

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lynwood Unified School District

CDS Code: 19-64774

School Year: 2025-26

LEA contact information:

Dr. Gudiel Crosthwaite

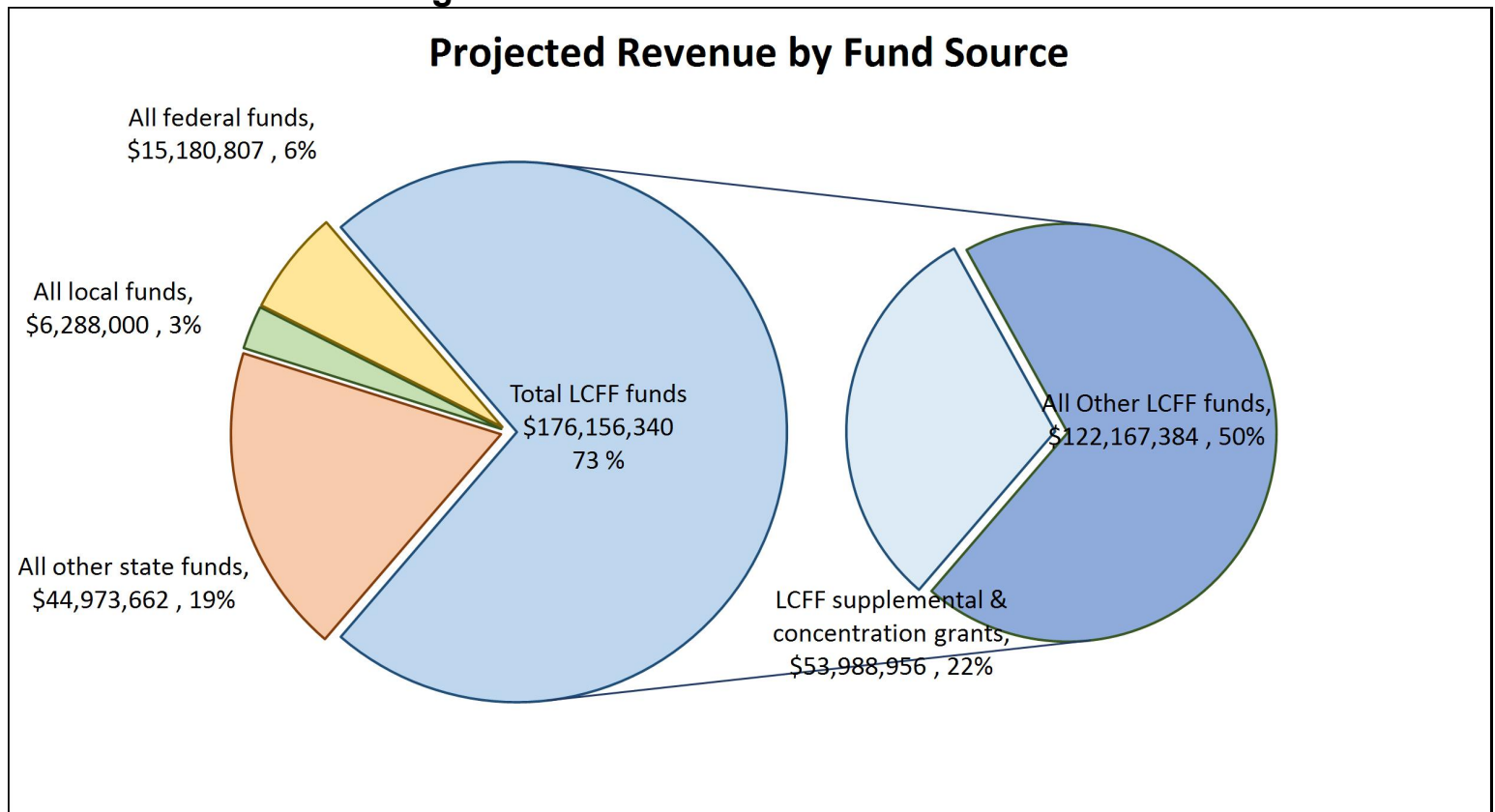
Superintendent

(310) 886-1600

310-886-1600

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

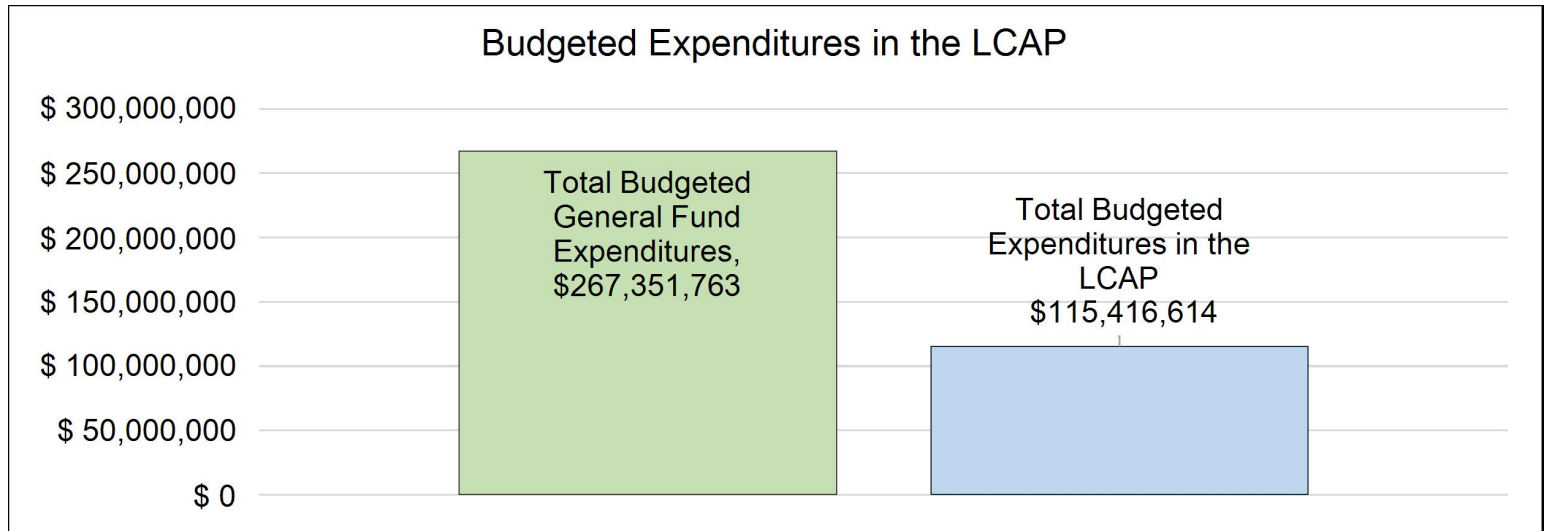


This chart shows the total general purpose revenue Lynwood Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lynwood Unified School District is \$242,598,809, of which \$176,156,340.00 is Local Control Funding Formula (LCFF), \$44,973,662.00 is other state funds, \$6,288,000.00 is local funds, and \$15,180,807.00 is federal funds. Of the \$176,156,340.00 in LCFF Funds, \$53,988,956.00 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 Lynwood 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: Lynwood Unified School District plans to spend \$267,351,763.00 for the 2025-26 school year. Of that amount, \$115,416,614.00 is tied to actions/services in the LCAP and \$151,935,149 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

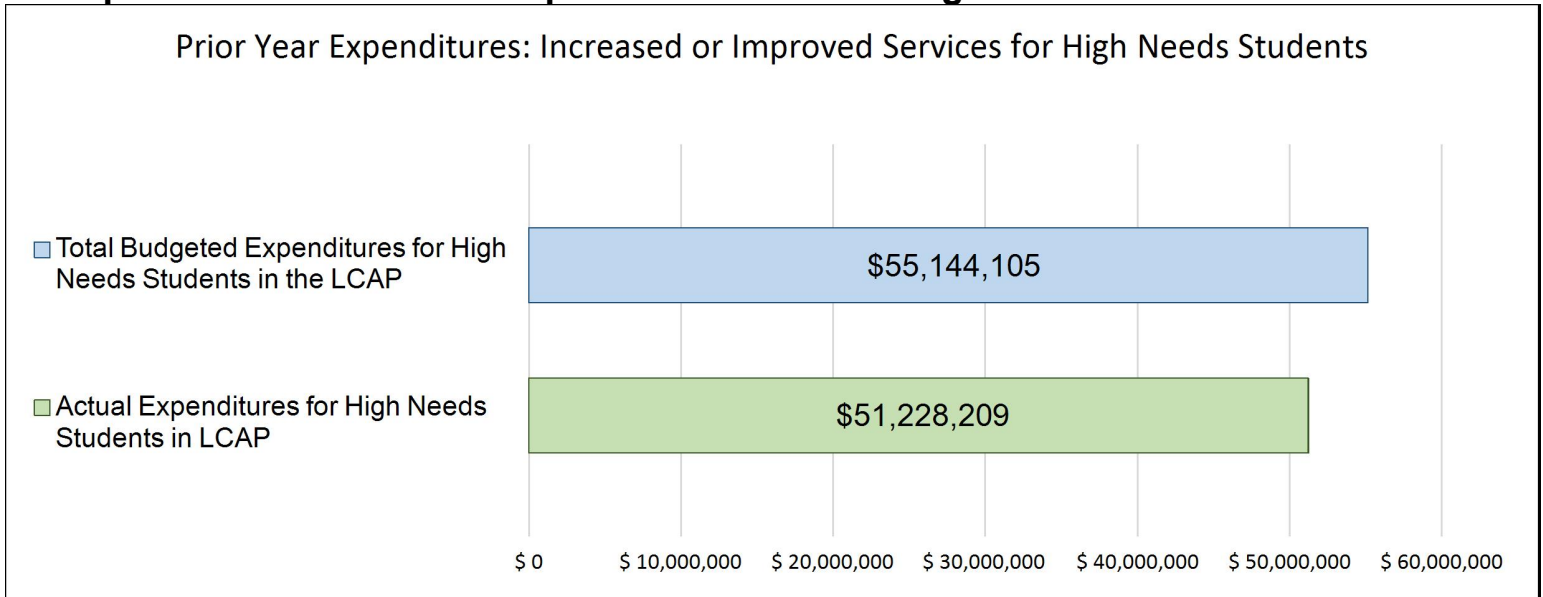
General operational costs that were not included were district level administrator certificated and classified salaries, benefits, special education contributions, facility maintenance, and utilities. Federal Title I, Title II and III were also not included. Expenditures from federal funds included additional teacher professional development, additional tutoring, diagnostic tools, conferences parent workshops and teacher collaboration.

