



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Banos Unified School District

CDS Code: 24-657550000000

School Year: 2025-26

LEA contact information:

Dr. C. Sean Richey

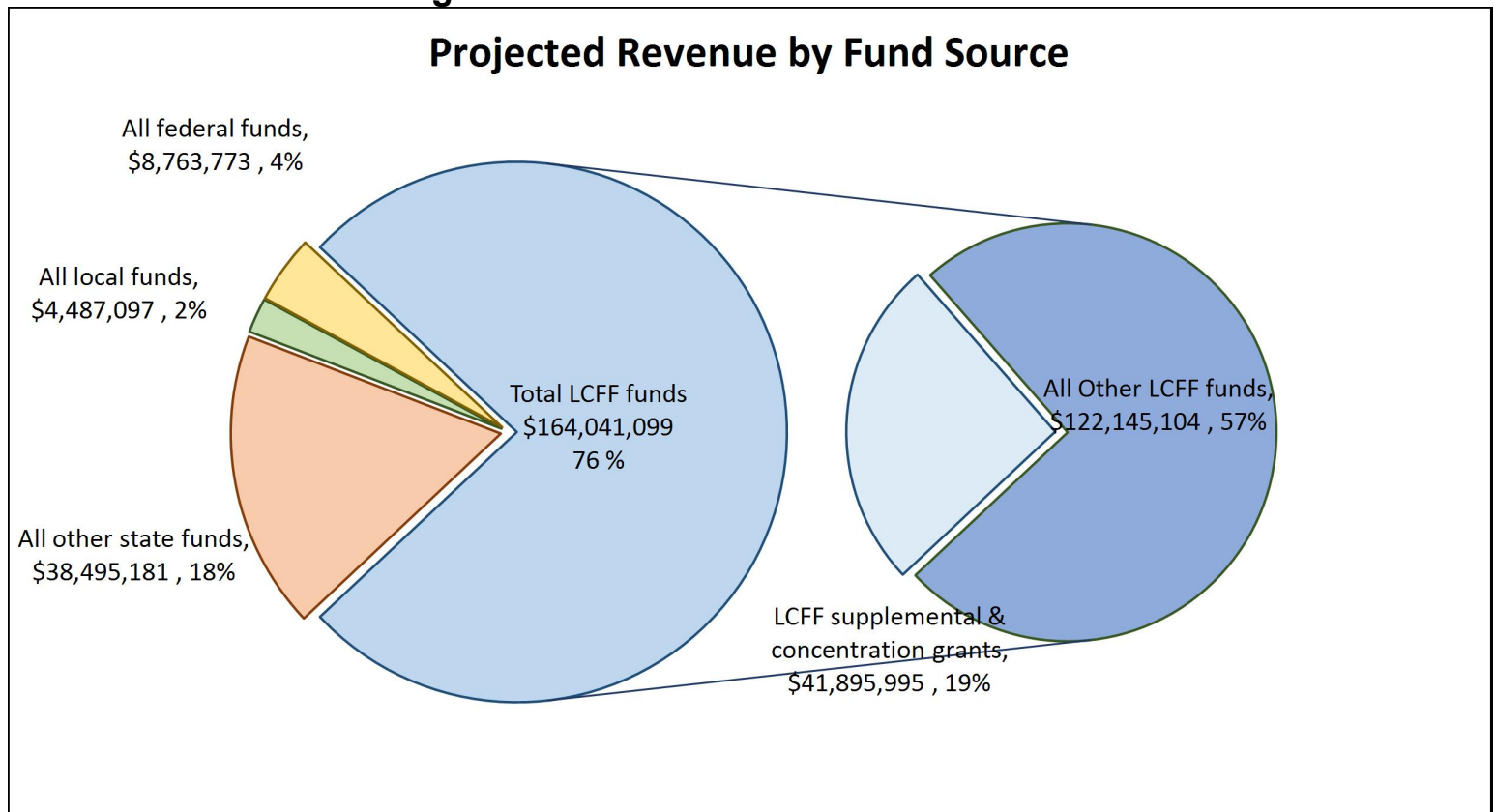
Chief Academic Officer

srichey@losbanosusd.k12.ca.us

209-826-3801

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

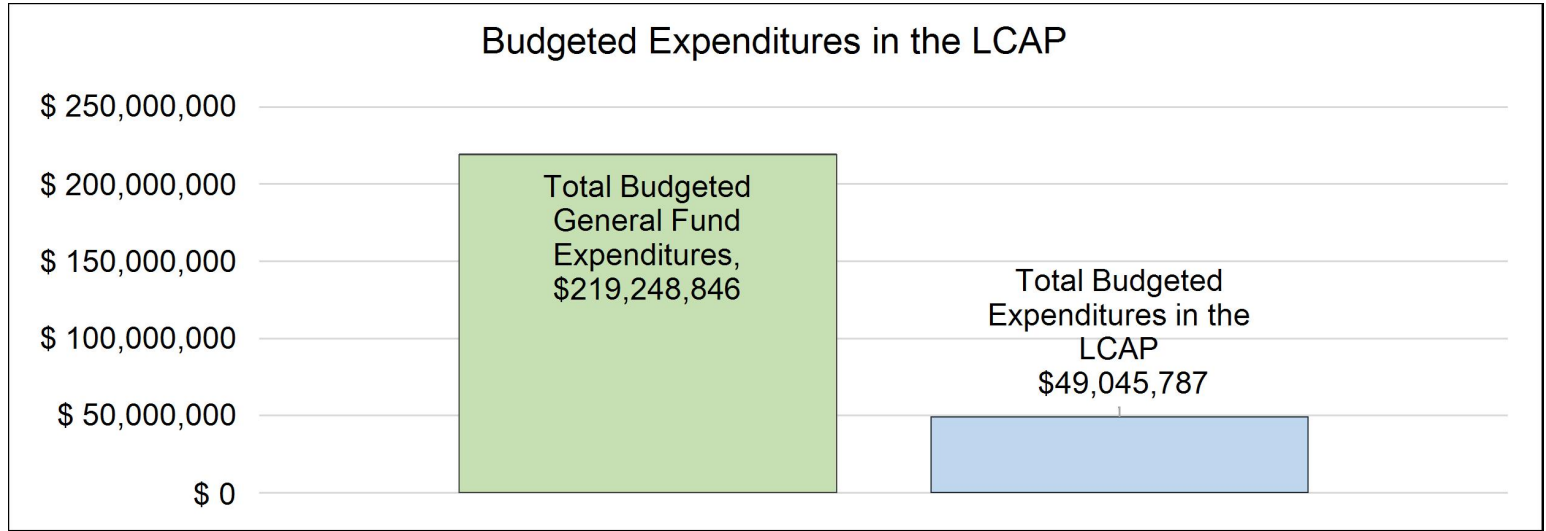


This chart shows the total general purpose revenue Los Banos Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Banos Unified School District is \$215,787,150, of which \$164,041,099 is Local Control Funding Formula (LCFF), \$38,495,181 is other state funds, \$4,487,097 is local funds, and \$8,763,773 is federal funds. Of the \$164,041,099 in LCFF Funds, \$41,895,995 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 Banos 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 Banos Unified School District plans to spend \$219,248,846 for the 2025-26 school year. Of that amount, \$49,045,787 is tied to actions/services in the LCAP and \$170,203,059 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

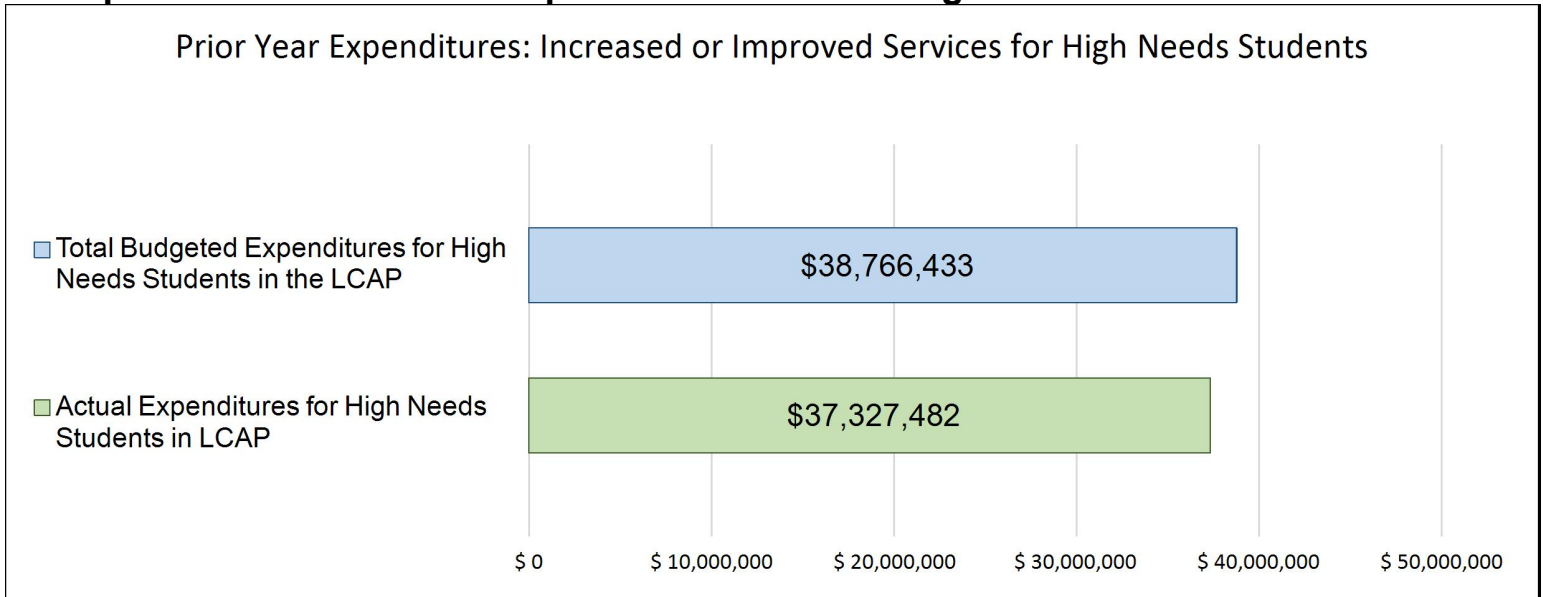
The general fund budget expenditures not included in the LCAP will be used for personnel costs (salary and benefits), facilities, maintenance, transportation, and technology.

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

In 2025-26, Los Banos Unified School District is projecting it will receive \$41895995 based on the enrollment of foster youth, English learner, and low-income students. Los Banos Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Banos Unified School District plans to spend \$42,189,261 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 Banos 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 Banos 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 Banos Unified School District's LCAP budgeted \$38,766,433 for planned actions to increase or improve services for high needs students. Los Banos Unified School District actually spent \$37,327,482 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$1,438,951 had the following impact on Los Banos Unified School District's ability to increase or improve services for high needs students:

The difference in total budgeted expenditures and estimated actual expenditures was mostly due to the district receiving other restricted funds, such as the California Community Schools Partnership Program Grant, which overlapped with some of the funds allocated actions in the 24-25 LCAP. This resulted in some of the LCAP funds not being fully expensed. This difference did not noticeably impact the increased or improved services for high needs students as the more restricted funds were used to carry out actions to support high needs student populations.



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 Banos Unified School District	Dr. C. Sean Richey Chief Academic Officer	srichey@losbanosusd.k12.ca.us 209-826-3801

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.

Los Banos Unified School District (LBUSD) is located on the western side of the San Joaquin Valley in Merced County and has a current enrollment of 11,057 students. The District serves students in grades TK--12 at 16 different school sites. The Transitional Kindergarten Center serves TK students from across the district. There are 9 comprehensive K - -6 elementary schools: Charleston, Volta, Grasslands, Los Banos, Henry Miller, Lorena Falasco, Mercey Springs, Miano and Westside. Los Banos Jr. High and Creekside Jr. High are the 2 comprehensive junior high schools. Los Banos High and Pacheco High are the 2 comprehensive high schools. San Luis High is the continuation high school and Crossroads Alternative Education Center serves students on independent study. There is also a district K-6 independent study program housed at Volta elementary school. In 2023-24, LBUSD opened its first dual language immersion academy housed at Los Banos Elementary School. The DLI Academy enrolls students in TK - 2nd grade and will expand to include 3rd grade in 2025-26.

LBUSD serves a diverse student population. The LBUSD student populations is 87.5% Latino, 8.5% White, 1.1% African-American, 0.8% Asian, and 2.1% other races and ethnicities. 23.8% of all LBUSD students are classified as English learners. 82.3% of all LBUSD students qualify for free or reduced price meals. Of the students that LBUSD serves, 85% qualify as unduplicated students (students who are considered either English Learners, foster youth, or eligible for free/reduced price meals). 12.5% of LBUSD students qualify for special education services through their individualized education plans (IEP).

All schools in LBUSD are classified as schoolwide programs (SWP) under Title 1 due to the high percentage of students classified as socio-economically disadvantaged. In addition, in 2025-26, Crossroads Alternative Education Center, San Luis High School, and the Transitional Kindergarten Center received Equity Multiplier funds due to the high nonstability rates of students at those sites.

LBUSD was chosen for technical assistance because the following student groups performed in lowest status for the associated indicators: ELA - Homeless Youth and SWD students, Math - Homeless Youth and SWD students, CCI - SWD students, Chronic Absenteeism - Homeless Youth. LBUSD works with the Merced County Office of Education as their technical assistance provider to support these student groups.

While LBUSD is considered a rural district, Los Banos is the largest city in western Merced county with over 48,000 residents. Los Banos boasts a strong agricultural economy, although the largest employers in Los Banos are in the public education, retail, manufacturing, and construction industries. In the last decade, Los Banos has also become a bedroom community for residents that work in the Silicon Valley area.

Reflections: Annual Performance

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

In 2024, the Los Banos Unified School District demonstrated notable successes and progress according to the California School Dashboard. The Dashboard revealed significant improvements as well as areas for growth across various key metrics, indicating a positive trajectory for the district's educational outcomes.

MATHEMATICS

In 2024, Los Banos Unified School District (LBUSD) demonstrated persistent underperformance in mathematics on the CAASPP assessment, with all students scoring an average of 84 points below standard and maintaining an “Orange” Dashboard indicator. This result, while showing a minor gain of 1.6 points from the prior year, places LBUSD well below state performance benchmarks. The disaggregated CAASPP data reveals deeply entrenched achievement gaps for Students with Disabilities (-159.2), Long-Term English Learners (-178.5), and Homeless students (-119.3), all performing in the “Red” zone, with little to no progress or further decline. In contrast, the 2024–25 NWEA MAP Growth data paints a more optimistic picture of in-year student growth: 58% of students across grades K–11 met or exceeded their growth targets, with conditional growth percentiles ranging from 28 (Grade 7) to 99 (Grades 2, 3, 9, and 12). Notably, early elementary and high school grades showed the strongest gains, with second and third graders demonstrating double-digit RIT increases and exceptional growth indices (2.39 and 2.73 respectively). These MAP results suggest that instructional interventions—particularly in foundational math—may be producing short-term gains not yet reflected in the CAASPP’s summative standards-based measures. However, middle school growth (especially Grade 7) remains concerning, with the lowest conditional growth percentile (28) and only 43% of students meeting growth goals. To align formative gains with summative proficiency, LBUSD will increase coherence between MAP-driven instruction and SBAC-aligned rigor, expanding targeted intervention during critical transition years (Grades 6–8), and ensure that high-growth momentum in early grades is sustained. Action 3.4 was developed to support the needs of our student groups/schools who were red in Mathematics in 2023.

The following schools and student groups received a red indicator in mathematics in 2023.

Los Banos Unified School District - Homeless Youth, Foster Youth, EL and SWD students
Crossroads - students overall, Hispanic, and SED students
Los Banos High School - students overall, EL, Hispanic, and SED students
Los Banos Junior High School - EL and SWD students
San Luis High School - EL, Foster Youth, and Homeless Youth students
Mercey Springs Elementary - EL and SWD students
Creekside Junior High School - EL students
Charleston Elementary School - EL
R.M. Miano Elementary School - SWD
Westside Elementary School - SWD

The following schools and student groups received a red indicator in mathematics in 2024.

Los Banos Unified School District - Homeless Youth, Long-Term EL and SWD students
Pacheco High School - Long-Term EL, EL, and SWD students
Los Banos High School - SWD students
Los Banos Junior High School - Long-Term EL students
Los Banos Elementary - EL students
Lorena Falasco Elementary - SWD students
Mercey Springs Elementary - SWD students
Henry Miller Elementary - SWD students
Creekside Junior High School - Overall, Long-Term EL, EL, SWD, Hispanic, and SWD students
Charleston Elementary School - SWD
Westside Elementary School - SWD

ENGLISH LANGUAGE ARTS

In 2024, Los Banos Unified School District (LBUSD) students scored an average of 49.5 points below standard on the CAASPP English Language Arts (ELA) assessment, earning an “Orange” Dashboard designation. This result represents minimal change from the prior year (+0.7), indicating stagnation in long-term ELA proficiency. Subgroup disparities remain stark: English Learners (-113.1), Long-Term English Learners (-123.5), and Students with Disabilities (-136.8) all scored in the “Red” range and, alarmingly, declined further. In contrast, Filipino (+23.9), Asian (+13.7), and Two or More Races (+8.7) student groups scored above standard and maintained “Green” levels, demonstrating that achievement is possible within LBUSD under the right conditions. The 2024–25 NWEA MAP Growth data offers additional insight: although 49% of students met their reading growth targets across grades K–11, conditional growth percentiles were relatively low districtwide—ranging from 8 (Grade 7) to 81 (Grades 9 and 11). Particularly concerning is Grade 3, where only 38% of students met their targets and the conditional growth index (-1.21) signals below-expected growth during a foundational literacy year. These MAP results reveal that while short-term instructional gains occurred in isolated grade levels, systemic underperformance persists across most cohorts, especially in middle grades. The disconnect between short-term MAP growth and CAASPP proficiency suggests that LBUSD must sharpen alignment between formative instruction and summative rigor. Recommendations include expanded Tier 2 intervention aligned to CAASPP blueprints, deeper professional learning in structured literacy, and monitoring of subgroup-specific MAP-to-SBAC growth correlations—

especially for English Learners and Students with Disabilities. Actions 6.1 and 6.2 were developed to support the needs of our student groups/schools who were red in ELA in 2023.

The following schools and student groups received a red indicator in ELA in 2023.

Los Banos Unified School District - Homeless Youth, Foster Youth, EL and SWD students
Crossroads Alternative Education Center - Overall, Hispanic, and SED students
Henry Miller Elementary School - Overall, EL, Hispanic, SED, and SWD students
R.M. Miano Elementary School - Overall, EL, Hispanic, SED, and SWD students
Charleston Elementary School - EL students
Lorena Falasco Elementary School - EL and SWD students
Los Banos Elementary School - EL and SWD students
Mercey Springs Elementary School - EL and SWD
Westside Elementary School - SWD students
Los Banos Junior High School - EL and SWD students
Creekside Junior High School - EL and SED students
Los Banos High School - EL students
San Luis High School - EL, Foster Youth, Homeless Youth, and SWD students

The following schools and student groups received a red indicator in ELA in 2024.

Los Banos Unified School District - Long-Term EL, EL, and SWD students
Henry Miller Elementary School - Overall, EL, Hispanic, and SWD students
R.M. Miano Elementary School - Overall, Hispanic, SED, and SWD students
Los Banos Elementary School - EL and SED students
Mercey Springs Elementary School - EL and SWD
Westside Elementary School - SWD students
Los Banos Junior High School - Long-Term EL, EL and SWD students
Creekside Junior High School - Overall, Long-Term EL, EL, Hispanic, SWD and SED students
Los Banos High School - SWD students

GRADUATION RATE

In 2024, Los Banos Unified School District (LBUSD) achieved a graduation rate of 94.7%, maintaining a strong “Green” Dashboard indicator and recovering slightly from a dip in 2023 (94.1%). The district graduation rate remains well above the statewide average (86.7%), affirming a consistent pattern of success in guiding students to high school completion. A closer look at subgroup data reveals notable progress: English Learners (+2.4% to 88.8%), Long-Term English Learners (+3.1% to 88.5%), and Hispanic students (+1% to 94.7%) all improved and earned “Green” status, demonstrating the impact of targeted supports and credit recovery systems. Socioeconomically Disadvantaged students maintained a commendable 94.6% graduation rate, further validating equity-focused strategies. However, Students with Disabilities declined by 1.4% to 74.3%, falling into the “Orange” category—signaling a critical gap in inclusive practices and postsecondary readiness supports. The 5-year cohort data offers further nuance: while most students graduate within four years, a meaningful proportion—especially among

Homeless (13%) and Students with Disabilities (25%)—require an additional year, underscoring the need for extended learning plans and individualized transition services. The district’s challenge moving forward lies in maintaining high overall graduation rates while closing subgroup gaps. Key strategies to maintain the district’s high graduation rate and to increase the graduation rate of all student populations includes strengthening IEP-aligned transition planning, expanding co-teaching models, and maintaining appropriate counselor-student ratios for at-risk populations to lift underperforming groups without losing momentum districtwide.

