD =+15.7 (Increased Significantly)
1.3	Learners graduating prepared for College and Career	Increase the percentage of learners graduating prepared for College and Career per the CA Dashboard District ALL = 46.4% District SWD = 4.9% District ELLs = 30.9% District Homeless = 48% District SED = 46.3% LHS SWD = 5.7% JJ Cairns = 0% JJ Cairns Hispanic = Very Low (2023 Dashboard) Priority 4	District ALL = 51.5% District SWD = 19.4% District ELLs = 30.9% District Homeless = 46.6% District SED = 52.1% LHS SWD = 21.4% JJ Cairns = 0% JJ Cairns Hispanic = 0% (2024 Dashboard) Priority 4	District ALL = 44.6% District SWD = 12.3% District ELLs = 20.6% District Homeless = 20.7% District SED = 43.0% LHS SWD = 14.6% JJ Cairns = 1.7% JJ Cairns Hispanic = 1.8% (2025 Dashboard) Priority 4	District ALL 61.4% District SWD 19.9% District ELLs 45.9% District Homeless 63.0% District SED 61.3% LHS SWD 20.7% JJ Cairns = 5% JJ Cairns Hispanic = 3%	District ALL = -1.8% District SWD = -7.4% District ELLs = -10.3% District Homeless = -27.3% District SED = -3.3% LHS SWD = 8.9% JJ Cairns = 1.7% JJ Cairns Hispanic =1.8%
1.4	ALL teachers will fully implement state-adopted academic standards for all students.	100% (2023-24 Local Indicator Self-Reflection Tool)	100% (2024-25 Local Indicator Self-Reflection Tool)	100% (2025-26 Local Indicator Self-Reflection Tool)	100%	No change
1.5	High School graduates completing a CTE pathway sequence	Increase the percentage of High School graduates completing a CTE pathway sequence on the CA Dashboard "Met UC/CSU Requirement and CTE Pathway Completion" Report District All = 63.2%	District All = 68.6% District ELLs = 56.3% District Homeless = 63.3% District SED = 67.5% (2024 Dashboard) Priority 4	District All = 51.5% District ELLs = 37.8% District Homeless = 37.3% District SED = 50.6% (2025 Dashboard) Priority 4	District All = 85% District ELLs = 78% District Homeless = 80% District SED = 86%	District All = 11.7% District ELLs = -19% District Homeless = -20.7% District SED = -13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District ELLs = 56.8% District Homeless = 58% District SED = 63.6% (2023 Dashboard) Priority 4				
1.6	English learner progress	Increase the percentage of English learners making progress towards English proficiency per the CA Dashboard District = 45% Kennedy = 35.2% Lincoln = 38.3% Roosevelt = 40.5% (2023 Dashboard) Priority 4	District = 45.5% Kennedy = 57.5% Lincoln = 52.6% Roosevelt = 48.5% (2024 Dashboard) Priority 4	District = 46.5% Kennedy = 53.2% Lincoln = 51.4% Roosevelt = 36.7% (2025 Dashboard) Priority 4	District = 60% Kennedy = 50% Lincoln = 53% Roosevelt = 55%	District = +1.5% (Maintained) Kennedy = 18% (Increased Significantly) Lincoln = 13% (Increased) Roosevelt = -3.8% (Decreased)
1.7	EL reclassification rate	Maintain or increase EL reclassification rate at not less than 5% of eligible EL learners based on District Reclassification Data District = 11% (2023-24) Priority 4	District = 14% (2024-25) Priority 4	District = 12% (2025-26) Priority 4	District = 10%	+1%
1.8	AP Test Scores	Maintain the percent of learners scoring a 3 or higher in the AP test at 75% or higher based on	100% (2023-24) Priority 4	83% (2024-25) Priority 4	75%	+8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		College Board score reports 75% (2022-23) Priority 4				
1.9	ELA EAP exam.	Increase the percentage of Grade 11 learners who score "Ready" on the ELA EAP exam based on CAASPP reports. District All = 25.24% (2022-23) Priority 4	District All = 21.83% (2023-24) Priority 4	District All = 27.8% (2024-25) Priority 4	District = 30%	District All = 2.5%
1.10	Math EAP exam.	Increase the percentage of Grade 11 learners who score "Ready" on the Math EAP exam based on CAASPP reports. All = 2.27% (2022-23) Priority 4	All = 4.7% (2023-24) Priority 4	All = 12.1% (2024-25) Priority 4	District = 23%	District All = 9.8%
1.11	Training of Common Core (CCSS), Next Generation Science Standards, and ELD Standards	All (100%) certificated staff will be trained in teaching the Common Core (CCSS), Next Generation Science Standards and ELD Standards based on Local Indicator Tool	100% (2024-25) Priority 2	100% (2025-26) Priority 2	100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% (2023-24) Priority 2				
1.12	9-12 Broad course of study, including access to CTE courses	Increase learners access to a broad course of study by increasing the number of high school learners who enroll in a CTE course sequence based on District SIS data 86% (2023-24) Priority 7	92% (2024-25) Priority 7	98% (2025-26) Priority 7	100%	+12%
1.13	Early college credit	Increase the percentage of 9-12 learners who earn early college credit while enrolled in High School based on Internal data District All = 16% (2022-23) Priority 4	District All = 18% (2023-24) Priority 4	District All = 29% (2024-25) Priority 4	District = 30%	+13%
1.14	TK-8 access to broad course of study.	Ensure 100% of TK-8 learners are enrolled and receive instruction in math, ELA, Social Studies, Science, PE, and other content areas consisting of a broad course of study as	District = 100% (2024-25) Priority 7	District = 100% (2025-26) Priority 7	District = 100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reported on Local Indicator Tool District = 100% (2023-24) Priority 7				
1.15	Grades 3-8 Reading	Increase the percentage of grades 3-8 learners reading at grade level as measured by the local district benchmark, i-Ready District = 46% (2023-24) Priority 8	District = 48% (2024-25) Priority 8	District = 46% (2024-25) Priority 8	District = 61%	No change
1.16	Grades Tk-2 Early Literacy	Increase the percentage of grades TK-2 learners meeting early literacy benchmark, NSGRA 58% (2023-24) Priority 8	District = 53% (2024-25) Priority 8	District = 55% (2025-26) Priority 8	73%	-3%
1.17	Teacher Credentialing	Increase the percent of teachers fully credentialed as reported in DataQuest TAMO by FTE Report 86.2% clear	87.8% clear (2023-2024) Priority 1	87.8% clear (2023-2024) Priority 1	100% clear (2025-26)	1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-2023) Priority 1				
1.18	Teacher assignment	Increase the percentage of teachers appropriately assigned within their credentialed area as reported in DataQuest TAMO by FTE Report 88% (2022-2023) Priority 1	86.1% (2023-2024) Priority 1	86.1% (2024-2025) Priority 1	100% (2025-26)	-1.9%
1.19	TK-12 access to a broad course of study	Ensure that 100% of learners have complete access to a broad course of study that includes state-approved academic content and performance standards based on local indicator tool 100% (2023-24) Priority 7	100% (2024-25) Priority 7	100% (2025-26) Priority 7	100%	No change
1.20	A-G requirements	Increase the percentage of High school graduates completing A-G requirements as reported on CALPADS 1.7 Report ALL =52%	ALL =45% (2023–24) Priority 4	ALL = 42.3% (2025 Dashboard Additional Reports, Met UC/CSU Requirements and CTE Pathway Completion Report) Priority 4	ALL = 70%	1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022–23) Priority 4 Correction: The 2023 Baseline information above was incorrectly reported. Following below is the actual accurate data outcomes constituting the Baseline information to which future progress will be compared. ALL = 40.9% (2023 Dashboard Additional Reports, Met UC/CSU Requirements and CTE Pathway Completion Report) Priority 4				
1.21	Preschool enrollment	Maintain preschool enrollment based on internal preschool data Full Day - 88 Part Day - 352 (2023-24)	Full Day - 96 Part Day - 343 (2024-25)	Full-Day - 118 Part-Day - 346 (2025-26)	Full Day - 88 Part Day - 352	Full Day: +30 Part Day: -6
1.22	CTE and A-G completers	Increase the percentage of high school graduates who complete a CTE sequence and A-G requirement as reported on CALPADS 1.7	39.8% (2024 Dashboard Additional Reports, Met UC/CSU Requirements and CTE Pathway	29% (2025 Dashboard Additional Reports, Met UC/CSU Requirements and CTE Pathway	60%	-4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Reports and 3.19 Reports 42% (2022-23) Priority 4 Correction: The 2023 Dashboard Baseline information above was incorrectly reported. Following below is the actual accurate data outcomes constituting the Baseline information to which future progress will be compared. 33.8% (2023 Dashboard Additional Reports, Met UC/CSU Requirements and CTE Pathway Completion Report) Priority 4	Completion Report) Priority 4	Completion Report) Priority 4		
1.23	English Learner course access	All English Learners will receive instruction and curriculum that includes explicit Integrated and Designated English Language Development based on Internal Data 100% (2023-34)	100% (2024-25)	100% (2025-26)	100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Priority 7				

Goal Analysis [2025-26]

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

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

All actions were fully implemented:

1.1- Strengthen support to English learners by providing staff with coaching and support from 2 Curriculum and Instruction Specialists on implementing programs and services targeted at newcomers, LTELs, and newly identified English learners. These programs and services include Rosetta Stone, Lexia, SummitK12, SEAL, understanding EL data, connecting content to language, and lesson design with an EL focus. This year, the District had fewer newcomers entering but still has learners enrolled from the 2024-25 newcomer influx, who continue to need specialized support. To adjust to declining EL scores at the three targeted learning communities, training on how to integrate ELPAC task-types was also provided to allow learners to feel more confident when approaching the ELPAC. The Curriculum and Instruction Specialists were also able to attend additional trainings alongside secondary learning facilitators to expand strategies being used to support long-term English Learners in their core content areas.

1.2-The District employed supplemental Special Education staff to reduce case loads and improve outcomes for SWD. These positions include 3 Certificated Education Specialists, 2 Speech Therapists, and 2 ESA's. The Special Education Department received supplemental money to support ongoing professional learning in meeting the academic needs of SWD, as well as additional needs of SWD. This included the implementation of one class to meet the increasing needs for special services in the K-1 grades. It was a challenge to get these positions staffed and integrate the services into the other programs offered at the site. Having a full-time Ed Specialist at the 3 Alternative Education schools was successful in meeting the needs of learners on IEPs in those settings, as well as learners who needed more intensive support than the general education setting. One of the additional Education Specialists positions remained vacant throughout the year, but services were provided by a certificated substitute.

1.3- As the only comprehensive high school in the District, Lindsay High School Learners primarily make up the SWDs cohort on the CA Schools Dashboard, as well as the College and Career Readiness cohort for the District. The DAT team will work with Lindsay High School College and Career and Special Education Staff to identify potential routes for SWD to meet College and Career Readiness outside of those that are a focus for other students (A-G, CAASPP, Dual Enrollment) and may not be applicable to the path some SWDs are taking to graduation. Findings will be used to counsel and support high school SWD's in choosing an attainable pathway. It continues to be a challenge to match SWDs to the best college and career path for their specific needs, but increased communication and awareness in the area has helped team members better support learners in selecting those paths.