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

In 2025-26, Lynwood Unified School District is projecting it will receive \$53,988,956.00 based on the enrollment of foster youth, English learner, and low-income students. Lynwood Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lynwood Unified School District plans to spend \$57,904,852.00 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 Lynwood 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 Lynwood 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, Lynwood Unified School District's LCAP budgeted \$55,144,105.00 for planned actions to increase or improve services for high needs students. Lynwood Unified School District actually spent \$51,228,209.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$3,915,896 had the following impact on Lynwood Unified School District's ability to increase or improve services for high needs students:

LUSD is committed to provided a high quality, well rounded education for all of its students. Some of the budgeted expenditures planned for in person intervention, on site and off site learning experiences, in person staff development and collaboration, in person parent engagement, as well as positions that were hired later in the year, were reduced due to projected declining enrollment. As a result the actual expenditures for actions and services is less than the total budget expenditures for those planned actions and services. Therefore, there was minimal impact on the planned services for high need students.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lynwood Unified School District	Dr. Gudiel Crosthwaite Superintendent	gcrosthwaite@lynwood.k12.ca.us 310-886-1600

## 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.

Lynwood Unified School District is located in the City of Lynwood, Our 4 Mile City". Lynwood Unified is a model urban school district located in Los Angeles County which serves over 11,386 students through 12 elementary schools, 2 middle schools, 3 high schools, 6 preschool classes, Head Start program, as well as an adult study programs. There are currently 5,349 Elementary students, 1,539 Middle School students, and 3,253 High School Students. Over 2,398 employees support our LUSD students and families. Over 763 certificated staff members are employed with LUSD and 513 have a master's degree+ 30 additional units of study. Nearly 875 classified staff members ensure that our students, staff, and parents have a positive school experience. Our student demographics indicate that 94.0% of our students are Latino, 4.8% African American, 0.6% White, and 0.2% Asian Pacific American and or Caucasian. 97.0% of students in Lynwood are considered Socioeconomically Disadvantaged, 26.4% English Learner Students, and 0.9% Foster Youth. Lynwood Unified is a tight-knit community of families, parents, teachers and students who work together to create a positive environment for academic success. Our Board of Education, administrators, and educators include many former students of the District who have dedicated their lives to continually raising the bar of achievement. Our mission is to ensure the success of our students by hiring people of great character, providing safe and clean environments and focusing on equity, access and justice for all voices. In LUSD we believe Equity means: Providing unfettered, differentiated support and access to all students; we believe it is our moral obligation to systematically provide opportunities for every student to fearlessly achieve their own personal and professional aspirations. We strive to ensure each student fearlessly achieves their highest academic and personal aspirations while contributing to a diverse, global society through an evolving system distinguished by:

- People of great character who inspire and lead by example
- The instilling of courage to be creative

- The transformative uses of technology
- Safe and clean environments
- The inclusion of all voices in our community through equity, access and justice

Our programs give students the opportunity to delve deeper into the topics that interest them most while still completing the requirements for promotion, graduation, and admittance into some of the nation's top colleges and universities. Our tenants of Equity, Access, and Justice are evident in our curriculum which is culturally relevant and inclusive. Lynwood has a comprehensive Visual and Performing Arts program and curriculum that provides multiple learning opportunities for diverse learners so that students develop as artistically literate individuals.

Lynwood Unified strives to prepare all students for college and career and to support these efforts, it has instituted a default A-G College Curriculum for all students. Starting in middle school, our students have options to further explore professions through our career technical education pathways. Our career technical education pathways branch out into our middle and elementary schools, helping students determine which profession they might want to follow once they enter high school. Our high school pathways include manufacturing and engineering, biomedicine and nursing, media and design arts, performing arts, photography, culinary arts and automotive. We offer 17 Advanced Placement Subjects, 13 International Baccalaureate Subjects, and 24 Career Technical Education Subjects. Our District has Secured Partnerships with the University of Southern California, Cal State Dominguez Hills (Dual Enrollment), Alder University (Teacher Residency Program), La Verne University (College Promise), Compton College (College Promise), Cerritos College (College Promise), Long Beach Community College (GTE), and East Los Angeles Community College (College Promise). As a school community, it is our ultimate goal to develop and perpetuate a growth mindset through collaboration, teamwork and the effective use of technology. It is through this work and guidance that we strive to prepare our students with the essential tools and intrinsic motivation to compete in any real world setting and immerse them in a rigorous college going culture. Through constant data reflection sessions, our staff has continued to analyze and disaggregate data to improve student performance in the classroom and on both District and State assessments. We are Lynwood!

Pursuant to Education COde 42238.024, Vista High School was identified with the Lynwood Unified School District to receive Equity Multiplier funding in order to provide evidence-based services and support for students.

## Reflections: Annual Performance

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

Based on information from the California Dashboard and CAASPP results, the Lynwood Unified School District encountered overall increases on how students performed on both the SBAC English Language Arts (ELA) and Math assessments. In ELA, the district's overall percentage of students meeting and exceeding standard increased from 30.57% to 31.61% in 2023-24 from the previous year. In Math the district's overall percentage increased from 17.94% to 19.69% in 2023-24 from the previous year. The majority of student subgroups saw performance increases on the ELA and Math SBAC Assessments from 2022-23 to 2023-24.

Comparative Dashboard data demonstrate the following in ELA as measured by the SBAC:  
24.31% to 23.4% Black or African American

30.87% to 32.04% Hispanic or Latino  
30.18% to 31.21% Socioeconomically Disadvantaged  
7.92% to 7.45% English Learners  
4.94% to 5.33% Students with Disabilities

Comparative Dashboard data demonstrate the following in Math as measured by the SBAC:

7.69% to 14.07% Black or African American  
18.49% to 20.05% Hispanic or Latino  
17.74% to 19.25 Socioeconomically Disadvantaged  
6.88% to 7.23% English Learners  
3.56% to 5.11% Students with Disabilities

The California Dashboard indicates that Lynwood Unified School District four-year cohort graduation rate is 85.2% which is a decrease of 2.5 percentage points.

85.2% Socioeconomically Disadvantaged  
84.9% Hispanic or Latino  
71.7% English Learners  
89.2% Black or African American  
73.5% Students with Disabilities

The LCAP Committee specifically looked at any schools, district student groups, and school-level student groups that had the lowest performance level on any of the California dashboard indicators.

The following District All Student groups received the lowest performance level on the following state indicators on the 2024 dashboard:  
Mathematics

The following District sub-groups received the lowest performance level on one or more state indicators on the 2024 dashboard:

Homeless Students in English Language Arts, Mathematics, Graduation Rate  
Long Term English Learners in English Language Arts, Graduation Rate  
Students with Disabilities in English Language Arts, Graduation Rate, College and Career Indicator  
White Students in English Language Arts, Mathematics, Suspension Rate

Learning Recovery Emergency Block Grant (LREBG)

For the 2025-26 school year LUSD has unexpended LREBG funds available.

Goal 3, action item 3 will be funded in part with LREBG funds. This action was selected to be funded with LREBG funds since it aligns with EC 32526(c)(2) allowable uses. Specifically, it connects to increasing instructional learning time by providing summer intersessional instructional programs. As part of the district's needs assessment, this action is expected to address the specific needs of eliminating

learning loss from the summer and non-instructional periods and providing additional instructional minutes to increase achievement in ELA and mathematics. Additionally, these funds will be used to support Instructional Improvement Leads at each school site. This goal and action was selected to be funded with LREBG funds since it aligns with EC 32526(c)(2) the allowable uses. Specifically, it connects to providing professional development and coaching on Mathematics and English Language Arts. As part of the district's needs assessment, this action is expected to address the specific needs of increasing teachers' knowledge of the ELA and math frameworks and improving instructional practices to close achievement gaps for all students and specific student groups. Additionally, additional targeted supports were funded partially out of LREBG to enhance instruction and increase engagement for unduplicated pupils. These actions were funded with LREBG funds since it aligns with EC 32526(c)(2) the allowable uses. Specifically, it connects to addressing barriers to engagement. Based on the district's needs assessment, it was determined more actions should address pupil engagement in order to increase graduation rates, A-G course completion rates, and increase academic achievement. John Hattie's "Visible Learning" research on effectiveness was used as the research base for this action. The metrics used to evaluate effectiveness include 3.5, 3.6, 3.7.