COLLEGE AND CAREER READINESS

In 2024, Los Banos Unified School District (LBUSD) achieved a “Yellow” performance level on the College and Career Indicator (CCI), with 33.2% of graduates classified as “Prepared.” This marks a 3.6 percentage point improvement from 2023 and a continued recovery from the pandemic-era dip in readiness, although it remains below the 2019 benchmark (39.9%). The breakdown shows persistent equity gaps: only 7.6% of English Learners and 7.8% of Long-Term English Learners were classified as prepared, despite modest gains of 2.5 and 3.4 percentage points respectively. Students with Disabilities showed virtually no progress (2.2%, Red). In contrast, Hispanic students (32.1%) and Socioeconomically Disadvantaged students (30.9%) are performing near the district average and both improved by over 3 percentage points, earning a “Yellow” classification. White students, although still outperforming peers at 38.8%, declined by 4.7 percentage points, suggesting a potential disengagement or misalignment in college or career preparation pathways. Compared to the state average (45.3%), LBUSD continues to trail in overall CCI preparedness, which underscores the need for a more intentional integration of rigorous academic coursework (e.g., A-G completion), Career Technical Education (CTE) pathways, and dual enrollment offerings. Expanding work-based learning partnerships and ensuring students with IEPs have access to general education CCI pathways will increase CCI rates for student populations. LBUSD will continue to build on recent gains while targeting persistent gaps that continue to limit long-term student outcomes. Actions 3.5, 3.8, and 4.1 were developed to support the needs of our student groups/schools who were red in College and Career Readiness in 2023.

The following schools and student groups received a red indicator in the College and Career Indicator (CCI) in 2023.

- Los Banos Unified School District - EL and SWD students
- San Luis High School - Overall, EL, Hispanic, SED, and SWD students
- Crossroads Alternative Education Center - Overall, Hispanic, and SED students
- Pacheco High School - SWD students
- Los Banos High School - EL and SWD students

The following schools and student groups received a red indicator in the College and Career Indicator (CCI) in 2024.

- Los Banos Unified School District - SWD students
- San Luis High School - Overall, Hispanic, and SED students
- Crossroads Alternative Education Center - Overall, Hispanic, and SED students
- Pacheco High School - SWD students

ENGLISH LEARNER PROGRESS

In 2024, Los Banos Unified School District (LBUSD) supported 45.1% of English Learners (ELs) in making progress toward English language proficiency, placing the district in the “Orange” performance level. While this marks a 7.1 percentage point decline from the previous year, the district remains nearly aligned with the statewide average of 45.7%, suggesting that LBUSD’s performance continues to reflect statewide trends. Notably, nearly half (49.4%) of Long-Term English Learners demonstrated growth, showing encouraging signs that targeted supports

for this subgroup are having an impact. Moreover, a greater proportion of EL students maintained or advanced their English Language Proficiency Assessments for California (ELPAC) levels (45.6%) than decreased (19.2%), reinforcing the potential for accelerated growth with the right supports in place. While there is room for improvement, this year's data reinforces the importance of building on existing strengths. LBUSD can continue to elevate EL outcomes by expanding integrated and designated ELD practices, increasing access to rigorous academic content, and offering greater instructional coherence between language development and content learning. The district is well-positioned to improve EL progress rates by leveraging its dedicated staff and emerging data practices to refine instruction and support reclassification readiness. Actions 1.1, 1.2, and 1.3 were developed to support the needs of our student groups/schools who were red in English Learner Progress in 2023.

The following schools and student groups received a red indicator in the English Learner Progress Indicator.

Mercey Springs Elementary - EL students

Henry Miller Elementary - EL students

Pacheco High School - Long-Term EL and EL students

Los Banos Elementary - EL students

Lorena Falasco Elementary - EL students

CHRONIC ABSENTEEISM RATES

In 2024, Los Banos Unified School District (LBUSD) achieved a notable reduction in chronic absenteeism, with rates declining across all student subgroups. This positive trend reflects the district's concerted efforts to enhance student engagement and attendance. While the district's chronic absenteeism rate remains above pre-pandemic levels, the downward trajectory aligns with statewide improvements, where chronic absenteeism decreased to 20% in 2023–24 . LBUSD's proactive measures, including the implementation of social-emotional learning programs at junior high schools and the expansion of summer learning opportunities, have contributed to this progress. These initiatives, detailed in the district's 2024–25 Local Control and Accountability Plan, underscore a commitment to addressing the underlying causes of absenteeism . To sustain and accelerate these gains, LBUSD plans to continue investing in strategies that foster a supportive and engaging school environment, ensuring that all students have the resources and encouragement needed to attend school consistently. Actions 2.6 and 2.7 were developed to support the needs of our student groups/schools who were red in Chronic Absenteeism in 2023.

The following school(s) and student group(s) received a red indicator for Chronic Absenteeism in 2023.

Transitional Kindergarten Center - EL students

The following school(s) and student group(s) received a red indicator for Chronic Absenteeism in 2024.

Los Banos Unified - Homeless, Native Hawaiian or Pacific Islander students

Los Banos Junior High School - Long-Term EL and EL students

Creekside Junior High School - SWD students

Lorena Falasco Elementary - White students

Westside Elementary - White and SWD students

SUSPENSION RATES

Los Banos Unified School District continues to make promising strides in improving school climate and reducing exclusionary discipline, as reflected in a decrease in the overall suspension rate from 7.9% in 2023 to 7.2% in 2024. This positive movement—though still in the Yellow performance band—signals that district-wide efforts to promote restorative practices and strengthen tiered behavior supports are beginning to show results. Subgroups such as Filipino students have maintained low suspension rates (Green, 2.4%), and rates declined for several historically impacted groups, including Foster Youth (-5.6%) and Students with Disabilities (-2%). Despite this encouraging momentum, disproportionalities remain evident. For instance, African American students experienced a suspension rate of 14%, the highest among subgroups, and Long-Term English Learners remained elevated at 16.8%, though both saw slight declines. These disparities underscore the importance of continuing to refine culturally responsive interventions, increase access to alternatives to suspension, and deepen staff professional learning in equity-centered behavior support. With a clearer picture of subgroup trends and a year-over-year decline in the overall rate, the district is well-positioned to accelerate improvement in student belonging and behavioral outcomes. Actions 2.1, 5.1 and 5.2 were developed to support the needs of our student groups/schools who were red in Suspension Rates in 2023.

The following school(s) and student group(s) received a red indicator for Suspension in 2023.

Los Banos Unified School District - Homeless Youth, Hispanic, Two or More Races, Pacific Islander, and SED
Lorena Falasco Elementary School - Overall, EL, SED, and White students
Mercey Springs Elementary School - White students
Henry Miller Elementary School - White students
Los Banos Elementary School - SWD students
R.M. Miano Elementary School - White and SWD students
Volta Elementary School - SWD students
Los Banos Junior High School - White and SWD students
Creekside Junior High School - Overall, EL, Hispanic, SED, and SWD students
Los Banos High School - Overall, EL and SWD students
Pacheco High School - EL, White, and SED students
San Luis High School - Overall, Hispanic, Two or More Races, Pacific Islander, EL and SED students

The following school(s) and student group(s) received a red indicator for Suspension in 2024.

Los Banos Unified School District - African-American students
Lorena Falasco Elementary School - White students
Los Banos Elementary School - EL students
R.M. Miano Elementary School - Overall, EL, SED, and Hispanic students
Volta Elementary School - SWD students
Creekside Junior High School - Overall, Long-Term EL, EL, Hispanic, White, SED, and SWD students
Los Banos High School - Long-Term EL students

Equity Multiplier Funds

LBUSD continues to receive equity multiplier funds for San Luis High School and Crossroads Alternative Education Center. During the 24-25 school year, the Transitional Kindergarten Center was identified as a school eligible for equity multiplier funds. As a result, Goal 9 was added to address the use of these funds for the TK Center.

Learning Recovery Emergency Block Grant (LREBG)

Los Banos Unified School District has unexpended LREBG funds. These funds will be used to fund temporary positions to support student achievement and lower chronic absenteeism rates across the district. An explanation of the needs assessment and the use of the LREBG funds may be found in the action descriptions of Actions 2.1, 4.2, and 6.1.

Overall, the review of the California School Dashboard for 2024 paints a picture of success and progress for the Los Banos Unified School District. By focusing on academic achievement, graduation rates, college and career readiness, supporting English Learners, reducing absenteeism and suspensions, and promoting equity and access, the district is making significant strides towards fulfilling its mission of providing every student with a quality education and preparing them for success in the future.

Reflections: Technical Assistance

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

LBUSD was chosen for technical assistance because the following student groups performed in lowest status for the associated indicators:

- ELA - Homeless Youth and SWD students
- Math - Homeless Youth and SWD students
- CCI - SWD students
- Chronic Absenteeism - Homeless Youth

As part of the technical assistance provided to the Los Banos Unified School District (LBUSD), efforts are underway to address various criteria across student groups and state priorities. Specifically, the focus areas include students with disabilities and homeless students, targeting pupil achievement (ELA/Mathematics Indicator), pupil engagement (Chronic Absenteeism) and outcomes in a broad course of study (College/Career Indicator). LBUSD collaborated with the Merced County Office of Education to provide district technical assistance to employ Improvement science methodologies and a continuous improvement cycle to address the identified focus areas. The work began with a data review and overview of the DA process on March 11, 2025. The work continued with a root cause analysis on April 11, 2025. The team met on May 6, 2025 to continue the work. The team focused efforts on refining and current district practices to support homeless students. This entailed developing a draft of a process map to address identification, communication, and services for homeless students. LBUSD will meet two more times before the end of the academic year to refine the process map and make plans to make it operational next school year. Through this structured approach, the technical assistance will support LBUSD in implementing targeted strategies and fostering continuous improvement to enhance student achievement and address disparities across various student groups and indicators.

Through the technical assistance provided by MCOE, the LBUSD LCAP team focused on improving academic outcomes for homeless youth and students with disabilities. This work led to adjusting actions 2.1, 2.6, 5.1, and 5.2.

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
Teachers	2025 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2024
Principals	2025 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2024 Monthly Principal's Meetings;
Administrators	2025 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2024; Monthly Assistant Principal/Learning Director Meetings;
Other School Personnel	2025 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2024
Local Bargaining Units	2025 Annual LCAP Survey; California Staff Survey; LBUSD Operations Survey Fall 2024; District Liason Meetings; Meeting 5/21/2025
Parents	2025 Annual LCAP Survey; California Parent Survey; LBUSD Operations Survey Fall 2024; LBUSD Community Meetings 4/30/25, 5/28/2025
Students	2025 Annual LCAP Survey; California Healthy Kids Survey; LBUSD Operations Survey Fall 2024
DELAC	2025 Annual LCAP Survey; California Parent Survey; LBUSD Operations Survey Fall 2024 Safety; LCAP DELAC Meeting 2/11/2025;
District Advisory Committee	Meetings 1/30/25; 6/5/25; DAC includes two student board members
Special education local plan area administrator	Consult 6/5/2025

Educational Partner(s)	Process for Engagement
San Luis HS SSC - Equity Multiplier Funds	School Site Council Meetings - 9/23/24, 11/18/24, 12/16/24, 1/27/25, 3/17/25, 4/28/25, 5/26/25; The SSC of SLHS engages in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since all the schools are Title 1 schoolwide programs (SWP).
Crossroads Alternative Education Center SSC - Equity Multiplier Funds	School Site Council Meetings - 3/13/25; The SSC of Crossroads engages in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since all the schools are Title 1 schoolwide programs (SWP).
Transitional Kindergarten Center SSC - Equity Multiplier Funds	School Site Council Meetings; The SSC of TK Center engages in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since all the schools are Title 1 schoolwide programs (SWP).

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

The LCAP for Los Banos Unified School District was significantly influenced by the feedback provided by educational partners, ensuring a comprehensive and inclusive approach to improving educational outcomes. Through robust engagement processes, including consultations with schools generating Equity Multiplier funds, the district prioritized requests and concerns raised by stakeholders within the context of available resources. The engagement process included a variety of surveys, focus groups, community meetings, and committee meetings.

In equity multiplier schools (San Luis, Crossroads, and the TK Center), the school site councils (SSC) were consulted as they already represent a diverse cross-section of educational partners at each school site. The SSCs of the schools engage in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since all the schools are Title 1 schoolwide programs (SWP). The Crossroads SSC

conducted a needs assessment and root cause analysis. Through the needs assessment, the SSC at Crossroads identified that All Students, Hispanic and socio-economically disadvantaged (SED) College and Career Readiness rates continued to be an area of need. The SSC also noted that on numerous surveys this year, staff and students continued to report that students remained in need of student social-emotional support. This data revealed by the Needs Assessment led Crossroads to request the equity multiplier funds continued to be used to fund a counselor (Action 7.1) to work with students on the academic, social-emotional, and college and career needs as well as continued efforts to support dual enrollment opportunities for Crossroads students (Action 7.2). San Luis High School also identified as an area of need the College and Career Readiness rates for All Students, Hispanic, and SED students. The San Luis HS SSC examined California Healthy Kids Survey Data, California School Dashboard Suspension Indicator data, Academic Indicator data, and local data. The SLHS SSC noted that while suspension rates dramatically decreased over the past year, San Luis students remain vulnerable and at risk without continued behavioral, academic, social and emotional supports. San Luis recommended implementing a multi-faceted approach to promote student well being. The San Luis SSC recommended that the equity multiplier funds continue to be used to fund a counselor (Action 8.1) to support the academic, social, emotional and behavioral needs of students as well as to provide other means of correction. The TK Center needs assessment identified chronic absenteeism for English Learners, Hispanic, and SED students as an area of concern. While the overall percentage of chronically absent students declined by 11.4% from the prior year, the overall percentage still remains quite high (56.6%). To increase attendance rates for all students and the student subgroups, the TK Center SSC recommended using equity multiplier funds to hire a counselor (Action 9.1) to work with students and their families to increase their level of connectedness with their school as well as to support curriculum and professional learning for TK Center staff (Action 9.2).

One key aspect of the LCAP influenced by educational partner feedback is the continued focus on comprehensive systems of support for academics, behaviors, and social emotional needs. This continued focus developed through analysis of the California School Climate, Health, and Learning surveys, the annual LCAP survey, district LCAP community meetings, focus groups, and committee meetings. Goals 2 and 3 continue to reflect this feedback from educational partners. Over 3000 students, staff, and parents participated in the annual LCAP survey. In addition, over 3700 parents, staff, and students participated in the California School Climate, Health and Learning surveys. The survey results revealed continued support for counselors (Action 2.1), mental health services (Action 2.5), and support for summer learning programs (Action 3.7). The annual LCAP survey revealed that staff, students and parents report positive perceptions of climate and relationships within schools. 91% of staff and 92% of parents agree that teachers hold high expectations for students and expect students to do good work. 89% of staff and 88% of secondary students agree that teachers and adults at schools care about students. Students report high feelings of safety at school with 92% of elementary students and 79% of secondary students agreeing with the statement "I feel safe at my school." Staff continue to report strong confidence in the instructional materials and their own ability to implement state standards. Parent also continued to express confidence (79%) in the opportunities to connect to their child's school. the 2024–25 California School Parent Survey (CSPS), parent feedback highlighted strong relationships with school staff and a welcoming school climate. 92% of parents affirmed that teachers set high academic expectations, while 84% felt welcomed to participate in school activities. Furthermore, 86% acknowledged that staff make efforts to build trust with families. Feedback from the California School Staff Survey (CSSS) illustrated a staff prioritizes student success and collegial support. Staff overwhelmingly (91%) felt responsible for student outcomes and cited strong peer relationships and a respectful school climate. On the CHKS, Elementary students largely felt safe (84%), supported by adults (76%), and happy at school (81%), indicating a foundation of positive engagement. At the secondary level, while most students also reported safety and caring relationships, they expressed less confidence in the fairness of rules and the value placed on their input.

While there were many areas that educational partners expressed satisfaction with, there were clear areas for growth and concern as well. On the CSPS, areas for growth include the clarity of school communications and response to behavioral issues. Only 59% of parents felt

informed about school goals and improvement efforts, and just over half felt that behavioral expectations were clearly communicated or that bullying was adequately addressed. These findings suggest a need for improved communication strategies, expanded parent leadership opportunities, and stronger feedback loops to ensure that family voices are not only heard but visibly influence school decisions. Staff raised concerns around staff wellness and the consistency of disciplinary practices. Only 60% believed their school effectively supported mental health and stress reduction, and fewer than two-thirds felt that disciplinary practices were applied fairly. Elementary students reported social exclusion and verbal harassment challenges, with nearly half of students reporting these experiences and only 60% feeling confident about seeking adult help. At the secondary level, while most students also reported safety and caring relationships, they expressed less confidence in the fairness of rules and the value placed on their input. Only 48% felt that rules were applied fairly and fewer than 55% felt meaningfully involved in school decision-making. On the annual LCAP survey, only 47% of staff believe schools provide quality behavior management instruction and only 44% agree that student discipline is handled fairly and consistently. 92% of students believe that there are expectations for student behavior, but only 41% agree that students actually behave at school. At LCAP community meetings, participants shared a desire for more restorative practices implementation/training at all school sites as well as the implementation of behavioral interventions. As a result, the district will continue to provide BCBA's (Board Certified Behavior Analysts) (Action 5.2), training in Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (Action 5.1), as well as a Director of Student Services to oversee the implementation of behavior support programs (Action 2.7). Staff and students expressed concern about the physical condition of facilities and less than two-thirds of staff agree that instructional materials are culturally relevant to LBUSD students or differentiated enough for diverse learning needs. As a consequence of educational partners requesting improvements to school facilities and infrastructure, such as installing laboratories, ensuring modern, well-equipped classrooms, and planning for future facilities additional funds were set aside to support Action 4.14. Staff confidence that communication from district leadership has declined. Last year, students, staff, and parents indicated that while they generally feel safe at school, there is a desire for enhanced safety measures around schools. This sentiment was repeated this year. The district investment in the EVOVL weapons detection system (Action 4.4) was developed in response to this desire indicated by district educational partners.

When patterns across groups are considered, several themes emerge. Strengths lie in the commitment of staff, a general sense of safety, and the quality of relationships within schools. Yet, there are shared concerns around communication clarity, equitable enforcement of expectations, and authentic engagement in decision-making processes.

Educational partner feedback also led to the continued inclusion of goals and actions specifically designed to address the needs of English learners, thereby contributing to increased or improved services for these students. In recent years, English learner students have demonstrated great progress towards English language proficiency. However, there still persists a sizable achievement gap between the educational outcomes of English learners and their peers. These actions were developed in response to feedback highlighting disparities in access to resources and opportunities among English learner students and their families. Parents of English learners suggested more parent workshops and opportunities for involvement to support their children in school (Action 1.2). Staff expressed a desire for additional professional learning opportunities to support English learners (Action 1.1). District partners at community meetings expressed a desire for more supports for the Dual Language Academy at Los Banos Elementary. The district expanded the program (Action 1.5) as a result.

District partners noted that ELA scores have maintained following a period of slow growth after the pandemic. LBUSD developed Goal 6 with its focus on improving literacy in the primary grades and supporting literacy intervention in the upper grades. LETRS training for elementary teachers (Action 6.2) reflects the district commitment to respond to this need identified through LCAP development process. At district community meetings, educational partners expressed concern over the ongoing difficulties in providing speech and language services to students who qualify through the IEP process. Action 4.18 was developed as a result.

In terms of budgetary expenditures, the district prioritized areas of focus based on the feedback received, ensuring that resources are allocated where they are most needed. This may have involved changes to the level of proposed expenditures for certain actions or the elimination of actions that were deemed less effective or relevant.

Overall, the adopted LCAP reflects a collaborative effort between the district and its educational partners to address the diverse needs of students and improve educational equity and outcomes across the Los Banos Unified School District.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By the 2026-27 academic year, the percentage of English Learners in LBUSD making progress as determined by the California School Dashboard will increase from 52.3% to 60%.	Focus Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

25.3% of LBUSD students are classified as English Learners. LBUSD is committed to supporting the language development and academic progress of all multilingual students. Due to the effects of the COVID-19 pandemic, English Learner progress regressed dramatically and the achievement gap between English Learner students and their peers grew exorbitantly in the areas of English language arts and mathematics. However, local achievement data demonstrates that students identified as English Learners outperformed their peers on the most recent administration of the NWEA MAP Growth assessments in both English language arts and mathematics. In addition, English learner progress towards making English language proficiency has exceeded pre-pandemic levels.