1.4- 3 additional certificated staff, additional CTE course periods, part-time industry expert teachers, a Farm Manager, and materials supplement programs supported by CTE funds to provide broader access to courses at LHS in efforts to have all learners participate in a

pathway during high school. In addition, 1 work-based learning coordinator was assigned to Lindsay High School and 1 was assigned to the Alternative Education campus to expand opportunities for learners to get real-world experiences in various industries. The work-based learning coordinators worked with administration to develop personalized routes to CCR for learners who may transfer to Alternative Education. Finding a path to CCR for learners in credit recovery continues to be a challenge, as their primary focus is on getting their diploma. More paid internships were successfully offered to CTE pathway learners at LHS. There was a dip in learners qualifying for CCR. An analysis led to a data issue that will be corrected in the future.

1.5- District-level staff provided support to sites in the areas of data and research, curriculum, and instruction to better equip sites to meet the individualized needs of learners. This staff includes two Curriculum Specialists and one Director of Educational Systems to design curriculum, instruction, and resources, and support teaching staff through the implementation of coaching cycles and professional learning in high-needs areas, such as Math, Reading, and English Learner Support. Writing, ELD, and instructional coaching were areas this group heavily supported training for during the 25-26 school year. Heavy resource development was done in the area of writing. Challenges were experienced in understanding how LMS data transfers to CALPADS and the College and Career Readiness indicator, but collaboration led to changes for the next data transfer window.

1.6- The District maintained 21 instructional aides to provide small group support in Foundational Reading (English and Spanish) and Math Skills, as well as serve small groups of English Learners with additional language support. The District also maintained 12 K-8 instructional aides to support instruction for struggling learners and English learners through the implementation of Tier II services. Instructional aides were previously trained by curriculum staff and other consultants in topics that were not always applicable to their specific role. Learning communities took over the planning for much of the professional learning these positions received to create better alignment with other initiatives in place. Additional teaching positions were funded as the District adjusted to post-COVID learner needs and enrollment numbers to ensure continuity of instructional practices. Elementary Instructional Support is principally focused on closing the achievement gap for English learners and low-income students. In the past, the role of instructional aide has had a lot of turnover, but this year it has been a stable group, allowing for more seamless service to learners. With a decrease in enrollment at some K-8 schools with extra learning facilitators, it has been difficult to maintain equitable class sizes.

1.7-Additional support was provided to the secondary schools in areas of need. An additional learning facilitator to support learners at John J Cairns who are credit deficient in Health and Elective requirements and an ELD LF to support access to ELD courses, as well as supporting the success of ELs in the broad course of study through integrated ELD, were fully implemented. An additional instructional aide was provided to support learners in accelerating through their coursework. An additional math LF at Lindsay High School provided expanded access to courses to meet the increased math graduation requirement of 3 years. The math team saw success in their expanded supports through course completions and CAASPP scores. Though it has been a challenge to find the right learning facilitators to serve the alternative education campuses, the increase in services has allowed innovative units of study to be implemented with support for all learners. This approach has been expanded to the Community Day School as well.

1.8- A comprehensive offering of professional learning on 5 additional days to meet the needs of both learners and staff included an intentional focus on newcomers and long-term English learners, effective math and literacy instruction, and supporting the social-emotional needs of learners. It is always a challenge to meet the needs of varying electives at the high school level. By coordinating with site administration, District PL days were able to meet the differing needs. It was a challenge to meet all the learning communities' varying

initiatives and professional learning needs through a single professional learning schedule, so in 2025-26, a balance was made between district-coordinated and learning community-coordinated time during these 5 PL days.

1.9- Expand preschool programs to provide 4-year-olds access to full-day instruction to better prepare learners for kindergarten. TK enrollment interest increased. There were challenges faced in finding the TK/preschool balance. Families were supported in making the choice that was best for their learner, and additional classes formed.

1.10- Training, implementation, and certification in the Impact Cycle and related approaches to giving effective feedback and creating measurable change for learners. The focus of this training was administrators and instructional coaches. All site administration successfully completed work in the Impact Cycle. It continued to be a challenge for them to get through full cycles of coaching with learning facilitators at their sites. They also worked to find the balance of coaching instruction while continuing to be an evaluator.

1.11- Maintain 8 Digital Learning Specialists and 1 Curriculum and Instruction Technology Coordinator at the primary and secondary levels to support use of technology for learning, as well as provide technology training and support to educational partners. Maintain additional technology staff to support device management and communication with educational partners around technology and Wi-Fi. Support the 1:1 device initiative and community Wi-Fi projects that allow learners access to learn from home regardless of their family's ability to pay. There were challenges for the staff in receiving upgraded devices for instructional staff, but they were able to complete the distribution.

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

1.2- Special Education Academic Services- Lindsay Unified had more Special Education needs than anticipated. To accommodate this, the District employed an additional Education Specialist, causing a 14% material difference in budgeted and actual expenditures.

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

1.1- Supports for English Learners -ELPI. This action was deemed effective. The percentage of English learners making progress towards English proficiency increased by 1% with a status level of Maintained. Notably, long-term English learners showed significant growth, improving by 8.8% and reaching the Green performance category.

1.2- Special Education Academic Services- This action has not yet shown effectiveness. Outcomes for students with disabilities continue to lag behind. Math achievement remains in the Red performance category overall, with students with disabilities at Lincoln and Roosevelt also performing in the Red category in Math achievement.

1.3- SWD College and Career - This action's effectiveness was not shown due to data issues. Students with disabilities declined by 6.8% on the 2025 Dashboard for College and Career Readiness; however, the cohort size was insufficient to receive a performance color designation

1.4- College and Career Readiness- This action has not yet proven effective, as JJ Cairns remains in the Red performance category at 1.7%, though it has improved from 0% in the prior dashboard.

1.5- Curriculum Support, 1.6- Elementary Instructional Support, 1.8 - Certificated Professional Learning, 1.10- Improving Feedback Training, and 1.11- Technology for Learning - The actions were effective in improving English Language Arts and math achievement. Districtwide performance in mathematics improved by 11.9 points in distance from proficiency, resulting in a Yellow classification. LHS showed significant growth, improving by 36.7 points, while Washington Elementary was the only site to reach the Green category, improving from Yellow. In ELA, the district demonstrated overall improvement in ELA, increasing by 6.3 points in average distance from proficiency and maintaining a Yellow performance classification. Notable gains were observed at Washington Elementary, which improved by 21.3 points and advanced to the Green category, and at Lindsay High School (LHS), which improved by 13.7 points and also achieved Green status.

1.7- Secondary Instructional Support- Overall, the additional support has been effective in improving both math and ELA achievement. Lindsay High School is performing in the Green performance category in ELA, improving its distance from proficiency by 13.3 points. Hispanic and socioeconomically disadvantaged (SED) student groups are also in the Green category, while all other student groups are performing in the Yellow or Orange categories. In mathematics, LHS improved its distance from proficiency by 36.7 points and remains in the Yellow category, with no student groups performing in the Red category.

1.9- Early Childhood- This action was effective. There was an increase in learners enrolled in full-day and a slight decrease in learners in part-day.

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

Metric 1.3 year 3 target outcome for the JJ Cairns Hispanic population was changed from a "Medium" indicator to a "3%" to create alignment with the other targets.
Metric 1.17 and 1.18 repeated the same outcome as Year 1. This was done to address the lagging nature of this data.
Action 1.1 SummitK12 will be discontinued from the learning community using it, as results have not indicated effectiveness.
Action 1.6 has been revised to include LREBG funding. One extra certificated position is moving from Action 1.6 to Action 1.7 to better support continuity at the secondary level.

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	Supports for English Learners	After looking at the red indicators on the dashboard at both the LEA and site levels, the LEA determined that continued work is needed to improve educational outcomes for English Learners. Specifically, to address the following Reds on the 2023 Dashboard: -Kennedy Elementary- ELA, Math, ELPI (ELs)	$67,258.00	No

Action #	Title	Description	Total Funds	Contributing
		-Lincoln Elementary- ELPI (ELs) -Roosevelt- ELPI (ELs) 2025 Dashboard: Kennedy Elementary- ELA-Orange, Math- Orange, ELPI-Orange (ELs) Lincoln Elementary- ELPI (ELs)- Yellow Roosevelt- ELPI (ELs)- Red Strengthen support to English learners by providing staff with coaching and support from 2 Curriculum and instruction Specialists on the implementing programs and services targeted at newcomers, LTELS, and newly identified English Learners. These programs and services include Rosetta Stone, Lexia, SEAL, understanding EL data, connecting content to language, and lesson design with an EL focus.		
1.2	Special Education Academic Services	The District will employ supplemental Special Education staff to reduce case loads and improve outcomes for SWD. These positions will include 3 Certificated Education Specialists, 2 Speech Therapist, and 2 ESA's. The Special Education Department will receive supplemental money to support ongoing professional learning in meeting the academic needs of SWD, as well as additional needs of SWD. This will include the implementation of two Special Day Classes to meet the increasing needs for Special Services. SWD is a learner group that consistently falls in the orange and red areas of ELA and Math for the LEA and it's schools. This action specifically addresses the following Reds on the 2023 Dashboard: Roosevelt- ELA (SWD) Washington- Math (SWD) 2025 Dashboard Roosevelt- ELA (SWD)- Orange Washington- Math (SWD)- Orange	$1,254,676.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	SWD College and Career	Lindsay Unified School District was identified for Differentiated Assistance (DA) based on College and Career Readiness for SWD. Lindsay Unified convened a Differentiated Assistance Team (DAT) in collaboration with the Tulare County Office of Education and the Continuous Improvement for Equity series. This team includes administrators and staff from the Special Education and Student Services departments. As the only comprehensive high school in the District, Lindsay High School Learners primarily make-up the SWDs cohort on the CA Schools Dashboard, as well as the College and Career Readiness cohort for the District. The DAT team will work with Lindsay High School College and Career and Special Education Staff to identify potential routes for SWD to meet College and Career Readiness outside of those that are a focus for other students (A-G, CAASPP, Dual Enrollment) and may not be applicable to the path some SWDs are taking to graduation. Findings will be used to counsel and support high school SWD's in choosing an attainable pathway. This action specifically addresses the following 2023 Dashboard reds: District CCI: SWD Lindsay Senior High CCI: SWD 2025 Dashboard: District CCI: SWD- Orange Lindsay Senior High CCI: SWD- No color	$0.00	No
1.4	College and Career Readiness	3 additional certificated staff, additional CTE course periods, part-time industry expert teachers, a Farm Manager, and materials will supplement programs supported by CTE funds to provide broader access to courses at LHS in efforts to have all learners participate in a pathway during high school. In addition, 1 work-based learning coordinator will be assigned to Lindsay High School and 1 will be assigned to the Alternative Education campus to	$1,125,874.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expand opportunities for learners to get real-world experiences in a variety of industries. The work-based learning coordinators will work with administration to develop personalized routes to CCR for learners who may transfer to Alternative Education. This action specifically addresses the following 2023 Dashboard reds: John J. Cairns Continuation CCI: ALL, Hispanic, SED 2025 Dashboard: John J. Cairns Continuation CCI: ALL, Hispanic, SED- Red		
1.5	Curriculum Support	District-level staff will provide support to sites in the areas of data and research, curriculum, and instruction to better equip sites to meet the individualized needs of learners. This staff will include two Curriculum Specialists and one Director of Educational Systems to design curriculum, instruction, and resources, and support teaching staff through the implementation of coaching cycles and professional learning in high-needs areas, such as Math, Reading, and English Learner Support. Supporting these efforts are a Data Systems Analyst, Coordinator of Research and Evaluation, and Clerical Assistant to strengthen and maintain data-driven decision-making. 1 Roving substitute will help maintain consistency for learners when LFs are out. Curriculum Support is principally focused on closing the achievement gap for Foster Youth, Homeless, ELs, and low-income students.	$1,295,108.00	Yes
1.6	Elementary Instructional Support	The District will maintain 21 instructional aides to provide small group support in Foundational Reading (English and Spanish) and Math Skills, as well as serving small groups of English Learners with additional language support. The District will maintain 12 K-8 Instructional Aides to support instruction for struggling learners and English Learners through the implementation of Tier II services. Instructional Aides will be trained by curriculum staff and other consultants in UFLI, Rime Magic, Word Work, small group management, and oral language supports amongst other things.	$3,314,225.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Action: Additional teaching positions will be funded as the District adjusts to post-COVID learner needs and declining enrollment numbers to ensure continuity of instructional practices. Local mid-year ELA and math benchmark data, analyzed through the needs assessment, aligned to the needs in 2025 Dashboard indicators for ELA, Math, and ELPI. Learners are making progress, but not at the rate expected. Research studies by Mason & Burns (1996), Veenman (1995), and Ansari et al. (2016) identify specific challenges to multi-grade classes, including reduced direct instructional time, increased teacher burnout, and less in-depth curriculum coverage that requires a higher level of skill on the part of the teacher to overcome than a single-grade class. Metrics 1.1, 1.2, 1.6, 1.15, and 1.16 LREBG Funds will be expended over the course of 2026-27 and 2027-28. In 2026-27, the district plans to expend $828,509. Elementary Instructional Support is principally focused on closing the achievement gap for English Learners and low-income students.		
1.7	Secondary Instructional Support	Additional support will be provided to the secondary schools in areas of need. An additional learning facilitator will support learners at John J Cairns who are credit deficient in Health and Elective requirements and an ELD LF will support access to ELD courses, as well as supporting the success of ELs in the broad course of study through integrated ELD. An Instructional Aide will support learners in accelerating through their coursework. An additional math LF at Lindsay High School will help provide expanded access to courses to meet the increased math graduation requirement of 3 years.	$812,172.00	Yes
1.8	Certificated Professional Learning	A comprehensive offering of professional learning on 5 additional days to meet the needs of both learners and staff will include: Planning for instruction to meet the needs of diverse learners, effective math and literacy instruction, and supporting the social-emotional needs of learners.	$712,619.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Early Childhood	Expand Preschool programs to provide 4-year-olds access to full-day instruction in order to better prepare learners for Kindergarten.	$1,433,054.00	Yes
1.10	Improving Feedback Training	Training, implementation, and certification in the Impact Cycle and related approaches to giving effective feedback and creating measurable change for learners. The focus of this training will be administrators, coaches, and teacher leaders.	$0.00	No
1.11	Technology for Learning	Maintain 8 Digital Learning Specialists and 1 Curriculum and Instruction Technology Coordinator at the primary and secondary levels to support use of technology for learning, as well as providing technology training and support to educational partners. Maintain additional technology staff to support device management and communication with educational partners around technology and Wi-Fi. Support the 1:1 device initiative and community Wi-Fi projects that allow learners access to learn from home regardless of their family's ability to pay.	$2,745,988.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase learner engagement, positive behaviors, and attendance through the building of relationships between learners and learners, learners and staff, and staff and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Several statements from the District's Strategic Design drive the goal to maintain learner engagement and attendance. The first,"Every day, Lindsay learners come to school and are met at their developmental learning level. They are challenged, they are successful, and they leave school wanting to return tomorrow," drive the District's goal for a broad course of study. The second, "All Lindsay learners are naturally highly motivated to learn because the learning experiences of each learner is matched to their developmental learning level, their learning styles and strengths, and their interests," guides the District to find ways to improve learner engagement. In order for learners to reach the future they choose, it is important that they are at school every day. Engagement in school will create habits around attendance that will translate into higher achievement.

