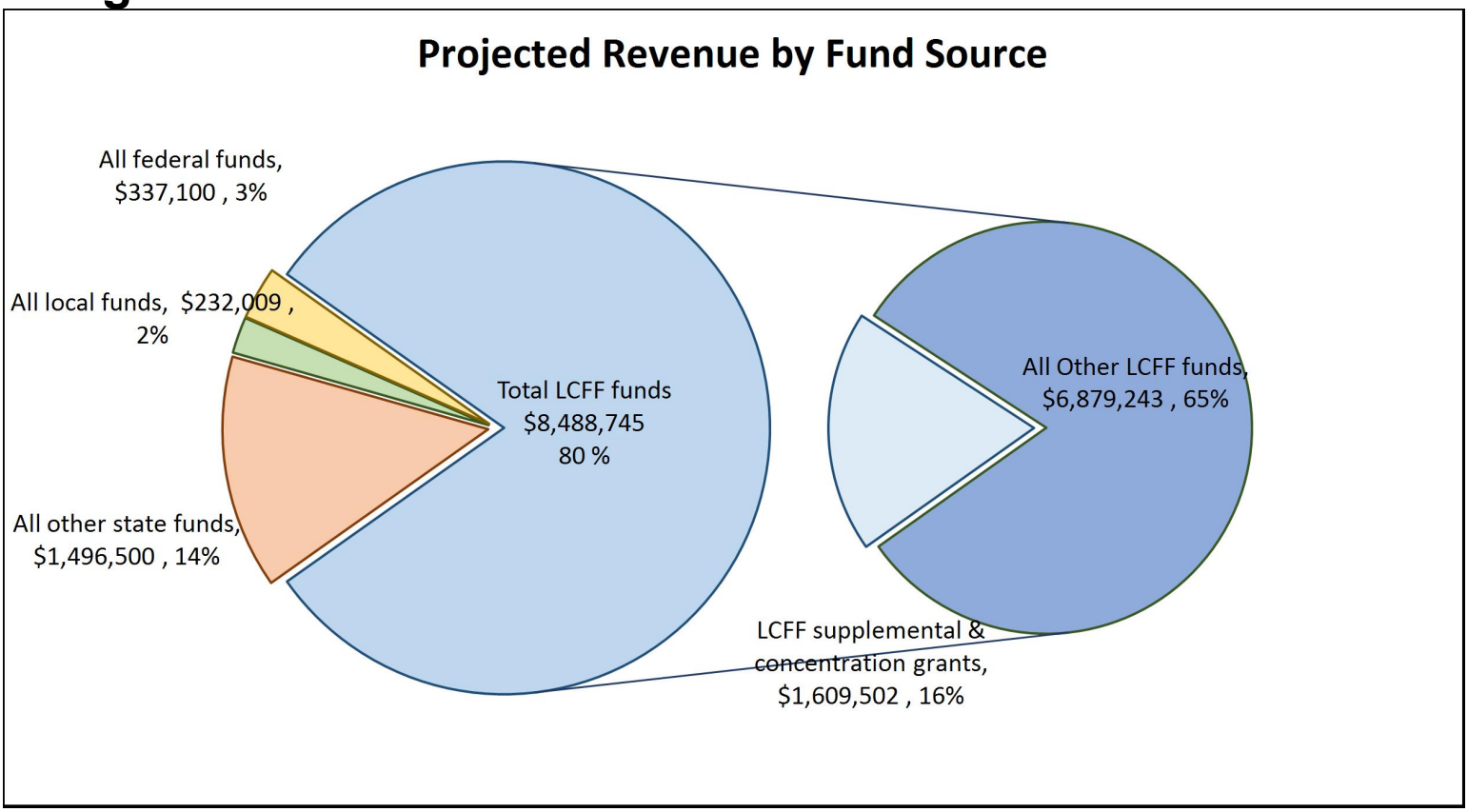
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Molinos Unified School District
CDS Code: 52-71571
School Year: 2025-26
LEA contact information:
Pat Atkins
Interim Superintendent
patkins@lmusd.net
530.384.7826

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

Budget Overview for the 2025-26 School Year



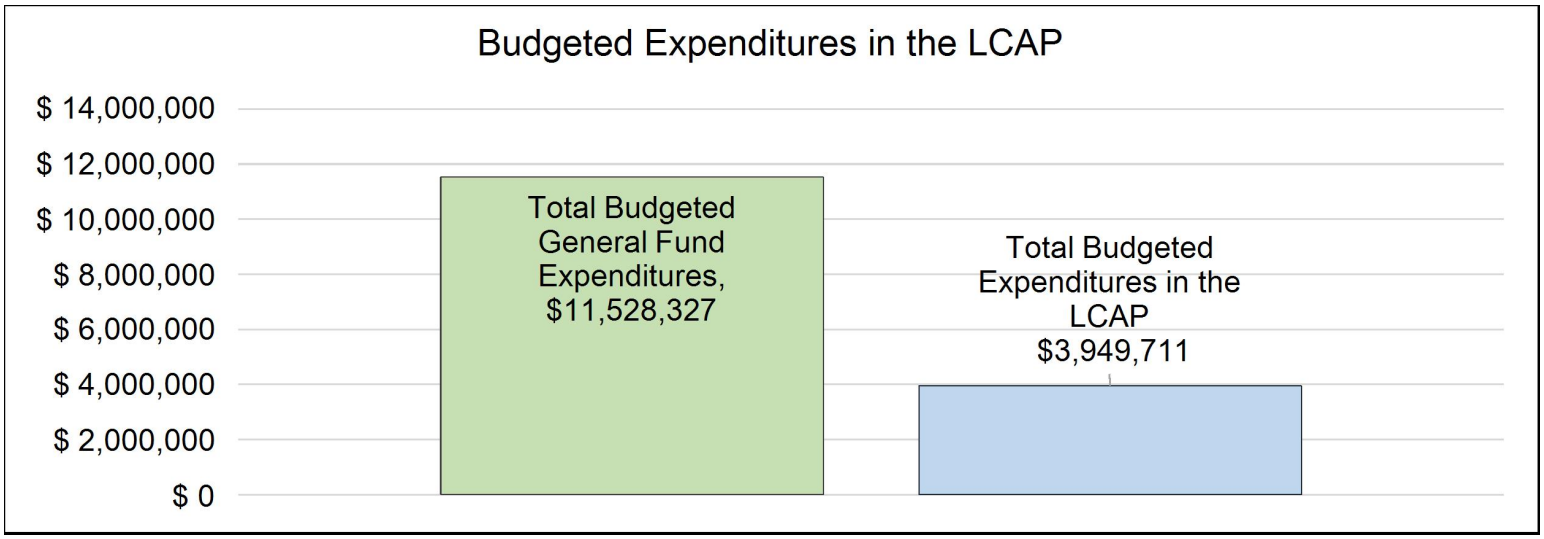
This chart shows the total general purpose revenue Los Molinos Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Molinos Unified School District is $10,554,354, of which $8488745 is Local Control Funding Formula (LCFF), $1496500 is other state funds, $232009 is local funds, and $337100 is federal funds. Of the $8488745 in LCFF Funds, $1609502 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 Los Molinos Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Molinos Unified School District plans to spend $11528327 for the 2025-26 school year. Of that amount, $3949711 is tied to actions/services in the LCAP and $7,578,616 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

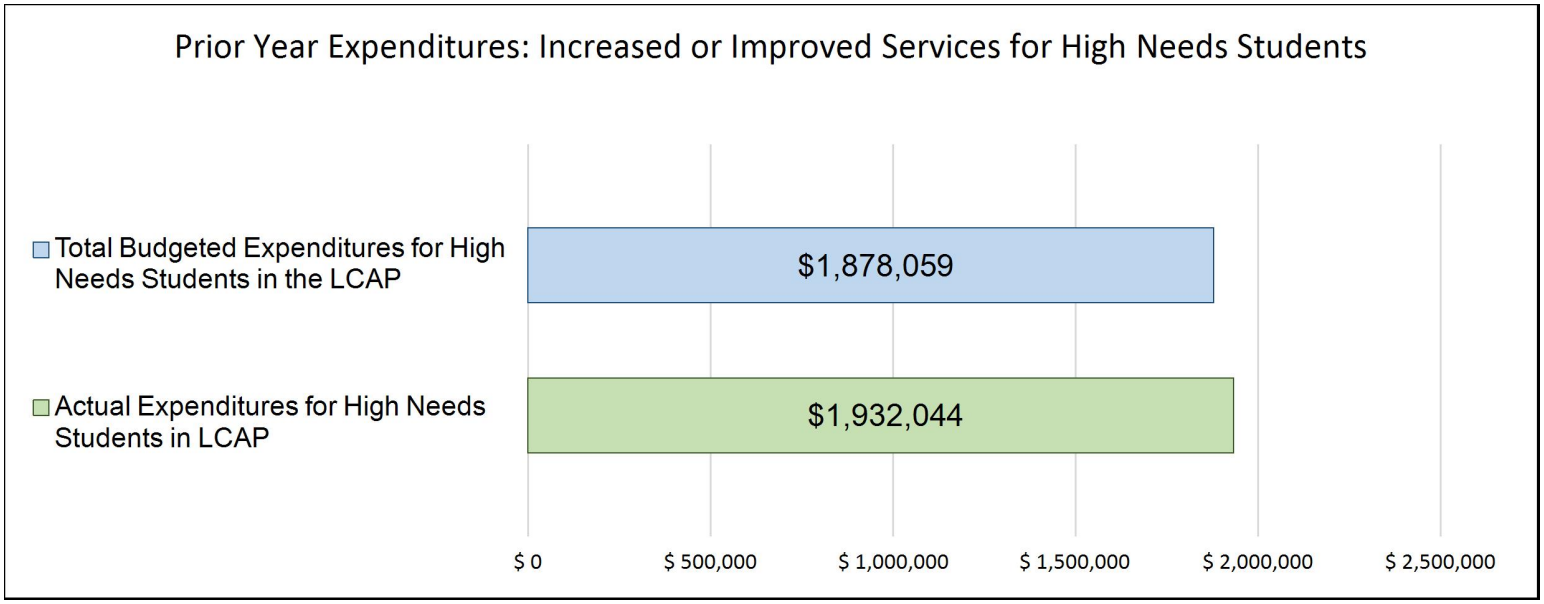
General Education Teachers, basic classroom expenses, special education programs, utilities, audit & legal fees, administrative expenses, deferred maintenance.