Goal 4, action item 2 will be funded in part with LREBG funds. This action was selected to be funded with LREBG funds since it aligns with EC 32526(c)(2) the allowable uses. Specifically, it connects to integrating evidence-based pupil supports to address barriers to student learning. LREBG funds will support the implementation of school counselors and related social emotional learning programs to address the social and emotional needs of students. As part of the district's needs assessment, this action is expected to address the specific needs of direct mental health services for students. John Hattie's "Visible Learning" research on effectiveness was used as the research base for this action. The metrics used to evaluate effectiveness include 4.1, 4.2 and 4.3.

Goal 1, action item 1 will be funded in part with LREBG funds. Specifically, LREBG funds will go to support the implementation of the Swun supplemental math program. This goal was selected to be funded with LREBG funds since it aligns with EC 32526(c)(2) the allowable uses. Specifically, it connects to providing materials to accelerate pupil academic proficiency. As part of the district's needs assessment, this action is expected to address the specific needs of low performance in mathematics as measured by the CAASPP results in 2023-24 where 20% of students meet standard. John Hattie's "Visible Learning" research on effectiveness was used as the research base for this action. The metrics used to evaluate effectiveness include 1.1 and 1.2.

The following District All Student groups received the lowest performance level on the following state indicators on the 2023 dashboard:

Chronic Absenteeism  
Mathematics

The following District sub-groups received the lowest performance level on one or more state indicators on the 2023 dashboard:

African Americans in Chronic Absenteeism, College and Career Indicator, English Language Arts, Mathematics, Suspension Rate  
English Learners in Chronic Absenteeism, College and Career Indicator, English Language Arts, Mathematics  
Foster Youth in Chronic Absenteeism, English Language Arts, Mathematics  
Hispanic Students in Chronic Absenteeism, Mathematics  
Socioeconomically Disadvantaged Students in Chronic Absenteeism, Mathematics  
Students with Disabilities in Chronic Absenteeism, College and Career Indicator, English Language Arts, Mathematics  
White Students in Chronic Absenteeism, English Language Arts, Mathematics  
Homeless Students in English Language Arts, Mathematics

The following schools received the lowest performance level on one or more state indicators on the 2023 dashboard:

Chronic Absenteeism Indicator:

All students at Cesar Chavez Middle School  
All students at Helen Keller Elementary  
All students at Hosler Middle School  
All students at Lincoln Elementary  
All students at Mark Twain Elementary  
All students at Roosevelt Elementary  
All students at Rosa Parks Elementary  
All students at Thurgood Marshall Elementary  
All students at Will Rogers Elementary

Academic Performance in the English Language Arts Indicator

All students at Roosevelt Elementary  
All students at Wilson Elementary  
All students at Lugo Elementary

Academic Performance in the Mathematics Indicator

All students at Cesar Chavez Middle School  
All students at Hosler Middle School  
All students at Lugo Elementary  
All students at Marco Antonio Firebaugh High School  
All students at Roosevelt Elementary

College and Career Indicator:

All students at Vista High School  
All students at Pathway Independent Study (\*school closed in 2023)

Graduation Rate Indicator:

All students at Vista High School

The following school sub-groups received the lowest performance level on one or more state indicators on the 2023 dashboard:

Academic Performance in the English Language Arts Indicator:

English Learners at Cesar Chavez Middle School  
Students with Disabilities at Cesar Chavez Middle School  
English Learners at Helen Keller Elementary  
African Americans at Hosler Middle School  
English Learners at Hosler Middle School  
Homeless Students at Hosler Middle School

English Learners at Janie P Abbott Elementary  
English Learners at Lincoln Elementary  
Students with Disabilities at Lincoln Elementary  
Students with Disabilities at Lindbergh Elementary  
English Learners at Lugo Elementary  
Hispanic Students at Lugo Elementary  
Socioeconomically Disadvantaged Students at Lugo Elementary  
Student with Disabilities at Lugo Elementary  
English Learners at Lynwood High School  
Students with Disabilities at Lynwood High School  
English Learners at Firebaugh High School  
Students with Disabilities at Firebaugh High School  
English Learners at Mark Twain Elementary  
Students with Disabilities at Mark Twain Elementary  
English Learners at Roosevelt Elementary  
Hispanic Students at Roosevelt Elementary  
Socioeconomically Disadvantaged Students at Roosevelt Elementary  
Students with Disabilities at Roosevelt Elementary  
English Learners at Thurgood Marshall Elementary  
English Learners at Will Rogers Elementary  
English Learners at Wilson Elementary  
Hispanic Students at Wilson Elementary  
Socioeconomically Disadvantaged Students at Wilson Elementary  
Students with Disabilities at Wilson Elementary

English Learner Progress Indicator:

English Learners at Abbott Elementary  
English Learners at Lindbergh Elementary  
English Learners at Lynwood High School  
English Learners at Firebaugh High School  
English Learners at Vista High School  
English Learners at Pathway Independent Study (\*school closed in 2023)

Academic Performance in the Mathematics Indicator:

English Learners at Cesar Chavez Middle School  
Hispanic Students at Cesar Chavez Middle School  
Socioeconomically Disadvantaged Students at Cesar Chavez Middle School  
Students with Disabilities at Helen Keller Elementary  
African American Students at Hosler Middle School  
English Learners at Hosler Middle School

Hispanic Students at Hosler Middle School  
Homeless Students at Hosler Middle School  
Socioeconomically Disadvantaged Students at Hosler Middle School  
English Learners at Abbott Elementary School  
English Learners at Lincoln Elementary  
Students with Disabilities at Lincoln Elementary  
Students with Disabilities at Lindbergh Elementary  
English Learners at Lugo Elementary  
Hispanic Students at Lugo Elementary  
Socioeconomically Disadvantaged Students at Lugo Elementary  
Students with Disabilities at Lugo Elementary  
Students with Disabilities at Lynwood High School  
English Learners at Firebaugh High School  
Hispanic Students at Firebaugh High School  
Socioeconomically Disadvantaged Students at Firebaugh High School  
Students with Disabilities at Firebaugh High School  
Students with Disabilities at Mark Twain Elementary  
English Learners at Roosevelt Elementary  
Hispanic Students at Roosevelt Elementary  
Socioeconomically Disadvantaged Students at Roosevelt Elementary  
Students with Disabilities at Roosevelt Elementary  
English Learners at Wilson Elementary  
Suspension Rate Indicator  
African American Students at Helen Keller Elementary  
English Learners at Lynwood High School  
Students with Disabilities at Lynwood High School

Chronic Absenteeism Indicator:  
English Learners at Cesar Chavez Middle School  
Hispanic Students at Cesar Chavez Middle School  
Socioeconomically Disadvantaged Students at Cesar Chavez Middle School  
Students with Disabilities at Cesar Chavez Middle School  
English Learners at Helen Keller Elementary  
Hispanic Students at Helen Keller Elementary  
Socioeconomically Disadvantaged Students at Helen Keller Elementary  
Students with Disabilities at Helen Keller Elementary  
English Learners at Hosler Middle School  
Hispanic Students at Hosler Middle School  
Socioeconomically Disadvantaged Students at Hosler Middle School  
Socioeconomically Disadvantaged Students at Abbott Elementary

Students with Disabilities at Abbott Elementary  
English Learners at Lincoln Elementary  
Hispanic Students at Lincoln Elementary  
Socioeconomically Disadvantaged Students at Lincoln Elementary  
Students with Disabilities at Lincoln Elementary  
African American Students at Lindbergh Elementary  
African American Students at Mark Twain Elementary  
English Learners at Mark Twain Elementary  
Hispanic Students at Mark Twain Elementary  
Socioeconomically Disadvantaged Students at Mark Twain Elementary  
Students with Disabilities at Mark Twain Elementary  
Hispanic Students at Roosevelt Elementary  
Students with Disabilities at Roosevelt Elementary  
African American Students at Rosa Parks Elementary  
English Learners at Rosa Parks Elementary  
Hispanic Students at Rosa Parks Elementary  
Socioeconomically Disadvantaged Students at Rosa Parks Elementary  
Students with Disabilities at Rosa Parks Elementary  
English Learners at Thurgood Marshall Elementary  
Hispanic Students at Thurgood Marshall Elementary  
Socioeconomically Disadvantaged Students at Thurgood Marshall Elementary  
Students with Disabilities at Thurgood Marshall Elementary  
Hispanic Students at Washington Elementary  
Students with Disabilities at Washington Elementary  
English Learners at Will Rogers Elementary  
Hispanic Students at Will Rogers Elementary  
Socioeconomically Disadvantaged Students at Will Rogers Elementary

College and Career Indicator:

Students with Disabilities at Lynwood High School  
English Learners at Firebaugh High School  
Students with Disabilities at Firebaugh High School  
English Learners at Pathway Independent Study (\*school closed in 2023)  
Hispanic Students at Pathway Independent Study (\*school closed in 2023)  
Socioeconomically Disadvantaged Students at Pathway Independent Study (\*school closed in 2023)  
English Learners at Vista High School  
Hispanic Students at Vista High School  
Socioeconomically Disadvantaged Students at Vista High School  
Students with Disabilities at Vista High School