The Strategic Design sets a clear vision for parents and other partners. "Parents are supportive of learning facilitators and the learning communities, and they team with the school to ensure their children receive the best education possible." This goal was developed to ensure families are invested and involved in their children's educational journey. Educational partner feedback indicated a need to increase parent access to all educational systems and tools designed to support their children. The District is committed to supporting the non-academic needs of learners. The Strategic Design states, "Lindsay graduates will assume responsibilities in seven significant aspects or spheres of living" known as the Lifelong Learning Standards. The need for additional social-emotional support has increased over the last year due to the COVID situation. Educational partners have requested more access to services, so learners can achieve the seven spheres of living.

Though attendance has continued to improve in the last two years due to intensive efforts, it has still not returned to pre-Covid levels. Suspensions continue to be an area of concern for the District and the key category pushing the District into Differentiated Assistance. Parents and families are the most important partner in supporting both of these areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Educational Partners Input	Increase the percentage of parents responding to the annual Educational Partners input survey 23% (2023-24) Priority 3 Correction: The 2023-24 Baseline information above was incorrectly reported. Following below is the actual accurate data outcomes constituting the Baseline information to which future progress will be compared. 6% (2023-24 Educational Partners Feedback Survey)	15% (2024-25) Priority 3	17% (2025-26) Priority 3	50%	11%
2.2	Participating in programs for unduplicated pupils and individuals with exceptional needs	Increase the percentage of parents participating in programs for unduplicated pupils and individuals with exceptional needs based on event Sign-in Sheets	38% (2023-24) Priority 3	41% (2025-26) Priority 3	75%	- 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		43% (2023-24) Priority 3				
2.3	Chronic absenteeism	Decrease chronic absenteeism rates as reported in CA Dashboard District All - 19.8% 2023 Dashboard Priority 5	District All - 12.1% 2024 Dashboard Priority 5	District All - 10.2% 2025 Dashboard Priority 5	All = 7%	Declined 9.6%
2.4	Attendance rate	Increase district attendance rate based in District SIS data All = 93.6% (2022-23) Priority 5	All = 94.4% (2023-24) Priority 5	All = 95.5% (2024-25) Priority 5	All = 97%	+ 1.9%
2.5	Middle School dropout rate	Maintain or decrease Middle School dropout rate at less than 0.01% based on CDE Dataquest All = 0% (2022-23) Priority 5	Maintain or decrease Middle School dropout rate at less than 0.01% based on CDE Dataquest All = 0% (2023-24) Priority 5	All = 0% (2024-25) Priority 5	All = 0%	No change
2.6	High School dropout rate	Decrease High School dropout rate based on CDE Dataquest	1.3% (2023-24)	0.6% (2024-25)	0.2%	+0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.5% (2022-23) Priority 5				
2.7	Graduation rate	Increase four-year cohort High School graduation rate based on CA Dashboard All = 90.5% ELL = 86.4% SWD = 83.3% 2023 Dashboard Priority 5	All = 93.5% ELL =89.1% SWD = 90.3% 2024 Dashboard Priority 5	All = 93.8% ELL =89.8% SWD = 93% 2025 Dashboard Priority 5	All = 97% ELL = 92% SWD = 89%	All = 3.3% ELL =3.4% SWD = 9.7%
2.8	Suspension rates	Decrease suspension rates based on CA Dashboard District = 5.60% SWD = 8.90% White = 8.90% Lincoln = 5% Lincoln SED = 5.80% Lincoln ELs = 5.20% Lincoln Hispanic = 5.20% Lincoln Homeless =11.40% LHS ELs = 12.40% Reagan = 4.30% Reagan SED = 4.20% Reagan SWD = 6.30% Reagan Hispanic = 4.20% Roosevelt = 4.90%	District = 4.2% SWD = 8.6% White = 3.8% Lincoln = 3.6% Lincoln SED = 4.2% Lincoln ELs = 4.6% Lincoln Hispanic = 3.9% Lincoln Homeless =10.0% LHS ELs = 12.6% Reagan = 1.6% Reagan SED = 1.7% Reagan SWD = 2.8% Reagan Hispanic = 1.5% Roosevelt = 5.7%	District = 1.9% SWD = 2.9% White = 0.7% Lincoln = 2.7% Lincoln SED = 2.8% Lincoln ELs = 1.4% Lincoln Hispanic = 2.6% Lincoln Homeless =9.3% LHS ELs = 4.4% Reagan = 1.2% Reagan SED = 1.3% Reagan SWD = 0% Reagan Hispanic = 1.1% Roosevelt = 0.8%	District = 2.10% SWD = 5.40% White = 5.40% Lincoln = 1.50% Lincoln SED = 2.30% Lincoln ELs = 1.70% Lincoln Hispanic = 1.70% Lincoln Homeless = 6.40% LHS ELs = 7.40% Reagan = 0.80% Reagan SED = 0.70% Reagan SWD = 2.80% Reagan Hispanic = 0.70% Roosevelt = 1.40%	District = Declined -3.7% SWD = -6% White = -8.2% Lincoln = -2.3% Lincoln SED = -3% Lincoln ELs = -0.6% Lincoln Hispanic = -3.8% Lincoln Homeless =-1.4% LHS ELs = 8% Reagan = -3.1% Reagan SED = -2.9% Reagan SWD = -6.3% Reagan Hispanic = -2.7 % Roosevelt = -4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Roosevelt Homeless = 9.30% Roosevelt SED = 4.80% Roosevelt Hispanic = 4.90% Washington Homeless = 10% Comm Day = 28.20% Comm Day SED = 28.20% JJ Cairns ELs =17.10% 2023 Dashboard Priority 6	Roosevelt Homeless = 13.8% Roosevelt SED = 5.9% Roosevelt Hispanic = 5.5% Washington Homeless = 1.3% Comm Day = 28.6% Comm Day SED = 30.0% JJ Cairns ELs =14.3% 2024 Dashboard Priority 6	Roosevelt Homeless = 4.3% Roosevelt SED = 0.7% Roosevelt Hispanic = 0.8% Washington Homeless = 1.4% Comm Day = 20.6% Comm Day SED = 19.4% JJ Cairns ELs =5.0% 2025 Dashboard Priority 6	Roosevelt Homeless = 5.80% Roosevelt SED = 1.30% Roosevelt Hispanic = 1.40% Washington Homeless = 6.50% Comm Day = 23.20% Comm Day SED = 23.20% JJ Cairns ELs = 12.10%	Roosevelt Homeless = -5% Roosevelt SED = -4.1% Roosevelt Hispanic = -4.1% Washington Homeless = -8.6% Comm Day = -7.6 % Comm Day SED = -8.8% JJ Cairns ELs =-12.1%
2.9	Expulsion rate	Maintain or decrease low expulsion rate based on CDE Dataquest 0% (2022-23) Priority 6	0.02% (2023-24)	0.03% (2024-25)	0%	+0.03%
2.10	Learners self reporting that they feel safe at school	Increase the percentage of learners self reporting that they feel safe at school on the District Learner Wellbeing Survey 84% (2023-24)	85% (2024-25)	87% (2025-26)	98%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Priority 6				
2.11	Staff reporting that their learning communities are a safe working environment	Increase the percentage of staff reporting that their learning communities are a safe working environment on the Adult Wellbeing Survey 93% (2023-24) Priority 6	96% (2024-25)	99% (2025-26)	98%	+6%
2.12	Learner connectedness	Increase the percentage of learners reporting a sense of connectedness in their learning communities on the Learner Wellbeing Survey 84% (2023-24) Priority 6	86% (2024-25)	86% (2025-26)	95%	+2%
2.13	Parents' sense of safety	Increase the percentage of parents' sense of safety about learning communities on the annual Educational Partners Survey 76% (2023-24) Priority 6	89% (2024-25)	87% (2025-26)	85%	11%

Goal Analysis [2025-26]

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

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

2.1- Expand the implementation of Circles through training, implementation support, and certification to improve school climate. Work with Transcend continued in the area of Circles, but did not expand. Transcend's Learner agency work and Learner-Centered Leadership Lab cohorts were expanded to make similar impacts on school climate. Additional effort was made to ensure a train-the-trainers model. Action was fully implemented as planned.