As LBUSD engaged in with educational partners, members of the District English Learner Advisory Committee (DELAC) shared a desire for continued focus on supporting English learner progress. Educational partners asked for additional parent workshops, supports for students, and training for staff to assist English learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Progress Rate	52.3% making progress towards English language proficiency	45.1% making progress towards English language proficiency		60% making progress towards English language proficiency	Making progress towards English language proficiency: (-7.2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP ELA DFS (EL)	2023 101.8 points below standard	2024 79.6 points below standard		EL - 75 points below standard	EL: (+22.2) points below standard
1.3	CAASPP Math DFS (EL)	2023 123.6 points below standard	2024 105.8 points below standard		EL - 100 points below standard	EL: (+17.8) points below standard
1.4	NWEA MAP Growth Reading	2023-24 % of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 53% Grade 6 - 46% Grade 8 - 53% Grade 9 - 48% Grade 11 - 58%	2024-25 % of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 41% Grade 6 - 39% Grade 8 - 43% Grade 9 - 45% Grade 11 - 66%		% of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 60% Grade 6 - 50% Grade 8 - 60% Grade 9 - 55% Grade 11 - 60%	Grade 3: (-12%) Grade 6: (-7%) Grade 8: (-10%) Grade 9: (-3%) Grade 11: (+8%)
1.5	NWEA MAP Growth Mathematics	2023-24 % of EL students will meet/exceed Fall to Spring growth projections in Mathematics Grade 3 - 76% Grade 6 - 59% Grade 8 - 56% Grade 9 - 56% Grade 11 - 53%	2024-25 % of EL students will meet/exceed Fall to Spring growth projections in Reading Grade 3 - 73% Grade 6 - 53% Grade 8 - 54% Grade 9 - 61% Grade 11 - 61%		% of EL students will meet/exceed Fall to Spring growth projections in Mathematics Grade 3 - 75% Grade 6 - 65% Grade 8 - 60% Grade 9 - 60% Grade 11 - 60%	Grade 3: (-3%) Grade 6: (-6%) Grade 8: (-2%) Grade 9: (+5%) Grade 11: (+8%)
1.6	College and Career Readiness Rate	2022-23 5.1% prepared	2023-24 7.6% prepared		15% prepared	(+2.5%) prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	English Learner Reclassification Rate	2022-23 20% of EL students were classified Fluent-English-Proficient	2023-24 25.1% of EL students were classified Fluent-English-Proficient		25% of EL students were classified Fluent-English-Proficient	EL students classified Fluent-English-Proficient: (+5.1%)
1.8	Percentage of English learners enrolled in ELD courses as measured by the master schedule.	2023-24 100% of EL students enrolled in appropriate ELD courses	2024-25 100% of EL students enrolled in appropriate ELD courses		100% of EL students enrolled in appropriate ELD courses	EL students enrolled in appropriate ELD courses: (0%)
1.9	Building Partnerships for Student Outcomes	2023-24 Rating of 3.25 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	2024-25 Rating of 3.25 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool		Rating of 4 in Building Partnerships for Student Outcomes in the LCAP Local Performance Indicator Self-Reflection tool	No difference between 23-24 and 24-25
1.10	DELAC Parent Participation	2023-24 # of parent participants at DELAC meetings as measured by sign in sheets Parents - 335	2024-25 # of parent participants at DELAC meetings as measured by sign in sheets Parents - 229		# of parent participants at DELAC meetings as measured by sign in sheets Parents - 500	# of parent participants at DELAC meetings: (-106)

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.

During the 2024–25 school year, Los Banos Unified School District implemented multiple actions aligned with Goal 1 to increase the percentage of English Learners (ELs) making progress toward English language proficiency, academic achievement, and postsecondary readiness. Action 1.1 focused on providing aligned curriculum, instructional supports, and professional development for educators serving English Learners and Long-Term English Learners (LTELs). Action 1.2 enhanced parent engagement through workshops and activities tailored to EL families. Action 1.3, the Summer Melt Counselor, provided transitional counseling for ELs entering postsecondary education or the workforce. Finally, Action 1.4 supported a dedicated Director of English Learners to oversee program quality and staff professional learning. All four actions were implemented as planned, with no major deviations in scope or funding.

Outcome data indicate mixed progress toward meeting the goal. The percentage of EL students making progress toward English proficiency decreased by 7.2 percentage points from the baseline (from 52.3% to 45.1%), signaling a need for continued support. However, growth was observed in other key areas. The English Learner Reclassification Rate increased from 20% to 25.1%, and college and career readiness improved from 5.1% to 7.6%. Moreover, performance on the NWEA MAP assessments showed gains in some grade levels, particularly in mathematics for Grades 9 and 11 (+6% and +8%, respectively). These indicators suggest that while progress toward English language proficiency declined, improvements in reclassification, academic achievement in upper grades, and readiness metrics reflect partial success of the implemented strategies.

Key challenges during the year included the persistent academic gaps for ELs on CAASPP ELA and Math, with scores still significantly below standard—79.6 and 105.8 points respectively. Additionally, NWEA reading growth targets were missed in all grades except Grade 11. These challenges highlight the need for more differentiated instructional practices and targeted supports in early and middle grades. Nonetheless, successes in maintaining 100% EL enrollment in appropriate ELD courses and strong implementation fidelity of planned actions demonstrate a solid foundation.

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

1.2 EL Parent Engagement

The district utilized a variety of funds to provide parent workshops, information meetings, support, and brought parents to conferences. This resulted in a discrepancy between the amount of funds budgeted and utilized. This discrepancy did not affect the implementation of this goal.

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

1.1 Curriculum, Instruction, and Professional Learning

Kindergarten and First grade teachers districtwide were provide professional learning and coaching in the Sobrato Early Academic Language (SEAL) program to support integrating academic language strategies for integrated and designated English language development (ELD). Professional learning continued to be provided at all levels to support improvement of English learner outcomes.

1.2 EL Parent Engagement

LBUSD took a large group of parents and students to the California Association of Bilingual Education (CABE) conference this year. Attendance was down slightly from the expected amount of parents due to the uncertainty surround immigration enforcement at that time. The district continued to provide parenting and other workshops throughout the year to support English learners.

1.3 Summer Melt Counselor

Over 100 graduates and students accessed the counselors last summer during summer school. While the EL progress rate dropped this past year, both the reclassification rate, the ELA and Math indicators, and the College and Career Indicator for English Learner students all increased indicating the appropriateness of counseling support.

1.4 English Learner Director

During the 2024-25 academic year, LBUSD's English Learner program was selected for a Federal Program Monitoring (FPM) review. In each of the last 2 reviews (2018-19, 2020-21), the EL program received findings in over 10 areas of the program. At the conclusion of the 2024-25 FPM review, the EL program only received 1 finding. In addition, over the past year, EL students have made gains in ELA, Mathematics, and the College and Career Readiness Indicator. We continue to have high participation rates of parents in DELAC and parent workshops. Overall, English Learner students in LBUSD continue to improve and the EL program continues to provide support to students and families.

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.

1.1 Curriculum, Instruction, and Professional Learning

The total allocation for this action was increased due to the rising costs associated with inflation.

1.4 English Learner Director

The total allocation for this action was increased due to the rising costs associated with inflation and increases in the cost of health and welfare benefits.

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	Curriculum, Instructional Supports, and Professional Learning	The district will provide aligned curriculum, instructional support materials for English Learners, and additional professional development for teachers of English learner and Long term English learner students.	\$500,000.00	Yes
1.2	Parent Engagement	The district will provide additional support for parents of EL and LTEL students through a variety of programs and activities, such as parenting and college/career workshops.	\$350,000.00	Yes
1.3	Summer Melt Counselor	LBUSD will provide counseling services during the summer to assist English Learners and Long Term English Learners in their transition to post-secondary education, training and work to improve the percentage of students following through and entering college, training programs, or the workforce after graduating from LBUSD schools.	\$20,000.00	Yes
1.4	English Learner Director	The district will continue to maintain the Director of English Learners and Migrant Education position to monitor the district English Learner program, coordinate professional learning for staff serving English Learners and Long Term English Learners, and administer the district migrant education program.	\$400,000.00	Yes
1.5	Dual Language Immersion	The district will continue to support the expansion of the Dual Immersion Academy at Los Banos Elementary by adding teaching staff.	\$500,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	LBUSD will support the development of the whole child by providing multiple tiers of support to address the behavioral, social emotional, mental, and physical well-being of LBUSD students.	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.

Since the COVID-19 Pandemic, according to the California Healthy Kids Survey data, a high percentage of students in LBUSD have experienced adverse social-emotional indicators. Over 20% of 5th grade students and over 35% of students in all other grades indicated experiencing feelings of chronic sadness or hopelessness in the last 12 months. While this was a decrease compared to the year immediately after students returned to school after the pandemic, this still represents a high percentage of students struggling with mental health. Over 25% of students in 7th, 9th, and 11th grades indicated feeling in social emotional distress while less than half of students in these same grades indicated feeling connected to their schools.

On the 2024 annual LCAP survey, 60% of staff indicated a need for more professional development, training, and/or mentorship on meeting the social, emotional, and developmental needs of their students. At the LCAP community engagement meetings in March 2024, parents overwhelmingly selected counselors, restorative practices, and more professional development in SEL as high priority areas for the district to address. On the California School Staff Survey, over two-thirds of secondary staff strongly agreed that student depression was a moderate/severe problem.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Healthy Kids Survey - Chronic Sadness	2023-24 Percent of students indicating they have experienced feelings of chronic sadness or	2024-25 Percent of students indicating they have experienced		Percent of students indicating they have experienced feelings of chronic	5th Grade: (-2%) 7th Grade: (-4%) 9th Grade: (-5%) 11th grade: (-4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		hopelessness in past 12 months 5th Grade - 22% 7th Grade - 34% 9th Grade - 34% 11th grade - 40%	feelings of chronic sadness or hopelessness in past 12 months 5th Grade - 20% 7th Grade - 30% 9th Grade - 29% 11th grade - 36%		sadness or hopelessness in past 12 months 5th Grade - 10% 7th Grade - 20% 9th Grade - 25% 11th grade - 30%	
2.2	California Healthy Kids Survey - Social Emotional Distress	2023-24 Social Emotional Distress 7th Grade - 25% 9th Grade - 27% 11th grade - 29%	2024-25 Social Emotional Distress 7th Grade - 24% 9th Grade - 25% 11th grade - 29%		Social Emotional Distress 7th Grade - 15% 9th Grade - 20% 11th grade - 20%	7th Grade: (-1%) 9th Grade: (-2%) 11th grade: (0%)
2.3	California Healthy Kids Survey - School Connectedness	2023-24 School Connectedness 5th Grade - 70% 7th Grade - 52% 9th Grade - 42% 11th Grade - 41%	2024-25 School Connectedness 5th Grade - 72% 7th Grade - 53% 9th Grade - 46% 11th Grade - 41%		School Connectedness 5th Grade - 80% 7th Grade - 65% 9th Grade - 60% 11th Grade - 60%	5th Grade: (+2%) 7th Grade: (+1%) 9th Grade: (+4%) 11th Grade: (0%)
2.4	California School Parent Survey - School Supports for Parents to Support Students	2023-24 School provides parents with advice and resources to support child's social and emotional needs All - 68% agree/strongly agree	2024-25 School provides parents with advice and resources to support child's social and emotional needs All - 75% agree/strongly agree		School provides parents with advice and resources to support child's social and emotional needs All - 80% agree/strongly agree	All: (+7%) agree/strongly agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	California School Staff Survey - School Supports for Students	2023-24 Support for social emotional learning All - 88% agree/strongly agree	2024-25 Support for social emotional learning All - 88% agree/strongly agree		Support for social emotional learning All - 95% agree/strongly agree	All: (0%) agree/strongly agree
2.6	Chronic Absenteeism Rate	2022-23 30.7% - all students 37% - Students with Disabilities 32.6% - SED 29% - English Learners	2023-24 24.3% - all students 27.8% - Students with Disabilities 26% - SED 22.9% - English Learners		10% - all students 15% - Students with Disabilities 10% - SED 10% - English Learners	(-6.4%) - all students (-9.2%) - Students with Disabilities (-6.6%) - SED (-6.1%) - English Learners
2.7	Student Attendance Rate	2022-23 91.5% Average Daily Attendance	2023-24 93.2% Average Daily Attendance		95% Average Daily Attendance	(+1.7%) Average Daily Attendance
2.8	Suspension Rate	2022-23 % of students suspended at least one day 7.9% - all students 13% - African American 8% - Latinx 11.5% - Students with Disabilities 17.1% - Foster Youth	2023-24 % of students suspended at least one day 7.2% - all students 14% - African American 7.3% - Latinx 9.5% - Students with Disabilities 11.5% - Foster Youth		% of students suspended at least one day 5% - all students 7% - African American 5% - Latinx 7% - Students with Disabilities 10% - Foster Youth	% of students suspended at least one day (-0.7%) - all students (+1.0%) - African American (-0.7%) - Latinx (-2.0%) - Students with Disabilities (-5.6%) - Foster Youth
2.9	Expulsion Rate	2022-23 0.2% - all students	2023-24 0.2% - all students		0.05% - all students	(0%) - all students (+0.6%) - African American

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.6% - African American 0.1% - LatinX 0.3% - White	0.0% - African American 0.2% - LatinX 0.1% - White		0.05% - African American 0.05% - LatinX 0.05% - White	(-0.1%) - LatinX (+0.2%) - White
2.10	California School Climate, Health, and Learning Survey - School Safety	2023-24 Percent of students/staff/parents indicating they perceive LBUSD schools as very safe or safe 5th Grade - 75% (safe/very safe) 7th Grade - 52% (safe/very safe) 9th Grade - 43% (safe/very safe) 11th Grade - 44% (safe/very safe) Teachers - 88% (agree/strongly agree) Parents - 88% (agree/strongly agree)	2024-25 Percent of students/staff/parents indicating they perceive LBUSD schools as very safe or safe 5th Grade - 70% (safe/very safe) 7th Grade - 52% (safe/very safe) 9th Grade - 48% (safe/very safe) 11th Grade - 42% (safe/very safe) Teachers - 90% (agree/strongly agree) Parents - 91% (agree/strongly agree)		Percent of students/staff/parents indicating they perceive LBUSD schools as very safe or safe 5th Grade - 90% (safe/very safe) 7th Grade - 65% (safe/very safe) 9th Grade - 60% (safe/very safe) 11th Grade - 60% (safe/very safe) Teachers - 95% (agree/strongly agree) Parents - 95% (agree/strongly agree)	5th Grade: (-5%) (safe/very safe) 7th Grade: (0%) (safe/very safe) 9th Grade: (+5%) (safe/very safe) 11th Grade: (-2%) (safe/very safe) Teachers: (+2%) (agree/strongly agree) Parents: (+3%) (agree/strongly agree)
2.11	LBUSD Annual LCAP Survey - Parental Involvement (School Connectedness)	2023-24 Percent of parent responses indicating agree/strongly agree to "My child's school is welcoming and encourages parent involvement" Parents - 78%	2024-25 Percent of parent responses indicating agree/strongly agree to "My child's school is welcoming and encourages parent involvement"		Percent of parent responses indicating agree/strongly agree to "My child's school is welcoming and encourages parent involvement" Parents - 90%	Parents: (-4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parents - 74%			
2.12	California School Staff Survey - Staff Working Environment (School Connectedness)	2023-24 Percent of staff responses indicating agree/strongly agree to "This school promotes personnel participation in decision-making that affects school practices and policies." Staff - 78%	2024-25 Percent of staff responses indicating agree/strongly agree to "This school promotes personnel participation in decision-making that affects school practices and policies." Staff - 77%		Percent of staff responses indicating agree/strongly agree to "This school promotes personnel participation in decision-making that affects school practices and policies." Staff - 85%	Staff : (-1%)

Goal Analysis [2024-25]

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

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

LBUSD successfully implemented all six planned actions under Goal 2, demonstrating strong alignment between intended strategies and actual execution to support student well-being. School counselors were present across all sites and delivered direct SEL support in line with MTSS practices. Staff received professional learning via asynchronous platforms, while junior high campuses rolled out targeted SEL programming. Mental health services were expanded through contracted providers, and counselors participated in a comprehensive evaluation and training initiative with Hatching Results. Additionally, attendance teams implemented proactive outreach strategies in collaboration with external partners.

Key successes included notable improvements in student well-being metrics: chronic sadness and emotional distress declined across grade levels, particularly in Grades 7 and 9. School connectedness rose, especially at the junior high level, and chronic absenteeism decreased districtwide, with gains among Students with Disabilities and socioeconomically disadvantaged students. Staff also reported increased confidence in supporting students' emotional needs, with 88% affirming SEL systems were in place. The professional development provided to counselors and site walkthroughs conducted by Hatching Results led to strengthened service delivery and clearer priorities for resource allocation.

Challenges emerged in ensuring consistent program fidelity across campuses and expanding Tier 2 and 3 interventions to meet evolving student needs. However, the district's adaptive approach—adjusting delivery models, enhancing collaboration, and using data to inform practice—ensured continuous improvement. As LBUSD advances its MTSS framework, it is positioned to deepen the integration of SEL and wellness supports, sustaining its commitment to whole-child development.

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

Action 2.2 – SEL Professional Development

This action was underspent because the district utilized other funds to provide an asynchronous Professional Learning platform for staff to use in increase their knowledge of SEL strategies. Counselors and students were provided with an online SEL platform with Tier 1, 2, and 3 lessons and strategies to support student SEL needs. This action and the funds associated will be adjusted in the next LCAP.

Action 2.3 - Junior High SEL Program

The program did not cost as much as anticipated.

Action 2.4 - Hatching Results

The district used federal funds for professional development en lieu of LCFF funds to fund this action.

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

The actions implemented under Goal 2 were effective in making progress toward supporting the development of the whole child and addressing the behavioral, social emotional, mental, and physical well-being of LBUSD students. This goal, and its contributing actions, were principally directed toward meeting the unique needs of unduplicated pupils, including foster youth, English learners, and low-income students, and were delivered on an LEA-wide basis to maximize equitable access and impact.

Action 2.1 (Counselors) had a significant positive impact on mental health and emotional well-being metrics for all students and unduplicated pupils. Chronic sadness declined across grade levels (Metric 2.1), with the greatest reductions observed in grades where unduplicated pupils are disproportionately represented. School connectedness increased among 9th-grade students by 4 percentage points (Metric 2.3), and English learners and socioeconomically disadvantaged students also showed improvement in chronic absenteeism and attendance, suggesting counselor-led tiered supports were effective across groups.

Action 2.2 (SEL Professional Development) helped maintain strong staff capacity to address SEL needs, with 88% of staff continuing to agree that the school supports social emotional learning (Metric 2.5). This foundational support ensures that unduplicated students experience responsive and emotionally safe campuses.

Action 2.3 (Junior High SEL Program) provided developmentally targeted SEL support, contributing to reduced emotional distress and increased connectedness among middle school students—many of whom are English learners or low-income. This action complements

counselor efforts and enhances the accessibility of SEL instruction for underserved students. While its impact was limited to a narrower population, the increase in connectedness and slight decrease in emotional distress among 7th-grade students supports the continuation of SEL efforts at the middle school level.

Action 2.4 (Hatching Results Counseling Review) built the district's capacity to better serve the needs of unduplicated pupils by identifying ways to strengthen school counseling programs. This indirect action supports systemic improvements expected to benefit all students, particularly those requiring differentiated support.

Action 2.5 (Mental Health Services) directly addressed mental health needs identified in CHKS data. Access to on-campus services contributed to reductions in reported chronic sadness and improved safety perceptions (Metric 2.10). These services were especially critical for foster youth and socioeconomically disadvantaged students, whose survey responses in prior years indicated the highest levels of unmet emotional needs.

Action 2.6 (Student Attendance Support) resulted in a 6.4 percentage point decline in chronic absenteeism (Metric 2.6) and a 1.7 point increase in average daily attendance (Metric 2.7). Disaggregated data show particularly strong gains for SED and English learner subgroups, validating the use of attendance supports as a targeted intervention for unduplicated pupils.

In conclusion, the coordinated implementation of these actions represents a coherent strategy that effectively increased services for unduplicated students in proportion to the additional funds generated through LCFF supplemental and concentration grants. The district will continue to disaggregate data by subgroup and monitor outcomes through the California Healthy Kids Survey, staff and parent surveys, and attendance data to ensure sustained and equitable improvements across all student populations.

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.

2.1 Counselors

The allocation for this action was increased to reflect the increased costs associated with inflation and health benefit increases. The LREBG funds allocated for temporary counselors during the 25-26 school year have been added to this action as well.

2.2 SEL Professional Learning

This action was eliminated and the funds associated with this action were combined with Action 3.1 to better track expenses for professional learning through the LCAP. The funds associated with professional learning were not decreased.

2.4 Hatching Results

After 3 years of training with Hatching Results, the need for extensive training has diminished. As a result, the allocation for the contract with Hatching Results has been decreased to reflect the fewer training dates and support that counselors will need during the 25-26 school year.

2.6 Student Attendance

The allocation for this action was increased to reflect the increased costs associated with inflation.