The following action items will specifically improve services for all district and school subgroups with the lowest performance level in the Academic Performance in Mathematics indicator:

- Goal 1 Action Item 1: Professional Development
- Goal 1 Action Item 2: Supplementary Materials and Resources
- Goal 1 Action Item 3: Progress Monitoring
- Goal 1 Action Item 4: Instructional Practices
- Goal 1 Action Item 5: Interventions

The following action items will specifically improve services for all district and school subgroups with the lowest performance level in the Academic Performance in English Language Arts indicator:

- Goal 1 Action Item 1: Professional Development
- Goal 1 Action Item 2: Supplementary Materials and Resources
- Goal 1 Action Item 3: Progress Monitoring
- Goal 1 Action Item 4: Instructional Practices
- Goal 1 Action Item 5: Interventions

The following action items will specifically improve services for all district and school subgroups with the lowest performance level in the Chronic Absenteeism indicator:

- Goal 3 Action Item 2: Equity, Safety, Inclusivity
- Goal 3 Action Item 3: Intentional Supports
- Goal 3 Action Item 6: Attendance and Suspension for All Students District Wide and Foster Youth
- Goal 4 Action Item 4: Mentoring, Motivational Opportunities, Enrichment
- Goal 5 Action Item 2: Engagement Opportunities

The following action items will specifically improve services for all district and school subgroups with the lowest performance level in the English Learner Progress indicator:

- Goal 1 Action Item 1: Professional Development
- Goal 1 Action Item 2: Supplementary Materials and Resources
- Goal 1 Action Item 3: Progress Monitoring
- Goal 1 Action Item 4: Instructional Practices
- Goal 1 Action Item 5: Interventions
- Goal 2 Action Item 1: English Learner Supports and Interventions
- Goal 2 Action Item 2: English Learner Program Support Staff
- Goal 2 Action Item 3: Implementation and Monitoring of Integrated and Designated ELD
- Goal 2 Action Item 4: English Learner Specific Professional Development

The following action items will specifically improve services for all district and school subgroups with the lowest performance level in the Suspension Rates indicator:

- Goal 3 Action Item 2: Equity, Safety, Inclusivity
- Goal 3 Action Item 3: Intentional Supports

Goal 3 Action Item 6: Attendance and Suspension for All Students District Wide and Foster Youth  
Goal 4 Action Item 2: Guidance and Counseling Services  
Goal 4 Action Item 4: Mentoring, Motivational Opportunities, Enrichment

The following action items will specifically improve services for all district and school subgroups with the lowest performance level in the College and Career Readiness indicator:

Goal 3 Action Item 7: College and Career Readiness for Foster Youth  
Goal 4 Action Item 1: Enrichment and Intervention  
Goal 4 Action Item 2: Guidance and Counseling Services  
Goal 4 Action Item 3: CTE and Entrepreneurship  
Goal 4 Action Item 4: Mentoring, Motivational Opportunities, Enrichment

California Dashboard Data indicate some progress in ELA and mathematics. Dashboard and local data indicate successes in the areas of Chronic Absenteeism, Parent and Family Engagement/Inclusion, Learning Support and Professional Development, Career Technical Education, Equity, Access and Justice, and positive Behavioral Interventions and Support.

During the 2024 - 2025 school year 1,888 parents completed the LUSD Parent Engagement Survey. Of the parents surveyed 97.0% stated they felt welcomed when visiting their child's school campus. Of the parents surveyed 98.3% indicated that they were treated with respect . 96.2% of parents surveyed felt they received effective forms of communication including flyers, autodialed messages, and communication apps. These numbers represent a consistent effort to ensure our parents feel valued and included. The following list illustrates a few of the topics that were covered this year:

- Academic Success
- Navigating the LUSD Educational Experience
- Supporting Student Groups
- Social-Emotional Health and Growth
- Effective Advocacy Strategies
- College and career readiness
- Equity, access, and justice for parents
- Financial aid and scholarships
- Graduation and A-G requirements

Over 40 parent engagement opportunities were provided to families in Lynwood. Throughout the 24-25 school year, families and staff were provided with various opportunities to learn, collaborate, and provide input. LUSD offered a wide variety of workshops and training sessions designed to give families the tools and confidence they need to support their children's learning and growth. Along with sharing information with information, parent events were also about creating real connections between home and school, and ensuring every child's educational journey felt supported and enriched.

A significant part of this effort was the Parent Educational Workshop Calendar, which included with sessions covering a variety of family needs. This included the Parent Leadership Program helping parents grow as leaders, workshops focused on supporting English Language Learners, or sessions on digital equity. The Parent Leadership Training Calendar focused on leadership development. With ongoing support sessions, team trainings, and the “Train the Trainer” program, parents were supported in gaining the confidence and skills to lead and support others in the community. Additionally, LUSD provided opportunities for parents to attend the CAFE conference and the Latino Family Summit.

Lynwood Unified School District Professional Development focus areas for the 2024-25 school year were determined based on district-wide academic data as well as feedback from our educational partners (i.e., teachers, parents, staff and students). The professional development and training areas included, but were not limited to Foundational Skills in Literacy, the Science of Reading, SBAC IABs, standards for mathematical practice, A.I., targeted reading interventions, English Learners supports, Social Emotional Learning, and Equity for all students. In addition, Professional Development in the 4 content areas (English, Math, Social Studies/History, and Science) were also essential to provide refinement and refreshers of research based instructional strategies

Commencing with our Annual Summer Institute in August of 2024, educators participated in professional development sessions over three days. These professional development sessions were designed to enhance support for all students, with a particular focus on those with diverse linguistic and learning needs, including English Learners, Foster Youth, Students Experiencing Homelessness, and Socioeconomically Disadvantaged Students. Training for educators addressing the instructional needs of English Learners encompassed a wide range of topics. These included revisiting the unpacking of English Learner State Standards, identifying the unique characteristics of English Learners, and implementing best practices to ensure equitable access to the core curriculum. Educators were also equipped with strategies to effectively support English Learners across all proficiency levels—Emerging, Expanding, and Bridging—enabling them to differentiate instruction based on individual student needs. Emphasis was placed on instructional approaches that promote student empowerment and provide meaningful opportunities for the use of academic language, along with explicit instruction tailored to its development.

Ongoing professional development was provided throughout the academic year to ensure sustained growth and implementation. Lynwood Unified School District also offered targeted training for educators responsible for delivering Designated English Language Development (ELD), focusing on refining instructional practices and aligning them with expectations at both the elementary and secondary levels. These sessions were facilitated by the district’s English Learner Coordinator and Title III Coordinator.

This year, integrated ELD professional development was expanded to include mathematics teachers, with future sessions planned for science educators. Additionally, comprehensive K–12 professional development was extended to both instructional leaders and classroom teachers, with a focus on the effective implementation of software tools designed to enhance the monitoring and support of English Learners’ language acquisition.

Lynwood USD continues to plan on expanding access to quality career technical education (CTE) to all students. Quality CTE requires a variety of measures to be performed by each program to support student success. Using LCAP funds, LUSD has paid for the salaries for 11 highly qualified CTE teachers. In addition to on-campus programs, in a partnership with Bellflower USO, additional access to high quality CTE programs are provided through California Advancing Pathways (CALAPS). This allows for access to programs such as Fire Tech,

Education, E-Sports, etc. Through these expenditures, LUSD continues to provide access to over 1200 high school students per year as well as access to elective career exploration and STEM coursework at the middle school level. This includes providing a full-time media arts and graphics production instructor at Vista HS. In 2024-25, there are 9 teachers providing different opportunities in STEM and Career exploration programs such as Computer Science, Robotics, Medical Detectives, and career exploration.

During the 2024-25 school year LUSD continued the use of Data Reflection Sessions and Guidance Alignment Meetings to identify and target students in need of extra support. The Data Reflections Sessions were expanded during the 2024-25 school year to include additional time for teachers and site administrators to analyze data and for instructional planning.

Lynwood Unified continued its focus on mental health and community resources as evidenced by the following: LUSD Hotline for Mental Health where License Clinical Social Workers supported over 800 families, the Health Collaborative referral system connected over 400 families to mental health services.

Lynwood is committed to its mission of Equity, Access, and Justice. During the 2024-25 school year the district 3-year Equity Plan was updated and re-approved by the LUSD Board of Education. Additionally, trainings were provided to staff in the areas of implicit bias, gender equity, supporting LGBTQIA students, supporting multilingual learners, equitable grading, social justice standards, ethnic studies, and discipline with dignity. The Equity Warriors task force, consisting of Classified, Certificated, and management members, began its inaugural year with meetings and training sessions. Signature events included the Historical Black Colleges and Universities Caravan which provided \$4.6 million in scholarships to Lynwood students, Summer Institute Equity Strand that provided 15 equity focused workshops to over 350 teachers and administrators, continued support of both student and parent cultural affinity groups including; the la Raza Club, Los Suenos Club, Dreamers Club, Young Black Achievers Student Union, African American Parent Advisory Group (AAPAC), Asian American Pacific Islander Family Group (AAPI), LUSD lead With Pride Committee, Gay Straight Alliances, and the Humane Society. Social Justice Standard lessons were created and implemented via the ELA matrix. Student leadership Academies took place at our elementary sites and supported over 220 students. The LUSD Ethnic Studies Teachers Cohort was recognized as a Los Angeles County Office of Education Bright Spot.