2.2- Train, certify, and deploy teams (to include members from various District departments and community groups, including Board members, counseling staff, SRO, administration, Healthy Start, Migrant, etc.) to work with families impacted by poverty in Lindsay to support their individual needs. The Poverty work contract was reduced due to a reduction in federal funding, so no certifications were provided. Action was partially implemented as planned through the regular workload of the coaches in the Community Schools and Healthy Start.

2.3- Improve services for families through education and resources offered by Healthy Start Family Resource Center, coordination of support through the Director of Student and Community Service, and translation services. Opportunities for families increased. Ensuring communications regarding these opportunities makes it to the intended audience continues to be an issue.

2.4- Members of the DAT will support school-level teams including administrators, psychologists, learning facilitators, and counselors with Red suspension indicators on the 2023 Dashboard in going through a similar process for their identified groups. Each school will evaluate the suspensions for each group to determine commonalities and differences in reasons for suspension. Team members will share what has worked to decrease the incidence of suspensions. The District exited Differentiated Assistance, but the DAT team continues to monitor suspensions and maintains similar support of site teams to ensure success is maintained.

2.5- Operate the After-School Intervention Programs (Red Zone and Knight Zone) for High School learners, which includes both academic support for learners who are behind pace and enrichment activities to keep learners engaged in and excited about school. Implementation of a Driver's Education and after-school academic supports was successful. Sports were supported through Knight Zone. With the drop-in nature of these programs, consistent participation remains a challenge.

Overall implementation changed for the following:
2.6- Increase the amount of social-emotional support available to learners by maintaining seven K-8 Counselors and four 9-12 counselors (3 at LHS and 1 at Alternative Education) to ensure support for social/emotional development and academic achievement; maintaining six LLL Mentors at the K-8 Schools to provide Social, Emotional, and Instructional support for struggling learners through one on one and small group interactions; maintaining four full-time psychologists to help identify and serve learners with mental health needs, and one SEL Specialist to develop and implement an SEL Task Force to bring services together. An After-School program Counselor/Community Liaison, 3 Student Advocates, 2 Community Schools Coordinators, 1 LCSW, and clerical support will add additional support to the school sites and coordination of services. The District Safety and Security Supervisor (not funded in this action) will work closely with this team of staff to maintain positive communications between families, community members, and schools. Representatives from this group will be a part of the

school level teams working with the DAT to reduce suspensions and increase attendance by addressing the underlying needs of learners. Additional positions were funded through the CA Community Schools Grant, placing a Student Advocate and Community Schools Coordinator at every Learning Community and expanding the number of LCSWs. These new positions were not fully implemented until the school year was underway.

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

2.6- Funding and staffing for the CA Community Schools Grant was added to this action.

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

2.1- Lindsay Circles, 2.2- Poverty Work, 2.4-Suspension Reduction Work, 2.5- Secondary After-School Program, and 2.6- Social-Emotional Support- The combination of actions was effective in reducing suspension rates over all. Suspension rates improved significantly across all learning communities and student groups, allowing the district to exit Differentiated Assistance status previously triggered by suspension outcomes in the 2023 Dashboard. The district and all learning communities, with the exception of Lindsay Community Day, are now performing in the Blue or Green categories. No student group is currently in the Red category, reflecting systemwide improvements in school climate and behavior supports.

2.3- Family Support: So far, this action has been effective. The District was able to increase parent survey responses (Metric 2.1) since 2023-24. Responses indicate satisfaction with resources offered to families. Surveys of learners and staff show an increase in the percentage feeling safe at school (Metrics 2.10 and 2.11).

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

Action 2.1 will continue to be implemented, but the model will change. Previous years have included a train-the-trainers method, allowing for cuts to the Transcend contracts and training to continue through District staff who can better monitor and support on a day-to-day basis. Action 2.6 will see the addition of the community schools positions and the funding from the CA Community School Grant. This includes a Lead Community Schools Manager, Student Advocates, Community Schools Coordinators, Licensed Clinical Social Workers and an Intake Specialist, replacing the Lifelong Learning Mentors with more full-time staff. This puts more highly trained, full-time staff on campus, daily.

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	Lindsay Circles	Expand the implementation of Circles through training, implementation support, and certification to improve school climate.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		This action principally supports the following areas of Red on the Suspension indicator in the 2023 CA School Dashboard: John J. Cairns Continuation (ELs) Lincoln Elementary (ALL,ELs, Hispanic, Homeless Youth, Socioeconomically Disadvantaged) Lindsay Community Day (ALL, Socioeconomically Disadvantaged) Lindsay Senior High (ELs) Reagan Elementary (ALL, Hispanic, Socioeconomically Disadvantaged, SWD) Roosevelt Elementary (ALL, Hispanic, Homeless Youth, Socioeconomically Disadvantaged) Washington Elementary(Homeless Youth) 2025 Dashboard: John J. Cairns Continuation (ELs)- No color Lincoln Elementary (ALL-Green,ELs-Green, Hispanic-Green, Homeless Youth-Orange, Socioeconomically Disadvantaged-Green) Lindsay Community Day (ALL-Orange, Socioeconomically Disadvantaged-Orange) Lindsay Senior High (ELs)- Green Reagan Elementary (ALL-Green, Hispanic-Green, Socioeconomically Disadvantaged-Green, SWD-Blue) Roosevelt Elementary (ALL-Blue, Hispanic-Blue, Homeless Youth- No color, Socioeconomically Disadvantaged- Blue) Washington Elementary(Homeless Youth)- Yellow		
2.2	Poverty Work	Train, certify, and deploy teams (to include members from a variety of District departments and community groups, including Board members, counseling staff, SRO, administration, Healthy Start, Migrant, etc.) to work with families impacted by poverty in Lindsay to support their individual needs. This action principally supports the following areas of Red on the Suspension indicator in the 2023 CA School Dashboard: Lincoln Elementary (Homeless Youth, Socioeconomically Disadvantaged) Lindsay Community Day (Socioeconomically Disadvantaged)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Reagan Elementary (Socioeconomically Disadvantaged) Roosevelt Elementary (Homeless Youth, Socioeconomically Disadvantaged) Washington Elementary(Homeless Youth) 2025 Dashboard Lincoln Elementary (Homeless Youth-Orange, Socioeconomically Disadvantaged-Green) Lindsay Community Day (Socioeconomically Disadvantaged - Orange) Reagan Elementary (Socioeconomically Disadvantaged-Green) Roosevelt Elementary (Homeless Youth-No color, Socioeconomically Disadvantaged- Blue) Washington Elementary (Homeless Youth)- Yellow		
2.3	Family Support	Improve services for families through education and resources offered by Healthy Start Family Resource Center, coordination of support through the Director of Student and Community Service, and translation services.	$467,049.00	Yes
2.4	Suspension Reduction Work	Lindsay Unified School District was identified for Differentiated Assistance (DA) based on suspension rates for SWD and White learners. Lindsay Unified convened a Differentiated Assistance Team (DAT) in collaboration with the Tulare County Office of Education and the Continuous Improvement for Equity series. This team includes administrators and staff from the Special Education and Student Services departments. The team is analyzing dashboard and local data to understand potential root causes contributing to high suspension rates for SWD and White subgroups and collaborating with other District teams in the area to share best practices. The DAT is studying district systems through a cycle of continuous improvement to implement changes that improve student outcomes. This process includes disaggregation of reasons for suspension, research around best practices, and the implementation of improvement efforts specifically designed to support positive student outcomes.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The Plan-Do-Study-Act (PDSA) cycle is an important aspect of the improvement work and will allow for testing a change in the real work setting — by planning it, trying it, observing the results, and acting on what is learned. This is the scientific method adapted for action-oriented learning. After testing a change on a small scale, learning from each test, and refining the change through several PDSA cycles, the team will implement the change on a broader scale. After the successful implementation of a change or series of changes for SWD and White learners, the team can spread the changes to other sites. It is the expectation that the results of the Plan, Do, Study & Act (PDSA) cycle embedded in the DAT will be replicable to all sites to decrease suspension rates in Lindsay Unified School District. Members of the DAT will support school level teams including administrators, psychologists, learning facilitators, and counselors with Red suspension indicators on the 2023 Dashboard in going through a similar process for their identified groups. Each school will evaluate the suspensions for each group to determine commonalities and differences in reasons for suspension. Team members will share what has worked to decrease incidence of suspensions. This action principally supports the following areas of Red on the Suspension indicator in the 2023 CA School Dashboard: District (SWD, White) John J. Cairns Continuation (ELs) Lincoln Elementary (ALL,ELs, Hispanic, Homeless Youth, Socioeconomically Disadvantaged) Lindsay Community Day (ALL, Socioeconomically Disadvantaged) Lindsay Senior High (ELs) Reagan Elementary (ALL, Hispanic, Socioeconomically Disadvantaged, SWD) Roosevelt Elementary (ALL, Hispanic, Homeless Youth, Socioeconomically Disadvantaged) Washington Elementary(Homeless Youth) 2025 Dashboard District (SWD-Green, White-Blue)		

Action #	Title	Description	Total Funds	Contributing
		John J. Cairns Continuation (ELs)- No color Lincoln Elementary (ALL-Green,ELs-Green, Hispanic-Green, Homeless Youth-Orange, Socioeconomically Disadvantaged-Green) Lindsay Community Day (ALL-Orange, Socioeconomically Disadvantaged-Orange) Lindsay Senior High (ELs)- Green Reagan Elementary (ALL-Green, Hispanic-Green, Socioeconomically Disadvantaged-Green, SWD-Blue) Roosevelt Elementary (ALL-Blue, Hispanic-Blue, Homeless Youth- No color, Socioeconomically Disadvantaged- Blue) Washington Elementary(Homeless Youth)- Yellow		
2.5	Secondary After-School Program	Operate the After-School Intervention Programs (Red Zone and Knight Zone) for High School learners, which includes both academic support for learners who are behind pace and enrichment activities to keep learners engaged in and excited about school. This action principally supports the following areas of Red on the Suspension indicator in the 2023 CA School Dashboard: John J. Cairns Continuation (ELs) Lindsay Community Day (ALL, Socioeconomically Disadvantaged) Lindsay Senior High (ELs) 2025 Dashboard John J. Cairns Continuation (ELs)- No color Lindsay Community Day (ALL-Orange, Socioeconomically Disadvantaged-Orange) Lindsay Senior High (ELs)- Green	$254,500.00	No
2.6	Social-Emotional Support	Increase the amount of social-emotional support available to learners by: maintaining seven K-8 Counselors and four 9-12 counselors (3 at LHS and 1 at Alternative Education) in order to ensure support for social/emotional development and academic achievement; maintaining six LLL Mentors at the K-8 Schools to provide Social, Emotional, and Instructional support for struggling learners through one on one and small group interactions; maintaining four full-time psychologists	$6,666,274.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to help identify and serve learners with mental health needs, and one SEL Specialist to develop and implement an SEL Task Force to bring services together. An After-School program Counselor/Community Liason, 3 Student Advocates, 2 Community Schools Coordinators, 1 LCSW, and clerical support will add additional support to the school sites and coordination of services. The District SRO (not funded in this action) will work closely with this team of staff to maintain positive communications between families, community members, and schools. Representatives from this group will be a part of the school level teams working with the DAT to reduce suspensions and increase attendance by addressing the underlying needs of learners. New 2026-27: Additional Licensed Clinical Social Workers, Community Schools Coordinators, and Student Advocates will join the team through Community Schools grants to serve each learning community. Schools to be served by the DAT (Suspension Focus Subgroups in Red on 2023 CA Dashboard): John J. Cairns Continuation (ELs) Lincoln Elementary (ALL,ELs, Hispanic, Homeless Youth, Socioeconomically Disadvantaged) Lindsay Community Day (ALL, Socioeconomically Disadvantaged) Lindsay Senior High (ELs) Reagan Elementary (ALL, Hispanic, Socioeconomically Disadvantaged, SWD) Roosevelt Elementary (ALL, Hispanic, Homeless Youth, Socioeconomically Disadvantaged) Washington Elementary(Homeless Youth) 2025 Dashboard John J. Cairns Continuation (ELs)- No color Lincoln Elementary (ALL-Green,ELs-Green, Hispanic-Green, Homeless Youth-Orange, Socioeconomically Disadvantaged-Green) Lindsay Community Day (ALL-Red, Socioeconomically Disadvantaged-Red) Lindsay Senior High (ELs)- Green Reagan Elementary (ALL-Green, Hispanic-Green, Socioeconomically Disadvantaged-Green, SWD-Blue)		