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

In 2025-26, Los Molinos Unified School District is projecting it will receive $1609502 based on the enrollment of foster youth, English learner, and low-income students. Los Molinos Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Molinos Unified School District plans to spend $2066910 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Los Molinos Unified School District's LCAP budgeted $1878059 for planned actions to increase or improve services for high needs students. Los Molinos Unified School District actually spent $1932044 for actions to increase or improve services for high needs students in 2024-25.

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
Los Molinos Unified School District	Pat Atkins Interim Superintendent	patkins@lmusd.net 530.384.7826

Plan Summary [2025-26]

General Information

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

The town of Los Molinos consist of 2,037 residents and is located 22 miles north of Chico, CA off Hwy 99 in Tehama County. The town of Vina is located south of Los Molinos with a population of 237 residents and the town of Tehama is three miles west from Los Molinos. Los Molinos, Vina, and Tehama are rural, agricultural based communities with rich historical backgrounds that date back to early 1800's railroad construction and Mexican land grants. The median income for a household in this area is between $36,996 and $43,211. Many of the families live below the poverty line.

Los Molinos Unified School District has three schools. The district covers 60 miles square miles and serves a population of 2,684. Within the boundaries of Los Molinos Unified are the towns of Los Molinos and communities of Vina and Tehama. Enrollment in the district's schools currently numbers 584 students. Of Los Molinos Unified Students, 72% (423 students) qualify for free and reduced lunch, and 21% (115 students) are English Learners. Los Molinos has an average daily attendance of 95%, a rate we are extremely proud of.

Los Molinos Unified is an innovative district where CTE and STEM is a foundation to the work we do! UC Davis C-STEM robotics and computer science applications are embedded in every grade from TK to High School. Additionally, PBL (Project Based Learning) serves as the pedagogy instructional framework that supports these two foundations. LMUSD is also a PBIS (Positive Behavior Intervention System) district. We infuse all beneficial components of PBIS into our school climate culture. High leverage instruction through the use of researched based teaching strategies such as SIOP (Sheltered Instruction Observation Protocol), EDI (Explicit Direct Instruction), and UDL (Universal Design for Learning) guides our methodology for increasing student achievement. We are a small K-12 district with big aspirations and commitment to producing college and career ready students.

Reflections: Annual Performance

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

English Language Arts Progress Indicator:

-Grades 3-8 and 11 in district maintained 0.2 points and -15.6 below level 3 with a CI change of yellow to orange.
-English Learners increased at 20.8 points and -49 points below level 3 with a CI change from red to yellow.
-White students maintained 2.1 points are 3 points above level 3 with a CI color of yellow.
-SWD are increased 36.9 points with 30.1 points below level 3 with a CI of yellow.

- Latino students decreased 4.8 points and -33.4 below level 3 with a CI of orange.
- SED (Social Economic Disadvantage) students maintained -1.6 points and -29.5 below level 3 with a CI of orange.

Math Progress Indicator:

- Grades 3-8 and 11 in district maintained -2.6 points and are -42.9 points below level 3 with a CI of orange.
- English Learners increased 5.4 points and are -72.7 points from level 3 with a CI color of yellow.
- Socioeconomic disadvantaged students maintained -0.5 points and -55.8 points below level 3 and a CI color of yellow.
- Students with disabilities increased 37.9 points and are -37.3 below level 3 and CI color of yellow.
- Hispanic students increased 6.7 points and are -52.6 points from level 3 with a CI color of yellow.
- White students decreased 20.8 points are -36.4 points from level 3 with a CI of yellow.

Suspension Progress Indicator:

- Overall, the district decreased 2.0% from 3.5% to 1.5% with a CI of blue.
- Socioeconomic students declined 2.4% from 4% to 1.6% with a CI of blue.
- Students with disabilities declined 0.5% from 3.8% to 3.4% with a CI of green.
- Caucasian/White students declined 2.3 % from 4.4% to 2.1% with a CI of blue.
- Hispanic students declined 2.3% from 3.3% to 1% with a CI of blue.
- English Learners declined 3.3% from 4.9% to 1.6 % with a CI of green.

Chronic Absenteeism Progress Indicator:

- The district declined by 5.1% from 24.9% to 19.7% and moved from CI of orange to yellow.
- Socioeconomic disadvantaged students declined by 5.3% to 22.3% and with a CI of yellow.
- Students with disabilities increased 0.9% from 27.7% to 28.6% with a CI color of red.
- White students declined 4.6% from 26.5% to 22% with a CI color of orange.

- Hispanic students declined 6.7% from 21% to 14.3% with a CI color of yellow.
- English Learners declined 7% from 20.8% to 13.8% with a CI color of yellow.

Plan of Action to Maintain and Improve

- Each site Principal will monitor and review monthly ADA counts and meet with students experiencing chronic absences.
- Student support staff will provide social skill streaming support for those students.
- Early preventative meetings will be held with parents and students to provide support.
- SST's will be held early to support students.
- Home visits will be conducted to identify and locate students.

Graduation Rates Progress Indicator:

- The district increased by 4.9% from 85.7% to 90.6% with a CI of Green.
- Socioeconomic disadvantaged increased 10.2% from 80% to 90.2% with a CI of Green.
- English Learners were not factored in due to less than 11 students.
- White students increased by 1.1% from 88.9% to 90% with a NPC (No Performance Color).
- Hispanic students increased by 3% 87% to 90% with a NPC (No Performance Color).
- Students with disabilities were not factored in due to less than 11 students.

Plan of Action to Maintain and Improve

- Reduce D and F rates by implementing equity based grading and support of students.
- Implement after school tutorials and Saturday school boot camps for struggling students.
- Identify credit deficient students in grades 10 and being credit recovery using the Cyber-High program.
- Conduct parent and student meetings in grades 11 for students more than 20 credits deficient

College and Career Readiness Indicator:

- The district increased 18% points from 40.05% to 58.5% of students being prepared with a CI color of green.
- Socioeconomic disadvantaged students increased 26.1% from 30% to 56.1% being prepared with NPC (No Performance Color).
- Hispanic students increased 29.6% from 30.4% to 60% being prepared with NPC (No Performance Color).
- White students maintained -0.6% from 55.6% to 55% being prepared with NPC (No Performance Color).
- Students will disabilities were not factored in due to less than 11 students.
- English Learners were not factored in due to less than 11 students.

Plan of Action to Maintain and Improve

- Monitor A-G completion rates and ensure support for students in the form of academic assistance
- Increase number of dual enrolled courses

- Increase number of students enrolled in A-G courses
- Offer after school tutorials for students
- Increase parent and teacher meetings to ensure support for students

School with the Lowest and Highest Performance Levels on or more indicators according to the 2024 CA Dashboard:

- Vina Elementary School received a yellow indicator for chronic absenteeism and a blue indicator for both ELA and suspension rate.
- Los Molinos Elementary School received a red indicator in the area of english learner progress and a green in suspension rate.
- Los Molinos High School received a yellow indicator for math and a blue indicator for ELA.

Student groups within the LEA that received the lowest performance level one or more indicators according the 2024 CA Dashboard:

- English Learners and LTEL students students received the lowest performance level of red in the area of English learner progress.
- Hispanic and LTEL students received the lowest performance in ELA with an indicator of orange.
- SED and White students received the lowest performance in Math with an indicator of orange.

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Student groups within a school within an LEA that received the lowest performance level on one or more indicators according to the 2024 CA Dashboard

Los Molinos Elementary School student groups that received lowest performance levels:

- English Learners declined 13.3% in the area of English Learner Progress with a CI of red.

Los Molinos High School student groups that received the lowest performance levels:

- Los Molinos High School had no student groups in the Red or Orange indicators.

Vina Elementary School student groups that received the lowest performance levels:

- Vina Elementary School had no student groups in the Red or Orange indicators.

LMUSD does not have any schools with Equity Multiplier Funds.

LREBG Needs Assessment
1. English Learner Progress - Dashboard Status: Red (Only 37.6% making progress; declined 11.8%)

A significant drop in progress among English Learners (ELs) suggests a learning recovery need. LMUSD will focus actions and interventions

on students with English language development needs through tutoring, intervention supports and paraeducator supports in the classroom. This will include supports through the VP Program Coordinator and paraeducator focused around student supports, targeting EL student growth.

Expand English language development tutoring programs.

Provide small-group academic supports with trained bilingual aides.

Implement newcomer support systems including summer bridge or intersession programs.

Monitoring Metric: English Learner Progress Indicator and ELPAC scores.

2. Chronic Absenteeism
Dashboard Status: Yellow (19.7% chronically absent; declined 5.1%)

Why this matters: High rates affect academic continuity, especially among low-income and foster youth.

Recommended LREBG Use:

Establish tiered attendance interventions (e.g., home visits, mentor advocates).

Fund social-emotional supports targeting root causes of absenteeism.

Monitoring Metric: Chronic Absenteeism Rate (Priority 5).

3. English Language Arts and Mathematics
ELA: Orange (15.6 points below standard; flat performance)

Math: Orange (42.9 points below standard; slight decline)

Why this matters: Low achievement and stagnation post-COVID suggest learning recovery gaps.

Recommended LREBG Use:

Deploy evidence-based small group or 1:1 tutoring (especially in K–8) - can specify in an action tied to funding for paraeducators in the Action table of a related goal, tie this use to the expansion of paras and/or funding for paras

Purchase adaptive learning software.