Lynwood Unified celebrated each of our schools for receiving Positive Behavioral Interventions and Supports (PBIS) awards. Every school in Lynwood Unified received a PBIS award for the 2023-24 school year. The recognitions for Lynwood's PBIS and Health Collaborative programs serve as another example of the outstanding efforts from the district's teachers, administrators and staff, who work to create a positive and engaging campus climate for students so they can continue to succeed.

LUSD will build upon our current successes by:

- Developing a comprehensive 2025- 2026 District wide Professional Development Plan.
- Delivering high quality professional development in all content areas.
- Continue to implement the LUSD Data Reflection protocol to analyze both local and state data at both the district and school site level.
- Certificated and trained classified staff members will provide structured interventions and extended learning time in ELA, Math, and ELD both before and after school.
- Programs which support English language Acquisition, Dual Language, and bilingualism will continue and enrollment will be encouraged to expand the Dual Language Program.

- The district will continue to provide intentional supports for our African American, Asian Pacific American, LGBTQIA, Foster Youth, Low Income, Unhoused, English Learners and Students with Disabilities.
- The district will expand its focus on mental health and community resources by providing additional License Clinical Social Workers and support workshops.
- The district will develop ways to support additional teachers to be CTE credentialed and added to our CTE programming.

## Reflections: Technical Assistance

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

Lynwood Unified was identified for Differentiated Assistance based on 2024 California Dashboard lowest performance ratings for the following areas:

In mathematics LUSD was identified for Differentiated Assistance for Homeless Students, Long Term English Learners, Students with Disabilities, and White students. In English Language Arts LUSD was identified for Differentiated Assistance for Homeless Students, Long Term English Learners, Students with Disabilities, and White students. In the graduation rate LUSD was identified for Differentiated Assistance for Homeless students, Long Term English Learners, and Students with Disabilities. On the College and Career indicator LUSD was identified for Differentiated Assistance for Students with Disabilities. For suspensions, LUSD was identified for Differentiated Assistance for White students.

LUSD will take following steps in order to address growth in College and Career Readiness Indicator specifically for our Unduplicated Pupils:

- Academically monitor all secondary students with increased counseling services. (Goal 3, Action 1)
- Provide secondary students with individual education plans through counseling services. (Goal 3, Action 1)
- Offer students expanded mentoring and motivational sessions with college and career counselors/mentors. (Goal 3, Action 1)
- Provide increased awareness of advanced placement coursework, IB, and dual enrollment opportunities. (Goal 3, Action 3)
- For Vista High School, utilize Equity Multiplier Funds to expand Dual Enrollment opportunities for students. (Goal 6, Action 2)
- Provide unduplicated pupils a variety of College and Career (CTE) courses by expanding career pathways and entrepreneurship access. (Goal 3, Action 3)
- Offer students expanded mentoring and motivational sessions with college and career counselors/mentors. (Goal 3, Action 3)

LUSD will take the following steps in order to address growth in English Language Arts and Mathematics Indicators specifically for our Unduplicated Pupils:

- Continue the utilization of elementary and secondary Academic Coaches to improve instructional practices.(Goal 1, Action 4)
- Provide tutoring and intervention services for students. (Goal 1, Action 3)
- Increase progress monitoring through expanded Data Reflection Sessions held multiple times throughout the school year. (Goal 1, Action 3)
- Increase counseling support to help monitor A-G completion. (Goal 3, Action 3)
- Provide supplemental academic materials and technology to support differentiated instruction. (Goal 1, Action 2)

LUSD will take following steps in order to address growth in Graduation Rate Indicator specifically for our Unduplicated Pupils:

- Academically monitor students with increased counseling services. (Goal 3, Action 3)
- Provide increased credit monitoring systems. (Goal 3, Action 3)
- Provide tutoring and intervention programs. (Goal 1, Action 5)

Lynwood Unified was identified for Differentiated Assistance based on 2023 California Dashboard lowest performance ratings for the following areas:

LUSD Chronic Absenteeism is an area of improvement based on Dashboard Data. African American students, English Learners, Foster Youth, Hispanic/Latino students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students all performed in the “red.” The LUSD Suspension rate is an area of improvement based on the CA Dashboard for African Americans students. LUSD English Language Arts (ELA) scores on CAASPP is an area of improvement based on Dashboard Data. African American students, English Learners, Foster Youth, Students with Disabilities, and White students all performed in the “red.” LUSD Math scores on CAASPP is an area of improvement based on Dashboard Data. African American students, English Learners, Foster Youth, Hispanic/Latino students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students all performed in the “red.” The LUSD College/Career Indicator is an area of improvement based on the CA Dashboard for African Americans students, English Learners, and Students with Disabilities.

LUSD took the following steps in order to address Chronic Absenteeism specifically for our Unduplicated Pupils:

- Site PBIS teams will continue analyzing attendance data and creating plans to address challenges
- The expansion of Saturday School will continue to communicate to families the importance of participating in class on a daily basis
- School sites are contacting parents consistently and regularly to address daily absences.
- Office staff will work closely with Social Workers, Counselors, and Director of Student Support Services to continue supporting students and parents with attendance issues by addressing medical, social, and or emotional related concerns.
- School sites will continue to promote positive attendance via Positive Behavior Intervention Supports and implementation of Tier 1 and Tier 2 strategies
- The district will periodically meet with sites in order to monitor attendance
- District and site monthly administration meetings will periodically monitor attendance data The district is taking the following steps in order to address Suspensions specifically for our African American students:
- The district is working on a new data management system that can facilitate reporting on important student indicators like attendance, behavior as well as academics in order to more easily monitor students that may be struggling and at risk
- Increased inclusion opportunities at our middle schools continue to create strong core instructional programs. These collaborations will continue into the new school year in order to continue increasing attendance while reducing behaviors and social emotional concerns.

LUSD took the following steps in order to address growth in College and Career Readiness Indicator specifically for our Unduplicated Pupils:

- Academically monitor all secondary students with increased counseling services.
- Provide increased awareness of advanced placement coursework, IB, and dual enrollment opportunities.
- Provide unduplicated pupils a variety of College and Career (CTE) courses by expanding career pathways and entrepreneurship access.

- Offer students expanded mentoring and motivational sessions with college and career counselors/mentors.

LUSD took the following steps in order to address growth in English Language Arts and Mathematics Indicators specifically for our Unduplicated Pupils:

- Hire Academic Coaches for all elementary and secondary school sites.
- Provide tutoring and intervention services for students.
- Increase progress monitoring through Data Reflection Sessions held multiple times throughout the school year.
- Increase counseling support to help monitor A-G completion.
- Provide supplemental academic materials and technology to support differentiated instruction.

Summary of the work with LACOE: LUSD collaborated with LACOE to review the purpose for the collaboration, review District focus areas and problems of practice as well as systems of support and next steps. The team reviewed progress in focus areas and explored district collaborative opportunities and LACOE resources and supports. The team worked collaboratively through a Plan, Act, Study process in order to work through the areas needing improvement.

Additionally, LUSD is working in collaboration with LACOE and Roosevelt and Vista High School which were identified as Comprehensive Supports and Intervention (CSI) schools based on their performance on the CA Dashboard. These plans were developed in conjunction with the schools' educational partners and focus on increased academic achievement through interventions, increased services, increased progress monitoring, and professional development for teachers and staff.

## 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.

During the 2024-25 school year, due to their respective academic progress, both Vista High School and Roosevelt Elementary School met the exit criteria and are will not be identified as CSI schools during the 2025-26 school year.

### ***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
<p>Lynwood Unified School District, in collaboration with all education partners; Lynwood Teachers Association (LTA), Service Employees International Union Association (SEIU), California School Employee Association (CSEA), District English Learners Advisory Committee (DELAC), Parent Advisory Council (PAC), African American Parent Advisory Council, Community Advisory Committee (CAC), and school administrators (elementary, middle, high school), worked to evaluate data, examine needs, and conduct a comprehensive evaluation of the LCAP. This working group-LCAP Educational Partners Committee-received information/updates and participated in noted feedback from our educational partners to include in the LCAP.</p>	<p>The topics covered in each meeting are below:            02/18/2025 LCAP Educational Partner Meeting #1            LCAP committee meeting #1 was held to complete a comprehensive evaluation of the current LCAP plan to ensure that educational partners' input is gathered as the LCAP Annual Update is developed. This year, the process included evaluating annual progress of the 3-year LCAP plan. The first meeting provided Educational Partners with an overview of the LCAP and processes for evaluating the effectiveness of actions and recommend modifications. Educational Partners reviewed Goal #1 and the related action items. During this process groups reviewed the action items and related educational research regarding the effectiveness of the respective actions. Educational partners were given meaningful opportunities to provide input on the LCAP plan.</p> <p>03/18/2025 LCAP Educational Partners Meeting #2            Meeting Objectives: The LCAP Committee reviewed Goal #2 and Goal #3 and the related action items. Using the same process from the first meeting, Educational Partners reviewed the effectiveness of the action items based on educational research. They had the opportunity to provide input and feedback regarding the effectiveness of these actions. The SELPA Director was in attendance.</p> <p>04/22/2025 LCAP Educational Partners #3</p>