Action #	Title	Description	Total Funds	Contributing
		Roosevelt Elementary (ALL-Blue, Hispanic-Blue, Homeless Youth- No color, Socioeconomically Disadvantaged- Blue) Washington Elementary(Homeless Youth)- Yellow		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Manage district resources to serve the non-academic needs of learners through systems, structures and services.	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 Strategic Design states, "Lindsay facilities are first-rate and future-focused. All learning environments are clean, inviting, and suited for learning in the 21st century." This goal ensures continuous improvement of facilities and technology with an emphasis on maintaining safety at all times. 2022 CA School Dashboard data for Suspension rates is at a High level with three learner groups (Foster, Students with Disabilities, White) falling in the Very High level, indicating a need for improvement.

The Lindsay Community has come to rely on the District to support a variety of services, such as health resources, adult and parent education initiatives, and safe spaces for learners. Due to budget reductions, it is important that the District continue to flexibly support the needs of the learners it serves beyond the classroom, so they can come to school prepared to learn.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to state-standard aligned instructional materials	Ensure 100% of learners have access to state-standard aligned instructional materials in all courses based on Local Indicator tool 100% (2023-24) Priority 1	100% (2024-25)	100% (2025-26)	100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Facilities	Ensure that every learning community will have a "Good" or "Exemplary" rating on the Facility Inspection Report 100% (2023-24) Priority 1	100% (2024-25)	100% (2025-26)	100%	No change
3.3	Learner safety	Increase the percentage of learners self reporting that they feel safe at school on the Learner Wellbeing Survey 84% (2023-24) Priority 6	85% (2024-25)	87% (2025-26)	98%	+3%
3.4	Chronic absenteeism	Decrease chronic absenteeism rates reported on CA Dashboard District All - 19.8% 2023 CA Dashboard Priority 5	District All - 12.1% 2024 CA Dashboard Priority 5	District All - 10.2% 2025 CA Dashboard Priority 5	All = 7%	-9.6%
3.5	Suspensions	Decrease suspension rates reported on CA Dashboard District All = 5.60%	District All = 4.2% 2024 CA Dashboard Priority 6	District All = 1.9% 2025 CA Dashboard Priority 6	District All = 2.10%	-3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA Dashboard Priority 6				
3.6	SBAC ELA	Reduce the average distance from standard in SBAC ELA reported on CA Dashboard District All = -26.8 District ELLs = -48.8 District Foster Youth = -75.7 District Homeless = -43.5 (2023 Dashboard) Priority 4	District All = -28.3 District ELLs = -52.5 District Foster Youth = N/A District Homeless = -53.7 (2024 Dashboard) Priority 4	District All = -22.0 District ELLs = -40.5 District Foster Youth =67.0 District Homeless = -47.1 (2025 Dashboard) Priority 4	District All = 0 District ELLs = -21.8 District Foster Youth = -48.7 District Homeless = -16.5	District All = +4.8 (Increased) District ELLs = +8.3 (Increased) District Foster Youth = +8.7 (Increased) District Homeless = -3.6 (Decreased)
3.7	SBAC Math	Reduce the average distance from standard in SBAC Math reported on CA Dashboard District All = -70.4 District ELLs = -80.6 District Foster Youth = -123.9 District Homeless = -88.8 (2023 Dashboard) (Priority 4)	District All = -65.6 District ELLs = -79.1 District Foster Youth = N/A District Homeless = -90 (2024 Dashboard) Priority 4	District All = -53.8 District ELLs = -64.5 District Foster Youth = -84.1 District Homeless = -65.4 (2025 Dashboard) Priority 4	District All = -40.4 District ELLs = -50.6 District Foster Youth = -93.9 District Homeless = -58.8	District All = +16.6 (Increased Significantly) District ELLs = +16.1 (Increased Significantly) District Foster Youth = +39.8 (Increased Significantly) District Homeless =+23.4 (Increased Significantly)
3.8	Adult Education	Maintain Adult Education Enrollment based on internal enrollment data 184 learners enrolled	220 learners enrolled (2024-25 Local Data)	185 learners enrolled (2025-26 Local data)	Maintain enrollment of at least 166 (no more than 10% less than baseline)	+1 learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 Local Data)				

Goal Analysis [2025-26]

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

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

All actions were fully implemented as planned or to a larger extent than planned by supplementing funds.

3.1-To better serve learners, opportunities to participate in Organizational Health workshops will be offered to different departments. It is always a challenge to find a common time for departments with large part-time employees to complete the training. Changes to the way these workshops are structure and offered is being adjusted to allow for more participation.

3.2- Ensure learners access to a safe learning community through: 1 School Resource Officer to ensure a safe and positive school culture and Safety Monitors to support safe and positive interactions throughout the learning community. There were challenges to sharing the SRO with the police department, so the same services were offered, but with a Safety and Security Supervisor, rather than an SRO. This allowed for increased time spent serving the needs of learners and families in the educational setting, rather than being split with the police force. Additional safety measures for campus entry and emergency management have been heavily supported by this position.

3.3-Supplement site Title I funding with additional funds to be spent on the specific needs of the learners at each site, whether those be basic needs, academic, behavioral, or mental health related as addressed in SPSAs. Sites coordinate with instruction and business departments to ensure expenditures are aligned to the approved goals and actions within the SPSA. Provide funds to support the supply needs of Learning Facilitators (LFs). This was successful, especially with Title I cuts. It allowed some flexibility in meeting the needs of learners.

3.4- Supplemental Community Adult Education Classes to support parents of Lindsay learners with educational opportunities, so they can assist their learners in their education. Additional funding support has been successful. The program is becoming more popular and graduate numbers are increasing.

3.5- The District will maintain safe facilities by improving learning environments (lighting, electrical, HVAC, painting, etc.) to maximize conducive conditions for learning; improving CTE facilities to allow learners access to ideal conditions for learning trade skills; and updating furniture to ensure flexible seating. Continued improvements were made to facilities. Additional furniture upgrades were made to improve learning conditions, a library was expanded to accommodate more learners, and communication systems and lighting were upgraded for increased safety.

3.6- Provide Medical staff (2 RNs, 8 LVNs, 6 Health Aides) and supplies to serve the medical needs of learners and to improve the conditions for learning. Provide student athletes access to safe training conditions through an Athletic Trainer. Contract a Dental Clinic to provide

access to dental services for low-income learners. The dental clinic ended up being primarily directed towards Migrant learners, as funding was heavily supported by the Migrant Department.

3.7- Increase engagement of Classified Staff through professional development to improve their performance, which will impact student learning. Ongoing topics will include Lifelong Learning and Poverty work. Feedback from Classified staff regarding the Professional Learning was overall positive.

3.8- Provide staff to manage Lindsay's advancement work. Provide training to Lindsay Leads group members to support others in the implementation of learner-centered systems. This advancement work was successful in bringing in additional partners, leading to increased scholarship funds for learners.

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

3.4- Adult Education- Replaced the instructional aide position with a full-time secretary position. Reduced state funding for adult education resulted in the need for additional contributions from the LCAP to effectively run the program.
3.8- Advancement Work- The budget included participation and travel to conferences that were not attended.

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

3.1-Organizational Health, 3.2- School Safety, 3.3-Site Supplemental Funds, 3.6- Health Support, and 3.7- Classified PL- These actions were effective in getting learners to school and keeping them there. Chronic Absenteeism in the District declined by 1.9% and suspension rates declined by 2.3%. Learners self-reporting that they feel safe at school on the Learner Wellbeing Survey increased 2% to 86%.

3.4- Adult Education- This action was effective. Enrollment has maintained within the baseline range.

3.5- Facility Improvements- This action was effective. Every learning community had a "Good" or "Exemplary" rating on the Facility Inspection Report.

3.8- Advancement Work- Lindsay has continued its 3-yr contract with Eureka City Schools, among other commitments, that will help fund Lindsay Learner Scholarships. Staff members and learners have participated in consultancy sessions in the 2nd year of these contracts. Learners continued to gain experience in public speaking and agency. Through the work, they were also able to continue to earn scholarship money for their time spent in consultation. This work also created continued alignment of the LUSD's learner-centered vision among staff across all departments, allowing for further refinement of processes to support learners.

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

No changes were made to this goal.

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	Organizational Health	To better serve learners, opportunities to participate in Organizational Health workshops will be offered to different departments.	$0.00	No
3.2	School Safety	Ensure learners access to a safe learning community through: 1 Safety and Security Supervisor (previously a School Resource Officer) to ensure a safe and positive school culture and Safety Monitors to support safe and positive interactions throughout the learning community.	$924,761.00	Yes
3.3	Site Supplemental Funds	Supplement site Title I funding with additional funds to be spent on the specific needs of the learners at each site, whether those be basic needs, academic, behavioral, or mental health related as addressed in SPSAs. Sites coordinate with instruction and business departments to ensure expenditures are aligned to the approved goals and actions within the SPSA. Provide funds to support the supply needs of LFs.	$1,794,399.00	Yes
3.4	Adult Education	Supplemental Community Adult Education Classes to support parents of Lindsay learners with educational opportunities, so they can assist their learners in their education.	$64,880.00	Yes
3.5	Facility Improvements	The District will maintain safe facilities by: improving learning environments (lighting, electrical, HVAC, painting, etc.) to maximize conducive conditions for learning; improving CTE facilities to allow learners access to ideal conditions for learning trade skills; and updating furniture to ensure flexible seating.	$500,000.00	Yes
3.6	Health Support	Provide Medical staff (2 RNs, 8 LVNs, 6 Health Aides) and supplies to serve the medical needs of learners and to improve the conditions for	$1,824,169.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning. Provide student athletes access to safe training conditions through an Athletic Trainer. Contract a Dental Clinic to provide access to dental services for low income learners.		
3.7	Classified PL	Increase engagement of Classified Staff through professional development to improve their performance, which will impact student learning. Ongoing topics will include Lifelong Learning and Poverty work.	$49,322.00	Yes
3.8	Advancement Work	Provide staff to manage Lindsay's advancement work. Provide training to Lindsay Leads group members to support others in the implementation of learner-centered systems.	$70,247.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Learners in John J. Cairns and Community Day will increase their school engagement by June 11, 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Both John J Cairns and Lindsay Community Day have struggled with learner engagement. By definition, Credit Recovery and Community Day programs often welcome learners who have not been successful in school or have not found reasons to engage in school. Data shows learners in these two schools have high percentages of suspensions (local data shows greater than 20% in 2024-25), low attendance rates (local data shows attendance at less than 90% in 2024-25), and only one learner meeting the 2025 CA Dashboard criteria for College and Career ready. Actions within this goal in previous LCAPs have been positively impacting these outcomes at the sites. Though they still remain a concern, improvement has been made from the baseline year. Learners in this setting benefit from highly trained staff in the areas of learner connection, positive behaviors, and academic support. Historically, the teaching staff at these two schools have included new teachers finishing their credentialing or on waivers. A concerted effort has been made to recruit fully credentialed, experienced teachers to these schools, and there are currently no teachers without a full CA teaching credential. There is a continued need for support in keeping academic rigor, while maintaining learner connections. When learners are engaged, they will come to school and be engaged in learning, rather than negative behaviors.