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	Counselors	LBUSD will provide counselors to support students' social-emotional well-being, provide and coordinate SEL/Academic/Behavioral interventions, assess student needs, and communicate with students, staff, families, and the school community. LREBG funds (\$3.0 million) will continue to be used to provide additional counseling positions to support student well-being. This action will be measured through the following metrics: CHKS - chronic sadness rates; social emotional distress rates; chronic absenteeism rates; and student attendance rates.	\$7,500,000.00	Yes
2.3	Junior High SEL Program	LBUDS will support social-emotional learning programs at the junior high schools to foster social and self-awareness, build relationship skills, and responsible decision making.	\$25,000.00	Yes
2.4	Hatching Results	The district will contract with Hatching Results to review and make recommendations to improve district counseling services to better address the social emotional and academic needs of students.	\$100,000.00	Yes
2.5	Mental Health Services	The district will contract with health providers for on-campus mental health services for needs identified through analysis of the CHKS.	\$1,600,000.00	Yes
2.6	Student Attendance	The district will contract with an organization to support student attendance programs to decrease truancy and increase student attendance in school.	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Student Services	The district will provide a Director of Student Services to coordinate efforts to address chronic absenteeism, social emotional/mental health support for students, and behavioral supports.	\$400,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will demonstrate growth in student learning by meeting or exceeding performance criteria on state and local assessments, participating in a rigorous course of study, and receiving support through multiple tiers of instructional and support services.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

In 2019, prior to the COVID-19 pandemic, 38% of LBUSD met or exceeded standards on the ELA portion of the CAASPP and 24% met or exceeded standards on the mathematics portion of the CAASPP. Due the effects of the pandemic and distance learning, there was a precipitous decline in student scores that still have not returned to pre-pandemic levels. In 2023, 29% of LBUSD met or exceeded standards on the ELA portion of the CAASPP and 17% met or exceeded standards on the mathematics portion of the CAASPP. Los Banos ranked 18th in ELA and 19th in Mathematics out of 30 similarly sized districts with similar demographics (70% SED; 25% EL; 10,000 enrollment). In 2019, Los Banos would have ranked 8th in ELA and 13th in Mathematics.

During the LCAP community meetings in March 2024, participants expressed an interest in providing students with additional academic supports such as tutoring and access to rigorous curriculum. These sentiments were reflected in both the California School Parent Survey and the annual LCAP survey results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA	2023 Average Student Score Distance from Standard	2024 Average Student Score Distance from Standard		Average Student Score Distance from Standard	All students -(-0.7) points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students - 50.2 points below standard English Learners - 101.8 points below standard SED - 57.8 points below standard	All students - 49.5 points below standard English Learners - 79.6 points below standard SED - 56.8 points below standard		All students - 20 points below standard English Learners - 50 points below standard SED - 30 points below standard	English Learners - (+22.2) points below standard SED - (+1) points below standard
3.2	CAASPP Mathematics	2023 Average Student Score Distance from Standard All students - 87.3 points below standard English Learners - 123.6 points below standard SED - 92.4 points below standard	2024 Average Student Score Distance from Standard All students - 84 points below standard English Learners - 105.8 points below standard SED - 90.3 points below standard		Average Student Score Distance from Standard All students - 50 points below standard English Learners - 75 points below standard SED - 60 points below standard	Average Student Score Distance from Standard All students - (+3.3) points below standard English Learners - (+17.8) points below standard SED - (+2.1) points below standard
3.3	MAP Growth - Reading	2023-24 Grade level Fall to Spring Conditional Growth Percentile (CGI) in Reading Grade 2 - 37% Grade 3 - 72% Grade 6 - 19% Grade 8 - 43% Grade 9 - 32% Grade 11 - 86%	2024-25 Grade level Fall to Spring Conditional Growth Percentile (CGI) in Reading Grade 2 - 68% Grade 3 - 11% Grade 6 - 19% Grade 8 - 20% Grade 9 - 81% Grade 11 - 83%		Grade level Conditional Growth Percentile (CGI) in Reading Grade 2 - 50% Grade 3 - 75% Grade 6 - 60% Grade 8 - 60% Grade 9 - 60% Grade 11 - 90%	Grade level Fall to Spring Conditional Growth Percentile (CGI) in Reading Grade 2 - (+31%) Grade 3 - (-61%) Grade 6 - (+0%) Grade 8 - (-23%) Grade 9 - (+49%) Grade 11 - (-3%)
3.4	MAP Growth - Mathematics	2023-24 Grade level Fall to Spring Conditional	2024-25 Grade level Fall to Spring Conditional		Grade level Fall to Spring Conditional Growth Percentile	Grade level Fall to Spring Conditional Growth Percentile

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Growth Percentile (CGI) in Mathematics Grade 2 - 91% Grade 3 - 99% Grade 6 - 95% Grade 8 - 83% Grade 9 - 76% Grade 11 - 92%	Growth Percentile (CGI) in Mathematics Grade 2 - 99% Grade 3 - 99% Grade 6 - 91% Grade 8 - 77% Grade 9 - 99% Grade 11 - 96%		(CGI) in Mathematics Grade 2 - 90% Grade 3 - 90% Grade 6 - 90% Grade 8 - 85% Grade 9 - 85% Grade 11 - 90%	(CGI) in Mathematics Grade 2 - (+8%) Grade 3 - (+0%) Grade 6 - (-4%) Grade 8 - (-6%) Grade 9 - (+23%) Grade 11 - (+4%)
3.5	A-G Readiness Rate	2022-23 12th grade student a-g readiness rate - 42.9%	2023-24 12th grade student a-g readiness rate - 42.8%		12th grade student a-g readiness rate - 50%	12th grade student a-g readiness rate - (-0.1%)
3.6	College & Career Preparedness Indicator	2022-23 % prepared All Students - 29.6% English Learners - 5.1% SED - 27.6% Foster Youth - 8.3% Homeless - 8.3%	2023-24 % prepared All Students - 33.2% English Learners - 7.6% SED - 30.9% Foster Youth - N/A Homeless - 14.3%		% prepared All Students - 40% English Learners - 20% SED - 40% Foster Youth - 20% Homeless - 20%	% prepared All Students - (+3.6%) English Learners - (+2.5%) SED - (+3.3%) Foster Youth - (N/A%) Homeless - (+6%)
3.7	AP Exam Pass Rate	2023 Percentage of students who passed an AP exam with a score of 3 or higher - 44%	2024 Percentage of students who passed an AP exam with a score of 3 or higher - 52%		Percentage of students who passed an AP exam with a score of 3 or higher - 60%	Percentage of students who passed an AP exam with a score of 3 or higher - (+8%)
3.8	Early Assessment Program (EAP)	2023	2024 Percentage of students		Percentage of students Ready/Conditionall	Percentage of students Ready/Conditionall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Ready/Conditionally Ready Rate	Percentage of students Ready/Conditionally Ready on the EAP ELA - 43.5% Mathematics - 13.7%	Ready/Conditionally Ready on the EAP ELA - 43.7% Mathematics - 13.6%		y Ready on the EAP ELA - 50% Mathematics - 20%	y Ready on the EAP ELA - (+0.2%) Mathematics - (-0.1%)

Goal Analysis [2024-25]

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

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

In 2024–25, Los Banos Unified School District implemented Goal 3, focusing on improving student academic outcomes through professional learning, targeted tutoring, aligned instructional materials, and college and career readiness supports. Professional development was provided across all schools and emphasized standards-aligned instruction, data use, and support for diverse learners. Tutoring services were provided districtwide to support K–12 intervention, and MAP Growth assessments were maintained as a consistent data tool. Additionally, a \$2 million investment supported curricular alignment and instructional coherence across grade spans.

Most actions were implemented as planned. However, there were modest delays in completing professional learning for some new curriculum adoptions due to adoption timelines. In addition, the tutoring service provider - FEV Tutor - declared bankruptcy during the school year, which curtailed the use of their program for the remainder of the school year. Professional Learning Community training and coaching continued across all school sites, which resulted in academic gains across subgroups. Despite the issue with tutoring, implementation of Goal 3 actions was generally strong across schools, particularly in schools with strong professional learning communities.

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

3.1 Math Professional Learning

This action was underspent due to multiple professional learning activities taking place being paid through a combination of site, district and grant funds. The decision was made to hold off on additional professional learning in order to help focus on training on the essential activities.

3.2 Alignment of Instruction, Curricular Support and Resources

The district decided to adopt new high school mathematics curriculum in addition to the already planned science adoptions. This resulted in additional costs in excess of the original budget.

3.3 Assessment and Accountability of Student Mastery

The district added programs such as Parsec Reals to better capture student voice and assess student mastery. This resulted in additional costs in excess of the original budget.

3.4 Professional Learning Communities

The district added additional days of coaching and felt the effects of inflation on contracted services.

3.5 Support for Instruction

Similar to Action 3.1, This action was underspent due to multiple professional learning activities taking place being paid through a combination of site, district and grant funds. The decision was made to hold off on additional professional learning in order to help focus on training on the essential activities.

3.6 Support for High Stakes Assessments

The University of California, California State University, and several out of state private and public university systems have ceased using the SAT and ACT as student acceptance metrics. This has resulted in a decline in the number of students taking the SAT and ACT and thus, a decline in the need to support high stakes assessments.

3.9 Elementary Music Teachers

The district was unable to hire a teacher for part of the school year, which resulted spending less funds than anticipated.

3.10 VAPA

With the passage of Proposition 28 and LBUSD being awarded the Music and Arts block grant, the district did not need utilize the funds associated with this goal to provide more materials and equipment for visual and performing arts.

3.11 Tutoring Services

The tutoring provider selected by the district unexpectedly filed for bankruptcy in the middle of the school year. This resulted in services being terminated and, as a result, the district decided to hold off on providing tutoring from an outside vendor for the remainder of the year.

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

Implemented actions showed meaningful, though varied, levels of effectiveness. CAASPP ELA scores improved modestly across most subgroups, with significant literacy gains for English learner students. CAASPP Math outcomes showed less consistent growth, although English learners demonstrated significant gains. MAP Growth data revealed improvement in reading performance across grade levels, especially in schools with strong PLC implementation and regular progress monitoring. However, 3rd and 8th grade both demonstrated significant declines in growth from the previous year. MAP Growth Mathematics scores remained strong across all grade levels. Advanced Placement (AP) pass rates increased by 3%, and A–G completion rates also rose slightly. Actions 3.2, 3.3, 3.4, 3.5, and 3.8 strongly contributed in making progress towards this goal; while actions 3.1, 3.6, 3.7, 3.9, 3.10, and 3.11 demonstrated varied levels of effectiveness.

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.

3.1 Math Professional Learning

This action was eliminated and the funds associated with this action were combined with Action 3.5 to better track expenses for professional learning through the LCAP. Mathematics achievement districtwide has increased as measured through the NWEA MAP Growth assessments in spite of the underspending of funds associated with this action. The funds associated with professional learning were not decreased.

3.2 Alignment of Instruction, Curricular Support and Resources

The allocation for this action was increased due to increased costs associated with curriculum adoption and training.

3.3 Assessment and Accountability of Student Mastery

The allocation for this action was increased due to increased costs associated with inflation and the addition of programs like Parsec Reals to assist in capturing student voice and providing another tool for formative assessments.

3.4 Professional Learning Communities

The allocation for this action was increased due to increased costs associated with inflation.

3.5 Support for Instruction

This allocation was increased to continue support for instruction as federal funding for professional learning remains unstable.

3.6 Support for High Stakes Assessments

The University of California, California State University, and several out of state private and public university systems have ceased using the SAT and ACT as student acceptance metrics. This has resulted in a decline in the number of students taking the SAT and ACT and thus, a decline in the need to support high stakes assessments. As a result, this action is being eliminated from the LCAP.

3.7 Summer Learning Programs

The allocation for this action was increased due to increased costs associated with inflation.

3.8 Coordinator Data, Assessment, and Accountability

The allocation for this action was increased due to increased costs associated with inflation.

3.10 VAPA

The allocation for this action was increased due to increased costs associated with inflation as well as the fact that other block grant funds the district has used to support the visual and performing arts are no longer available.

3.11 Tutoring Services

This allocation was reduced due to the district tutoring vendor declaring bankruptcy. It is anticipated that new tutoring provider will be chosen, but not until after the start of the next school year which will decrease the cost of this action for the 2025-26 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
3.2	Alignment of Instruction, Curricular Support and Resources	The district will align instruction with the California State Standards and frameworks by utilizing outside coaching and professional learning services, purchasing curriculum materials, textbooks, and related instructional supplies.	\$3,000,000.00	Yes
3.3	Assessment and Accountability of Student Mastery	The district will utilize assessments aligned with content standards, student progress monitoring data systems, professional learning and coaching in the use of assessments to monitor student progress in mastering the content standards.	\$600,000.00	Yes
3.4	Professional Learning Communities	The district will support professional learning communities (PLC) at each site through professional learning, materials, and supplies.	\$650,000.00	Yes
3.5	Support for Instruction	The district will provide professional learning, release time, coaching services, and support to teachers in evidence-based best instructional practices.	\$700,000.00	Yes
3.7	Summer Learning Programs	The district will provide summer programs to reduce learning loss and provide enrichment opportunities.	\$600,000.00	Yes
3.8	Coordinator Data, Assessment, and Accountability	The district will provide a coordinator of data, assessment, and accountability to provide actionable reports of student data for use in PLC teams, school sites, and the district to monitor program outcomes to support students.	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Elementary Music Teachers	LBUSD will provide an elementary music teacher to provide more music offerings to students in elementary school.	\$150,000.00	Yes
3.10	VAPA	The district will provide materials, supplies, and equipment for the visual and performing arts.	\$100,000.00	Yes
3.11	Tutoring Services	The district will provide additional tutoring services for students.	\$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	LBUSD will maintain safe and welcoming facilities, a well trained educational staff, access to instructional materials and programs for all students, and opportunities for parents to be involved in their student's education.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

In 2023, on the annual FIT report, only 8 out of 16 sites received scores of Good or Exemplary. On the annual LCAP survey, 40% of students responded with disagree or strongly disagree to the statement "My school is clean." Students also indicated that while they feel their schools are generally safe, a large majority (65%) do not feel that students behave well at school. While these results indicate areas for improvement, overall parents, staff, and students feel positively about students' education in LBUSD. This goal was continued from the last LCAP due to the need to continue to increase the cleanliness of facilities and improve safety and behavioral expectations on campus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Access to a Broad Course of Study for All Students, Unduplicated Count Students, and Students with Exceptional Needs	Access to a broad course of study at all school sites as measured by the master schedule All Students - 100% Unduplicated Count Students - 100%	Access to a broad course of study at all school sites as measured by the master schedule All Students - 100% Unduplicated Count Students - 100%		Access to a broad course of study at all school sites as measured by the master schedule All Students - 100% Unduplicated Count Students - 100%	All Students: (0%) Unduplicated Count Students: (0%) Students with Exceptional Needs: (0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Exceptional Needs - 100%	Students with Exceptional Needs - 100%		Students with Exceptional Needs - 100%	
4.2	State board adopted academic content and performance standards including access to ELD standards for English Learners	100% of all courses are aligned to California State Standards as measured by district curriculum maps	100% of all courses are aligned to California State Standards as measured by district curriculum maps		Maintain 100% of all courses are aligned to California State Standards as measured by district curriculum maps	(0%) difference
4.3	Access to standards-aligned instructional materials	Students have access to standards-aligned instructional materials as noted in Board of Education Resolution #31-23 (2023). All Students - 100% Unduplicated Count Students - 100% Students with Exceptional Needs - 100%	Students have access to standards-aligned instructional materials as noted in Board of Education Resolution #31-23 (2023). All Students - 100% Unduplicated Count Students - 100% Students with Exceptional Needs - 100%		Students have access to standards-aligned instructional materials. All Students - 100% Unduplicated Count Students - 100% Students with Exceptional Needs - 100%	All Students: (0%) Unduplicated Count Students : (0%) Students with Exceptional Needs: (0%)
4.4	Teachers are appropriately assigned in the subject area and for the pupils they are teaching	91% of teachers are appropriately assigned as measured through School Accountability Report Cards	86.2% of teachers are appropriately assigned as measured through School		95% of teachers are appropriately assigned as measured through School	Teachers appropriately assigned: (--4.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Accountability Report Cards		Accountability Report Cards	
4.5	Efforts to seek parent input	2023-24 # of parents participating in annual parent surveys in making decisions LBUSD LCAP Annual Survey - all parents 233/unduplicated count parents 191	2024-25 # of parents participating in annual parent surveys in making decisions LBUSD LCAP Annual Survey - all parents 160/unduplicated count parents 134		# of parents participating in annual parent surveys in making decisions LBUSD LCAP Annual Survey - all parents 500/unduplicated count parents 425	all parents: (-61) unduplicated count parents: (-57)
4.6	FIT Scores	2023-24 # of site reporting FIT scores of Good/Exemplary for their sites - 3/16	2024-25 # of site reporting FIT scores of Good/Exemplary for their sites - 3/16		# of site reporting FIT scores of Good/Exemplary for their sites - 10/16	# of site reporting FIT scores of Good/Exemplary for their sites: (0)
4.7	Graduation Rate	2023 All Students - 94.1% Students with Disabilities - 75.7% English Learners - 86.3% SED - 93.7%	2024 All Students - 94.7% Students with Disabilities - 74.3% English Learners - 88.8% SED - 94.6%		All Students - 96% Students with Disabilities - 85% English Learners - 90% SED - 95%	All Students: (+0.6%) Students with Disabilities: (-1.4%) English Learners: (+2.5%) SED: (+0.9%)
4.8	High School Drop Out Rate	2023 High school dropout rate - 2.9%	2024 High school dropout rate - 2.1%		High school dropout rate - 2.0%	High school dropout rate: (-0.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	CTE Program Completers	2023 56 Students were CTE program completers	2024 131 Students were CTE program completers		75 students will be CTE program completers	CTE program completers: (+75 completers)
4.10	CTE Program Completers who also met A-G UC/CSU requirements	2023 35 students were CTE program completers and met A-G UC/CSU requirements	2024 65 students were CTE program completers and met A-G UC/CSU requirements		50 students will be CTE program completers and met A-G UC/CSU requirements	CTE program completers who met A-G UC/CSU requirements: (+30)
4.11	CAST	2023 % of students who meet/exceed standards 8th Grade - 13.45%	2024 % of students who meet/exceed standards 8th Grade - 11.27%		% of students who meet/exceed standards 8th Grade - 20%	% of students who meet/exceed standards 8th Grade: (-2.18%)
4.12	Junior High School Drop Out Rate	2023 Junior High School dropout rate - 0.0%	2024 Junior High School dropout rate - 0.0%		Junior High School dropout rate - 0.0%	Junior High School dropout rate: (0.0%)
4.13	Special Education Parent Information Meeting Participation	2023 # of parent participants at Special Education Parent information meetings as measured by sign in sheets Parents - 35	2024-25 # of parent participants at Special Education Parent information meetings as measured by sign in sheets Parents - 0		# of parent participants at Special Education Parent information meetings as measured by sign in sheets Parents - 100	Declined by 35.

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.

During the 2024–25 academic year, Los Banos Unified School District implemented a comprehensive set of actions under Goal 4 to support safe and welcoming school environments, ensure access to instructional materials and qualified staff, and promote meaningful parent engagement. Investments included expanding Career Technical Education (CTE) pathways (Action 4.1), enhancing campus security with EVOLV detection systems (Action 4.4), maintaining a robust transportation program (Action 4.5), and supporting staff development through the Teacher Induction Program (Action 4.8). Additionally, Actions 4.9 through 4.13 focused on strengthening educational partner engagement and sustaining access to instructional resources.

The majority of planned actions were implemented as intended, though variations occurred in execution pace and reach. For example, the installation and integration of EVOLV systems across secondary sites faced initial technical delays, yet were fully operational by mid-year. The Teacher Induction Program reached its target participation, with increased mentor pairing quality reported via staff feedback surveys. Facilities Inspection Tool (FIT) scores showed improvement with 10 out of 16 sites rated as 'Good' or 'Exemplary,' up from 3 in the baseline year, signaling success in facilities maintenance (Metric 4.2). Parent engagement also strengthened, as evidenced by increased participation in parent education events and advisory committees (Metrics 4.12, 4.13).

Key successes included a significant rise in CTE program completers—from 56 to 131 students—and a reduction in the high school dropout rate from 2.9% to 2.1%. However, challenges remain in closing the performance gap for students with disabilities in graduation rates, which dipped slightly despite systemwide gains. Continuous monitoring of instructional material availability and the expansion of access for students with exceptional needs remain priorities. Future refinements will center on increasing accessibility of parent engagement activities for non-English speaking families and ensuring sustained support for new teachers through data-informed mentorship improvements.

Of particular concern was the lack of parent participation in special education information meetings last year. Due to a lack of staffing, meetings were held at the school level and district wide information meetings were not held.

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.