Offer after-school and summer learning academies.

Monitoring Metric: CAASPP scores for ELA and Math (Priority 4).

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Site staff, including classified, teachers, administrators	• Community Meeting held on May 14, 2025
Local Bargaining Units (CSEA and LMTA)	-LMTA meeting on April 28, 2025. CSEA meeting on May 12, 2025
Parents	• Community Meeting held on May 14, 2025 • Site Council Meetings LMHS - 10/16/24, 12/9/24, 3/10/25, 3/18/25 LME - 9/26/24,12/3/24,1/30/25,3/13/25 LME DELAC - 10/16/24,12/12/24,02/12/25,05/21/25 Vina -
Students	• Community Meeting held on May 14, 2025 • Student Advisory Meetings (include dates)
SELPA/Special Education	- May 30, 2025 met with SELPA

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

LMUSD held the following District Advisory meetings:
Meeting date:

May 14, 2025
Who Attended:
Parents (One parent of a SPED student), Students, Teachers (including union reps), Classified Staff(including union reps), Administrators, DELAC members.
What was reviewed?
1. Review of the LCAP Process including State Priorities
2. Stakeholder input
3. Data Points
4. California Dashboard Measures
5. LCAP Goal Review
6. LMUSD Board Goals and Actions in relation to LCAP Goal Alignment
7. Review of Student Achievement Data per Goal
8. Review of Actions and Services
9. Review of Lag and Lead Metrics
10. Timeline Review

Educational partner feedback was generally positive on the goals and actions within the LCAP. The UC-Stem imitative was something that the feedback indicated was not something that wanted to be continued.

Consultation conducted with the SELPA Director.

Educational partner feedback provided input into the Needs Assessment Plan for LREBG funds indicating that these funds can provide additional para-educator support for students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve proficiency in core subject areas as measured by the State Assessment (CAASPP).	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)

An explanation of why the LEA has developed this goal.

The goal of LMUSD is to increase student achievement for all students. We have identified performance gaps in various student populations that require actions and services to ensure we are meeting their needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups	Grades 3-11: Med/Yellow: -15.9 English Learners: Low/Red-70.1 SED: Med/Yellow-27.9 SWD: Low/Orange-67 Hispanic: Med/Yellow-28.7 White: High/Green+0.8	Grades 3-11: Orange -15.6 EL: Yellow, -49 SED: Orange, -29.5 SWD: Yellow, -30.1 Hisp: Orange, -33.4 White: Yellow: 3		Grades 3-11: High/Green-6 English Learners: Med/Yellow-40 SED: Med/Yellow-15 SWD: Med/Yellow-45 Hispanic: High/Green-17 White: High/Blue-+0.18	
1.2	CAASPP Student Average Distance from Level 3 in Math for all	Grades 3-11: Med/Orange-40.3	Grades 3-11: Orange, -42.9 EL: Yellow, -72.7		Grades 3-11: High/Green-25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students including applicable Student Groups	English Learners: Med/Orange-78.1 SED: Med/Yellow-55.3 SWD: Med/Yellow-75.2 Hispanic: Med/Yellow-59.3 White: High/Green-15.6	SED: Yellow, -55.8 SWD: Yellow, -37.3 Hispanic: Yellow, -52.6 White: Yellow, -36.4		English Learners: Med/Yellow-55 SED: Med/Yellow-40 SWD: Med/Yellow-65 Hispanic: High.Green-30 White: High/Blue-5	
1.3	Establish performance levels on new District-wide writing assessments	2023-2024: District Writing Benchmarks Level 3 to 4 (Fall to Winter) LMHS: 59% Level 3 to 4 LME: 61% Level 3 to 4 Vina: 66% Level 3 to 4	This data was not collected for 2023-2024.		District-wide writing assessments: LMHS: 75% Level 3 to 4 LME: 75% level 3 to 4 Vina: 80% Level 3 to 4	
1.4	I-Ready Assessment Results	2023-2024 (Fall To Winter): Vina/Math: 61% growth needed to be at grade level proficiency level Vina/ELA: 56% growth needed to be at grade level proficiency LME/Math: 67% growth needed to be at grade level proficiency LME/ELA: 64% growth needed to be at grade level proficiency	2024-2025 (Fall to Winter) Vina Math: Tier 1-29%, Tier 2-44%, Tier 3-27% Vina ELA: Tier 1-31%, Tier 2-39%, Tier 3-30% No data collected for LME		Vina/Math: 25% growth needed to be at grade level proficiency level Vina/ELA: 38% growth needed to be at grade level proficiency LME/Math: 40% growth needed to be at grade level proficiency LME/ELA: 30% growth needed to be at grade level proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Establish baseline performance levels on District ELA and Math Benchmark Assessments	2023-2024 District Benchmarks (Fall to Winter): Average LME Math Met or Exceeds: 3rd: 17% 4th: 27% 5th: 22% 6th: 56% 7th: 33% 8th: 38% LME ELA Met or Exceeds: 3rd: 14% 4th: 23% 5th: 18% 6th: 41% 7th: 25% 8th: 19% Vina Math Met or Exceeds: 3rd: 16% 4th: 9% 5th: 24% 6th: 33% 7th: 41% 8th: 34% Vina ELA Met or Exceeds: 3rd: 17% 4th: 15% 5th: 39% 6th: 24% 7th: 38% 8th: 40% LMHS Math Met or Exceeds: 11th: 26% LMHS ELA Met or Exceeds: 11th: 41%	LME Math K(on or above grade level) - 84% 1st(on or above grade level) - 100% 2nd(on or above grade level) - 100% 3rd(met or exceeds) - 39% 4th(met or exceeds) - 2% 5th(met or exceeds) - 7% 6th(met or exceeds) - 20% 7th(met or exceeds) - 4% 8th(met or exceeds) - 6% LME ELA K(on or above grade level) - 79% 1st(on or above grade level) - 91% 2nd(on or above grade level) - 31% 3rd(met or exceeds) - 40% 4th(met or exceeds) - 24% 5th(met or exceeds) - 19% 6th(met or exceeds) - 0%		District Benchmarks: LME Math Met or Exceeds: 3rd: 53% 4th: 50% 5th: 50% 6th: 54% 7th: 55% 8th: 50% LME ELA Met or Exceeds: 3rd: 45% 4th: 50 % 5th: 58% 6th: 45% 7th: 55% 8th: 40% Vina Math Met or Exceeds: 3rd: 40% 4th: 40% 5th: 80% 6th: 80% 7th: 60% 8th: 70% Vina ELA Met or Exceeds: 3rd: 40% 4th: 40% 5th: 45% 6th: 45% 7th: 55% 8th: 65% LMHS Math Met or Exceeds: 11th: LMHS ELA Met or Exceeds: 11th:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7th(met or exceeds) - 43% 8th(met or exceeds) - 11% Vina Math 1st(on or above grade level) - 100% 2nd(on or above grade level) - 100% 3rd(met or exceeds) - 0% 4th(met or exceeds) - 0% 5th(met or exceeds) - 8% 6th(met or exceeds) - 17% 7th(met or exceeds) - 7% 8th(met or exceeds) - 62% Vina ELA 1st(on or above grade level) - 100% 2nd(on or above grade level) - 100% 3rd(met or exceeds) - 0% 4th(met or exceeds) - 0% 5th(met or exceeds) - 0%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6th(met or exceeds) - 0% 7th(met or exceeds) - 34% 8th(met or exceeds) - 16%			
1.6	Increase proficiency on CAASPP Science Assessments	Increase proficiency on CAASPP Science Assessments: 2022-2023: Level 4 SE: 4.03% Level 3 SM: 16.13% Level 2 SNM: 69.35% Level 1 SNM: 10.48%	There were no performance indicators for the 2023-2024 CAASPP Science Assessment.		Increase proficiency on CAASPP Science Assessments: Level 4 SE: 25% Level 3 SM: 20% Level 2 SNM: 45% Level 1 SNM: 10%	
1.7	Implementation of UC C-STEM program in all Math Courses	Implementation of UC C-STEM program in all Math Courses 2023-2024: LMHS: 80% LME: 90% Vina: 90%	Maintained UC C-STEM Program in all math courses. 2024-2025: LMHS: 80% LME: 90% Vina: 90%		Implementation of UC Davis C-STEM program in all Math Courses: LMHS: 100% LME: 100% Vina: 100%	
1.8	Measureable Common Assessments per grade level or subject area	Measureable Common Assessments per grade level or subject area: 2023-2024: 75%	Maintained Common Assessments per grade level subject area: 2024-2025: 75%		Measureable Common Assessments per grade level or subject area: 90%	
1.9	Weekly PLC aligned agenda and logs	Weekly PLC aligned agenda and logs: 2023-2024: 95%	Maintained PLC aligned agenda and logs: 2024-2025: 95%		Weekly PLC aligned agenda and logs: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Admin weekly common core aligned classroom visits	Admin weekly common core aligned classroom visits 2022-2024: 100%	Maintained weekly common core aligned classroom visits: 2024-2025: 100%		Admin weekly common core aligned classroom visits: 100%	

Goal Analysis [2024-25]

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

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

The overall implementation of this goal appears to be successful. Based on educational partner feedback, the implementation of metric 1.7 has stalled and it is recommended that this metric be dropped in year 3.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for this goal.

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

The data indicates that the goal, actions and metrics are having the desired outcomes for this goal.