Through input from educational partners, it was determined that the standard 6 period day was not working. Learners expressed during daily circles that they were not interested in standard classes, resulting in reduced motivation to come to school. They requested more engaging classes that met multiple requirements, that would switch more often in the semester, so they would not get bored by the content. Adult partners (parents and staff) continued to express a need for additional support getting learners to school and managing behaviors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Daily Attendance Rates	JJ Cairns- 87% Lindsay Community Day- 76%	JJ Cairns- 84.1%	JJ Cairns- 83.4%	JJ Cairns- 96%	JJ-Cairns = -3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Local data)	Lindsay Community Day- 61.5%	Lindsay Community Day- 90.4%	Lindsay Community Day- 90%	Lindsay Community Day= +14.4%
4.2	Decrease SARB Referrals	JJ Cairns- 31% of learners enrolled for attendance JJ Cairns- 11% of learners enrolled for Behavior Lindsay Community Day- 75% of learners enrolled for Attendance Lindsay Community Day- 68% of learners enrolled for Behavior (Local Data)	JJ Cairns- 17% enrolled for attendance JJ Cairns- 3% enrolled for behavior LCD- 8% enrolled for attendance LCD- 12% enrolled for behavior	JJ Cairns- 12% enrolled for attendance JJ Cairns- 0% enrolled for behavior Lindsay Community Day- 6% enrolled for attendance Lindsay Community Day- 0% enrolled for behavior	JJ Cairns- 21% of learners enrolled for attendance JJ Cairns- 8% of learners enrolled for Behavior Lindsay Community Day- 65% of learners enrolled for Attendance Lindsay Community Day- 58% of learners enrolled for Behavior	JJ Cairns: -19% enrolled for attendance JJ Cairns: -11% enrolled for behavior LCD: -69% enrolled for attendance LCD: -68% enrolled for behavior
4.3	Decrease Suspension Rates	Comm Day = 28.20% Comm Day SED = 28.20% JJ Cairns ELs =17.10% (2023 CA Dashboard)	Comm Day = 28.6% Comm Day SED = 30% JJ Cairns ELs = 14.3% (2024 CA Dashboard)	Comm Day = 20.6% Comm Day SED = 19.4% JJ Cairns ELs = 5.0% (2025 CA Dashboard)	Comm Day = 23.20% Comm Day SED = 23.20% JJ Cairns ELs = 12.10%	Comm Day = -7.6% Comm Day SED = -8.8% JJ Cairns ELs = -12.1%
4.4	Increase College and Career Readiness	0% learners CCR (2023 CA Dashboard)	0% learners CCR (2024 CA Dashboard)	1.7% learners CCR (2025 CA Dashboard)	5% of learners meet CCR indicator (2026 CA Dashboard)	+1.7%

Goal Analysis [2025-26]

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

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

Both actions were fully implemented.

4.1-Hire a Coordinator of Student Support to develop, improve, and implement Positive Behavior Interventions. This person will work closely with District teams to implement Plan-Do-Study-Act cycles to lower suspension rates. They will also work collaboratively with other District College and Career readiness staff to determine routes to readiness for learners in Alternative Education settings and improve access to community-based work-based learning internships. This action led to more personalized support with handling suspensions and working with families to decrease them. Finding ways to have learners in credit recovery meet the college and career readiness indicator has continued to be a struggle, but work continues to be done with other programs to determine what is working. The first learner to meet CCR standard was celebrated.

4.2- The schools will contract with an outside agency to support the development of math instruction in all learning facilitators at the two sites. Themed Integrated Units will be rolled out that incorporate multiple content areas. Best practices will be developed and implemented. This was a success. The support with math instruction allowed for multiple subject credentialed learning facilitators to increase their own understanding of secondary math, while integrating it with engaging topics. Only one new LF was added this year, allowing staff to dig deeper into the integrations. Continued professional learning time needs to be given to this endeavor to ensure its continued success.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

4.1- Learner Engagement and 4.2-Teacher Development- Suspension rates in Community Day declined by 8% for ALL and 10.6% for SED. At JJ Cairns, suspension rates declined 6.3%. This addition was effective with suspensions. The Community Day population is constantly changing, making it difficult to make year-to-year comparisons. JJ Cairns, which has a slightly more stable population, did see the impact in suspension reduction. The integrated units also seem to have impacted suspensions, as their initial implementation was just at JJ Cairns in the first year. Learners had more options to choose from that integrated content from multiple subjects, allowing for more efficient credit recovery and higher engagement. College and career readiness work within Action 4.1 was successful. 1.7% of learners met the college and career ready indicator, improving from 0%, and suspensions were reduced by nearly 10%.

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

No changes have been made to this goal. Though the qualifications for equity multiplier status continue to be met, the metrics show the actions have been effective each year. These schools qualify due to their transiency rates, so yearly metrics are groups of learners that are almost entirely different.

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	Learner Engagement	Hire a Coordinator of Student Support to develop, improve, and implement Positive Behavior Interventions. This person will work closely with District teams to implement Plan-Do-Study-Act cycles to lower suspension rates. They will also work collaboratively with other District College and Career readiness staff to determine routes to readiness for learners in Alternative Education settings and improve access to community-based work-based learning internships. The Coordinator will support the full implementation of Paxton Patterson Career Ready Labs, including focus on CTE trades.	$147,121.00	No
4.2	Teacher Development	The schools will contract with an outside agency to support the development of math instruction in all learning facilitators at the two sites. Themed Integrated Units will be rolled out that incorporate multiple content areas. Best practices will be developed and implemented.	$36,236.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$18,022,120	$2,314,827

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
39.410%	0.000%	$0.00	39.410%

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
1.4	**Action:** College and Career Readiness **Need:** Forty-four percent of high school graduates were classified as “Prepared” on the college/career indicator, placing LUSD at the medium achievement level. However, only 4.9% of students with disabilities were classified as “prepared,” putting them at a very low performance level both at the district level	The additional CTE positions allow for increased access to CTE courses that meet the interests of all learners in Lindsay and allow learners to meet the District graduation requirement of completing a pathway. Completing a pathway is one of the indicators of College and Career Readiness that is most accessible to all learners. In addition, completing internships also supports the College and Career Readiness indicator, while helping learners identify potential career interests. By providing specific staff members to help find these	Metrics 1.3 and 1.4

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
	and at LHS, indicating a significant achievement gap. In John J. Cairns, 0% of learners were prepared, and Hispanic and socio-economically disadvantaged learners were also classified as very low. College and Career Readiness Indicator for ELs falls behind other groups, Less than 50% of all learners are meeting CCR indicator, 100% of learners who transfer from Lindsay High School to John J Cairns Continuation or Lindsay Community Day are not meeting the CCR Indicator, 96.6 % of 9-12 learners are Socioeconomically disadvantaged. **Scope:** Schoolwide	opportunities, the District is opening up experiences to more learners. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.5	**Action:** Curriculum Support **Need:** CAASPP ELA data shows Low Income learner groups score an average of 4 points lower than all students in ELA and English Learners score 22 points lower on average than all students in ELA. In math, English learners score 10 points below all students. English Learner progress declined 8.1%, All student groups in the District ranked yellow or lower in Math/ELA **Scope:**	Services provided by this group of staff begin with data analysis. This group helps identify who needs support and what types of support they need. Data analysis is accompanied by professional learning and coaching around addressing the identified needs. By implementing this action LEA-wide, it aims to provide consistent support across the schools, ensuring that each learner benefits. This approach helps to standardize high-quality educational resources, promoting equity in learning opportunities and addressing disparities not only for Hispanic, English learners and low-income students but for all students who may face academic challenges.	Metrics 1.1, 1.2, and 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	LEA-wide implementation ensures that the benefits of learning tools and additional learning supports are widespread, contributing to improved educational outcomes across all schools.	
1.6	**Action:** Elementary Instructional Support **Need:** CAASPP ELA data shows Low Income learner groups score an average of 4 points lower than all students in ELA and English Learners score 22 points lower on average than all students in ELA. In math, English learners score 10 points below all students. Educational partner feedback indicates a lack of confidence in math instruction and resources in the District. **Scope:** Schoolwide	Continuing to develop the skills of elementary support staff to meet foundational needs in math and ELA will allow for increased supports during the school day, when they have more consistent access to struggling learners. By implementing this action LEA-wide, it aims to provide consistent support across the schools, ensuring that each learner benefits. This approach helps to standardize high-quality educational resources including instruction, promoting equity in learning opportunities and addressing disparities not only for Hispanic, English learners and low-income students but for all students who may face academic challenges. LEA-wide implementation ensures that the benefits of learning tools and additional learning supports are widespread, contributing to improved educational outcomes across all schools.	1.1, 1.2, and 1.6
1.7	**Action:** Secondary Instructional Support **Need:** Alternative Education Learners transfer with Credit deficiencies in their Freshman coursework and elective areas, all ELs need access to quality ELD instruction, most ELs at the secondary level are LTELS, and need additional support to reclassify, LHS Math	The 4 schools, serving 9-12, work in concert with each other, as learners transfer between them depending on their identified needs for the semester (Credit Recovery, Independent Study, Community Day, etc.). The small population at the Alternative Education campus makes it difficult to meet the large variety of course needs. Providing extra-support will ensure more learners graduate. Additional math support at Lindsay High School will indirectly impact the Alternative Education sites by providing learners with more access to	Metrics 1.2, 1.3, 1.6, and 1.12

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
	graduation requirement increased from 2 years to 3 years beginning with class of 2027. **Scope:** Schoolwide	quality math courses before transferring, and LHS learners will have access to higher levels of math. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
1.8	**Action:** Certificated Professional Learning **Need:** Suspension data shows a continued need to address the social-emotional needs of learners. The rate for All students has increased 0.8% and Students with Disabilities and White learner groups continue to have a higher incidence of suspension than others. Continued growth is happening in Math and ELA, for All learners and ELs, but not enough to move beyond yellow indicators on the Dashboard. Educational partners including parents and staff continue to list social emotional health as one of the largest areas of need. **Scope:** LEA-wide	Professional learning will heavily support identifying and planning to meet the needs of individual students, including behavioral, emotional, academic, and language needs. To achieve this, staff need time to collaborate around best practices and what has worked with the learners of Lindsay. Input and feedback gathered from educational partners indicates that the need in providing supports addressing the overall well-being of students is very evident, not just in Unduplicated Pupils. To ensure that no student in need of these supports and services is excluded, the practices and strategies learned through the professional development components of this Action will be utilized to provide benefit all students in need throughout the district.	Metrics 1.1, 1.2, 1.6, and 2.8
1.9	**Action:** Early Childhood **Need:**	TK is continuing to expand. Research indicates strong early childhood education experiences lead to improved learner outcomes. Lindsay Unified is the primary provider of preschool within the area. By creating a combo TK/PK full-day program, the	Metric 1.21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	More learning environments are needed to meet the growth of PK/TK full-day program due to birthdate expansion of TK and increased desires from educational partners for full-day programming for unduplicated pupils of all ages. Research indicates many benefits of early childhood education (ECE) for Low-Income learners. A 2017 study, “Impacts of Early Childhood Education on Medium- and Long-Term Educational Outcomes,” showed learners participating in ECE are 74% more likely to graduate and 22% less likely to be held behind. A 2002 publication, School Reform Proposals: The Research Evidence, indicated that ECE helps prepare students by developing their social, emotional, and cognitive growth. As mental-health is one of the main concerns indicated by educational partners, supporting more access to it early on, can impact future growth. Research indicates better outcomes for English learners in attendance, English Development, and literacy when participating in ECE. A 2021 report from the University of Chicago Consortium on School Research and the Latino Policy Forum indicated 90% of ELs who participated in ECE scored almost one level higher on an English Proficiency test and that they were more likely to demonstrate reading proficiency when entering Kindergarten and all the way through 3rd grade.	District can better support the needs of the socio-economically disadvantaged learners (88% of enrollment) with access to transportation, nutrition services, qualified early childhood educators, and expanded learning opportunities. The addition of TKs has also allowed for more enrollment of 3 yr olds in full-day preschool programs, meeting the demand of parents. By implementing this action LEA-wide, it aims to provide consistent support across the schools, ensuring that each learner benefits. This approach helps to standardize high-quality educational resources, promoting equity in learning opportunities and addressing disparities not only for Hispanic, English learners and low-income students but for all students who may face academic challenges. LEA-wide implementation ensures that the benefits of early-childhood education and additional learning supports are widespread, contributing to improved educational outcomes across all schools.	