Educational Partner(s)	Process for Engagement
	<p>Meeting Objectives: The LCAP Committee reviewed Goal #4 and Goal #5 and the related action items. Using the same process from the first meeting, Educational Partners reviewed the effectiveness of the action items based on educational research. They had the opportunity to provide input and feedback regarding the effectiveness of these actions.</p> <p>05/06/2025 LCAP Educational Partners Meeting #4 Meeting Objective: The LCAP Committee made engaged in the final review of LCAP draft annual update. Committee members had an opportunity to review the metrics and related action items for the goal and provide input and feedback.</p> <p>Representatives from the Parent Advisory Committee (PAC), the District English Learner Parent Advisory Committee (DELAC), and the African-American Parent Advisory Committee (AAPAC) participated in the LCAP Committee meetings. The superintendent responded in writing prior June 5th to any comments from the district parent advisory committees prior to submitting the LCAP to the Board for adoption.</p> <p>On April 23, 2025 the District English Learner Parent Advisory Committee (DELAC) was presented with information on the LCAP and given an opportunity to provide feedback.</p> <p>The Lynwood Unified School District used multiple methods to effectively communicate and involve educational partners in shaping the Local Control Accountability Plan (LCAP). A series of meetings convened with educational partners to gather their insights on district objectives, performance data, and financial allocations. Additionally, an LCAP survey was distributed to solicit input on various aspects including service quality, instructional standards, family involvement, and areas necessitating improvement. This survey was given to LUSD staff members, parents, students, and community members in order to elicit a diverse range of perspectives and feedback. This collaborative effort ensured that the perspectives of all stakeholders were considered in formulating the goals, actions, and services recommended for the upcoming 2025-26 academic year.</p>

Educational Partner(s)	Process for Engagement
All certificated and classified staff	Our certified and classified staff were able to provide feedback on the LCAP goals and actions via a district survey. They shared insights on which actions were effective for students and suggested ways to further support and enhance these efforts. Additionally, staff had the chance to propose additional strategies to help our students succeed and meet the expectations outlined in each LCAP goal.
All parents	Throughout the school year, parents engage in multiple surveys aimed at gathering diverse data on their perceptions of academics, engagement, social-emotional support, behavior, climate, staffing, and technology. These surveys provide parents with the opportunity to evaluate LCAP actions, express their needs, and identify areas where current practices are effective and should be maintained and improved.
SELPA	The SELPA director was consulted on the LCAP with regards to students with disabilities. A SELPA representative attended two LCAP Committee meetings.
General Public	A public hearing for gathering public comments on the LCAP actions and expenditures took place during the board meeting on June 5, 2025. Subsequently, at the board meeting on June 26, 2025, the LCAP and budget were adopted. During the same meeting, held on June 26, 2025, the Local Indicators were also presented alongside the adoption of the LCAP and budget.
Secondary Students	Two secondary students attended the LCAP Educational Partners Committee meetings and were directly involved throughout the whole process. Teachers shared information with secondary students regarding LCAP Process during their English classes during the month of May 2025. Students also had the opportunity to indicate through a survey what supports they found more valuable as well as their level of interest in some of the LCAP actions that specifically applied to secondary students. The results from student surveys were incorporated into the overall LCAP survey results.

Educational Partner(s)	Process for Engagement
Bargaining Units	Members of the bargaining units participated in all LCAP Committee meetings. Monthly meetings are held with Bargaining unit leadership and the Superintendent.
Parent Advisory Committees	<p>Representatives from the Parent Advisory Committee (PAC), the District English Learner Parent Advisory Committee (DELAC), and the African-American Parent Advisory Committee (AAPAC) participated in the LCAP Committee meetings and a draft LCAP presentation in June of 2025. The superintendent responded in writing on June 5th to any comments from the district parent advisory committees prior to submitting the LCAP to the local board for adoption.</p> <p>Prior to the Public Hearing educational partners and community members were given the opportunity to provide written comments and this information was shared via email, LUSD website, and LUSD Facebook page. LCAP Annual Update Public Hearing took place on June 5th, 2025. Community members and parents were notified of the hearing via email, LUSD website, and LUSD social media.</p>
District and site administrators	Administrators met, which includes Directors, Coordinators, and Principals, on May 14, 2025 to provide opportunity to give input on the draft LCAP. This conversation prepared site administrators to share the LCAP to School Site Councils for additional comments.
Vista High School was the only school site in the Lynwood Unified School District, which received Equity Multiplier Funds. As part of the development of the LCAP, and specially the use of the Equity Multiplier Funds, Vista High School consulted with the following educational partners and worked collaboratively with them in developing the required focus goal: Lynwood Teachers Association (LTA), Service Employees International Union Association (SEIU), California School Employee Association (CSEA), School Site Council (SSC), ELAC (English Learner Advisory Council), and Vista High Student Council.	<p>Since Vista High School received Equity Multiplier funds, a robust educational partners consultation process was engaged to ensure the proper creation of the required focus goal and development of the action items.</p> <p>The consultation process with educational partners at schools to generate Equity Multiplier funds and develop the Local Control and Accountability Plan (LCAP) involved collaborative efforts aimed at addressing equity gaps and improving student outcomes. In order to consult with educational partners, the school Principal first met with School Site Council and the English Learner Advisory Committee, which include representatives from the Certificated and Classified associations. Foundational information was shared with these groups</p>

Educational Partner(s)	Process for Engagement
	<p>including eligibility for funds, the purpose for the funds, and allowable uses.</p> <p>Key aspects of the consultation process included:</p> <p><b>Needs Assessment:</b> Educational partners conducted a comprehensive needs assessment to identify disparities in student performance, access to resources, and opportunities. The SSC and ELAC reviewed the relevant assessment data including: SBAC achievement, graduation rates, chronic absenteeism rates, and local data. This data served as the foundation for identifying focus areas that required targeted interventions. The committee discussed to equity gaps within schools. This data-driven approach helped prioritize focus goals based on evidence of impact.</p> <p><b>Goal Setting:</b> Collaborative discussions were held to establish clear and measurable focus goals for each applicable school. These focus goals were aligned with the overarching objectives of the LCAP and aimed to address equity issues related to student achievement, school climate, and resource allocation. The focus goals were determined by a diverse group of educational partners.</p> <p>Overall, the consultation process with educational partners played a crucial role in developing focus goals that were grounded in data, responsive to community input, and designed to advance equity and excellence in education for all students.</p>

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

Feedback and input from LUSD's educational partners was a critical component of the revised actions in the LCAP. As outlined in the LCAP Committee process above, District administrators shared information and elicited feedback during the course of the five meetings. During these monthly meetings focused on each of the LCAP goals, educational partners' feedback was a critical element. In addition to the in-person LCAP committee, the LCAP parent survey was sent multiple times to all families and community members with the goal of gathering their input for use in revising the goals and action items. With the goal of improving and/or increasing services to close the achievement gap, the feedback from educational partners was incorporated into the LCAP plan. The District LCAP Committee consists of Certificated and Classified staff members, district and site administrators, parents, bargaining unit leadership, community members, and other educational

partners.

The LCAP Advisory Committee prioritized actions for our unduplicated pupils. Specifically, they found the following practices as being the most effective and to continue to prioritize with the LCAP.

- Newcomer ELD programs (Goal 2, Action 1)
- Supports for English Learners (Goal 2, Action 1)
- Academic Coaches (Goal 1, Action 4)
- Data analysis (Goal 1, Action 3)
- Professional development (Goal 1, Action 1)
- School Social Workers and Community Liaisons (Goal 3, Action 1)
- Foster Youth and McKinney Vento supports (Goal 3, Action 4)
- Social Emotional Learning (Goal 3, Action 1)
- Instructional Improvement Leads (Goal 3, Action 3)
- Interventions and tutoring services (Goal 1, Action 3)
- Instructional Assistants for bilingual education (Goal 2, Action 2)

Parent survey responses indicated strong support for the actions outlined in the LCAP, with a clear preference for expanding parent engagement opportunities and student intervention services. As a result, both the District and individual school sites will continue to prioritize parent workshops and targeted intervention programs. Parents also emphasized the importance of maintaining access to technology, as well as expressed a desire for an increased district-wide focus on mathematics, including efforts to actively involve parents in supporting this academic area.

Staff survey results reflected positive outcomes stemming from current LCAP initiatives. However, staff also identified ongoing needs for additional support related to students' social-emotional well-being, academic achievement, and access to intervention services. In response, the District will maintain and strengthen its investment in interventions, social-emotional learning (SEL) specialists, and counseling services through continued LCAP funding.

Feedback from middle and high school students, gathered through surveys, underscored the value of having access to technology and enrichment opportunities, such as tutoring services. These insights will help guide future planning and resource allocation to ensure student needs are met effectively.