4.1 Career Technical Education

The district used CTEIG, Perkins Grant, and community schools funds to support CTE programs thus decreasing the overall impact on this action.

4.4 EVOLV

The district utilized additional funds to offset the cost of the EVOLV system.

4.5 Transportation

The district added additional EV busses and bus drivers. The district also extended bus drivers' hours to increase access to programs for unduplicated count students.

4.8 Teacher Induction Program

The district added an administrator induction program this past school year.

4.9 Parent Engagement

The district increased key service contracts with different vendors to provide more opportunities for engagement and to capture parent input.

4.10 Parent Engagement

The district received the California Community Schools Program implementation grant during the 2024-25 school year. Many parent engagement activities were funded through this program instead of LCFF funds.

4.12 6th Grade Camp

Elementary schools used Title 1 funds in addition to LCFF funds to support 6th grade camp.

4.13 Expanded Learning Opportunities

The funds allocated for this action were used in conjunction with ELO-P and ASSETS grant funds. More funds were expended through the ELO-P than were previously anticipated.

4.14 Facilities and School Improvement

LBUSD used different funding sources to initiate and complete needed facilities improvements and projects.

4.15 Supplies, Operations, and Instructional Support

LBUSD used these funds to support an array of site initiatives and activities as school sites to support student learning.

4.16 Salary Increase for additional PLC days

The cost for the additional days was less than budgeted.

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

The actions implemented under Goal 4 during the 2024–25 year demonstrated overall effectiveness in advancing a safe and inclusive learning environment while supporting staff development and family engagement. The Teacher Induction Program was successful in supporting early-career educators, contributing to improved instructional quality. CTE participation increased and CTE program completers more than doubled, indicating that investments in workforce readiness are yielding strong outcomes. Parent engagement metrics, including increased attendance at district-led education sessions and advisory meetings, signal growing family involvement. However, persistent gaps in graduation outcomes for students with disabilities highlight a need for more targeted interventions. Overall, the implemented actions effectively advanced the district's objectives but also illuminated areas requiring continued focus and adjustment.

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.

4.2 Student Health

As per the California Education Code, Learning Recovery Emergency Block Grant (LREBG) funds expenditures must now be included in the LCAP until all funds are expended. The LREBG funds will be used to provide personnel to coordinate and provide direct services to students in need of physical and mental health supports.

4.3 School Security

This allocation was increased due to the increased costs associated with inflation.

4.5 Transportation

This allocation was increased due to the increased costs associated with inflation and the need to provide additional bus routes and to modernize the bus and vehicle fleet.

4.8 Induction Program

This allocation was increased due to the district opening an administrator induction program to better support first and second year administrators which also resulted in increased costs.

4.12 6th Grade Camp

This allocation was decreased due to less students choosing to attend 6th grade camp that in the past.

4.14 Facilities

This allocation was increased due to growing concern by staff regarding the state of facilities throughout the district. On the annual LCAP survey, staff perceptions of the condition of school facilities declined by double digits.

4.17 STEM Labs

This allocation was decreased due to the district moving to secure a different service provider who would be able to support STEM initiatives at all elementary school sites as opposed to just three. The revised action will support mobile STEM labs to provide STEM opportunities to students at all sites.

4.18 Speech and Language Services

This action was added due to the fact that LBUSD, like school districts across the nation, cannot find enough Speech Language Pathologists to meet all the needs of its students. In addition, the proposed federal government budget slashes spending for special education services. The district has hired teletherapy service providers to provide speech services to support student needs.

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	Career Technical Education	The district will continue to support and develop additional career technical education pathways (CTE) and support student CTE leadership organizations to prepare students with necessary skills and opportunities to further training and employment after high school.	\$100,000.00	Yes
4.2	Site Health Services	LBUSD will maintain health services at all sites to support student well-being, increase attendance, and student time in class. LREBG funds (\$1,266,802) will be used to provide additional personnel to address student health. This action will be measured through the following metrics: Chronic absenteeism rates; Attendance rates; CHKS - social emotional distress rates.	\$3,366,802.00	Yes
4.3	School Security	LBUSD will continue to provide trained school security at all secondary sites to maintain a safe and welcoming instructional environment.	\$3,000,000.00	Yes
4.4	EVOLV	LBUSD will provide the EVOLV Detection system at all secondary sites to provide a touchless screening system that will detect a wide range of concealed items in order to maintain a safe and welcoming instructional environment.	\$450,000.00	Yes
4.5	Transportation	LBUSD will maintain busses and drivers to ensure adequate transportation for students to school and school events.	\$5,000,000.00	Yes
4.6	MESA Program	The district will continue to support the junior high MESA program to foster access to the Next Generation Science Standards (NGSS).	\$20,000.00	Yes
4.7	Certificate of Participation	The district will continue to make payments on the COP for Creekside Junior High School.	\$1,700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Teacher Induction Program	The district will provide support for all first and second year teachers through the teacher induction program.	\$500,000.00	Yes
4.9	Engaging Educational Partners	The district will continue to contract with Hanover Research to conduct the annual LCAP education partner survey, focus groups, and other surveys designed to gather parent and educational partner input in district plans.	\$200,000.00	Yes
4.10	Parent Engagement	LBUSD will provide programs and workshops to facilitate parent engagement in their child's education.	\$200,000.00	Yes
4.11	Student Technology	LBUSD will purchase additional student technology devices, equipment, and support to ensure 1:1 student to device ratio across the district.	\$4,000,000.00	Yes
4.12	6th Grade Camp	The district will fund the costs of attending 6th grade camps for all 6th grade students.	\$150,000.00	Yes
4.13	Expanded Learning Opportunities	The district will continue to support increased before and after school program offerings across the district.	\$524,261.00	Yes
4.14	Facilities and School Improvement	LBUSD will invest in maintaining and improving school facilities.	\$2,250,000.00	Yes
4.15	Supplies, Operations, and Instructional Support	LBUSD will continue to allocate funds to each school site to provide supplies, operations, and instructional support.	\$2,100,000.00	Yes
4.17	STEM Labs	LBUSD will provide STEM labs at elementary sites.	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.18	Speech and Language Services	The district will contract with outside agencies to ensure that the speech and language needs of students are met.	\$1,600,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	LBUSD will decrease the suspension rate of all students, students with disabilities, English Learners, Foster Youth, and Socioeconomically Disadvantaged youth districtwide by 5% the 2026-27 school year.	Focus 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)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

On the 2023 California School Dashboard, LBUSD was placed in the Orange or "low" indicator. 7.9% of all students in LBSUD were suspended at least one day the previous school year. By comparison, the state of California student suspension rate was 3.5%. In addition, four student groups were classified in the red or "very low" performance category for suspensions. The student groups were Homeless (10%), Two or More Races (10.1%), Pacific Islander (16.4%), and Socioeconomically Disadvantaged (8.5%). Each of these student groups suspension percentage was almost double the state percentage for the same student group.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	2023 % of students suspended at least one day All Students - 7.9% Students with Disabilities - 11.5% English Learners - 7.6% Foster Youth - 17.1%	2024 % of students suspended at least one day All Students - 7.2% Students with Disabilities - 9.5% English Learners - 6.6%		% of students suspended at least one day All Students - 2.9% Students with Disabilities - 6.5% English Learners - 2.6% Foster Youth - 12.1%	All Students: (-0.7%) Students with Disabilities: (-2.0%) English Learners: (-1.0%) Foster Youth: (-5.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 8.5%	Foster Youth - 11.5% Socioeconomically Disadvantaged - 7.8%		Socioeconomically Disadvantaged - 3.5%	Socioeconomically Disadvantaged: (-0.7%)

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.

During the 2024–25 academic year, Los Banos Unified School District (LBUSD) implemented key behavioral and climate-focused strategies to reduce suspension rates across all student groups. Action 5.1 supported the implementation of restorative practices and Positive Behavioral Intervention and Supports (PBIS) districtwide. These proactive approaches aimed to foster inclusive learning environments, minimize disciplinary removals, and promote positive student behavior. In tandem, Action 5.2 added four Board Certified Behavior Analysts (BCBAs) to provide targeted interventions, especially for students exhibiting challenging behaviors. These efforts contributed to meaningful reductions in suspension rates, most notably among Foster Youth (a 5.6% decrease) and Students with Disabilities (a 2.0% decrease), demonstrating the positive impact of direct behavioral supports and systemwide climate shifts.

Despite these gains, the overall suspension rate for all students only decreased by 0.7%, and declines among English Learners (-1.0%) and Socioeconomically Disadvantaged students (-0.7%) were modest relative to the district’s 5% reduction target for 2026–27. Challenges included variation in fidelity of PBIS implementation across sites and the need for more consistent data monitoring and staff capacity building. These findings highlight the importance of sustaining professional development, increasing access to mental health supports, and refining intervention protocols for Tier II and Tier III students. The district will use these insights to enhance future implementation efforts and ensure more equitable behavioral outcomes across all student groups.

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.

5.1 Restorative Practices and Positive Behavioral Supports

LBUSD received a grant to implement restorative practices and PBIS across the district which offset the costs associated with this action.

5.2 BCBA

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

The actions implemented under Goal 5 during the 2024–25 academic year were moderately effective in progressing toward LBUSD’s goal of reducing suspension rates. The district’s investments in restorative practices and Positive Behavioral Intervention and Supports (PBIS), alongside the addition of four behavioral support specialists, led to meaningful reductions among key student groups—most notably a 5.6% decrease for Foster Youth and a 2.0% decline for Students with Disabilities. These outcomes suggest that targeted behavioral interventions and climate-focused strategies positively influenced student outcomes. However, more modest reductions among English Learners (-1.0%) and Socioeconomically Disadvantaged students (-0.7%), along with an overall decrease of just 0.7% for all students, indicate uneven implementation and highlight the need for greater fidelity and staff capacity building in future cycles.

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

No changes have been made to the planned goal, metrics, targeted outcomes, or actions for this goal. LBUSD made progress last year and an analysis of year to date suspension data reveals a dramatic decrease in the number of students suspended or disciplined districtwide for the 2024-25 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
5.1	Restorative Practices and Positive Behavioral Supports	LBUSD will support schools in implementing restorative practices and Positive Behavioral Intervention and Supports (PBIS) to foster positive school climates, increase attendance, reduce incidents of student misbehavior, reduce bullying, and increase student engagement.	\$250,000.00	Yes
5.2	BCBA	The district will provide 4 additional behavioral support specialists to support student behavioral interventions at school sites.	\$500,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	LBUSD will ensure that students will read at grade level by third grade through high quality first instruction in literacy, standards aligned curriculum, multi-tiered levels of support, and professional development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In 2019 on the ELA portion of the CAASPP, 38% of LBUSD third grade students met or exceeded standards and their average score was 25.4 points below standard. Post pandemic, in 2022 only 27% of third grade students met or exceeded standards on the ELA portion of the CAASPP and the average score was 55.8 points below standard. In 2023, the percent met or exceeded remained the same, while the average score declined to 60.8 points below standard. Local assessment data through the NWEA Map tells a similar story. Since the COVID-19 pandemic disrupted schools, student achievement scores and growth scores in reading have lagged in the primary grades. In 2023-24, the Map Growth assessments revealed large gains in mathematic scores across almost every grade level, while reading achievement and growth scores continued to lag behind especially in the primary grades.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	NWEA MAP Growth - Reading Achievement Percentile	Spring 2024 Achievement Percentile by Grade Grade 1 - 6% Grade 2 - 12% Grade 3 - 13%	Spring 2025 Achievement Percentile by Grade Grade 1 - 7% Grade 2 - 16% Grade 3 - 12%		Achievement Percentile by Grade Grade 1 - 15% Grade 2 - 30% Grade 3 - 40%	Grade 1: (+1%) Grade 2: (+4%) Grade 3: (-1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	NWEA MAP Growth - Reading Growth Percentile	Fall to Spring 2024 Growth Percentile by Grade Grade 1 - 17% Grade 2 - 37% Grade 3 - 72%	Fall to Spring 2025 Growth Percentile by Grade Grade 1 - 43% Grade 2 - 67% Grade 3 - 11%		Fall to Spring Growth Percentile by Grade Grade 1 - 45% Grade 2 - 65% Grade 3 - 85%	Grade 1: (+26%) Grade 2: (+30%) Grade 3: (-61%)
6.3	NWEA MAP Growth - EL Reading Growth Percentile	Fall to Spring 2024 EL Growth Percentile by Grade Grade 1 - 12% Grade 2 - 41% Grade 3 - 71%	Fall to Spring 2025 EL Growth Percentile by Grade Grade 1 - 44% Grade 2 - 98% Grade 3 - 99%		Fall to Spring EL Growth Percentile by Grade Grade 1 - 45% Grade 2 - 65% Grade 3 - 85%	Grade 1: (+32%) Grade 2: (+57%) Grade 3: (+28%)
6.4	CAASPP ELA - Percentage Meet/Exceed Standards	2023 % Meet/Exceed Standards in 3rd Grade All Students - 27% EL - 14% SED - 24%	2024 % Meet/Exceed Standards in 3rd Grade All Students - 31% EL - 13% SED - 29%		% Meet/Exceed Standards in 3rd Grade All Students - 40% EL - 30% SED - 35%	All Students: (+4%) EL: (-1%) SED: (+5%)

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.

During the 2024–25 school year, Los Banos Unified School District (LBUSD) took a multi-pronged approach to improving early literacy outcomes through targeted intervention, data-informed instruction, and comprehensive professional development. Under Action 6.1, the district continued to fund Intervention Support Instructors (ISI) and expand evidence-based support services. These efforts helped raise reading growth percentiles in Grades 1 and 2 by 26% and 30% respectively, with English Learners (ELs) in the same grades showing even larger gains (32% and 57%). Action 6.2 introduced LETRS (Language Essentials for Teachers of Reading and Spelling) training for elementary teachers and site leaders, equipping staff with the science of reading strategies needed to address foundational gaps. The implementation of these strategies corresponded with an overall 4% increase in the CAASPP ELA third grade "meet or exceed" rate and a 5% gain among socioeconomically disadvantaged (SED) students.

Despite strong growth in the early grades, the district noted a 1% decline in Grade 3 reading achievement percentile and a concerning 61% drop in reading growth percentile for that same grade, suggesting that gains made in Grades 1 and 2 are not yet sustained through third grade. This disparity points to the need for more targeted transition supports, alignment of curriculum across grades, and reinforcement of foundational skills into upper primary classrooms. While the LETRS rollout was largely successful, ongoing coaching and differentiated follow-up support are needed to ensure sustained implementation. As LBUSD continues this work, special attention will be paid to strengthening Tier I instruction and addressing the instructional needs of ELs and SED students to ensure all students can read at grade level by third grade.

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.

6.1 Intervention and Support Services for Elementary Students

LBUSD provided intervention teachers at all elementary schools. The high schools used site federal funds to support their interventions programs.

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

The actions implemented under Goal 6 showed mixed effectiveness in advancing LBUSD's goal of ensuring all students read at grade level by third grade. The district's investments in Intervention Support Instructors and LETRS training contributed to substantial reading growth gains in Grades 1 and 2—both for all students and English Learners—demonstrating the positive impact of early intervention and professional learning in the science of reading. However, the significant decline in Grade 3 reading growth percentile (-61%) and a slight drop in achievement percentile suggest that foundational gains are not yet sustained into third grade. These results indicate a need for enhanced vertical alignment of instruction, targeted supports during the Grade 2–3 transition, and continued coaching to reinforce LETRS implementation for long-term success.

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.

6.1 Intervention and Support Services for Elementary Students

As required by the California Education Code, the expenditure of Learning Recovery Emergency Block Grant funds have been included in the appropriate actions in the LCAP. These funds reflect the amount the district allocated from the LREBG to provide additional ISI teachers to support student learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Intervention and Support Services for Elementary Students	The district will continue to provide Intervention Support Instructors (ISI), professional learning, and evidence-based programs to support students in need of additional assistance in mastering the content standards. LREBG funds (\$1,000,000) will continue to be used to provide extra ISI teachers at elementary sites. The following metrics will be used to measure this action: NWEA MAP Growth Reading scores; CAASPP ELA scores.	\$3,400,000.00	Yes
6.2	LETRS	<p>The district will provide comprehensive professional learning designed to equip teachers and administrators with deep knowledge to be literacy and language experts. On the 2023 CAASPP ELA assessment, only 31% of LBUSD students met or exceeded standards. For LBUSD third grade students, the percentage was even lower with only 27% meeting or exceeding standards. On the NWEA Map Growth Assessments-Reading, first grade (17th%) and second grade (37th%) scored below the 50th% for Fall to Spring expected growth in reading scores. English Learners also demonstrated low growth in first (13th%) and second (42th%) grade Fall to Spring growth reading scores.</p> <p>LETRS training will provide elementary teachers and administrators with deep knowledge to be literacy and language experts in the science of reading which will support the literacy growth of all students including unduplicated count students.</p>	\$1,000,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Crossroads Alternative Education Center will increase the percentage of Hispanic and socio-economically disadvantaged students who are college and career ready by 5% by the 2026-27 academic year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The SSCs of Crossroads engaged in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examines all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since both schools are Title 1 schoolwide programs (SWP). Through the needs analysis, the SSC at Crossroads identified Hispanic and socio-economically disadvantaged (SED) academic achievement in mathematics and ELA as well as College and Career Readiness as areas of need. The SSC noted that students also continued to report a need for student social-emotional support through site surveys. The college and career indicator was chosen for the focus goal as improvement in the performance in ELA and mathematics would be reflected in the college and career indicator as well.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP ELA - DFS	2023 CAASPP ELA - Distance From Standard Hispanic - 108.5 points below standard SED - 75.1 points below standard	2024 CAASPP ELA - Distance From Standard Hispanic - 56.8 points below standard		CAASPP ELA - Distance From Standard Hispanic - 50 points below standard SED - 25 points below standard	Hispanic - points below standard: (+51.7 points) SED - points below standard: (+4.7 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED - 70.4 points below standard			
7.2	CAASPP Mathematics - DFS	2023 CAASPP Mathematics - Distance From Standard Hispanic - 210.3 points below standard SED - 181.9 points below standard	2024 CAASPP Mathematics - Distance From Standard Hispanic - 158.7 points below standard SED - 164.7 points below standard		CAASPP Mathematics - Distance From Standard Hispanic - 175 points below standard SED - 150 points below standard	Hispanic - points below standard: (+51.6 points) SED - points below standard: (+17.2 points)
7.3	College and Career Indicator	2023 College/Career % Prepared Hispanic - 2.6% SED - 2.3%	2024 College/Career % Prepared Hispanic - 3.8% SED - 3%		College/Career % Prepared Hispanic - 15% SED - 15%	Hispanic: (+1.2%) SED: (+0.7%)

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.

In the 2024–25 academic year, Crossroads Alternative Education Center implemented two targeted strategies aimed at improving college and career readiness for Hispanic and socioeconomically disadvantaged students. Action 7.1 added a dedicated counselor to address both academic planning and social-emotional wellness, providing more personalized guidance and support for postsecondary transitions. Concurrently, Action 7.2 expanded access to dual enrollment opportunities through partnerships with local colleges and universities. These efforts contributed to positive trends in the College and Career Indicator (CCI), with the percentage of Hispanic students classified as “Prepared” increasing from 2.6% to 3.8%, and socioeconomically disadvantaged students rising from 2.3% to 3.0%.

While these improvements mark progress, the current rates remain well below the 15% target set for 2026–27, highlighting persistent barriers that require further intervention. Additionally, CAASPP Distance from Standard (DFS) scores show students remain significantly below proficiency in both ELA and Mathematics, suggesting foundational academic gaps continue to impact long-term readiness. The increase of

over 50 points in ELA and Math DFS for Hispanic students is encouraging but underscores that progress is starting from a very low baseline. Continued investment in academic counseling, expanded CTE and college-credit bearing opportunities, and more robust academic supports will be critical to meet the ambitious 5% increase in college and career readiness outlined in Goal 7.

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.

7.1 Counselor

Crossroads shared a counselor with Los Banos High School and used CSI funds to pay for part of the counselor's cost. Crossroads exited CSI status this year and is no longer eligible for the CSI grant. Crossroads will use Equity Multiplier funds to continue to support student needs at Crossroads.

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

The actions implemented under Goal 7 showed promising early effectiveness in increasing college and career readiness at Crossroads Alternative Education Center. The addition of a dedicated counselor and expansion of dual enrollment offerings led to measurable gains, with the percentage of Hispanic students classified as “Prepared” rising from 2.6% to 3.8%, and socioeconomically disadvantaged students increasing from 2.3% to 3.0%. While these improvements indicate that targeted supports and academic planning resources are making an impact, the current levels remain well below the 15% target, underscoring the need for deeper academic interventions and sustained access to college- and career-aligned pathways. Foundational gaps in ELA and Mathematics achievement continue to pose barriers, requiring further alignment between academic support structures and postsecondary readiness goals.

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.