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

Based on educational partner feedback, metric 1.7 will be eliminated in year 3. Additionally, metric 1.3 was not established and not administered in the 2024-2025 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Assessment Programs to reduce student performance gaps	Implement assessment programs to assist with the cycle of inquiry to inform instruction. Programs include; I-Ready Assessment and Intervention Program, Illuminate Data Disaggregation software, Renaissance Accelerated Reader, Measuring Up, Commonlit, No Red Ink and Math IXL, and UC Davis C-STEM Continue to offer AP courses and increase sections as teachers become trained.	$107,788.00	Yes
1.2	Curriculum and Instruction	Support implementation of Common Core State Standards. Increase proficiency on CAASPP ELA and Math Performance. LMUSD will utilize Paraprofessionals to support Common Core State Standards in the classroom and to work with students in preparation for ELA and Math CAASPP testing. Increase professional development in literacy and writing standards across core subject areas. LREBG funds will be used to decrease the ratio of staff to students by increasing the number of paraprofessionals.	$213,855.00	Yes
1.3	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student	Increase analysis of student achievement data using PLC format. Monitor SMART goals per site and inform instruction. Provide additional PLC training for new teachers by Fall of 2025. Implement and monitor data analysis using a data management system. LMUSD will support extra duty compensation to assist in teachers in monitoring and updating curriculum guides.	$98,614.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

LMUSD strongly believes safe and positive school cultures are vital to the learning success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance percentage by school	The attendance rates for 2022/2023 and 2023 to 02/24: School Attendance Rate LME: 92.4% Middle School: 94% Vina: 95.60% LMHS: 94.07%	The attendance rates for 2023-2024: LME - 94% LMHS - 94% Vina - 96%		The attendance rates for year 3 School Attendance Rate LME: 97% Middle School: 96% Vina: 97% LMHS: 96%	
2.2	Suspension rates per school	Suspension Rates: 2022-2023: LME: 3.1% Yellow Vina: 0% Blue LMHS: 5.4% Green	Suspension Rates: 2023-2024: LME: 1.4% LMHS: 2.3% Vina: 0%		Suspension Rates for Year 3: LME: 1.4% Blue Vina: 0% Blue LMHS: 1.9% Blue	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Expulsions rates for school	2022-2023: Expulsion Rates: 0%	Expulsion Rates 2023-2024 0%		Year 3: Expulsion Rates: 0%	
2.4	# students served by individual and/or group counseling # of referrals to outside agencies	172 # students served by individual and/or group counseling 8 # of students referred to outside agencies	# of students served by individual and/or group counseling remained the same.		200 # students will be served by individual and/or group counseling 20# of students will be referred to outside agencies	
2.5	Local Indicator Survey Measures for School Climate	75% of students feel staff treat students with respect	Maintained 75% of students feel safe at school.		85% of students will feel staff treat students with respect	
2.6	Chronic absenteeism rates district wide	2022-2023 Chronic Absenteeism Rate: Orange Dashboard 24.9%	Chronic Absenteeism Rate 2023-2024: 19.7%		Projected Chronic absenteeism: 10%- Blue Dashboard	
2.7	Increase Parent Engagement district wide and input	2022-2023 Increase Parent engagement rate: 43% determined by sign-sheets of DELAC, ELAC, Back to School Night, College and Career Nights, and School Site Council meetings	2023-2024: Maintained parent engagement rate of 43%.		Projected Increase In Parent engagement rate: 66% determined by sign-sheets of DELAC, ELAC, Back to School Night, College and Career Nights, and School Site Council meetings	
2.8	Fully qualified and credential teachers	100% of teachers are fully qualified and appropriately credentialed.	100% of teachers are fully qualified and appropriately credentialed.		100% of teachers are fully qualified and appropriately credentialed.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Annual FIT results will demonstrate progress	Fit Results per School: 2022/2023: LMHS: 99.07%: Exemplary LME: 100%: Exemplary Vina: 100% Exemplary	Fit Results per school: 2023-2024 FIT reports maintained 2022-2023 status.		Projected Fit Results per School: LMHS: 99.07%: Exemplary LME: 100%: Exemplary Vina: 100% Exemplary	

Goal Analysis [2024-25]

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

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

The data indicates that the goal, actions and metrics are having the desired outcomes for this goal.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for this goal.

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

Most metrics showed improvement in year 1 as compared to baseline data.

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.

There are no planed changes to the goal, metrics, target outcomes, or actions.

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	Staff supports for all students	LMUSD will ensure support for students, including special education students, by funding a High School Counselor, School Psychologist, Health Assistant, VP/Program Coordinator, High School Principal and 0.3 FTE District Nurse. These positions are critical for the continued implementation of PBIS, MTSS and student health services. LMUSD will also fund a part time cook in order to support additional meal offerings per day to ensure students' health and nutrition.	$776,911.00	Yes
2.2	Positive School Cultures	PBIS (Positive Behavior Intervention Systems) and MTSS (Multi-Tiered Systems of Support) professional development will provided to new teachers in 2025/26. A district level PBIS and MTSS team will continue to oversee the implementation phases of these comprehensive programs. An incentive program for students who meet PBIS standards will be maintained.	$30,000.00	Yes
2.3	Extracurricular activities for students	The District will provide opportunities for engagement in athletic and creative endeavors outside the school day. The District will provide stipends for extra-curricular activities.	$205,000.00	Yes
2.4	Transportation of all students	The District continues to provide home-to-school transportation for all students. This cost is above and beyond the State calculated MOE. In our rural low-socioeconomic area, transportation services are key to the instructional program, as our students would not attend school if we did not provide these services.	$220,350.00	Yes
2.6	Social and Emotional Supports for all Students.	LMUSD will continue to support Social Skills Counseling, Safe Schools Ambassador and Peer Mediator Programs at all school sites.	$3,500.00	Yes
2.7	Clean and safe school facilities	LMUSD will continue to maintain facilities that are safe and conducive to a positive learning environment.	$1,074,604.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate from high school ready for college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LMUSD strongly supports the success for all high school students. This means graduating with a high school diploma and having a plan post secondary to ensure students become productive citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students completing CTE pathways	# of completer's of sequential Career Pathways in 22-23: 20	CTE completers - 24		Projected # of completer's of sequential Career Pathways in year 3: 90	
3.2	Graduation Rates	Graduation rate in 22-23= 85.7%	Graduation rate for 2023-2024 - 90.6%		Projected Graduation rate in year 3= 95%	
3.3	AP exam results	# of scores on AP tests in 22-23 with a score of 3 or better= 20	# of scores on AP tests with a score of 3 or better - 0		Projected # of scores on AP tests in with a score of 3 or better in year 3= 35	
3.4	D and F Rates	2022/2023: D and F Rates: 272	D and F rates: 245		Projected D and F rates in year 3: 200	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Decrease drop out rates	2022-2023: Drop out rate: 3= 1.55%	Drop out rate: 7 or 3.60%		Projected 3 year Drop Out Rates in year 3: 0%	
3.6	Increase % of students college and career ready	For 22-23: 40.5% of students are college and career ready	2023-2024 - 58.5% college and career ready.		Projected # of students are college and career ready in year 3: 55%	
3.7	Students completing CTE industry certifications	# of students completing industry certifications in 22-23: 64	# of students completing industry certifications - (23-24)=107, (24.25)=115.		Projected # of students completing industry certifications in year 3: 95	
3.8	Dual enrollment rates	2022-2023: # of students completing a Dual Enrollment class with a C or better: 59	# of students completing dual enrollment classes (23-24)=37, (24-25)=61		Projected # of students completing a Dual Enrollment class with a C or better in year 3: 80	
3.9	FFA State and American Degrees	# FFA state degrees 22-23= 1 # FFA american degree 22-23= 1	# FFA state degrees = 14 # FFA American degrees = 0		Projected # of FFA State and American degrees in year 3: # FFA state degrees = 8 # FFA american degrees= 2	
3.10	Increase % of students completing A-G courses and CTE certifications:	2022-2023: % of students completing A-G courses: 31% CTE certifications: 38%	2023-2024: % of students completing A-G courses: 30% CTE certifications: 58%		% of students completing A-G courses: 56% and CTE certifications: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Increase % of students demonstrating college preparedness as measured by EAP	2022-2023: 52.7% of students were EAP prepared in ELA and 20% prepared in Math	2022-2023: 57.4% of students were EAP prepared in ELA and 21.3% prepared in Math		70% of students will be EAP prepared in ELA and 50% prepared in Math	

Goal Analysis [2024-25]

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

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

The data indicates that the goal, actions and metrics are having the desired outcomes.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for this goal.

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

Most metrics showed improvement in year 1 as compared to baseline data.

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.

There are no planned changes to the goal, metrics, target outcomes, or actions.

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	Career and Technical Education Offerings for all students	LMUSD will continue offering CTE Pathways that meet the qualifications of CDE which include; student work based learning, job shadows, industry	$725,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
		certifications, student internships, and cross curricular CTE theme instruction.		
3.2	Credit Recovery Options for High School Students	LMUSD will support the implementation of a credit recovery program at LMHS. Students at-risk of not meeting A-G and Diploma requirements will be provided this intervention as early as 10th grade. Summer school will be provided for students as yet another option to meet necessary requirements. Students that need A-G acceleration for post secondary will also be given this opportunity. LMUSD will support dual enrollment and articulated courses at LMHS. LMUSD will support after school tutorial assistance to students at LMHS to ensure they pass current diploma and A-G courses.	$62,381.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All English Learners will move towards proficiency in English	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Decrease the % of EL students "At-Risk" of becoming LTEL's.	The % of EL students "At-Risk" of becoming LTEL's decreased by 1.9% points to 6.4% in 2022-2023	The % of EL students "At-Risk" of becoming LTEL's increased by 2.2% to 8.6% in 2023-2024.		Projected decrease of the % of EL students in year 3 "At-Risk" of becoming LTEL's by 5%	
4.2	Increase the % of EL Students moving one performance band in the ELPAC assessment.	2022-2023 ELPAC Scores: Level 4: 11.32% Level 3: 33.02% Level 2: 38.68% Level 1: 16.98%	2023-2024 ELPAC Scores: Progressed at least one level - 38.1% Maintained level - 41.7% Decreased at least one level - 20.2%		Increase the % of EL Students moving one performance band in the ELPAC assessment by year 3: ELPAC Scores: Level 4: 30% Level 3: 40% Level 2: 20% Level 1: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Decrease the % of LTEL's.	The % of LTEL's decreased .4% points to 14.3% in 2022-2023	The % of LTEL's decreased by 3.5% to 10.8% in 2023-2024.		Decrease the % of LTEL's in 2023-24 by 8% to 6.3%	
4.4	Increase the % of EL students making progress on the California Dashboard English Language Proficiency Indicator	The proficiency of EL students making progress on the CAASPP in 2022-2023: 49.5%	EL students making progress on the CAASPP in 2023-2024: 37.6%		Increase the % of EL students making progress on the California Dashboard English Language Proficiency Indicator to 65% proficiency on the CAASPP.	
4.5	Increase the % of students being reclassified yearly as measured by district and state reports	3.78% (20) students reclassified in 2022-2023	39.2% of EL students were reclassified in 2023-2024.		Increase the % of students reclassified to 6.2%	
4.6	Maintain ELD supports for students K-12 to ensure building language acquisition and academic skills	All schools will implement integrated ELD by implementing ELD standards: 70% Designated schools will implement designated ELD: 100%	Maintained All schools will implement integrated ELD by implementing ELD standards: 70% Designated schools will implement designated ELD: 100%		All schools will implement integrated ELD by implementing ELD standards: 100% Designated schools will implement designated ELD: 100%	