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
	Historically, in Lindsay, Kindergarten attendance is lower than all other grade-levels in the District. Learning Communities have struggled to find ways to incentivize coming to school in a grade-level that is not required. District Data Analysis shows that learners who attended PK/TK had higher attendance in Kindergarten than those who did not. 100% of learners enrolled in Lindsay PK receive access to evidence-based English Learner programming through the use of the Sobrato Early Academic Language Program. **Scope:** Schoolwide		
1.11	**Action:** Technology for Learning **Need:** 88% of learners are low income. Learners need reliable access to digital programs and resources when not at school to accelerate learning. CAASPP ELA data shows Low Income learner groups score an average of 4 points lower than all students in ELA and English Learners score 22 points lower on average than all students in ELA. In math, English learners score 10 points below all students. English Learner progress declined 8.1%, All student groups in the District ranked yellow or lower in Math/ELA	This action ensures that unduplicated learners have access to the supplemental programs they need while at school and home, ensures they know how to access and use those resources, and they gain skills as a digital citizen. It also empowers families to support their learners through technology. By implementing this action LEA-wide, it aims to provide consistent support across all schools, ensuring that each learner benefits, and as other students who are not Unduplicated exhibit similar needs. This approach helps to standardize high-quality educational resources, promoting equity in learning opportunities and addressing disparities not only for Hispanic, English learners and low-	Mteric 1.1, 1.2, and 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Feedback from families indicates a desire for training in support in programs, so they can support their learners at home. **Scope:** LEA-wide	income students but for all students who may face academic challenges. LEA-wide implementation ensures that the benefits of learning tools and additional learning supports are widespread, contributing to improved educational outcomes across all schools.	
2.3	**Action:** Family Support **Need:** Educational partners continue to identify mental health and behavior supports as a high area of need. Families, in particular, want continued access to new learning to help their learners navigate their education. In 2023-24, Lindsay Healthy Start received 930 referrals. Mental Health, Basic Needs, and Parenting were the top needs in referrals. Health Services, including Mental Health Services are limited within Lindsay and sometimes not available daily. For families in surrounding Lindsay communities, such as Tonyville, finding transportation into Lindsay for these services can be difficult, as can transportation from all residents to larger towns with more services, such as Porterville and Visalia. Families also struggle when dealing with navigating basic services because they may lack the English, full literacy in Spanish, or the tech skills to gain access to information regarding those services.	These departments target families in need of service and work to provide them support in parenting, education, behaviors, and language. Supporting this LEA-wide will ensure access to all families in need, despite the language and educational offerings each school site may have immediately available.	Metrics 2.1,2.10, and 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	**Action:** Social-Emotional Support **Need:** Educational partners continue to identify mental health and behavior supports as a high area of need. The 2023 CA School Dashboard for Lindsay Unified schools had the most reds in the area of suspensions. Chronic Absenteeism has improved, but has not yet returned to pre-COVID numbers. "Foster Youth" fall into the orange area, while "All Students" falls into the yellow. "Low Income" learners have a higher percentage of Chronic Absenteeism than "All Students." In 2023-24, Lindsay Healthy Start received 930 referrals. Mental Health, Basic Needs, and Parenting were the top needs in referrals. Attendance rates (93%) have not returned to pre-pandemic levels (97%). Health Services, including Mental Health Services are limited within Lindsay and sometimes not available daily. For families in surrounding Lindsay communities, such as Tonyville, finding transportation into Lindsay for these services can be difficult, as can transportation from all residents to larger	By addressing the underlying causes of behaviors and absences, suspensions can be prevented. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metric 2.3, 2.4, 2.8, and 2.10

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
	towns with more services, such as Porterville and Visalia. **Scope:** LEA-wide		
3.2	**Action:** School Safety **Need:** Educational partners continue to identify mental health and behavior supports as a high area of need. The 2023 CA School Dashboard for Lindsay Unified schools had the most reds in the area of suspensions. In 2023-24, Lindsay Healthy Start received 930 referrals. Mental Health, Basic Needs, and Parenting were the top needs in referrals. Attendance rates (93%) have not returned to pre-pandemic levels (97%). **Scope:** LEA-wide	The Safety and Security Supervisor supports the implementation of Restorative Circles and the SARB process at the School Sites and works as a liaison between schools and families, helping to support learners to get back on track with behaviors and attendance. Safety monitors are on the front-lines of behavior support, often being the one's on duty during unstructured times when learner decision-making skills can be most tested. These staff members are key to addressing behaviors before they get to the level of suspension. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibit similar needs.	Metric 3.3, 3.4, 3.5
3.3	**Action:** Site Supplemental Funds **Need:** The 2023 CA School Dashboard for Lindsay Unified schools had the most reds in the area of suspensions. Chronic absenteeism rates have not yet returned to pre-Covid levels. Educational partners continue to identify	Providing sites with funds that are more flexible in usage allows them to dig into the academic and non-academic needs of learners and find creative ways to improve outcomes outside the confines of Title I guidelines. Expenditures are approved by the District to ensure alignment to the Goals and outcomes within the schools' SPSAs and the increased and	Metric 3.4 and 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mental health and behavior supports as a high area of need. CAASPP ELA data shows Low-Income learner groups score an average of 4 points lower than all students in ELA and English Learners score 22 points lower on average than all students in ELA. In math, English learners score 10 points below all students. English Learner progress declined 8.1%, All student groups in the District ranked yellow or lower in Math/ELA Healthy Start received 135 referrals for mental health and 160 referrals for basic needs in 2023-24. Suspensions rates for some learning communities in the district increased or significantly increased from the previous year. Following are the suspension results for student groups at learning communities for which the 2023 Dashboard performance indicator color result was Red (lowest performance level): JJ Cairns (ELs)), Lindsay High School (ELs), Reagan (All Students group, SED, SWD, Hispanic), Roosevelt (All Students group, SED, Hispanic, Homeless), Washington (Homeless), Lincoln (All Students group, SED, ELs, Hispanic, Homeless). and Lindsay Community Day (All Students group, SED). Each school is unique in its staffing and learner needs, along with the goals identified	improved services when compared to what the District is able to provide. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibit similar needs.	

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
	by the School Site Councils. Some have identified transportation and communication as high areas of need for families. Other's have identified a high need for PBIS materials to respond to behavioral needs. Others may have specific language needs that don't fit the majority Spanish-speaking population. Secondary schools continue to see a need to address illegal substance abuse as their main suspendable offense. **Scope:** LEA-wide		
3.4	**Action:** Adult Education **Need:** Educational Partner survey data continues to indicate a need for parent opportunities to increase their own knowledge to better support their children. Parents specifically requested access to English classes and support in navigating technology, which they may have limited access to at home. **Scope:** LEA-wide	Adult Education classes include English classes and education classes for high-school equivalency. Participation in these classes allows parents to further their knowledge. Work is also done though Adult Ed to help adults navigate the education system. Classes are often taught and supported by Site-based employees from various schools in Lindsay, allowing an added layer of connection between families and school. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as others exhibit similar needs.	Metric 3.8
3.5	**Action:** Facility Improvements **Need:**	The 2019 report, "The Impact of School Infrastructure on Learning: A Synthesis of Evidence" by Peter Barrett and Alberto Treves, found that learning environments designed to meet	Metric 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Lindsay Unified continues to update older facilities to support the learner-centered model and college and career readiness. The expansion of CTE pathways require modifications to spaces to make the new programs successful. For example, ceramics requires special accommodations for the dust produced by the clay and the need for drying and firing spaces. District College and Career Readiness data shows English Learners leaving high school less prepared, with 30.9% prepared for college or career on the California Schools Dashboard. Less than 50% of Socioeconomically disadvantage and homeless learners are placing in the "prepared" level of the college and career indicator. During staff input sessions, the condition of furniture in some learning environments has been identified as one of the reasons it is difficult to group and regroup learners across the grade-level and sometimes within the learning environment. As the District offers more relevant learning experiences, the need for spaces that allow for group problem-solving, materials gathered for PBL, and to project and display evidence of learning has increased. Many of the older facilities do not have the storage or configuration to allow for learners to work in a variety of ways. Instead, they were designed	the pedagogy being used positively impact learning. Lindsay Unified's learner-centered model of Performance-Based Education benefits from modernized facilities that allow for frequent grouping and regrouping for a more personalized, real-world relevant educational experience. By upgrading older facilities to be conducive to flexible grouping across classes, the District ensures all Unduplicated Pupils spend their time in learning environments conducive to the learner-centered pedagogy structured to bring academic gains. Lindsay Unified uniquely requires Lindsay High School graduates to complete CTE pathways (or similar locally identified pathways, such as AVID) to graduate. To make this happen, continued work needs to be done to ensure facilities match the courses being offered for the many pathways. Providing facilities to support the changing needs of CTE programs, allows learners to be as prepared as possible to enter career specific programs upon graduation, while meeting local graduation requirements. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibit similar needs.	