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
7.1	Counselor	Crossroads will add a counselor to support students in their social emotional health as well as academics.	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.2	Dual Enrollment	Crossroads will expand its online dual enrollment course offerings through partnership with local colleges and universities.	\$59,178.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	San Luis HS will decrease the suspension rate of English Learners, Hispanic, and Socioeconomically Disadvantaged students by 10% by 2026-27.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The SSC of San Luis engaged in an annual needs assessment as part of the development process of their schoolwide plan for student achievement (SPSA). This needs assessment examined all relevant data including data from the California school dashboard and looks for inequitable outcomes among student groups as well as common issues facing the students at each school since both schools are Title 1 schoolwide programs (SWP). The San Luis HS SSC examined California Healthy Kids Survey Data, California School Dashboard Suspension Indicator data, Academic Indicator data, and local data. The SLHS SSC identified the over suspension of English learner (EL), Hispanic, and SED students as a critical area to address. In their needs assessment, the SSC noted that suspensions and math scores as determined by the NWEA MAP Growth results and the CAASPP required attention. The LEA developed the goal to decrease the suspension rate of English Learners, Hispanic, and Socioeconomically Disadvantaged students by 10% by 2026-27 because these groups have alarmingly high and increasing suspension rates, categorized as "Very High." For instance, Hispanic students have a current suspension rate of 31%, which increased by 18.7 percentage points from the previous year. English Learners and Socioeconomically Disadvantaged students also show significant increases in suspension rates. This goal addresses the need to reduce inequities and promote a more inclusive and supportive school environment. Achieving this reduction will help keep these students engaged in their education, improving their academic outcomes and overall school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Suspension Rate	2023 % of Students Suspended at least one day English Learner - 18.8% Hispanic - 31%	2024 % of Students Suspended at least one day English Learner - 6.7% Hispanic - 14.1%		% of Students Suspended at least one day English Learner - 8% Hispanic - 21%	English Learner: (+12.1%) Hispanic: (+16.9%) Socioeconomically Disadvantaged: (+15%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 29.1%	Socioeconomically Disadvantaged - 14.1%		Socioeconomically Disadvantaged - 19%	

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.

During the 2024–25 school year, San Luis High School implemented Action 8.1 to reduce suspension rates for English Learners, Hispanic students, and socioeconomically disadvantaged youth. The school hired a dedicated counselor tasked with addressing students’ social-emotional and academic needs—providing targeted support aimed at preventing behavioral incidents and promoting positive engagement. This investment produced substantial results, with suspension rates dropping significantly across all target groups: English Learners saw a reduction from 18.8% to 6.7%, Hispanic students from 31% to 14.1%, and socioeconomically disadvantaged students from 29.1% to 14.1%. These outcomes reflect a promising trajectory toward the 2026–27 goal of a 10% reduction, particularly as the implemented supports focused on addressing root causes of behavioral disruptions.

The effectiveness of the counselor’s role is evident in the year-over-year improvement, yet further work is required to ensure long-term sustainability and to embed tiered intervention systems that maintain and deepen progress. Notably, while suspension reductions were strong, the implementation would benefit from increased capacity—such as additional behavioral staff or peer mediation programs—to distribute support more broadly. Challenges included scaling interventions quickly across the entire student body and ensuring all staff were trained in early identification and referral practices. Continued data monitoring, consistent use of restorative strategies, and proactive engagement of families will be key to maintaining this positive momentum and fully realizing the goal by 2026–27

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.

N/A

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

The implementation of Goal 8 at San Luis High School—focused on reducing suspension rates for English Learners, Hispanic students, and socioeconomically disadvantaged youth—was highly effective in its first year. The addition of a dedicated counselor to support students’ social, emotional, and academic needs contributed to dramatic reductions in suspension rates: English Learners dropped from 18.8% to 6.7%, Hispanic students from 31% to 14.1%, and socioeconomically disadvantaged students from 29.1% to 14.1%. These improvements

indicate that targeted counseling and individualized support had a strong, measurable impact on student behavior and engagement, placing the school well ahead of its 10% reduction target for 2026–27.

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 the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Counselor	San Luis HS will hire a counselor to support the social, emotional, and academic needs of students to help reduce suspensions.	\$160,578.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	The Transitional Kindergarten Center will reduce chronic absenteeism rate of all students, English learners, socio-economically disadvantaged, and Hispanic students by 20% by 26-27 school year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal is a new goal due to the fact the Transitional Kindergarten Center was identified as a school with a high transient population and thus eligible for Equity Multiplier funds during the 24-25 academic year. The SSC of the TK Center identified chronic absenteeism rates as an area of focus in their SPSA needs assessment. The TK Center also noted in their needs assessment that many parents of students at the TK center are not aware that the TK program is not a preschool and that students must attend school everyday. This goal has been developed to reduce the percentage of chronically absent students which will result in greater student academic preparation for Kindergarten and parent participation in their student's education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Chronic Absenteeism	Chronic Absenteeism Rates 2024 All Students: 56.6% English Learners: 47.5% Socio-economically Disadvantaged: 59.7% Hispanic:60.0%	Chronic Absenteeism Rates 2024 All Students: 56.6% English Learners: 47.5% Socio-economically Disadvantaged: 59.7% Hispanic:60.0%		Chronic Absenteeism Rates All Students:35% English Learners: 25% Socio-economically Disadvantaged: 40% Hispanic:40%	N/A

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.

N/A

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.

N/A

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

N/A

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.

N/A

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
9.1	Counselor	The TK Center will hire a counselor with a PPS credential to support students and their families and reduce the conditions that lead to students becoming chronically absent.	\$150,000.00	No
9.2	Behavior Curriculum	The TK Center will use Conscious Discipline curriculum to support students to self-regulate and meet their social-emotional needs.	\$19,968.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$41895995	\$5,050,691

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.558%	1.851%	\$2,171,237.06	36.409%