Goal Analysis [2024-25]

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

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

There are no substantive differences in the planned actions and actual implementation for this goal.

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

There are no material differences between budgeted expenditures and estimated actual expenditures for this goal.

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

The metrics and actions for this goal appear to be having the desired effect and English Learning progress.

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.

There are no changes to the planned goal, metrics, target outcomes, or actions for 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
4.1	Supports for ELD Students	Ensure ELD supports are in place for students K-12 building language acquisition and academic skills of EL students. This includes ELD instruction at the high school level. Designated and Integrated ELD K-6 and ELD instruction at the Middle School grades. Bilingual Paraprofessionals will be used to support EL students. Purchase necessary supplemental materials to ensure students have access to core instruction and ELD instruction.	$182,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	ELD Master Plan Implementation and Professional Development	LMUSD will provide professional development in the implementation of ELD standards for new teachers in 2024-2025.	$8,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	LMUSD will support 21st Century Learning in all Schools.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

LMUSD believes in the integration of technology within the classroom and the implementation of project based learning. This goal is also part of the districts board strategic planning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Implement Flexible Seating at School at school sites to support 21st Century Learning	2022-2024 Results: Vina: 2 out of 4 classrooms have FS installed LME: 4 out 14 classes have FS installed LMHS: 1 out of 12 classes of FS installed	Maintained baseline data.		Year 3 Flexible Seating anticipated Results: Vina: 4 out of 4 classrooms will have FS installed LME: 12 out 14 classes will have FS installed LMHS: 7 out of 12 classes of FS installed	
5.2	Continued implementation of 1:1 devices for all schools	Individual School 1:1 student device ratios: LMHS: 100% LME: 100% Vina: 100%	Maintained baseline data.		Maintain Individual School 1:1 student device ratios: LMHS: 100% LME: 100% Vina: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Evidence of UC Davis C-STEM being used in K-8 and LMHS Math Courses	2023-2024 Results: The UC Davis C-STEM program is relatively new. Implementation is 80%	Maintained baseline data.		In year 3, It is anticipated the UC Davis C-STEM will be implemented at 100%	
5.4	Continued PBL and UC Davis C-STEM training for all remaining and new teachers.	2023-2024 results: PBL K-8 Teachers: HS Teachers: C-STEM K-8 Teachers: HS Teaches:	Maintained baseline data.		Year 3 Results: PBL K-8 Teachers: HS Teachers: C-STEM K-8 Teachers: HS Teachers:	

Goal Analysis [2024-25]

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

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

The implementation of metrics 5.1 and 5.2 were maintained for the 2023-2024 school year. Metrics 5.3 and 5.4 also maintained however based on educational partner feedback, it was recommended that these two metrics be eliminated.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

Metrics 5.1 and 5.2 have proven to be effective in enhancing project based learning and computer literacy with students. Metrics 5.3 and 5.4 appear to have stalled as far as implementation.

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

Based on feedback from educational partners, metrics 5.3 and 5.4 would like to be eliminated for year three.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Technology Implementation districtwide	LMUSD will continue to develop and maintain infrastructure necessary to support sufficient devices to achieve wide-spread access, with the goal of achieving 100% 1-1 computing for grades K-12. Replace, repair, and/or upgrade 20% of all student devices annually.	$190,000.00	Yes
5.3	Support 21st Century Learning Instruction	Continue to implement flexible seating that supports student to student collaboration at each school site	$50,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,609,502	$167,420

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
24.113%	0.000%	$0.00	24.113%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Assessment Programs to reduce student performance gaps **Need:** Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require targeted interventions and data-driven instruction to address their diverse learning needs. Implementing comprehensive	To address these needs, LMUSD will implement assessment programs to assist with the cycle of inquiry to inform instruction. The district will utilize the following programs: I-Ready Assessment and Intervention Program: Use I-Ready to provide personalized instruction based on students' diagnostic assessment results, targeting specific skill gaps in reading and math. Illuminate Data Disaggregation Software:	I-Ready data Illuminate data CAASPP data

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
	assessment programs helps educators monitor student progress, identify learning gaps, and tailor instruction to support academic growth and achievement. **Scope:** LEA-wide	Implement Illuminate to analyze student data, track progress, and inform instructional decisions to improve student outcomes. Renaissance Accelerated Reader: Use Accelerated Reader to promote reading practice, monitor student reading progress, and provide personalized reading goals. Mindsets: Measuring Up: Utilize Measuring Up for standards-based assessments and instructional resources to help students achieve proficiency in core academic subjects. Commonlit: Implement Commonlit to provide a free digital library of reading passages and assessments, enhancing literacy instruction and monitoring reading comprehension. No Red Ink: Use No Red Ink to support grammar and writing instruction with personalized learning pathways based on students' diagnostic assessments. Math IXL: Incorporate Math IXL to provide comprehensive math practice aligned with state standards,	

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
		offering personalized learning experiences and real-time analytics. UC Davis C-STEM: Use the UC Davis C-STEM program to integrate computing and robotics into STEM education, enhancing problem-solving skills and computational thinking. Research supports the effectiveness of comprehensive assessment programs in improving student outcomes. According to the Institute of Education Sciences (IES), data-driven instruction based on frequent assessments helps teachers make informed decisions, leading to better academic performance (IES, 2009). Additionally, the American Educational Research Association (AERA) emphasizes that personalized learning platforms and targeted interventions are critical for addressing the diverse needs of students and closing achievement gaps (AERA, 2014). By implementing these assessment programs, LMUSD aims to provide educators with the tools and data needed to inform instruction, tailor interventions, and support the academic growth and success of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
1.2	**Action:** Curriculum and Instruction **Need:**	To address these needs, LMUSD will implement the following strategies: Utilization of Paraprofessionals:	CAASPP data # of students able to receive support from additional para support

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
	Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require additional instructional support and targeted interventions to meet Common Core State Standards (CCSS) and achieve proficiency on CAASPP (California Assessment of Student Performance and Progress) in ELA and Math. Effective use of paraprofessionals, along with increased professional development for teachers, is essential to enhance student learning and test performance. **Scope:** LEA-wide	Classroom Support: Deploy paraprofessionals to support the implementation of CCSS in the classroom, assisting teachers with differentiated instruction and targeted interventions. Test Preparation: Use paraprofessionals to work with students in small groups or one-on-one sessions to prepare for ELA and Math CAASPP testing, focusing on areas where students need the most support. Professional Development in Literacy and Writing Standards: Core Subject Areas: Increase professional development opportunities for teachers in literacy and writing standards across all core subject areas, ensuring they have the skills and knowledge to effectively teach CCSS. Instructional Strategies: Provide training on evidence-based instructional strategies that promote literacy and writing skills, including integrating these skills into other content areas. Monitoring and Support: Data-Driven Instruction: Utilize assessment data to identify student needs and guide instructional practices, ensuring that interventions are targeted and effective. Ongoing Coaching: Provide ongoing coaching and support for teachers and paraprofessionals to reinforce best practices and address any	# of additional professional development for staff offerings

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
		challenges in implementing CCSS and preparing students for CAASPP. Research supports the effectiveness of these strategies in improving student outcomes. According to the Learning Policy Institute, the use of paraprofessionals in the classroom can enhance student learning, particularly when they are well-trained and effectively integrated into the instructional team (Learning Policy Institute, 2018). Additionally, the National Council of Teachers of English (NCTE) emphasizes that professional development in literacy and writing standards is crucial for improving student achievement in these areas (NCTE, 2016). Studies also show that data-driven instruction and targeted interventions significantly increase student proficiency on standardized assessments (IES, 2009). By utilizing paraprofessionals to support CCSS and CAASPP preparation, and increasing professional development in literacy and writing standards, LMUSD aims to enhance student proficiency in ELA and Math, supporting the academic success of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
1.3	**Action:** Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student **Need:**	To address these needs, LMUSD will implement the following strategies: Increase Analysis of Student Achievement Data Using PLC Format: Collaborative Data Analysis: Facilitate regular PLC meetings where teachers collaboratively analyze	Data from PLC meetings CAASPP data Local assessment data