The following action items and steps were influenced by the input from LUSD's educational partners. These action items were deemed a priority based on the LCAP survey and LCAP Committee's input:

- Providing supplemental materials and resources to unduplicated students with the goal of differentiating instruction (Goal 1, Action 2)
- Continue Data Reflection Session and progress monitoring of student groups across all schools (Goal 1, Action 3)
- Fund Academic Coaches and Instructional Improvement Leads to support professional development (Goal 1, Action 4 and Goal 3, Action 3)
- Academic interventions for students experiencing opportunity gaps.(Goal 1, Action 3)
- English Learner targeted language acquisition interventions (Goal 2, Action 1)

- Supplemental materials for English Learners (Goal 2, Action 1)
- Provide professional development in the areas of Designated and Integrated ELD (Goal 2, Action 1)
- Improve and increase Dual Immersion and biliteracy programs (Goal 2, Action 2)
- Fund additional Classified staff including Community Liaisons and custodial support to support engagement and optimal learning environments (Goal 3, Action 1)
- Mentoring and tutoring programs for unduplicated pupils (Goal 3, Action 1)
- Intentional supports for affinity groups including African American students, Asian Pacific Islander Students, Foster Youth, Low Income students, LGBTQIA+ students, English Learners, and student experiencing homelessness. (Goal 3, Action 3)
- Enrichment opportunities in areas include STEAM, entrepreneurship, VAPAP, college and career preparation (Goal 3, Action 6)
- Increased guidance and counseling services for high school students (Goal 3, Action 6)
- Increased College and Career (CTE) courses (Goal 3, Action 6)
- College preparation support including mentors, college tours, and related activities (Goal 3, Action 6)
- Fund parent engagement specialists to increase parent and family involvement and engagement (Goal 5, Action 1)
- Offering vocational course access (Goal 3, Action 6)

LUSD received Equity Multiplier Funds for Vista High School. In order to meet the statutory requirements of the Equity Multiplier funds, the Vista High School administration consulted with a number of education partners in the development of the Equity Multiplier Focus goal as well as the related action items. The Vista High School administration engaged the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school personnel throughout the process of reviewing relevant data, determining the Equity Multiplier Focus Goal, and the development of research-based actions to achieve the goal. Student representatives also serve on the School Site Council. To begin the process, school administration met with these respective educational partners to review data including SBAC achievement data, College/Career preparedness data, graduation rates, A-G completion rates, and other metrics. The data reviewed included:

SBAC ELA - 3.92% met or exceeded standard

SBAC Math - 0.0% met or exceeded standard

EL Progress Indicator - 34.1% Increased One ELPI Level

College/Career Indicator - 0.0% Prepared for College/Career (CA Dashboard)

ELA Indicator on 2024 CA Dashboard: Fewer than 11 students - data does not display for privacy

Math Indicator on 2024 CA Dashboard: Fewer than 11 students - data does not display for privacy

Based on these metrics, it was determined there was a demonstrated need for interventions and tutoring, additional vocational course access, and supplemental counseling/mentoring support. With input from educational partners, the Equity Multiplier Focus Goal was developed: To increase academic achievement for socioeconomically disadvantaged pupils, English Learners, Hispanic/Latino students, and Students with Disabilities at Vista High School, provide evidence-based interventions, vocational education services, and counseling supports for students. The students of Vista High School face unique challenges which require solutions to meet their needs. Specifically, many Vista students have jobs after school or are required to provide child care in order to support their families. Therefore, by providing tutoring and mentoring services at a variety of times to meet their scheduling needs is ability to access support and critical to their success.

The Vista High educational partners team determined the following three (3) action items:

Intervention Services - With direction and support of the District, Vista High School will contract with an outside agency to provide structured, research-based interventions and tutoring with flexible hours to meet the needs of Vista students learning to support increased achievement

in all core subject areas for English Learner, Students with Disabilities, Hispanic/Latino students,, and Low Income students.

Vocational Course Access - To increase vocational course access for unduplicated pupils at Vista High School, develop partnerships with local community colleges to provide dual enrollment in vocational course, supply student transportation to campuses, and provide needed materials and supplies required to complete the course work.

College and Career Counseling Supports - With direction and support of the District, Vista High School will contract with an outside agency to provide increased counseling and mentoring support in the areas of college and career counseling and monitoring academic progress for English Learner, Students with Disabilities, Hispanic/Latino students,, and Low Income students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	LUSD is committed to providing all students with a culturally inclusive, well-rounded, high quality education. All students will demonstrate improvements academically in English Language Arts, Mathematics, Science, the Social Sciences, and the other content areas as measured by state and local indicators.	Broad Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

LUSD is committed ensuring the academic success of all students. We are dedicated to providing an education of the highest caliber, one that prepares students not only for their academic journey but also for the challenges and opportunities that await them beyond the classroom. Our focus is on equipping students with the skills, knowledge, and mindset necessary to thrive in college, pursue fulfilling careers, and lead fulfilling lives. All educational partners agree that our schools’ primary purpose is to ensure that ALL of our students increase academic achievement as they move from one grade to the next. These actions focus on supporting teachers with strong standards based instruction, supplemental material, collaboration and supports by our teacher leaders resulting in increased student achievement.

Educational partners, as part of the LCAP Committee process, reviewed the relevant data and metrics. State SBAC test results showed a drop in achievement in almost all areas from the previous. The data reaffirms the lasting effects of the pandemic on achievement and reminds us that the work of combating the learning loss is difficult. SBAC ELA and Math metrics demonstrated a need to continue to support providing all students with quality instruction in all content areas. Other metrics such as the California Science Test (CAST) and metrics for Foster Youth achievement and suspension and graduation rates

Analysis of state and local measures conducted by all educational partners has identified that instructional practices in Lynwood Unified School District have not adequately met the needs of the student population. Data from the 2023 SBAC assessments indicate that outcomes in English Language Arts and Math fall below standard (ELA - Orange / Mathematics - Red), with the graduation rate for English Learners also below standard (Orange). In response, educational partners have agreed on the critical need to revise instructional approaches to align with state standards, focusing specifically on meeting the needs of low-income students, Foster Youth, and English Learners (Priorities 1 & 2). To enhance the academic achievement of all students, particularly those from disadvantaged backgrounds, the district plans to implement or enhance innovative, research-based programs for Tier II and Tier III academic interventions, and bilingual education initiatives. These

efforts aim to effectively address achievement gaps across all student groups and ensure comprehensive support for student success (Priority 7 & Priority 8).

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA Met and Exceeded Standards	2022-23 SBAC Results 30.57% District 24.31% Black or African American 30.87% Hispanic or Latino 30.18% Socioeconomically Disadvantaged 7.92% English Learners 4.94% Students with Disabilities	2023-24 SBAC Results 31.61% District 23.4% Black or African American 32.04% Hispanic or Latino 31.21% Socioeconomically Disadvantaged 7.45% English Learners 5.33% Students with Disabilities		2026-27 SBAC Results 45% District 40% Black or African American 45% Hispanic or Latino 45% Socioeconomically Disadvantaged 25% English Learners 15% Students with Disabilities	District - 1.04% Increase Black or African American - 0.91% Decrease Hispanic or Latino - 1.17% Increase Socioeconomically Disadvantaged - 1.03% Increase English Learners - 0.47% Decrease Students with Disabilities - 0.39% Increase
1.2	SBAC MATH Met or Exceeded Standards	2022-23 SBAC Results 17.94% District 7.69% Black or African American 18.46% Hispanic or Latino 17.74% Socioeconomically Disadvantaged 6.88% English Learners 3.56% Students with Disabilities	2023-24 SBAC Results 19.69% District 14.07% Black or African American 20.05% Hispanic or Latino 19.25% Socioeconomically Disadvantaged 7.23% English Learners 5.11% Students with Disabilities		2026-27 SBAC Results 35% District 25% Black or African American 35% Hispanic or Latino 35% Socioeconomically Disadvantaged 25% English Learners 15% Students with Disabilities	District - 1.75% Increase Black or African American - 6.38% Increase Hispanic or Latino - 1.59% Increase Socioeconomically Disadvantaged - 1.51% Increase English Learners - 0.35% Increase Students with Disabilities - 1.55% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Access to standards aligned instructional material. Williams compliance.	2023-24 Williams compliance 100% of Students have access to standards aligned instructional material as measured by Williams	2024-25 Williams compliance 100% of Students have access to standards aligned instructional material as measured by Williams		2026-27 Williams compliance 100% of Students have access to standards aligned instructional material as measured by Williams	Maintained 100% Williams Compliance
1.4	Local Indicator: Professional learning for teaching to the adopted academic standards and/or curriculum frameworks	2023-24 school year ELA Standards: 5- Full Implementation and Sustainability ELD Standards: 5 - Full Implementation and Sustainability Mathematic Standards: 5 - Full Implementation and Sustainability Next Generation Science Standards: 4- Full Implementation History-Social Science Standards: 5 - Full Implementation and Sustainability	2024-25 school year ELA Standards: 5- Full Implementation and Sustainability ELD Standards: 5 - Full Implementation and Sustainability Mathematic Standards: 5 - Full Implementation and Sustainability Next Generation Science Standards: 4- Full Implementation History-Social Science Standards: 5 - Full Implementation and Sustainability		2026-27 school year ELA Standards: 5- Full Implementation and Sustainability ELD Standards: 5 - Full Implementation and Sustainability Mathematic Standards: 5 - Full Implementation and Sustainability Next Generation Science Standards: 4- Full Implementation History-Social Science Standards: 5 - Full Implementation and Sustainability	ELA Standards: Maintained Implementation and Sustainability ELD Standards: Maintained Implementation and Sustainability Mathematic Standards: Maintained Implementation and Sustainability Next Generation Science Standards: Maintained Implementation and Sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Local Indicator: Policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards and/or curriculum frameworks	<p>2023-24 school year            ELA Standards:5- Full Implementation and Sustainability</p> <p>ELD Standards: 4 - Full Implementation</p> <p>Mathematic Standards: 5 - Full Implementation and Sustainability</p> <p>Next Generation Science Standards: 4- Full Implementation</p> <p>History-Social Science Standards: 5 - Full Implementation and Sustainability</p>	<p>2024-25 school year            ELA Standards:5- Full Implementation and Sustainability</p> <p>ELD Standards: 4 - Full Implementation</p> <p>Mathematic Standards: 5 - Full Implementation and Sustainability</p> <p>Next Generation Science Standards: 4- Full Implementation</p> <p>History-Social Science Standards: 5 - Full Implementation and Sustainability</p>		<p>2026-27 school year            ELA Standards:5- Full Implementation and Sustainability</p> <p>ELD Standards: 4 - Full Implementation</p> <p>Mathematic Standards: 5 - Full Implementation and Sustainability</p> <p>Next Generation Science Standards: 4- Full Implementation</p> <p>History-Social Science Standards: 5 - Full Implementation and Sustainability</p>	<p>ELA Standards: Maintained Implementation and Sustainability</p> <p>ELD Standards: Maintained Implementation and Sustainability</p> <p>Mathematic Standards: Maintained Implementation and Sustainability</p> <p>Next Generation Science Standards: Maintained Implementation and Sustainability</p> <p>History-Social Science Standards: Maintained Implementation and Sustainability</p>
1.6	California Science Test	<p>2022-23 CAASPP results            11.76% Met/ Exceeded            56.69% Nearly Met            31.55% Not Met</p> <p>Low Income Science - 9.0%</p> <p>EL Science - 0.00%</p>	<p>2023-24 CAASPP results            11.64% Met/ Exceeded            61.64% Nearly Met            26.72% Not Met</p> <p>11.50%Low Income Science</p>		<p>2026-27 CAASPP results            25% Met/ Exceeded            65% Nearly Met            10% Not Met</p> <p>Low Income Science - 25%</p>	<p>Met/Exceeded - Declined 0.12%</p> <p>Nearly Met - Increased 7.95%</p> <p>Not Met - Declined 4.83%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0.56%EL Science		EL Science - 15%	Low Income Science - Increased 2.50% EL Science - Increased 0.56%
1.7	Foster Youth SBAC ELA	2022-23 CAASPP results 23.41% Met or Exceeded Standard	2023-24 CAASPP results 12.90% Met or Exceeded Standard		2026-27 CAASPP results 35% Met or Exceeded Standard	Met or Exceeded Standard - Decreased 10.51%
1.8	Foster Youth SBAC Mathematics	2022-23 CAASPP results 6.82% Met or Exceeded Standard	2023-24 CAASPP results 16.13% Met or Exceeded Standard		2026-27 CAASPP results 20% Met or Exceeded Standard	Met or Exceeded Standard - increased 9.31%
1.9	Foster Youth Suspension Rate - CA Dashboard Indicator	2022-23 CA Dashboard Indicator 5.9%	2023-24 CA Dashboard Indicator 7.1%		2026-27 CA Dashboard Indicator 2.5%	Declined 2.2% on CA Dashboard Indicator
1.10	Foster Youth Graduation Rate - CA Dashboard Indicator	2022-23 CA Dashboard Indicator 92.9%	2023-24 CA Dashboard Indicator 81.3%		2026-27 CA Dashboard Indicator 95%	Declined 11.6% on CA Dashboard Indicator