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
	to have all learners facing the front of the room with desks in a row. District math and ELA data indicate the majority of both Socioeconomically Disadvantaged and English Learners are performing below grade level, as indicated on the CA School Dashboard as well as in local benchmark data. **Scope:** LEA-wide		
3.6	**Action:** Health Support **Need:** Chronic Absenteeism has improved, but has not yet returned to pre-COVID numbers. "Foster Youth" fall into the orange area, while "All Students" falls into the yellow. "Low Income" learners have a higher percentage of Chronic Absenteeism than "All Students." In 2023-24, Lindsay Healthy Start received 930 referrals. Mental Health, Basic Needs, and Parenting were the top needs in referrals. Attendance rates (93%) have not returned to pre-pandemic levels (97%). Access to dental care in a rural area is limited. Low income families experience increased barriers to services due to insurance and travel.	Health support will expand access low-income learners have to health supports. By having health personnel at each school, learner medically needs can be quickly addressed and informed decision can be made in regards to referring to other medical agencies. By providing a dental clinic on an LEA-Wide basis, learner needs can be met before they reach extremes that may keep learners out of school. An LEA-wide approach also ensures a more coordinated effort in addressing systemic health and attendance challenges, allowing for uniform policies, practices, and health initiatives across all schools. This consistency helps reduce disparities in student support services, ensuring that no school or group of learners is left without the health resources they need to thrive.	Metric 3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.7	**Action:** Classified PL **Need:** 33.9% of Lindsay residents live in poverty (US Census). 88% of Lindsay Learners are identified as low-income. The 2023 CA School Dashboard for Lindsay Unified schools had the most reds in the area of suspensions. CAASPP ELA data shows Low Income learner groups score an average of 4 points lower than all students in ELA and English Learners score 22 points lower on average than all students in ELA. In math, English learners score 10 points below all students. Educational partner feedback indicates a lack of confidence in math instruction and resources in the District. **Scope:** LEA-wide	Providing professional learning to classified staff in the areas of poverty and lifelong learning allows staff most often dealing with families information to better understand those they are supporting. It also equips them with the tools to build relationships with learners and support then when exhibiting difficult behaviors, which is crucial for reducing incidences requiring discipline. By providing these services LEA-wide, the needs of the 88% unduplicated group is being met, and addressing the needs of learners not in that groups helps the climate of the schools and creates more positive interactions between student-groups. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all learners, as many other learners exhibited similar needs. Classified staff working directly with learners during instruction, will receive additional training in math, ELA, and ELD services to support small group instruction and interventions.	Metric 3.5

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

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.

N/A

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.

All schools in the Lindsay Unified School District have Unduplicated student concentrations of greater than 55 percent. The additional Concentration Grant Add-on funds will be used to maintain increases to FTEs that provide direct services to students at all schools within the district that began in previous LCAPs. These positions include LFs to reduce combination classes, LFs to increase CTE offerings, Instructional aides to provide small group support within Tier I and Tier II interventions, ESAs to support safety on campuses, and counselors and health staff to support the whole child. These positions allow for lower staff-to-student ratios and more direct services to learners. Add-on funding was used to increase staffing at all schools. The additional positions are included in the following actions:
1.4 College and Career Readiness
1.6 Elementary Instructional Support
1.7 Secondary Instructional Support
1.9 Early Childhood
1.11 Technology for Learning
2.6 Social-Emotional Support
3.2 School Safety
3.6 Health Support

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	No Schools	TK-8 Jefferson: 13.42:1 Kennedy: 16.88:1 Lincoln: 9.81:1 Reagan: 14.02:1 Roosevelt: 15.97:1 Washington: 17.31:1 Secondary Lindsay High School: 39.05:1 John J Cairns: 7.49:1 Loma Vista Charter: 64:1 Lindsay Community Day: 10.29:1
Staff-to-student ratio of certificated staff providing direct services to students	No Schools	TK-8 Jefferson: 16.77:1 Kennedy: 20.79:1 Lincoln: 17.05:1 Reagan: 20.5:1 Roosevelt: 20.13:1 Washington: 19.56:1 Secondary Lindsay High School: 17.44:1 John J Cairns: 6.23:1 Loma Vista Charter: 6.40:1 Lindsay Community Day: 180:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	45,730,274	18,022,120	39.410%	0.000%	39.410%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$20,437,585.00	$4,401,849.00	$44,999.00	$675,499.00	$25,559,932.00	$21,038,050.00	$4,521,882.00

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	Supports for English Learners	ELs and LTELs	No			All Schools Specific Schools: Kennedy, Lincoln, Roosevelt	2024-2027	$67,258.00	$0.00				$67,258.00	$67,258.00	
1	1.2	Special Education Academic Services	Students with Disabilities	No			All Schools	2024-2027	$1,004,676.00	$250,000.00	$832,082.00	$422,594.00			$1,254,676.00	
1	1.3	SWD College and Career	Students with Disabilities	No			Specific Schools: Lindsay Senior High 9-12	2024-27	$0.00	$0.00	$0.00				$0.00	
1	1.4	College and Career Readiness	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Lindsay High School, John J Cairns, Lindsay Community Day, Loma Vista 9-12	2024-27	$1,075,874.00	$50,000.00	$1,058,532.00	$67,342.00			$1,125,874.00	
1	1.5	Curriculum Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,295,108.00	$0.00	$1,104,628.00	$71,998.00		$118,482.00	$1,295,108.00	
1	1.6	Elementary Instructional Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools K-8	2024-2027	$3,314,225.00	$0.00	$2,485,716.00	$828,509.00			$3,314,225.00	
1	1.7	Secondary Instructional Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools 9-12	2024-2027	$812,172.00	$0.00	$812,172.00				$812,172.00	

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	1.8	Certificated Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$712,619.00	$0.00	$712,619.00				$712,619.00	
1	1.9	Early Childhood	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools PK, TK	2024-2027	$1,433,054.00	$0.00	$1,433,054.00				$1,433,054.00	
1	1.10	Improving Feedback Training	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.11	Technology for Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$1,237,140.00	$1,508,848.00	$2,745,988.00				$2,745,988.00	
2	2.1	Lindsay Circles	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.2	Poverty Work	All Low Income	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	0
2	2.3	Family Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$302,049.00	$165,000.00	$467,049.00				$467,049.00	
2	2.4	Suspension Reduction Work	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.5	Secondary After-School Program	All	No			9-12	2024-2027	$220,097.00	$34,403.00				$254,500.00	$254,500.00	
2	2.6	Social-Emotional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$6,660,759.00	$5,515.00	$3,652,554.00	$2,778,461.00		$235,259.00	$6,666,274.00	
3	3.1	Organizational Health	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	3.2	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$893,365.00	$31,396.00	$924,761.00				$924,761.00	
3	3.3	Site Supplemental Funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$1,794,399.00	$1,794,399.00				$1,794,399.00	
3	3.4	Adult Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$64,880.00	$0.00	$64,880.00				$64,880.00	
3	3.5	Facility Improvements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$500,000.00	$500,000.00				$500,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Health Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$1,756,393.00	$67,776.00	$1,729,582.00	$49,588.00	$44,999.00		$1,824,169.00	
3	3.7	Classified PL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$9,137.00	$40,185.00	$49,322.00				$49,322.00	
3	3.8	Advancement Work	All	No			All Schools	2024-2027	$20,247.00	$50,000.00	$70,247.00				$70,247.00	
4	4.1	Learner Engagement	All	No			Specific Schools: John J Cairns, Lindsay Community Day	2024-2027	$146,761.00	$360.00		$147,121.00			$147,121.00	
4	4.2	Teacher Development	All	No			Specific Schools: John J Cairns, Lindsay Community Day	2024-2027	$12,236.00	$24,000.00		$36,236.00			$36,236.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
45,730,274	18,022,120	39.410%	0.000%	39.410%	$19,535,256.00	0.000%	42.718 %	**Total:**	$19,535,256.00
								LEA-wide Total:	$13,745,782.00
								Limited Total:	$0.00
								Schoolwide Total:	$5,789,474.00

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	1.4	College and Career Readiness	Yes	Schoolwide	English Learners Low Income	Specific Schools: Lindsay High School, John J Cairns, Lindsay Community Day, Loma Vista 9-12	$1,058,532.00	
1	1.5	Curriculum Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,104,628.00	
1	1.6	Elementary Instructional Support	Yes	Schoolwide	English Learners Low Income	All Schools K-8	$2,485,716.00	
1	1.7	Secondary Instructional Support	Yes	Schoolwide	English Learners Low Income	All Schools 9-12	$812,172.00	
1	1.8	Certificated Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$712,619.00	
1	1.9	Early Childhood	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools PK, TK	$1,433,054.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Technology for Learning	Yes	LEA-wide	Low Income	All Schools	$2,745,988.00	
2	2.3	Family Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$467,049.00	
2	2.6	Social-Emotional Support	Yes	LEA-wide	Low Income	All Schools	$3,652,554.00	
3	3.2	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$924,761.00	
3	3.3	Site Supplemental Funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,794,399.00	
3	3.4	Adult Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,880.00	
3	3.5	Facility Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
3	3.6	Health Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,729,582.00	
3	3.7	Classified PL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,322.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,174,003.00	$25,146,406.00

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**	Supports for English Learners	No	$64,715.00	66,487
1	**1.2**	Special Education Academic Services	No	$1,186,111.00	1,356,172
1	**1.3**	SWD College and Career	No	$0.00	0
1	**1.4**	College and Career Readiness	Yes	$1,029,040.00	1,007,466
1	**1.5**	Curriculum Support	Yes	$1,249,574.00	1,290,287
1	**1.6**	Elementary Instructional Support	Yes	$3,249,332.00	3,177,151
1	**1.7**	Secondary Instructional Support	Yes	$650,089.00	664,952
1	**1.8**	Certificated Professional Learning	Yes	$715,790.00	715,790
1	**1.9**	Early Childhood	Yes	$1,196,274.00	1,297,482
1	**1.10**	Improving Feedback Training	No	$0.00	0
1	**1.11**	Technology for Learning	Yes	$2,734,975.00	2,690,195

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Lindsay Circles	No	$197,000.00	196,600
2	2.2	Poverty Work	No	$0.00	0
2	2.3	Family Support	Yes	$455,922.00	462,067
2	2.4	Suspension Reduction Work	No	$0.00	0
2	2.5	Secondary After-School Program	No	$254,500.00	254,500
2	2.6	Social-Emotional Support	Yes	$4,810,390.00	6,579,503
3	3.1	Organizational Health	No	$0.00	0
3	3.2	School Safety	Yes	$894,791.00	868,665
3	3.3	Site Supplemental Funds	Yes	$1,753,128.00	1,750,719
3	3.4	Adult Education	Yes	$37,701.00	92,701
3	3.5	Facility Improvements	Yes	$500,000.00	500,000
3	3.6	Health Support	Yes	$1,811,696.00	1,820,910
3	3.7	Classified PL	Yes	$48,387.00	48,387

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	**3.8**	Advancement Work	No	$155,826.00	128,126
4	**4.1**	Learner Engagement	No	$139,115.00	142,010
4	**4.2**	Teacher Development	No	$39,647.00	36,236

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
17,357,236	$19,882,582.00	$19,982,582.00	($100,000.00)	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	1.4	College and Career Readiness	Yes	$982,371.00	938,606		
1	1.5	Curriculum Support	Yes	$1,046,545.00	1,159,283		
1	1.6	Elementary Instructional Support	Yes	$3,249,332.00	3,177,151		
1	1.7	Secondary Instructional Support	Yes	$650,089.00	664,952		
1	1.8	Certificated Professional Learning	Yes	$715,790.00	715,790		
1	1.9	Early Childhood	Yes	$1,196,274.00	1,297,482		
1	1.11	Technology for Learning	Yes	$2,734,975.00	2,690,195		
2	2.3	Family Support	Yes	$455,922.00	462,067		
2	2.6	Social-Emotional Support	Yes	$3,881,235.00	3,832,734		
3	3.2	School Safety	Yes	$894,791.00	868,665		
3	3.3	Site Supplemental Funds	Yes	$1,753,128.00	1,750,719		
3	3.4	Adult Education	Yes	$37,701.00	92,701		
3	3.5	Facility Improvements	Yes	$500,000.00	500,000		

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)
3	**3.6**	Health Support	Yes	$1,736,042.00	1,783,850		
3	**3.7**	Classified PL	Yes	$48,387.00	48,387		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
43,843,906	17,357,236	3.958%	43.547%	$19,982,582.00	0.000%	45.577%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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