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
	Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require targeted interventions and personalized instruction to achieve academic success. Increasing the analysis of student achievement data and providing effective professional development for teachers through Professional Learning Communities (PLCs) can significantly enhance instructional practices and support student learning. **Scope:** LEA-wide	student achievement data to identify trends, gaps, and areas for improvement. Data-Driven Instruction: Use insights from data analysis to inform instructional practices and implement targeted interventions for students who need additional support. Monitor SMART Goals Per Site: SMART Goals: Establish and monitor Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals at each school site to track progress and ensure accountability. Inform Instruction: Use SMART goals to guide instructional planning and measure the effectiveness of teaching strategies and interventions. Provide Additional PLC Training for New Teachers by Fall of 2025: PLC Training: Offer comprehensive PLC training for new teachers to ensure they understand the PLC process and can effectively participate in data-driven discussions and collaborative planning. Ongoing Support: Provide ongoing support and coaching for new teachers to reinforce PLC practices and address any challenges. Implement and Monitor Data Analysis Using a Data Management System:	

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
		Data Management System: Implement a robust data management system to collect, analyze, and report student achievement data efficiently. Monitor Progress: Use the data management system to track student progress, monitor the impact of instructional strategies, and adjust interventions as needed. Support Extra Duty Compensation for Curriculum Monitoring: Extra Duty Compensation: Provide extra duty compensation to teachers who take on additional responsibilities for monitoring and updating curriculum guides. Curriculum Alignment: Ensure that curriculum guides are aligned with state standards, reflect best practices, and address the diverse needs of all students. Research supports the effectiveness of these strategies in improving student outcomes. According to the Learning Policy Institute, PLCs that focus on data-driven instruction and collaborative planning lead to significant improvements in teaching practices and student achievement (Darling-Hammond et al., 2017). Additionally, the Institute of Education Sciences (IES) highlights the importance of using data management systems to monitor student progress and inform instructional decisions (IES, 2009). By increasing the analysis of student achievement data, providing PLC training for new teachers, and supporting curriculum monitoring, LMUSD aims to	

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
		enhance instructional practices, support targeted interventions, and improve academic outcomes for foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
2.1	**Action:** Staff supports for all students **Need:** Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often benefit from structured and supportive behavioral and academic interventions. Effective implementation of Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) is essential for creating a positive school climate and addressing the diverse needs of all students. Professional development for new teachers and continuous oversight of these programs are critical for their success. This action will benefit ALL students, including those listed above and our Hispanic groups who were RED on the school dashboard. **Scope:** LEA-wide	To address these needs, LMUSD will ensure support for students by funding and maintaining the following positions and services: High School Counselor: Provide academic, career, and personal counseling to high school students, helping them navigate academic challenges and plan for postsecondary success. School Psychologist: Offer psychological assessments, counseling, and intervention services to support students' mental health and address behavioral concerns. Health Assistant: Assist with managing student health needs, administering medications, and providing first aid and health education. Principal/Program Coordinator: Provide leadership for addressing the needs of unduplicated students with a focus on building sustainable instructional practices that close the gap between the performance of our unduplicated students and their peers. This added position will further ensure all site programs and practices are coordinated towards a focus on closing this gap.	# of additional students receiving support # of students receiving additional intervention # of students receiving counseling services

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
		Support the implementation of PBIS, MTSS, and other school-wide initiatives aimed at improving student outcomes and creating a positive school climate. 0.3 FTE District Nurse: Oversee health services across the district, ensuring compliance with health regulations, managing chronic health conditions, and promoting overall student wellness. Part-Time Cook: Support the preparation and delivery of additional meal offerings per day to ensure students receive nutritious meals, which are crucial for their health and ability to focus on learning. Research supports the importance of comprehensive support services in enhancing student outcomes. The American School Counselor Association (ASCA) emphasizes that school counselors play a vital role in promoting academic achievement and personal development (ASCA, 2019). The National Association of School Psychologists (NASP) highlights that school psychologists are essential for addressing mental health needs and improving student behavior (NASP, 2016). Additionally, the Centers for Disease Control and Prevention (CDC) underscores the importance of school health services in managing chronic conditions and promoting student health (CDC, 2019). Studies also show that access to nutritious meals improves	

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
		student concentration, behavior, and academic performance (CDC, 2014). By funding these critical positions and services, LMUSD aims to provide comprehensive support that addresses the diverse needs of all students, particularly foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
2.2	**Action:** Positive School Cultures **Need:** Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often benefit from structured and supportive behavioral and academic interventions. Effective implementation of Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) is essential for creating a positive school climate and addressing the diverse needs of all students. Professional development for new teachers and continuous oversight of these programs are critical for their success. **Scope:** LEA-wide	To address these needs, LMUSD will implement the following strategies: PBIS and MTSS Professional Development for New Teachers: Provide comprehensive professional development on PBIS and MTSS for new teachers in the 2025/2026 school year. This training will equip them with the knowledge and skills necessary to implement these frameworks effectively. Include training on data-driven decision-making, behavior management strategies, and tiered intervention approaches to support all students. District-Level PBIS and MTSS Team: Maintain a district-level team to oversee the implementation phases of PBIS and MTSS. This team will provide guidance, support, and monitoring to ensure the fidelity of these programs. Facilitate regular meetings to review data, address challenges, and share best practices. Incentive Program for PBIS Standards:	Percentage of staff using PBIS strategies Reduction in office referrals from classrooms Implementation of MTSS

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
		Continue to implement an incentive program to reward students who meet PBIS standards. This program will include recognition, rewards, and positive reinforcement to encourage desirable behaviors and academic efforts. Engage students, parents, and staff in designing and evaluating the incentive program to ensure it is motivating and effective. Research supports the effectiveness of PBIS and MTSS in improving student outcomes. According to the Office of Special Education Programs (OSEP), PBIS reduces behavioral problems and enhances the overall school climate (OSEP, 2019). The Learning Policy Institute highlights that MTSS, when implemented effectively, provides comprehensive support that addresses academic, behavioral, and social-emotional needs, leading to improved student achievement (Darling-Hammond et al., 2017). Additionally, studies show that professional development is critical for the successful implementation of these frameworks, as it ensures that teachers are well-prepared to support diverse learners (Learning Forward, 2017). By providing PBIS and MTSS professional development for new teachers, maintaining a district-level oversight team, and continuing an incentive program for students, LMUSD aims to create a supportive and positive learning environment that fosters the academic and social-emotional growth of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Extracurricular activities for students **Need:** Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often lack access to extracurricular activities that support their physical, social, and emotional development. Providing opportunities for engagement in athletic and creative endeavors outside the school day is essential for promoting holistic development and enhancing student engagement and well-being. **Scope:** LEA-wide	To address these needs, the district will implement the following strategies: Opportunities for Athletic and Creative Endeavors: Athletic Programs: Offer a variety of athletic programs outside the school day, including team sports, individual sports, and fitness activities. These programs will promote physical health, teamwork, and self-discipline. Creative Programs: Provide opportunities for students to engage in creative endeavors such as art, music, drama, dance, and other creative arts. These programs will foster creativity, self-expression, and cultural awareness. Stipends for Extracurricular Activities: Staff Stipends: Provide stipends for teachers and staff who lead extracurricular activities, ensuring that they are compensated for their time and effort in supporting student engagement outside the school day. Sustainable Programs: Ensure that stipends help maintain a wide range of extracurricular activities, making them accessible to all students, particularly those who might not otherwise have the opportunity to participate. Inclusivity and Accessibility:	# of additional extra curricular offerings # of students accessing extra curricular activities # of staff leading extra curricular activities

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
		Ensure that all athletic and creative programs are inclusive and accessible to students with diverse needs and backgrounds. Provide necessary accommodations and support to ensure that students with disabilities and other specific needs can fully participate. Research supports the positive impact of extracurricular activities on student outcomes. According to the Afterschool Alliance, participation in extracurricular programs is associated with improved academic performance, higher school attendance, and better social-emotional skills (Afterschool Alliance, 2014). Additionally, the National Federation of State High School Associations (NFHS) emphasizes that involvement in sports and the arts contributes to the overall development of students, including their physical health, social skills, and emotional well-being (NFHS, 2018). By providing opportunities for engagement in athletic and creative endeavors and offering stipends for extracurricular activities, the district aims to promote the holistic development of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds, supporting their overall well-being and academic success.	
2.4	**Action:** Transportation of all students **Need:**	To address these needs, the district will continue to provide home-to-school transportation for all students, acknowledging that this service is essential for ensuring access to education,	# of students accessing transportation # of EL, SED, SWD accessing transportation

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
	Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often face significant barriers to attending school, especially in rural areas. Reliable transportation is essential to ensure these students can consistently attend school and participate in the instructional program. Providing home-to-school transportation is critical for promoting school attendance and academic success. **Scope:** LEA-wide	particularly in a rural, low-socioeconomic area. The district will implement the following strategies: Comprehensive Transportation Services: Ensure that transportation services cover all students, including those living in remote and rural areas, to guarantee they can attend school regularly. Provide reliable and safe transportation options that accommodate the diverse needs of all students, including those with disabilities. Research supports the importance of reliable transportation in promoting school attendance and academic success. According to the National Center for Education Statistics (NCES), transportation is a key factor in ensuring that students, particularly those from low-income families, can attend school regularly (NCES, 2017). The American School Bus Council emphasizes that school transportation services are crucial for providing equitable access to education and supporting student safety and well-being (American School Bus Council, 2018). By continuing to provide home-to-school transportation for all students and funding these services beyond the State calculated MOE, the district aims to ensure that foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds can consistently attend school and participate fully in the instructional program, thereby supporting their academic success and overall well-being.	# Foster youth accessing transportation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Social and Emotional Supports for all Students. **Need:** Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require additional support to develop social skills, ensure a safe school environment, and resolve conflicts constructively. Programs that provide social skills counseling, peer mediation, and student leadership opportunities are essential for fostering a positive school climate and supporting the social-emotional well-being of these students. **Scope:** LEA-wide	To address these needs, LMUSD will continue to support the following programs at all school sites: Social Skills Counseling: Provide ongoing social skills counseling to help students develop essential interpersonal skills, manage emotions, and build positive relationships. Offer individual and group counseling sessions to address specific social-emotional needs and provide targeted support for students facing challenges. Safe Schools Ambassador Program: Implement the Safe Schools Ambassador Program to empower students to take an active role in promoting a safe and inclusive school environment. Train student ambassadors to recognize and address issues such as bullying, harassment, and other safety concerns, fostering a culture of respect and safety. Peer Mediator Program: Establish peer mediator programs to train students in conflict resolution skills and provide them with opportunities to mediate conflicts among their peers. Support peer mediators in facilitating constructive dialogue and resolving disputes peacefully,	# of students accessing counseling # of students accessing group counseling # of students participating in Safe School Ambassador Program