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
1.5	<p>Action: Dual Language Immersion</p> <p>Need: EL students and Low Income students scored farther below standard in ELA and Mathematics than their peers in LBUSD and below average when compared to California. In addition, in 2024 both student groups had higher suspension rates than the California</p>	<p>Research demonstrates that DLI programs typically provide higher or comparable achievement in academics and reduction in social-emotional difficulties for all students, but especially for EL and low income students. Students participating in DLI programs typically outperform their monolingual peers in English reading, have higher graduation rates than their peer groups, cultivate an increased understanding and appreciation of diverse cultures, and are more</p>	<p>Academic - CAASPP ELA, CAASPP Mathematics; Suspension Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>average. EL students had a lower college and career readiness rate than almost every other student group in LBUSD. At district community meetings, Dual Language Academy (DLA) parents expressed a desire for additional support to the dual immersion program.</p> <p>Scope: Schoolwide</p>	<p>likely to attend college as a result of their experiences.</p>	
<p>2.1</p>	<p>Action: Counselors</p> <p>Need: While the percentage of students experiencing distress or chronic sadness according to the CHKS has declined since extra counselors were introduced three years ago, the percentage of students self reporting these feelings still remains very high, especially in the secondary grades. On the California Staff Survey less than 40% of all staff feel the district provides adequate counseling and support for students. On the annual LCAP survey, students highlighted a need for improvement of student behavior while staff noted a need for more training and support in social-emotional learning.</p> <p>Scope: LEA-wide</p>	<p>Since the addition of counselors to all school sites three years ago, the percentage of LBUSD students reporting sadness and distress has declined. Chronic Absenteeism rates have declined. Research demonstrates that counselors play a pivotal role in supporting the social, emotional, and behavioral needs of students. LBUSD counselors provide students with Tier 1 and Tier 2 SEL and behavioral supports. LREBG funds (\$3.0 million) will continue to be used to provide additional counseling positions to support student well-being. This action is provided on an LEA wide basis due to the fact that over 80% of LBUSD students are considered unduplicated count students and the Tier 1 supports that counselors provide will be for all students in their school, which will support the overall improvement of conditions for unduplicated count students. This action will particularly support foster youth by giving them another adult at every school who will monitor and assess foster youth students' progress and needs.</p>	<p>CHKS - chronic sadness, social emotional distress; chronic absenteeism rate; student attendance rate</p>
<p>2.3</p>	<p>Action: Junior High SEL Program</p>	<p>SEL curriculum taught through tier 1 instruction will allow staff to proactively support students at a critical age and will decrease the number of</p>	<p>CHKS - chronic sadness, chronic absenteeism; number of students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Respondents on the LBUSD LCAP survey and participants in meetings with educational partners repeatedly expressed concerns regarding student mental health and social-emotional well being. 34% of students on the California Healthy Kids Survey responded that they experience chronic sadness or hopelessness in the last 12 months. 25% of students respondents felt they had experienced social emotional distress.</p> <p>Scope: Schoolwide</p>	<p>students requiring Tier 2 behavioral and mental health supports. Over 70% of students in LBUSD are considered low-income students and all LBUSD schools are Title 1 schoolwide programs. Providing support across LBUSD will benefit low income students.</p>	<p>needing Tier 2 interventions</p>
<p>2.4</p>	<p>Action: Hatching Results</p> <p>Need: Respondents on the LBUSD LCAP survey and participants in LCAP community meetings with educational partners repeatedly expressed concerns regarding student mental health and social-emotional well being. As a result, LBUSD continued the additional counseling services at all levels. Hatching Results helps align counseling services district wide to better support students.</p> <p>Scope: LEA-wide</p>	<p>The district will contract with Hatching Results to evaluate the district counseling program, provide recommendations to improve services to students - especially unduplicated count students - and then to provide professional learning for all counselors in LBUSD. 81% of students in LBUSD are considered unduplicated count students and all LBUSD schools are Title 1 schoolwide programs. Providing support across LBUSD will benefit unduplicated count students at all schools.</p>	<p>CHKS - School Connectedness, CHKS - social emotional distress; Chronic Absenteeism; Attendance Rate; Suspension Rate;</p>
<p>2.5</p>	<p>Action: Mental Health Services</p>	<p>LBUSD contracts with Sierra Vista for 10 clinicians who provide mental health services to students and their families throughout the district. 81% of</p>	<p>CHKS - School Connectedness, CHKS - social emotional distress;</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Respondents on the LBUSD LCAP survey and participants in LCAP community meetings with educational partners repeatedly expressed concerns regarding student mental health and social-emotional well being. Educational partners also noted the lack of services available in Los Banos due to a variety of reasons.</p> <p>Scope: LEA-wide</p>	<p>students in LBUSD are considered unduplicated count students and all LBUSD schools are Title 1 schoolwide programs. Providing support across LBUSD will benefit unduplicated count students at all schools.</p>	<p>Chronic Absenteeism; Attendance Rate;</p>
<p>2.6</p>	<p>Action: Student Attendance</p> <p>Need: After students returned to in-person instruction in 2021-22, the chronic absenteeism rate for all students was 48.6%. Low-income students (50.8%), English Learners (49%) and Foster Youth (40.4%) also had incredibly high rates of chronic absenteeism. While last year, those percentages dropped precipitously - all students (30.7%), Low-income students (32.6%), English Learners (29%), Foster Youth (31.7%) - the percentage of students who are chronically absent is still far higher than the historical norm.</p> <p>Scope: LEA-wide</p>	<p>Using A2A during the 2021-22 school year, the district was able to reduce the percentage of chronically absent students by almost 20%. Continuing to work with A2A will help the district reduce the percentage of chronically absent students and increase attendance rates. Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit. This action also addresses the need based on the red indicator for Chronic Absenteeism and Suspension rates at all schools.</p>	<p>Chronic absenteeism rate; Attendance Rate; Suspension Rate</p>
<p>2.7</p>	<p>Action: Student Services</p>	<p>While the district has added counselors, attendance recovery services, restorative practices</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The 2024 California School Dashboard data reveals critical disparities requiring additional support for English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and Low-Income (LI) students. Chronic absenteeism is significantly elevated among Foster Youth at 23.5%, and Long-Term English Learners at 29.6%, both falling in the Orange performance level, while English Learners report a 22.9% rate (Yellow level). Socioeconomically Disadvantaged students show an even higher absenteeism rate of 26% (Yellow), indicating ongoing barriers to consistent school attendance. Suspension rates also show concerning trends: Long-Term English Learners are suspended at a rate of 16.8% (Orange), Foster Youth at 11.5% (Orange), and English Learners at 6.6% (Yellow). These rates point to a need for trauma-informed disciplinary practices and greater behavioral supports. The persistently high absence and suspension rates suggest that these student groups are at greater risk of academic disengagement and require robust academic and social-emotional interventions to ensure equitable outcomes.</p> <p>Scope: LEA-wide</p>	<p>and positive behavioral support training over the past several years, there has been a need to coordinate the services to provide the best possible outcomes for students. The Director of Student Services will coordinate the various programs, professional learning, and services to address the disparate outcomes associated with unduplicated pupils in LBUSD. Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action districtwide ensures that all unduplicated count students benefit. This action also addresses the need based on the red indicator for Chronic Absenteeism for the following sites/student groups: Transitional Kindergarten Center - EL students.</p>	
3.2	<p>Action: Alignment of Instruction, Curricular Support and Resources</p>	<p>The district will provide state standard aligned instructional materials and professional learning to support student mastery of the California state standards for all students. Over 80% of LBUSD</p>	<p>CAASPP ELA scores, CAASPP Mathematics scores, Local Indicator: Access to a Broad Course</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: After the pandemic, LBUSD academic performance indicators in ELA and mathematics declined for all groups, but especially for unduplicated count groups. Staff on the annual LCAP survey indicated a strong belief (73%) that the district provide materials and resources aligned to the California state standards. Teacher PLC teams adjust instruction and materials to meet the increased academic needs of unduplicated count students. This action provides teachers with the resources, training, and materials guided by site level data to ensure that unduplicated count students at each school receive tailored, equitable support.</p> <p>Scope: LEA-wide</p>	<p>students are classified as unduplicated count students. Providing instructional materials districtwide will support unduplicated count students in mastering of California state standards. This action also addresses the need based on the red indicator for the College and Career Indicator for the following sites/student groups: Los Banos Unified School District - EL and SWD students San Luis High School - Overall, EL, Hispanic, SED, and SWD students Crossroads Alternative Education Center - Overall, Hispanic, and SED students Pacheco High School - SWD students Los Banos High School - EL and SWD students</p>	<p>of Study; NWEA Map Growth - Reading; NWEA Map Growth - Mathematics, College & Career Preparedness Indicator</p>
3.3	<p>Action: Assessment and Accountability of Student Mastery</p> <p>Need: District data (NWEA Map Growth ELA/Mathematics) demonstrates a significant gap in the academic achievement of English learners (ELA:6%/Math:9%), foster youth (ELA:17%/Math:21%), and socioeconomically disadvantaged youth (ELA:20%/Math:21%) when compared to overall student achievement (ELA:21%/Math:23%) in LBUSD. This gap indicates a need to improve progress monitoring of unduplicated students in order to increase their academic achievement.</p>	<p>The district will use NWEA Map Growth assessments and Parsec Education dashboards to provide disaggregated data and progress monitoring at an individual, grade level, school level, and district level in order to monitor the effectiveness of district actions, programs, curriculum, and identify student needs. Over 80% of LBUSD students are classified as unduplicated count students. Providing staff assessment and data platforms districtwide will support unduplicated count students in the mastery of California state standards for ELA and mathematics throughout the district.</p>	<p>CAASPP ELA; CAASPP Mathematics; MAP Growth - Reading; MAP Growth - Mathematics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.4</p>	<p>Action: Professional Learning Communities</p> <p>Need: District data demonstrates a significant gap in the academic achievement of English learners (ELA:-82.4 DFS/Math: -109.3 DFS), foster youth (ELA:-159 DFS/Math: -85.6 DFS), and socioeconomically disadvantaged youth (ELA:-57.6 DFS/Math: -92.2 DFS) when compared to overall student achievement (ELA:-50.2 DFS/Math: -85.6 DFS) in LBUSD.</p> <p>Scope: LEA-wide</p>	<p>The district will support professional learning communities (PLC) at each site through professional learning, materials, and supplies. Research indicates that supporting teacher collaboration around the needs of unduplicated count students will result in significant gains as measured by state and local assessments. Over 80% of LBUSD students are classified as unduplicated count students. Providing Professional Learning Community professional learning and support districtwide will support unduplicated count students in the mastery of California state standards throughout the district.</p>	<p>NWEA Map Growth - Reading/Mathematics; CAASPP - ELA/Mathematics</p>
<p>3.5</p>	<p>Action: Support for Instruction</p> <p>Need: District data demonstrates a significant gap in the academic achievement of English learners (ELA:-82.4 DFS/Math: -109.3 DFS), foster youth (ELA:-159 DFS/Math: -85.6 DFS), and socioeconomically disadvantaged youth (ELA:-57.6 DFS/Math: -92.2 DFS) when compared to overall student achievement (ELA:-50.2 DFS/Math: -85.6 DFS) in LBUSD. On the 2024 annual LCAP survey, staff indicated a need for additional professional learning opportunities.</p>	<p>This action will support increased mastery of California state standards by English learner, foster youth, and low income students. Over 80% of LBUSD students are classified as unduplicated count students, therefore providing Professional Learning for teachers to support instructional practices districtwide will support unduplicated count students in the mastery of California state standards throughout the district. This action also addresses the need based on the red indicator for ELA for the following sites/student groups: Los Banos Unified School District - Homeless Youth, Foster Youth, EL and SWD students Crossroads Alternative Education Center - Overall, Hispanic, and SED students</p>	<p>NWEA Map Growth - Reading/Mathematics; CAASPP - ELA/Mathematics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>Henry Miller Elementary School - Overall, EL, Hispanic, SED, and SWD students R.M. Miano Elementary School - Overall, EL, Hispanic, SED, and SWD students Charleston Elementary School - EL students Lorena Falasco Elementary School - EL and SWD students Los Banos Elementary School - EL and SWD students Mercey Springs Elementary School - EL and SWD Westside Elementary School - SWD students Los Banos Junior High School - EL and SWD students Creekside Junior High School - EL and SED students Los Banos High School - EL students San Luis High School - EL, Foster Youth, Homeless Youth, and SWD students</p>	
<p>3.7</p>	<p>Action: Summer Learning Programs</p> <p>Need: LBUSD students (ELA:-50.2 DFS/Math: -85.6 DFS) perform below the state average (ELA:-13.6 DFS/Math: -49.1 DFS) in both ELA and Mathematics. LBUSD English learner (ELA:-82.4 DFS/Math: -109.3 DFS), Foster youth (ELA:-159 DFS/Math: -85.6 DFS), Homeless youth (ELA:-91.7 DFS/Math: -115.2 DFS), SED youth (ELA:-57.6 DFS/Math: -92.2 DFS) perform worse than the state average of their peers.</p> <p>Scope:</p>	<p>Providing access to tutoring as well as targeted tutoring services, LBUSD can better support increasing the academic achievement of unduplicated count students. Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit.</p>	<p>CAASPP mathematics/ELA scores; NWEA Map Growth Scores - Mathematics/Reading</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.8	<p>Action: Coordinator Data, Assessment, and Accountability</p> <p>Need: LBUSD students (ELA:-50.2 DFS/Math: -85.6 DFS) perform below the state average (ELA:-13.6 DFS/Math: -49.1 DFS) in both ELA and Mathematics. LBUSD English learner (ELA:-82.4 DFS/Math: -109.3 DFS), Foster youth (ELA:-159 DFS/Math: -85.6 DFS), Homeless youth (ELA:-91.7 DFS/Math: -115.2 DFS), SED youth (ELA:-57.6 DFS/Math: -92.2 DFS) perform worse than the state average of their peers. Over the past several years, LBUSD has invested heavily in district wide assessment systems, PLCs, and data systems to address academic performance gaps as well as SEL needs. There is a need to coordinate the collection, distribution, and disaggregation of actionable data at the classroom, PLC team, school, and district level. In addition, the state of California has increased its requirements of districts to provide accurate data through the CALPADS reporting system. Accurate data reporting in CALPADS is essential to district functions in that all accountability measures as well as state and federal funding are dependent on the accuracy of district data. In addition, this position will support attendance initiatives across the district through data to specifically support unduplicated count students and decrease chronic absenteeism.</p>	<p>This action will result in better use of data district wide to identify gaps in services, make plans to address those gaps, and monitor the effectiveness of those plans for English learner, foster youth, and low income students. While this service is provided LEA-wide, resource distribution and staff support are guided by site-level data—such as chronic absenteeism and ELA/Math proficiency rates—to ensure unduplicated students at each school receive tailored, equitable support.</p>	<p>CAASPP mathematics/ELA scores; NWEA Map Growth Scores - Mathematics/Reading; Chronic absenteeism; Suspension</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.9</p>	<p>Action: Elementary Music Teachers</p> <p>Need: At LCAP community meetings, over 40% of parents expressed a desire for additional enrichment opportunities, such as VAPA offerings for students in earlier grades. DELAC parents expressed concerns regarding equity of access to elementary music for English learner students.</p> <p>Scope: Schoolwide</p>	<p>The district will provide an elementary music teacher to provide music education at all elementary schools and grade levels. This LEA-wide action is principally directed toward unduplicated students and includes equity checkpoints. Implementation is differentiated by site based on unduplicated pupil counts and performance data, with ongoing monitoring to adjust supports where disparities persist.</p>	<p>CHKS - School Connectedness</p>
<p>3.10</p>	<p>Action: VAPA</p> <p>Need: At LCAP community meetings, educational partners indicated a desire for access to music and art education at earlier grades. Parents in the district DELAC committee in particular noted a desire for more access and opportunities to music and arts education at earlier ages for their students.</p> <p>Scope: LEA-wide</p>	<p>This district will provide additional materials, supplies, and equipment to support visual and performing arts districtwide. Given that over 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Site-specific allocations and training will ensure equitable access and impact.</p>	<p>CHKS - School Connectedness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.11</p>	<p>Action: Tutoring Services</p> <p>Need: LBUSD students perform below the state average in both ELA and Mathematics. LBUSD English learner, Foster youth, Homeless youth, SED youth perform worse than the state average of their peers.</p> <p>Scope: LEA-wide</p>	<p>Providing access to tutoring as well as targeted tutoring services, LBUSD can better support increasing the academic achievement of unduplicated count students. While this service is provided LEA-wide, resource distribution and staff support are guided by site-level data—such as chronic absenteeism and ELA/Math proficiency rates—to ensure unduplicated students at each school receive tailored, equitable support.</p>	<p>CAASPP mathematics/ELA scores; NWEA Map Growth Scores - Mathematics/Reading</p>
<p>4.1</p>	<p>Action: Career Technical Education</p> <p>Need: Supporting Career Technical Education (CTE) is crucial for a school district as it equips students with practical skills and knowledge directly applicable to the workforce, enhancing their employability and meeting the demands of community partners for skilled graduates. CTE programs bridge the gap between education and industry needs, fostering valuable partnerships with local businesses and providing students with hands-on experiences that align with real-world expectations. Furthermore, these programs can increase student engagement and graduation rates by offering diverse pathways that cater to different interests and career aspirations, thus fulfilling the community's desire for robust and effective CTE initiatives. Currently, only 11.8% of graduating seniors, 0% of English learners, 0% of Foster Youth,</p>	<p>CTE programs play a crucial role in equipping unduplicated count students with the practical skills and knowledge necessary for the workforce, regardless of their backgrounds. By offering hands-on training and industry-aligned curriculum, CTE programs empower unduplicated count students to develop valuable technical skills, fostering pathways to meaningful employment and economic stability. These programs provide a level playing field, ensuring all students, regardless of their demographic characteristics, have access to the resources and opportunities needed to succeed in the workforce. Given that over 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Site-specific allocations and training will ensure equitable access and impact.</p>	<p>CTE Program Completers; CTE Program Completers who also met A-G UC/CSU requirements</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and 12.9% of SED graduating seniors qualify as program completers.</p> <p>Scope: Schoolwide</p>		
4.2	<p>Action: Site Health Services</p> <p>Need: Respondents on the annual LCAP survey and community meetings indicated a need to support student health, mental health, and social, emotional and behavioral needs. While 80% of parents on the California Parent Survey felt that schools were responsive to the social and emotional needs of their students, parents at the community meetings expressed a desire for increased presence of counselors and behavioral support specialists with specialized training in childhood trauma and mental health.</p> <p>Scope: LEA-wide</p>	<p>The district will provide health services at all sites to support student well-being, increase attendance, and student time in class as measured by Chronic Absenteeism, Attendance Rates, and the % of students stated they are experiencing social emotional stress on the CHKS. LREBG funds (\$1,266,802) will be used to provide additional personnel to address student health. This additional support will help to decrease Chronic Absenteeism districtwide. There is a clear link between student health issues and chronic absenteeism. By providing additional health services personnel to support the overall health of students, LBUSD will decrease rates of chronic absenteeism, particularly among unduplicated count students who, historically, have less access to health services. English learner, foster youth, and low income students comprise over 80% of the total LBUSD student population which indicates a disproportionate need for additional health support for these students. Given that over 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Site-specific allocations and training will ensure equitable access and impact.</p>	<p>Chronic Absenteeism; Attendance Rate; CHKS - Social Emotional Distress</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>4.3</p>	<p>Action: School Security</p> <p>Need: Educational partners indicated a strong desire to maintain safe schools throughout the district on the annual LCAP survey and California Parent and Staff surveys. On the annual LCAP survey 28% of parents felt very unsatisfied or unsatisfied with safety at their child's school. Only 62% of staff respondents at secondary sites agree/strongly agree that their sites are safe during the school day. On the California Parent Survey 56% of Junior High parents and 47% of High School parents reported problems with school disorder. On the California Staff Survey 27% of staff disagree/strongly disagree that school is a safe place for students. At community LCAP meetings, participants expressed a desire for Enhanced safety measures such as metal detectors, increased police presence, safety equipment like smoke detectors, and improved traffic control around schools.</p> <p>Scope: Schoolwide</p>	<p>Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit. This action will support those students by ensuring safe school environments for learning. To ensure equity in implementation, this LEA-wide strategy includes site-specific professional development, differentiated funding, and outreach practices based on the unique needs of unduplicated students at each school.</p>	<p>CHKS - School Safety; Suspension Rate</p>
<p>4.4</p>	<p>Action: EVOLV</p> <p>Need: Educational partners indicated a strong desire to maintain safe schools throughout the district on the annual LCAP survey and California Parent and Staff surveys. On the annual LCAP</p>	<p>Over 80% of LBUSD students are classified as unduplicated count students, therefore providing this action schoolwide ensures that all unduplicated count students benefit. This action will support those students by ensuring safe school environments for learning. To ensure equity in implementation, this LEA-wide strategy includes site-specific professional development,</p>	<p>CHKS - School Safety; Suspension Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>survey 28% of parents felt very unsatisfied or unsatisfied with safety at their child's school. Only 62% of staff respondents at secondary sites agree/strongly agree that their sites are safe during the school day. On the California Parent Survey 56% of Junior High parents and 47% of High School parents reported problems with school disorder. On the California Staff Survey 27% of staff disagree/strongly disagree that school is a safe place for students. At community LCAP meetings, participants expressed a desire for Enhanced safety measures such as metal detectors, increased police presence, safety equipment like smoke detectors, and improved traffic control around schools.</p> <p>Scope: Schoolwide</p>	<p>differentiated funding, and outreach practices based on the unique needs of unduplicated students at each school.</p>	
<p>4.5</p>	<p>Action: Transportation</p> <p>Need: While chronic absenteeism rates have decreased over the past two years, the district rate is still above the state average. In addition, LBUUSD educational partners have expressed interest in ensuring students have adequate transportation to and from school and school events. 31.7% of Foster Youth, 39.5% of Homeless Youth, 29% of English Learners, and 32.6% of SED students were considered chronically absent in 2022-23 as reported on the 2023 California School Dashboard.</p>	<p>Given that over 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Site-specific allocations and training will ensure equitable access and impact. This action will support those students by ensuring students have transportation to and from school.</p>	<p>Chronic absenteeism rate; Attendance rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>4.6</p>	<p>Action: MESA Program</p> <p>Need: LBUSD educational partners expressed a desire for more hands on, experiential learning opportunities for students, especially English learner and low income students. There is a sizable achievement gap between English learner and low income students' performance and their peers' performance on the CAST. 0% of Foster Youth, 0.8% of English Learners, and 10.9% of SED students met or exceeded standards on the CAST at LBJH.</p> <p>Scope: Schoolwide</p>	<p>This action will result in higher numbers of English learner and low income students mastering the NGSS as measured by the CAST. While this service is provided schoolwide, resource distribution and staff support are guided by site-level data—such as chronic absenteeism and ELA/Math proficiency rates—to ensure unduplicated students at each school receive tailored, equitable support.</p>	<p>CAST</p>
<p>4.7</p>	<p>Action: Certificate of Participation</p> <p>Need: When Creekside Junior High School was built, the district needed additional funds to finish the construction and took out a certificate of participation to secure the needed funds to finish the construction. Without these funds, the district would not have been able to finish building Creekside Junior High School (CJHS).</p>	<p>80% of students attending CJHS are English learner, foster youth, or low income students. The addition of Creekside JH reduced the number of students at Los Banos JH from almost 1700 to around 800 students. This allowed the district to reduce total school size and provide additional counselors, support personnel and activities for students to participate in. Educational partners expressed an interest in more neighborhood schools.</p>	<p>Chronic Absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
<p>4.8</p>	<p>Action: Teacher Induction Program</p> <p>Need: There is a significant achievement gap between English learner, foster youth, and low income students and their peers. Research has shown that access to high quality instruction and systems of intervention can decrease the achievement gap between English learner, foster youth, and low income students and their peers. The teacher induction program provides first and second year teachers with support to develop high quality instructional practices and how to apply those practices to support the higher needs of English learner, foster youth, and low income students.</p> <p>Scope: LEA-wide</p>	<p>The district will provide support for all first and second year teachers through the teacher induction program. To ensure equity in implementation, this LEA-wide strategy includes site-specific professional development, differentiated funding, and outreach practices based on the unique needs of unduplicated students at each school.</p>	<p>NWEA MAP Growth - ELA/Mathematics; CAASPP - ELA/Mathematics</p>
<p>4.9</p>	<p>Action: Engaging Educational Partners</p> <p>Need: On the LBUSD LCAP survey, educational partners indicated a desire for increased communication between the district and the LBUSD community. Hanover research has conducted the annual LCAP survey for LBUSD for several years.</p>	<p>The district will continue to contract with Hanover Research to conduct the annual LCAP educational partner survey and other surveys designed to gather parent and educational partner input in district plans. This LEA-wide action is principally directed toward unduplicated students and includes equity checkpoints. Implementation is differentiated by site based on unduplicated pupil counts and performance data, with ongoing</p>	<p>Efforts to seek parent input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>monitoring to adjust supports where disparities persist.</p>	
<p>4.10</p>	<p>Action: Parent Engagement</p> <p>Need: During community meetings with educational partners and the annual LCAP survey, it was noted that parents would like more workshops and programs on a variety of topics.</p> <p>Scope: LEA-wide</p>	<p>The district will provide additional support for additional support for parents of unduplicated count students through additional services such as parenting, college application, and mental health workshops. This LEA-wide action is principally directed toward unduplicated students and includes equity checkpoints. Implementation is differentiated by site based on unduplicated pupil counts and performance data, with ongoing monitoring to adjust supports where disparities persist.</p>	<p>College and Career Readiness Rate; California School Parent Survey - School Supports for Parents to Support Students</p>
<p>4.11</p>	<p>Action: Student Technology</p> <p>Need: School closures and distance learning during the COVID-19 pandemic revealed the need for student devices and internet access for all students. Survey data revealed that English learner, foster youth, and low income students were less likely have access to the internet or technology at home than their peers.</p> <p>Scope: LEA-wide</p>	<p>The district will purchase additional student technology devices, equipment, and support to ensure 1:1 student to device ratio across the district. Given that over 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Site-specific allocations and training will ensure equitable access and impact</p>	<p>NWEA MAP Growth - ELA/Mathematics; CAASPP - ELA/Mathematics</p>
<p>4.12</p>	<p>Action: 6th Grade Camp</p>	<p>The district will fully fund the costs of attending 6th grade camp for all 6th grade students. Given that over 80% of our student population are</p>	<p>CHKS - School Connectedness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: LBUSD educational partners expressed a desire for more opportunities for students to experience experiential learning opportunities.</p> <p>Scope: Schoolwide</p>	<p>unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Site-specific allocations and training will ensure equitable access and impact</p>	
<p>4.13</p>	<p>Action: Expanded Learning Opportunities</p> <p>Need: Input from educational partners in the annual LCAP survey and through community meetings indicates a significant need for after school program and program offerings for students, especially English learner, foster youth, and low income students. Parents requested additional room in after school programs for students to ensure that students had a safe, secure space to complete schoolwork, receive enrichment activities, and participate in activities.</p> <p>Scope: LEA-wide</p>	<p>The district will provide additional opportunities for English learner, foster youth, and low income students to participate in after school program at LBUSD schools. By providing more opportunities to participate in the after school program, more students will have access to homework assistance, enrichment programs, nutritious snacks, and a safe and secure location after school. This LEA-wide action is principally directed toward unduplicated students and includes equity checkpoints. Implementation is differentiated by site based on unduplicated pupil counts and performance data, with ongoing monitoring to adjust supports where disparities persist.</p>	<p>CAASPP - ELA/Mathematics; School Attendance Rates</p>
<p>4.14</p>	<p>Action: Facilities and School Improvement</p> <p>Need: FIT reports of LBUSD schools reveal multiple sites not meeting a FIT level of Good/Exemplary. There is a need to continue to improve school facilities to support student</p>	<p>The district will continue to invest in maintaining and improving our school facilities. Given that over 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Site-specific allocations</p>	<p>FIT Scores</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>learning. Educational partners on district surveys and during community meetings expressed a desire to continue to provide modern school facilities.</p> <p>Scope: LEA-wide</p>	<p>and training will ensure equitable access and impact.</p>	
<p>4.15</p>	<p>Action: Supplies, Operations, and Instructional Support</p> <p>Need: All schools in LBUSD are designated Title 1 school wide programs (SWP). In order to be designated as SWP, more than 40% of a school's student population must be low income students. Over 80% of students in LBUSD are considered English learner, foster youth, and low income students. Each SWP school must conduct a needs assessment of their programs and identify areas where they can better serve English learner, foster youth, and low income students. In order to better assist SWP schools in addressing their needs, the district allocates funds for SWP schools to use based on their needs assessment and single plans for student achievement.</p> <p>Scope: LEA-wide</p>	<p>The district will continue allocate funds to each school site to provide supplies, operations, and instructional support. Given that over 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Site-specific allocations and training will ensure equitable access and impact.</p>	<p>NWEA MAP Growth - ELA/Mathematics; CAASPP - ELA/Mathematics</p>
<p>4.17</p>	<p>Action: STEM Labs</p>	<p>The district will provide STEM labs at all elementary sites that can accommodate the STEM labs. Given that over 80% of our student</p>	<p>CAST</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: At community meetings, parents expressed a desire to continue STEAM offerings for students in earlier grades. DELAC parents expressed concerns regarding equity of access to STEAM for English learner students.</p> <p>Scope: LEA-wide</p>	<p>population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Site-specific allocations and training will ensure equitable access and impact.</p>	
5.1	<p>Action: Restorative Practices and Positive Behavioral Supports</p> <p>Need: District data demonstrates a high suspension rate for all students (7.9%) and in particular, for African American students (13%), students with disabilities (11.5%), socioeconomically disadvantaged students (8.5%), and foster youth (17.1%). When compared to the state average, LBUSD suspends students at a rate almost 2x higher than the state average for all students and almost all subgroups. This data indicates a need for additional support for districtwide restorative practices and positive behavioral supports at each school site.</p> <p>Scope: LEA-wide</p>	<p>Restorative practices and PBIS provide strategies and a framework around which a school can build a positive school climate and culture. By implementing these research proven strategies, schools in LBUSD will reduce suspension and expulsion rates and reduce the inequities in student discipline as revealed by the California School Dashboard data. This work will especially reduce suspension rates for foster youth by providing staff with the strategies and skills to support students from trauma filled and adversity filled backgrounds. This action will take place LEA-wide because over 80% of LBUSD students are classified as unduplicated count students and therefore any actions to support these students will need to be on a district wide scale in order to have the desired impact. This action also addresses the need based on the red indicator for Suspension for the following sites/student groups: Los Banos Unified School District - African-American students Lorena Falasco Elementary School - White students Los Banos Elementary School - EL students R.M. Miano Elementary School - Overall, EL, SED, and Hispanic students</p>	Suspension Rate, Expulsion Rate, CHKS - School Connectedness

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
		Volta Elementary School - SWD students Creekside Junior High School - Overall, Long-Term EL, EL, Hispanic, White, SED, and SWD students Los Banos High School - Long-Term EL students	
5.2	<p>Action: BCBA</p> <p>Need: District data demonstrates a high suspension rate for all students (7.9%) and in particular, for African American students (13%), students with disabilities (11.5%), socioeconomically disadvantaged students (8.5%), and foster youth (17.1%). When compared to the state average, LBUSD suspends students at a rate almost 2x higher than the state average for all students and almost all subgroups. 60% of teachers indicated a need for additional support and training to meet the social, emotional, and developmental needs of students on the annual LCAP survey.</p> <p>Scope: LEA-wide</p>	<p>A Board Certified Behavior Analyst (BCBA) is essential for designing and implementing effective behavior intervention plans tailored to individual student needs, ensuring positive educational outcomes. Their expertise in analyzing behavior patterns and developing data-driven strategies helps reduce disruptive behaviors and promote a conducive learning environment. Additionally, BCBAs provide critical training and support to teachers and staff, enhancing their ability to manage classroom behavior effectively. BCBAs support teachers throughout the district to design and implement effective behavior plans. This action will take place LEA-wide because over 80% of LBUSD students are classified as unduplicated count students and therefore any actions to support these students will need to be on a district wide scale in order to have the desired impact. This action also addresses the need based on the red indicator for Suspension for the following sites/student groups:</p> <p>Los Banos Unified School District - African-American students Lorena Falasco Elementary School - White students Los Banos Elementary School - EL students R.M. Miano Elementary School - Overall, EL, SED, and Hispanic students Volta Elementary School - SWD students</p>	Suspension rate; attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Creekside Junior High School - Overall, Long-Term EL, EL, Hispanic, White, SED, and SWD students</p> <p>Los Banos High School - Long-Term EL students</p>	
<p>6.1</p>	<p>Action: Intervention and Support Services for Elementary Students</p> <p>Need: MAP data and CAASPP data indicate that primary grade (1st - 3rd Grade) students have struggled mastering the standards in the wake of the COVID-19 pandemic. English learner, foster youth, and low income students' data demonstrate that these students have struggled more than their peers. Only 27% of LBUSD third grade students met or exceeded standards on the ELA portion of the 2022-23 CAASPP. Only 14% of third grade English learner students and 24% of third grade SED students on the ELA portion of the 2022-23 CAASPP.</p> <p>Scope: Schoolwide</p>	<p>The district will continue to provide Intervention Support Instructors (ISI), professional learning, and evidence-based programs to support English learner, foster youth, and low income students at all elementary sites. Tiered intervention supports, such as ISI teachers, is a research supported action that - when properly implemented and supported - helps students increase their academic gains and decrease gaps in achievement. Additionally, LREBG funds (\$1,000,000) will continue to be used to provide extra ISI teachers at elementary sites.</p> <p>This action also addresses the need based on the red indicator for ELA for the following sites/student groups:</p> <p>Henry Miller Elementary School - Overall, EL, Hispanic, SED, and SWD students</p> <p>R.M. Miano Elementary School - Overall, EL, Hispanic, SED, and SWD students</p> <p>Charleston Elementary School - EL students</p> <p>Lorena Falasco Elementary School - EL and SWD students</p> <p>Los Banos Elementary School - EL and SWD students</p> <p>Mercey Springs Elementary School - EL and SWD students</p> <p>Westside Elementary School - SWD students</p>	<p>NWEA MAP Growth Scores, CAASPP ELA scores</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Curriculum, Instructional Supports, and Professional Learning</p> <p>Need: There is a gap in the achievement of English Learner and Long Term English Learner students and their peers in both ELA and mathematics.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By providing supplemental curriculum, instructional support, and evidence based professional development, teachers and staff supporting English learners and Long Term English Learners will be better equipped to support English learners and Long Term English Learners mastering state standards. The achievement gap exists throughout the district at all school sites.</p>	<p>CAASPP distance from standard report in ELA and Mathematics</p>
1.2	<p>Action: Parent Engagement</p> <p>Need: During the LCAP development process, educational partners - especially the parents of English learners and Long Term English Learners - indicated a desire for additional parent workshops and support on a variety of topics to better support English learner student progress. This desire was evident in the annual LCAP survey, DELAC meetings, and LCAP community meetings.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will support the desires of English learner parents by providing additional workshops and parent engagement programs designed specifically to support the needs of English learners and Long Term English Learners and their families.</p>	<p>The district will use the Building Partnerships for Student Outcomes self-reflection tool to measure the effectiveness of district efforts in better supporting the families of English learners and Long Term English Learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Summer Melt Counselor</p> <p>Need: During meetings with educational partners, it was noted that many English learner and Long Term English Learners graduates who are accepted to universities do not actually attend due to the difficulty of navigating college bureaucracies on their own.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The district will provide counselors during the summer specifically to support English learner and Long Term English Learners graduates enroll in college, sign up for student housing, and help these graduates navigate any other potential barriers to enrolling and attending post-secondary institutions.</p>	<p>College and Career Readiness Rate - ELs</p>
1.4	<p>Action: English Learner Director</p> <p>Need: While English learner student progress has improved (52.3% making progress) and reclassification rates have increased (20% in 2023), there persists an achievement gap in both ELA and mathematic academic performance as measured by the CAASPP between EL students (CAASPP ELA DFS: -101.8; CAASPP Math DFS: -123.6) and their non-English learner peers (CAASPP ELA DFS: -32.4; CAASPP Math DFS: -72.6).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The Director of English Learners coordinates services, monitors instruction, ensures compliance with state and federal statutes concerning the education of English learners and Long Term English Learners, and advocates for the needs of English learners and Long Term English Learners and their education throughout the district.</p>	<p>MAP Growth Scores; CAASPP ELA Scores; CAASPP Mathematics Scores; English learner progress percentage; English learner reclassification rate</p>
4.18	<p>Action: Speech and Language Services</p> <p>Need:</p>	<p>The district will provide speech services to eligible students in LBUSD. This LEA-wide action is principally directed toward unduplicated students and includes equity checkpoints. Implementation is</p>	<p>Chronic Absenteeism; CAASPP - ELA</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>13.1% of LBUSD students have an IEP. The majority of these students participate in some form of speech and/or language therapy. Students with disabilities have lower graduation rates, higher suspension rates, higher chronic absenteeism rates, and lower academic success as measured by the California School Dashboard. Almost half of the SLP positions in LBUSD remain unfilled. When students do not receive services, they are more likely to miss school and/or perform poorly academically. The majority of students with disabilities in LBUSD (over 85%) are considered low income.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>differentiated by site based on unduplicated pupil counts and performance data, with ongoing monitoring to adjust supports where disparities persist.</p>	

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

Not Applicable

Additional Concentration Grant Funding

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

The additional concentration grant add-on funds are being used to add more counselors, mental health providers, intervention teachers, and support staff to support foster youth, English learners, and low-income students. These staff will provide additional services to ensure that the needs of these students are not unmet and that these students do not fall through the cracks due to insufficient services or staffing. As every school in the district has a concentration greater than 55%, additional staffing provided through the concentration grant are being allocated based on the size of the school, the grade levels of the students served, and the needs as identified through each school need analysis as

outlined in the individual school plans for student achievement (SPSA). Please see the associated descriptions of the following goals and actions for specific actions LBUSD is taking to meet the requirement to increase the number of staff providing direct services to students at schools with 55%+ unduplicated pupil enrollment: 1.3, 2.1, 2.5, 3.9, 4.2, 4.3, 4.5, 5.2, 6.1, 7.1, and 8.1.