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
		reducing incidents of conflict and promoting a positive school climate. Research supports the effectiveness of social skills counseling, peer mediation, and student leadership programs in improving school climate and student outcomes. The American School Counselor Association (ASCA) emphasizes that social skills counseling helps students develop essential life skills, improve academic performance, and enhance social-emotional well-being (ASCA, 2019). The Safe Schools Ambassador Program has been shown to reduce incidents of bullying and improve overall school safety (Safe Schools Ambassadors, 2020). Additionally, studies indicate that peer mediation programs are effective in reducing conflicts, promoting positive relationships, and improving school climate (Cohen, 2005). By continuing to support social skills counseling, Safe Schools Ambassador, and peer mediator programs at all school sites, LMUSD aims to create a safe, inclusive, and supportive environment that fosters the social-emotional development and well-being of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
3.1	**Action:** Career and Technical Education Offerings for all students **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often	To address these needs, LMUSD will continue offering CTE Pathways that meet the qualifications of the California Department of Education (CDE). These pathways will include the following components:	# of CTE offerings # of students enrolled in CTE classes # of students completing CTE classes

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
	face barriers to accessing high-quality career and technical education (CTE) pathways that can lead to meaningful employment and postsecondary opportunities. Providing comprehensive CTE programs that include work-based learning, job shadows, industry certifications, internships, and cross-curricular instruction is crucial for preparing these students for successful careers. **Scope:** Schoolwide	Student Work-Based Learning: Providing hands-on learning experiences that allow students to apply academic and technical skills in real-world settings. Job Shadows: Facilitating opportunities for students to observe professionals in their fields of interest, gaining insights into various careers. Industry Certifications: Offering programs that lead to industry-recognized certifications, enhancing students' employability and readiness for the workforce. Student Internships: Arranging internships that provide practical experience and mentorship in professional environments. Cross-Curricular CTE Theme Instruction: Integrating CTE themes into core academic subjects to create a cohesive and relevant learning experience. Research supports the effectiveness of comprehensive CTE programs in improving student outcomes. According to the Association for Career and Technical Education (ACTE), students who participate in CTE programs have higher graduation rates, improved academic performance, and better employment prospects (ACTE, 2017). Additionally, the National Center for Education Statistics (NCES) highlights that work-based learning and internships are associated with increased student engagement and career readiness (NCES, 2018).	

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 continuing to offer CTE Pathways that meet CDE qualifications, LMUSD aims to provide foster youth, English learners, and students from low socioeconomic backgrounds with the skills, knowledge, and experiences needed to succeed in their chosen careers and postsecondary education.	
3.2	**Action:** Credit Recovery Options for High School Students **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face academic challenges that put them at risk of not meeting A-G requirements and graduation diploma requirements. These students need targeted interventions, such as credit recovery programs, dual enrollment opportunities, and tutorial assistance, to ensure they stay on track for graduation and are prepared for postsecondary education. **Scope:** Schoolwide	To address these needs, LMUSD will support the implementation of a comprehensive credit recovery program at LMHS, providing multiple pathways for students to meet their academic requirements. The district will implement the following strategies: Credit Recovery Program: Early Intervention: Provide credit recovery intervention as early as 10th grade for students at risk of not meeting A-G and diploma requirements. Summer School: Offer summer school as an additional option for students to recover credits and meet graduation requirements. A-G Acceleration: Provide opportunities for students who need A-G acceleration for postsecondary readiness, ensuring they meet the requirements for college admissions. Dual Enrollment and Articulated Courses: Support dual enrollment and articulated courses at LMHS, allowing students to earn college credits while still in high school, enhancing their readiness for postsecondary education.	# of students needing credit recovery # of students achieving required credits Reducing the # of students needing credit recovery assistance

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
		After School Tutorial Assistance: Offer after-school tutorial assistance to help students pass their current diploma and A-G courses, providing additional support and resources to ensure academic success. Research supports the effectiveness of these strategies in improving student outcomes. The U.S. Department of Education highlights that credit recovery programs help at-risk students stay on track for graduation and improve their chances of postsecondary success (U.S. Department of Education, 2017). Additionally, the National Center for Education Statistics (NCES) emphasizes that dual enrollment and articulated courses increase college readiness and postsecondary success rates (NCES, 2018). After-school tutorial assistance has also been shown to improve academic performance and reduce dropout rates, particularly for disadvantaged students (Afterschool Alliance, 2014). By implementing these comprehensive support strategies, LMUSD aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the necessary resources and opportunities to meet graduation requirements, achieve academic success, and prepare for postsecondary education.	
5.1	**Action:** Technology Implementation districtwide **Need:**	To address these needs, LMUSD will continue to develop and maintain the necessary infrastructure to support sufficient devices, with the goal of achieving 100% 1-to-1 computing for grades K-12. The district will implement the following strategies:	# of 1:1 devices # of devices being replaced yearly Maintain current software for programs

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
	Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often face barriers to accessing technology, which is essential for participating in digital learning and completing academic assignments. Ensuring widespread access to computing devices and maintaining a robust technology infrastructure is crucial for supporting equitable educational opportunities and enhancing student learning. **Scope:** LEA-wide	Achieving 1-to-1 Computing: Ensure that each student from grades K-12 has access to an individual computing device, providing equal opportunities for digital learning and academic engagement. Implement policies and practices to manage device distribution, usage, and maintenance effectively. Annual Device Replacement, Repair, and Upgrade: Replace, repair, and/or upgrade 20% of all student devices annually to ensure that technology remains current, functional, and capable of supporting students' learning needs. Establish a systematic process for identifying devices that need replacement or repair and allocating resources accordingly. Maintaining Technology Infrastructure: Invest in and maintain the necessary infrastructure, including Wi-Fi networks, servers, and support services, to ensure reliable and robust connectivity across all school sites. Provide ongoing technical support to address any issues promptly and minimize disruptions to learning.	

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
		Research supports the importance of equitable access to technology in improving student outcomes. According to the International Society for Technology in Education (ISTE), access to personal learning devices enhances student engagement, supports personalized learning, and improves educational outcomes (ISTE, 2016). Additionally, the U.S. Department of Education emphasizes that a well-maintained technology infrastructure is critical for ensuring that all students can benefit from digital learning opportunities (U.S. Department of Education, 2017). By developing and maintaining the infrastructure necessary to support widespread device access and implementing a systematic approach to device management, LMUSD aims to provide all students, including foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds, with the technological resources they need to succeed academically.	
5.3	**Action:** Support 21st Century Learning Instruction **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from classroom environments that support diverse learning styles and encourage collaboration. Flexible seating arrangements can enhance student engagement, improve classroom dynamics, and foster a more inclusive and interactive learning environment.	To address these needs, LMUSD will continue to implement flexible seating that supports student-to-student collaboration at each school site. The district will implement the following strategies: Flexible Seating Options: Provide a variety of seating options, including desks, tables, bean bags, standing desks, and collaborative workspaces, to accommodate different learning preferences and needs.	# of classrooms with 21st Century implementation monitoring furniture needs monitoring effectiveness

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	Ensure that flexible seating arrangements are designed to promote interaction, collaboration, and active learning among students. Professional Development and Training: Offer professional development and training for teachers on the effective use of flexible seating to enhance classroom management, student engagement, and collaborative learning. Provide resources and best practices for integrating flexible seating into daily instructional activities. Ongoing Evaluation and Feedback: Regularly evaluate the impact of flexible seating on student engagement, collaboration, and academic performance. Gather feedback from students and teachers to continuously improve and adapt flexible seating arrangements to meet the needs of all learners. Research supports the benefits of flexible seating in enhancing student engagement and collaboration. According to Edutopia, flexible seating can lead to improved student engagement, better classroom behavior, and enhanced collaboration and communication among students (Edutopia, 2016). Additionally, the American Educational Research Association (AERA) highlights that flexible seating arrangements create a more dynamic and interactive learning environment, which supports diverse learning	

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
		styles and fosters a sense of community (AERA, 2017). By continuing to implement flexible seating that supports student-to-student collaboration, LMUSD aims to create inclusive and engaging classroom environments that enhance the learning experiences and academic success of foster youth, English learners, and students from low socioeconomic backgrounds.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	**Action:** Supports for ELD Students **Need:** English learners (EL) require specialized instructional support to develop their English language proficiency and succeed academically. Ensuring that ELD (English Language Development) supports are in place across all grade levels is essential for meeting the linguistic and academic needs of these students. This includes providing both Designated and Integrated ELD instruction, as well as access to necessary supplemental materials.	To address these needs, LMUSD will ensure comprehensive ELD supports are in place for students K-12. The district will implement the following strategies: ELD Instruction at the High School Level: Provide specialized ELD instruction at the high school level to support EL students in developing their English language skills and meeting academic standards. Designated and Integrated ELD K-6: Implement both Designated ELD (focused, explicit language instruction) and Integrated ELD	# of EL students advancing at least one level # of EL students being reclassified as RFEP reducing the number of LTEL's

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	(embedding language development within content instruction) for students in grades K-6. Ensure that classroom teachers are trained and supported in delivering effective ELD instruction. ELD Instruction at the Middle School Level: Provide ELD instruction at the middle school level to address the specific language development needs of EL students in grades 6-8. Support middle school teachers with professional development and resources to effectively implement ELD strategies. Supplemental Materials: Purchase necessary supplemental materials to ensure students have access to both core instruction and ELD instruction. These materials will support language development, academic content learning, and cultural responsiveness. Research supports the effectiveness of comprehensive ELD programs in improving English learners' academic performance and language proficiency. According to the California Department of Education (CDE), effective ELD programs include both Designated and Integrated ELD, tailored to the specific needs of EL students (CDE, 2012). Additionally, studies by the American Educational Research Association (AERA) indicate that providing high-quality instructional materials and targeted support enhances the language acquisition and academic achievement of EL students (AERA, 2014).	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		By implementing these ELD supports and providing necessary supplemental materials, LMUSD aims to ensure that English learners receive the comprehensive instruction and resources they need to succeed academically and develop strong English language skills.	
4.2	**Action:** ELD Master Plan Implementation and Professional Development **Need:** English learners (EL) require effective instruction aligned with ELD (English Language Development) standards to develop their English language proficiency and succeed academically. New teachers often need specialized training to effectively implement these standards and support EL students. Providing professional development (PD) for new teachers in the implementation of ELD standards is essential to ensure high-quality instruction for EL students. **Scope:** Limited to Unduplicated Student Group(s)	To address these needs, LMUSD will provide professional development in the implementation of ELD standards for new teachers in the 2024-2025 school year. The district will implement the following strategies: Comprehensive PD for New Teachers: Offer targeted professional development sessions focused on understanding and implementing ELD standards. Provide training on effective instructional strategies, assessment methods, and classroom management techniques specifically designed for teaching EL students. Ongoing Support and Coaching: Establish a system of ongoing support and coaching for new teachers, including access to ELD coaches and experienced mentor teachers. Facilitate regular check-ins and follow-up sessions to address challenges and reinforce best practices. Resource Provision:	# of PD offerings for staff greater participation of EL parents in ELAC/DELAC effectiveness of ongoing technical support

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Supply new teachers with instructional materials, lesson plans, and resources aligned with ELD standards. Ensure that teachers have access to digital tools and platforms that support ELD instruction. Research supports the effectiveness of targeted professional development in enhancing teachers' ability to implement ELD standards and improve outcomes for EL students. The Learning Policy Institute emphasizes that high-quality PD is critical for equipping teachers with the skills and knowledge needed to support diverse learners, including EL students (Darling-Hammond et al., 2017). Additionally, the California Department of Education (CDE) highlights that PD focused on ELD standards helps teachers provide more effective and differentiated instruction, leading to better language acquisition and academic performance for EL students (CDE, 2012). By providing professional development in the implementation of ELD standards for new teachers, LMUSD aims to ensure that EL students receive high-quality instruction that supports their language development and academic success.	

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

Additional Concentration Grant Funding

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

LMUSD will use the additional 15% concentration grant add-on funding to employ the LMHS Principal as described in Action 2.1. This position was previously funded with one-time Covid relief funds that have expired/been expended. We will also use this funding to employ a bilingual Paraprofessional at Los Molinos High School.

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	None	32:549
Staff-to-student ratio of certificated staff providing direct services to students	None	36:549

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,674,752	1,609,502	24.113%	0.000%	24.113%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,141,514.00	$630,857.00	$0.00	$177,340.00	$3,949,711.00	$2,561,937.00	$1,387,774.00

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	Assessment Programs to reduce student performance gaps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year 1 - 3	$14,288.00	$93,500.00	$49,288.00	$58,500.00	$0.00	$0.00	$107,788.00	0
1	1.2	Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year 1 - 3	$208,855.00	$5,000.00	$38,115.00	$45,000.00	$0.00	$130,740.00	$213,855.00	0
1	1.3	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year 1 - 3	$96,614.00	$2,000.00	$84,037.00	$14,577.00	$0.00	$0.00	$98,614.00	0
2	2.1	Staff supports for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	$761,911.00	$15,000.00	$630,554.00	$146,357.00	$0.00	$0.00	$776,911.00	0
2	2.2	Positive School Cultures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	$5,000.00	$25,000.00	$25,000.00	$5,000.00	$0.00	$0.00	$30,000.00	0
2	2.3	Extracurricular activities for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	$150,000.00	$55,000.00	$175,000.00	$30,000.00	$0.00	$0.00	$205,000.00	0
2	2.4	Transportation of all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	$95,000.00	$125,350.00	$220,350.00	$0.00	$0.00	$0.00	$220,350.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Social and Emotional Supports for all Students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	$0.00	$3,500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	0
2	2.7	Clean and safe school facilities	All	No			All Schools	Years 1-3	$551,123.00	$523,481.00	$1,074,604.00	$0.00	$0.00	$0.00	$1,074,604.00	0
3	3.1	Career and Technical Education Offerings for all students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School 9th-12th Grade	Years 1-3	$443,715.00	$281,993.00	$463,715.00	$255,393.00	$0.00	$6,600.00	$725,708.00	0
3	3.2	Credit Recovery Options for High School Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School 9th-12th Grade	Years 1-3	$51,931.00	$10,450.00	$41,351.00	$21,030.00	$0.00	$0.00	$62,381.00	0
4	4.1	Supports for ELD Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Years 1-3	$180,000.00	$2,500.00	$142,500.00	$0.00	$0.00	$40,000.00	$182,500.00	0
4	4.2	ELD Master Plan Implementation and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Years 1-3	$3,500.00	$5,000.00	$8,500.00	$0.00	$0.00	$0.00	$8,500.00	0
5	5.1	Technology Implementation districtwide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	$0.00	$190,000.00	$135,000.00	$55,000.00	$0.00	$0.00	$190,000.00	0
5	5.3	Support 21st Century Learning Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,674,752	1,609,502	24.113%	0.000%	24.113%	$2,066,910.00	0.000%	30.966 %	**Total:**	$2,066,910.00
								LEA-wide Total:	$1,410,844.00
								Limited Total:	$151,000.00
								Schoolwide Total:	$505,066.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Assessment Programs to reduce student performance gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,288.00	0
1	1.2	Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,115.00	0
1	1.3	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$84,037.00	0
2	2.1	Staff supports for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$630,554.00	0
2	2.2	Positive School Cultures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0
2	2.3	Extracurricular activities for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Transportation of all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,350.00	0
2	2.6	Social and Emotional Supports for all Students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	0
3	3.1	Career and Technical Education Offerings for all students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School 9th-12th Grade	$463,715.00	0
3	3.2	Credit Recovery Options for High School Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School 9th-12th Grade	$41,351.00	0
4	4.1	Supports for ELD Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$142,500.00	0
4	4.2	ELD Master Plan Implementation and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,500.00	0
5	5.1	Technology Implementation districtwide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	0
5	5.3	Support 21st Century Learning Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,677,522.00	$4,101,030.00

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**	Assessment Programs to reduce student performance gaps	Yes	$120,057.00	142,567
1	**1.2**	Curriculum and Instruction	Yes	$113,086.00	163,855
1	**1.3**	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student	Yes	$67,000.00	96,614
2	**2.1**	Staff supports for all students	Yes	$588,432.00	888,160
2	**2.2**	Positive School Cultures	Yes	$205,000.00	118,000
2	**2.3**	Extracurricular activities for students	Yes	$173,500.00	205,757
2	**2.4**	Transportation of all students	Yes	$218,193.00	213,867
2	**2.5**	Continue to fund a .5 FTE Physical Education Teacher at the High School level	Yes	$46,624.00	13,128
2	**2.6**	Social and Emotional Supports for all Students.	Yes	$3,500.00	5,023
2	**2.7**	Clean and safe school facilities	No	$1,032,671.00	1,074,604

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Career and Technical Education Offerings for all students	Yes	$536,149.00	724,371
3	3.2	Credit Recovery Options for High School Students	Yes	$46,000.00	49,175
4	4.1	Supports for ELD Students	Yes	$184,185.00	224,249
4	4.2	ELD Master Plan Implementation and Professional Development	Yes	$8,500.00	0
5	5.1	Technology Implementation districtwide	Yes	$145,000.00	181,660
5	5.2	Continue to expand PBL and UC Davis C-STEM Districtwide	Yes	$139,625.00	0
5	5.3	Support 21st Century Learning Instruction	Yes	$50,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,603,511	$1,878,059.00	$1,932,044.00	($53,985.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Assessment Programs to reduce student performance gaps	Yes	$59,456.00	38,833	0	0
1	1.2	Curriculum and Instruction	Yes	$113,086.00	33,115	0	0
1	1.3	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student	Yes	$67,000.00	82,037	0	0
2	2.1	Staff supports for all students	Yes	$435,535.00	640,554	0	0
2	2.2	Positive School Cultures	Yes	$105,000.00	0	0	0
2	2.3	Extracurricular activities for students	Yes	$138,500.00	176,797	0	0
2	2.4	Transportation of all students	Yes	$218,193.00	213,867	0	0
2	2.5	Continue to fund a .5 FTE Physical Education Teacher at the High School level	Yes	$46,624.00	13,206	0	0
2	2.6	Social and Emotional Supports for all Students.	Yes	$3,500.00	5,022	0	0
3	3.1	Career and Technical Education Offerings for all students	Yes	$371,149.00	462,336	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	Credit Recovery Options for High School Students	Yes	$18,500.00	27,645	0	0
4	**4.1**	Supports for ELD Students	Yes	$108,016.00	110,306	0	0
4	**4.2**	ELD Master Plan Implementation and Professional Development	Yes	$8,500.00	0	0	0
5	**5.1**	Technology Implementation districtwide	Yes	$135,000.00	128,326	0	0
5	**5.2**	Continue to expand PBL and UC Davis C-STEM Districtwide	Yes	$0.00	0	0	0
5	**5.3**	Support 21st Century Learning Instruction	Yes	$50,000.00	0	0	0

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,531,024	1,603,511	0	24.552%	$1,932,044.00	0.000%	29.583%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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