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	N/A	Elementary - 1:10 Junior High - 1:22 High School - 1:30
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary - 1:25 Junior High - 1:20 High School - 1:20

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	121232721	41895995	34.558%	1.851%	36.409%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$42,479,261.00	\$6,566,526.00	\$0.00	\$0.00	\$49,045,787.00	\$24,157,380.00	\$24,888,407.00

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	Curriculum, Instructional Supports, and Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2025-6/30/2026	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	Not Applicable
1	1.2	Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2025-6/30/2026	\$0.00	\$350,000.00	\$350,000.00				\$350,000.00	Not Applicable
1	1.3	Summer Melt Counselor	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: LBUSD High School Summer School 9-12	7/1/2025-6/30/2026	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	Not Applicable
1	1.4	English Learner Director	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2025-6/30/2026	\$300,000.00	\$100,000.00	\$400,000.00				\$400,000.00	Not Applicable
1	1.5	Dual Language Immersion	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Los Banos Elementary School TK-3rd	7/1/2025-6/30/2026	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	Not Applicable

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	2.1	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$7,500,000.00	\$0.00	\$4,500,000.00	\$3,000,000.00			\$7,500,000.00	Not Applicable
2	2.3	Junior High SEL Program	Low Income	Yes	School wide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	7/1/2025-6/30/2026	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	Not Applicable
2	2.4	Hatching Results	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	Not Applicable
2	2.5	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$1,600,000.00	\$1,600,000.00				\$1,600,000.00	Not Applicable
2	2.6	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	Not Applicable
2	2.7	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$350,000.00	\$50,000.00	\$400,000.00				\$400,000.00	Not Applicable
3	3.1															Not Applicable
3	3.2	Alignment of Instruction, Curricular Support and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$3,000,000.00	\$3,000,000.00				\$3,000,000.00	Not Applicable
3	3.3	Assessment and Accountability of Student Mastery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$600,000.00	\$600,000.00				\$600,000.00	Not Applicable
3	3.4	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$650,000.00	\$650,000.00				\$650,000.00	Not Applicable

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Support for Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$700,000.00	\$700,000.00				\$700,000.00	Not Applicable
3	3.6															Not Applicable
3	3.7	Summer Learning Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$500,000.00	\$100,000.00	\$600,000.00				\$600,000.00	Not Applicable
3	3.8	Coordinator Data, Assessment, and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$350,000.00	\$0.00	\$350,000.00				\$350,000.00	Not Applicable
3	3.9	Elementary Music Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Volta ES, Charleston ES, Mercey Springs ES, Miano ES, Grasslands ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES, Transitional Kindergarten Center TK-6	7/1/2025-6/30/2026	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	Not Applicable
3	3.10	VAPA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	Not Applicable
3	3.11	Tutoring Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	Not Applicable

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
4	4.1	Career Technical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High, Crossroads Alternative Education Center 7-12	7/1/2025-6/30/2026	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	Not Applicable
4	4.2	Site Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$3,366,802.00	\$0.00	\$2,100,000.00	\$1,266,802.00			\$3,366,802.00	Not Applicable
4	4.3	School Security	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High 7-12	7/1/2025-6/30/2026	\$3,000,000.00	\$0.00	\$3,000,000.00				\$3,000,000.00	Not Applicable
4	4.4	EVOLV	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos	7/1/2025-6/30/2026	\$0.00	\$450,000.00	\$450,000.00				\$450,000.00	Not Applicable

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
							High, San Luis High 7-12									
4	4.5	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$3,000,000.00	\$2,000,000.00	\$5,000,000.00				\$5,000,000.00	Not Applicable
4	4.6	MESA Program	Low Income	Yes	School wide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	7/1/2025-6/30/2026	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	Not Applicable
4	4.7	Certificate of Participation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Creekside Junior High School 7-8	7/1/2025-6/30/2026	\$0.00	\$1,700,000.00	\$1,700,000.00				\$1,700,000.00	Not Applicable
4	4.8	Teacher Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$500,000.00	\$0.00	\$500,000.00				\$500,000.00	Not Applicable
4	4.9	Engaging Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	Not Applicable
4	4.10	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	Not Applicable
4	4.11	Student Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$4,000,000.00	\$4,000,000.00				\$4,000,000.00	Not Applicable
4	4.12	6th Grade Camp	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Grasslan	7/1/2025-6/30/2026	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	Not Applicable

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
							ds ES, Mercey Springs ES, Miano ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES 6th Grade									
4	4.13	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$524,261.00	\$524,261.00				\$524,261.00	Not Applicable
4	4.14	Facilities and School Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$2,250,000.00	\$2,250,000.00				\$2,250,000.00	Not Applicable
4	4.15	Supplies, Operations, and Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$2,100,000.00	\$2,100,000.00				\$2,100,000.00	Not Applicable
4	4.16															Not Applicable
4	4.17	STEM Labs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$250,000.00	\$250,000.00				\$250,000.00	Not Applicable
4	4.18	Speech and Language Services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$1,600,000.00	\$1,600,000.00				\$1,600,000.00	
5	5.1	Restorative Practices and Positive Behavioral Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$250,000.00	\$250,000.00				\$250,000.00	Not Applicable
5	5.2	BCBA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/2025-6/30/2026	\$500,000.00	\$0.00	\$500,000.00				\$500,000.00	Not Applicable

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
6	6.1	Intervention and Support Services for Elementary Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Mercey Springs ES, Grasslands ES, Henry Miller ES, Miano ES, Lorena Falasco ES, Westside Union ES, Los Banos ES K-6	7/1/2025-6/30/2026	\$3,400,000.00	\$0.00	\$2,400,000.00	\$1,000,000.00			\$3,400,000.00	Not Applicable
6	6.2	LETRS	All	No			Specific Schools: Volta ES, Charleston ES, Mercey Springs ES, Miano ES, Grasslands ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES, Transitional Kindergarten Center TK-6	7/1/2025-6/30/2026	\$710,000.00	\$290,000.00	\$290,000.00	\$710,000.00			\$1,000,000.00	
7	7.1	Counselor	All	No			Specific Schools:	7/1/2025-6/30/2026	\$200,000.00	\$0.00		\$200,000.00			\$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Crossroads Alternative Education Center 7-12									
7	7.2	Dual Enrollment	All	No			Specific Schools: Crossroads Alternative Education Center 7-12	7/1/2025-6/30/2026	\$0.00	\$59,178.00		\$59,178.00			\$59,178.00	
8	8.1	Counselor	English Learner, Hispanic, Low Income	No			Specific Schools: San Luis High School 10-12	7/1/2025-6/30/2026	\$160,578.00	\$0.00		\$160,578.00			\$160,578.00	
9	9.1	Counselor	All	No			Specific Schools: Transitional Kindergarten Center TK	7/1/2025-6/30/2026	\$150,000.00	\$0.00		\$150,000.00			\$150,000.00	
9	9.2	Behavior Curriculum	All	No			Specific Schools: TK Center TK	7/1/2025-6/30/2026	\$0.00	\$19,968.00		\$19,968.00			\$19,968.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
121232721	41895995	34.558%	1.851%	36.409%	\$42,189,261.00	0.000%	34.800 %	Total:	\$42,189,261.00
								LEA-wide Total:	\$30,824,261.00
								Limited Total:	\$2,870,000.00
								Schoolwide Total:	\$8,495,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum, Instructional Supports, and Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$500,000.00	Not Applicable
1	1.2	Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$350,000.00	Not Applicable
1	1.3	Summer Melt Counselor	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: LBUSD High School Summer School 9-12	\$20,000.00	Not Applicable
1	1.4	English Learner Director	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$400,000.00	Not Applicable
1	1.5	Dual Language Immersion	Yes	Schoolwide	English Learners Low Income	Specific Schools: Los Banos Elementary School TK-3rd	\$500,000.00	
2	2.1	Counselors	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$4,500,000.00	Not Applicable

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Junior High SEL Program	Yes	Schoolwide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	\$25,000.00	Not Applicable
2	2.4	Hatching Results	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	Not Applicable
2	2.5	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,600,000.00	Not Applicable
2	2.6	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	Not Applicable
2	2.7	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	Not Applicable
3	3.2	Alignment of Instruction, Curricular Support and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	Not Applicable
3	3.3	Assessment and Accountability of Student Mastery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	Not Applicable
3	3.4	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$650,000.00	Not Applicable
3	3.5	Support for Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$700,000.00	Not Applicable
3	3.7	Summer Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	Not Applicable
3	3.8	Coordinator Data, Assessment, and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,000.00	Not Applicable
3	3.9	Elementary Music Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Volta ES, Charleston ES,	\$150,000.00	Not Applicable

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 (%)
						Mercey Springs ES, Miano ES, Grasslands ES, Henry Miller ES, Lorena Falasco ES, Los Banos ES, Westside Union ES, Transitional Kindergarten Center TK-6		
3	3.10	VAPA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	Not Applicable
3	3.11	Tutoring Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	Not Applicable
4	4.1	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High, Crossroads Alternative Education Center 7-12	\$100,000.00	Not Applicable
4	4.2	Site Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,100,000.00	Not Applicable
4	4.3	School Security	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High 7-12	\$3,000,000.00	Not Applicable

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 (%)
4	4.4	EVOLV	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High, Pacheco High, Los Banos High, San Luis High 7-12	\$450,000.00	Not Applicable
4	4.5	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000,000.00	Not Applicable
4	4.6	MESA Program	Yes	Schoolwide	Low Income	Specific Schools: Los Banos Junior High, Creekside Junior High School 7-8	\$20,000.00	Not Applicable
4	4.7	Certificate of Participation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creekside Junior High School 7-8	\$1,700,000.00	Not Applicable
4	4.8	Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	Not Applicable
4	4.9	Engaging Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	Not Applicable
4	4.10	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	Not Applicable
4	4.11	Student Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000,000.00	Not Applicable
4	4.12	6th Grade Camp	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Grasslands ES, Mercey Springs ES, Miano ES, Henry Miller ES, Lorena Falasco ES, Los Banos	\$150,000.00	Not Applicable

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 (%)
						ES, Westside Union ES 6th Grade		
4	4.13	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$524,261.00	Not Applicable
4	4.14	Facilities and School Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,250,000.00	Not Applicable
4	4.15	Supplies, Operations, and Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,100,000.00	Not Applicable
4	4.17	STEM Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	Not Applicable
4	4.18	Speech and Language Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,600,000.00	
5	5.1	Restorative Practices and Positive Behavioral Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	Not Applicable
5	5.2	BCBA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	Not Applicable
6	6.1	Intervention and Support Services for Elementary Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charleston ES, Volta ES, Mercey Springs ES, Grasslands ES, Henry Miller ES, Miano ES, Lorena Falasco ES, Westside Union ES, Los Banos ES K-6	\$2,400,000.00	Not Applicable

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$40,074,846.32	\$38,532,191.38

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	Curriculum, Instructional Supports, and Professional Learning	Yes	\$400,000.00	424939
1	1.2	Parent Engagement	Yes	\$350,000.00	282709
1	1.3	Summer Melt Counselor	Yes	\$20,000.00	20000
1	1.4	English Learner Director	Yes	\$300,000.00	318352.11
2	2.1	Counselors	Yes	\$4,000,000.00	3628699.22
2	2.2	SEL Professional Development	Yes	\$500,000.00	6729.13
2	2.3	Junior High SEL Program	Yes	\$25,000.00	12100
2	2.4	Hatching Results	Yes	\$150,000.00	18355
2	2.5	Mental Health Services	Yes	\$1,600,000.00	1398459
2	2.6	Student Attendance	Yes	\$150,000.00	184000
3	3.1	Math Professional Learning	Yes	\$100,000.00	15100

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	3.2	Alignment of Instruction, Curricular Support and Resources	Yes	\$2,000,000.00	2966282.39
3	3.3	Assessment and Accountability of Student Mastery	Yes	\$350,000.00	562000
3	3.4	Professional Learning Communities	Yes	\$500,000.00	603000
3	3.5	Support for Instruction	Yes	\$100,000.00	66000
3	3.6	Support for High Stakes Assessments	Yes	\$100,000.00	2300
3	3.7	Summer Learning Programs	Yes	\$400,000.00	400000
3	3.8	Coordinator Data, Assessment, and Accountability	Yes	\$200,000.00	212433.15
3	3.9	Elementary Music Teachers	Yes	\$150,000.00	103951.43
3	3.10	VAPA	Yes	\$50,000.00	0
3	3.11	Tutoring Services	Yes	\$500,000.00	732021.12
4	4.1	Career Technical Education	Yes	\$200,000.00	47546.62
4	4.2	Site Health Services	Yes	\$2,000,000.00	1928260.26
4	4.3	School Security	Yes	\$2,500,000.00	2605254.19

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)
4	4.4	EVOLV	Yes	\$500,000.00	428266.40
4	4.5	Transportation	Yes	\$4,000,000.00	3306293.00
4	4.6	MESA Program	Yes	\$15,000.00	18909.97
4	4.7	Certificate of Participation	Yes	\$1,700,000.00	1249241.05
4	4.8	Teacher Induction Program	Yes	\$230,000.00	430000
4	4.9	Engaging Educational Partners	Yes	\$150,000.00	188620
4	4.10	Parent Engagement	Yes	\$200,000.00	70000
4	4.11	Student Technology	Yes	\$4,000,000.00	3966446.93
4	4.12	6th Grade Camp	Yes	\$400,000.00	109727.82
4	4.13	Expanded Learning Opportunities	Yes	\$500,000.00	149445.94
4	4.14	Facilities and School Improvement	Yes	\$1,378,099.32	465833.26
4	4.15	Supplies, Operations, and Instructional Support	Yes	\$1,948,334.00	5338591.62
4	4.16	Salary Increase for additional PLC Days	Yes	\$3,000,000.00	2185934.17
4	4.17	STEM Labs	Yes	\$600,000.00	518037

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Restorative Practices and Positive Behavioral Supports	Yes	\$500,000.00	129378.80
5	5.2	BCBA	Yes	\$500,000.00	500000
6	6.1	Intervention and Support Services for Elementary Students	Yes	\$2,500,000.00	1733630.33
6	6.2	LETRS	No	\$900,000.00	1006000
7	7.1	Counselor	No	\$200,000.00	0
7	7.2	Dual Enrollment	No	\$55,784.00	25072.87
8	8.1	Counselor	No	\$152,629.00	174270.60

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)
39329814	\$38,766,433.32	\$37,327,482.57	\$1,438,950.75	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	Curriculum, Instructional Supports, and Professional Learning	Yes	\$400,000.00	424939	Not Applicable	
1	1.2	Parent Engagement	Yes	\$350,000.00	282709	Not Applicable	
1	1.3	Summer Melt Counselor	Yes	\$20,000.00	20000	Not Applicable	
1	1.4	English Learner Director	Yes	\$300,000.00	318352.11	Not Applicable	
2	2.1	Counselors	Yes	\$4,000,000.00	3628699.22	Not Applicable	
2	2.2	SEL Professional Development	Yes	\$500,000.00	6729.13	Not Applicable	
2	2.3	Junior High SEL Program	Yes	\$25,000.00	12100	Not Applicable	
2	2.4	Hatching Results	Yes	\$150,000.00	18355	Not Applicable	
2	2.5	Mental Health Services	Yes	\$1,600,000.00	1398459	Not Applicable	
2	2.6	Student Attendance	Yes	\$150,000.00	184000	Not Applicable	
3	3.1	Math Professional Learning	Yes	\$100,000.00	15100	Not Applicable	
3	3.2	Alignment of Instruction, Curricular Support and Resources	Yes	\$2,000,000.00	2966282.39	Not Applicable	

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	3.3	Assessment and Accountability of Student Mastery	Yes	\$350,000.00	562000	Not Applicable	
3	3.4	Professional Learning Communities	Yes	\$500,000.00	603000	Not Applicable	
3	3.5	Support for Instruction	Yes	\$100,000.00	66000	Not Applicable	
3	3.6	Support for High Stakes Assessments	Yes	\$100,000.00	2300	Not Applicable	
3	3.7	Summer Learning Programs	Yes	\$400,000.00	400000	Not Applicable	
3	3.8	Coordinator Data, Assessment, and Accountability	Yes	\$200,000.00	212433.15	Not Applicable	
3	3.9	Elementary Music Teachers	Yes	\$150,000.00	103951.43	Not Applicable	
3	3.10	VAPA	Yes	\$50,000.00	0	Not Applicable	
3	3.11	Tutoring Services	Yes	\$500,000.00	732021.12	Not Applicable	
4	4.1	Career Technical Education	Yes	\$200,000.00	47546.62	Not Applicable	
4	4.2	Site Health Services	Yes	\$2,000,000.00	1928260.26	Not Applicable	
4	4.3	School Security	Yes	\$2,500,000.00	2605254.19	Not Applicable	
4	4.4	EVOLV	Yes	\$500,000.00	428266.40	Not Applicable	
4	4.5	Transportation	Yes	\$4,000,000.00	3306293	Not Applicable	
4	4.6	MESA Program	Yes	\$15,000.00	18909.97	Not Applicable	
4	4.7	Certificate of Participation	Yes	\$1,700,000.00	1249241.05	Not Applicable	
4	4.8	Teacher Induction Program	Yes	\$230,000.00	430634.66	Not Applicable	
4	4.9	Engaging Educational Partners	Yes	\$150,000.00	188620	Not Applicable	

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)
4	4.10	Parent Engagement	Yes	\$200,000.00	70000	Not Applicable	
4	4.11	Student Technology	Yes	\$4,000,000.00	3966446.93	Not Applicable	
4	4.12	6th Grade Camp	Yes	\$400,000.00	109727.82	Not Applicable	
4	4.13	Expanded Learning Opportunities	Yes	\$500,000.00	149445.94	Not Applicable	
4	4.14	Facilities and School Improvement	Yes	\$1,378,099.32	465833.26	Not Applicable	
4	4.15	Supplies, Operations, and Instructional Support	Yes	\$1,948,334.00	5338591.62	Not Applicable	
4	4.16	Salary Increase for additional PLC Days	Yes	\$3,000,000.00	2185934.17	Not Applicable	
4	4.17	STEM Labs	Yes	\$600,000.00	518037	Not Applicable	
5	5.1	Restorative Practices and Positive Behavioral Supports	Yes	\$500,000.00	129378.80	Not Applicable	
5	5.2	BCBA	Yes	\$500,000.00	500000	Not Applicable	
6	6.1	Intervention and Support Services for Elementary Students	Yes	\$2,500,000.00	1733630.33	Not Applicable	

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)
117295578	39329814	0.144	33.675%	\$37,327,482.57	0.000%	31.823%	\$2,171,237.06	1.851%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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