## Goal Analysis [2024-25]

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

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

The implementation of the strategies designed to achieve the stated goal of delivering a well-rounded, culturally inclusive, and high-quality education—while enhancing academic outcomes for English Learners, Foster Youth, and Low-Income students—requires a collaborative

effort among various educational partners. Below is an overview of how these strategies are being put into practice, along with discussions on related challenges, successes, and any deviations from the adopted Local Control and Accountability Plan (LCAP):

#### IMPLEMENTATION:

1.1 Professional Development - The actions for 1.1 Professional Development were fully implemented. Professional development sessions have been conducted for certificated staff members covering a wide range of topics including core subject content areas, SBAC, reading foundational skills, standards for mathematical practices, reading comprehension, social-emotional classroom supports, PBIS, technology integration, and culturally responsive instruction. District Program Directors, Academic Coaches and other district staff have also provided professional development in additional areas such as English Learner instructional strategies and those which would improve academic achievement for Foster Youth and Low Income Students. In order to meet Goal #1, professional development was offered in areas including but not limited to targeted reading interventions, small group instruction, reading foundational skills, formative assessments, SWUN mathematics curriculum, designated and integrated ELD, and LUSD's instructional design known as "Platinum Ticket." Three non-pupil days are utilized for professional development for both Certificated and Classified staff.

1.2 Supplementary Materials and Resources - The actions for 1.2 Supplementary Materials and Resources were fully implemented. LUSD strives to ensure that supplementary materials, resources, and technology tools are accessible to support instruction for low income students. These items include student technology, supplemental math curricula, supplemental ELA curricula, and other content-specific supplemental curriculum to support instruction for unduplicated students. In order to meet Goal #1, supplementary materials and resources provided include, but not limited to, SWUN math supplemental materials, UFLI Foundations phonics curriculum, REWARDS multi-syllabic word decoding intervention curriculum, materials for the Science Fair, supplemental literacy books and instructional materials, and many others.

1.3 Progress Monitoring and Intervention - The actions for 1.3 Progress Monitoring and Intervention were fully implemented. Systems for progress monitoring have been established at both the school site and district levels. These progress monitoring systems have promoted data-driven instructional next steps and identifying students for targeted interventions. Throughout the 2024-25 school year, school sites have participated in the School Data Reflection Sessions to identify student areas of strength and growth and to determine instructional next steps. These Data Reflection Sessions have been modified in the 2024-25 school year by increasing the amount of sessions and refining the data reflection process. This school year, additional formative assessment data has been utilized to provide a more complete picture of individual students' strengths and areas for additional support. Online data systems are utilized at the site and district levels in order to track and monitor student academic progress and progress toward graduation requirements.

1.4 Instructional Practices - The actions for 1.4 Instructional Practices were fully implemented. The LUSD Academic Coaches and Instructional Leads continue to support the implementation of the LUSD Lesson Design, specifically instructional practices known as the "Platinum ticket" and "Golden Ticket" which include research-based instructional practices and expectations for lessons. The Academic Coaches provided professional development and guidance on key instructional practices including: reading foundational skills, reading comprehension skills, standards for mathematical practices, vocabulary development, the ELA and Mathematics frameworks, and many others. The Improvement Leads also support the implementation of Data Reflection Sessions (DRS) which occur after each benchmark assessment administration. During DRS, teachers reflect on student achievement data, reflect on standards taught, and determine instructional next steps. Cultural and social justice lessons were shared and delivered in classrooms. Students also engaged in visual and performing arts programs (VAPA).

1.5 Interventions - The actions for 1.5 Interventions were fully implemented. To bridge opportunity gaps, interventions were implemented before, during, and after school to enhance achievement across all core subjects for ELs, Foster Youth, and Low-Income students. School sites utilized a combination of Certificated and Classified staff to support these efforts. The interventions targeted specific skills gaps students demonstrated through formative and summative assessments.

1.6 Core Instructional Materials and Supplies - The actions for 1.6 Core Instructional Materials and Supplies were fully implemented. Schools were provided with standards-aligned instructional materials in all content areas, including English Language Development (ELD) materials.

1.7 Academic Achievement for Foster Youth - Intervention and enrichment opportunities for Foster Youth included one-on-one personalized tutoring through various agencies and grant-funded programs like the Children Youth Family Collaborative (CYFC). They also involved bi-weekly academic monitoring by AmeriCorps mentors, quarterly grade monitoring by school counselors, and the development of a quarterly Professional Learning Plan tailored to each student.

1.8 Core instructional Materials and Supplies - Students were provided with standards aligned instructional materials in all content areas.

## SUCSESSES

1.1 Professional Development - Professional development in the areas articulated above were highly successful based on evaluation and survey data from stat members. Professional development sessions included SBAC, reading foundational skills, standards for mathematical practices, reading comprehension, social-emotional classroom supports, PBIS, technology integration, and culturally responsive instruction. Additional successes include: 1) Implementation of the Science of Reading professional develop for all TK-6th grade teachers. 2) Full implementation of SWUN supplemental mathematics program. 3) Foundational skills professional development. 4) Continued full implementation of Targeted Reading Interventions (TRI). 5) Professional development for integrated and designated ELD. 6) Full implementation of culturally responsive lessons.

1.2 Supplementary Materials and Resources - Unduplicated pupils were provided with supplemental materials and resources. The successes included: 1) Supplemental math materials in all LUSD classrooms. 2) Foundational skills materials for TK-2nd grade classrooms. 2) Supplemental small group ELA materials. 3) VAPA materials. 4) Student technology.

1.3 Progress Monitoring and Intervention - Indicators of success include: 1) All school sites participated in multiple rounds of the expanded School Data Reflection process (DRS). During these sessions, teachers and administrators analyzed student data and developed instructional plans, including differentiation, to determine instructional next steps. 2) Progress monitoring for English Learner students. 3) Progress monitoring of students who participated in academic interventions.

1.4 Instructional Practices - Indicators of success include: 1) Academic Coaches supported the Science of Reading implementation, including foundational skills focus. Academic Coaches also supported the use of SBAC IABs as instructional tools to increase the level of rigor. 2) Instructional Improvement Leads supported district assessments, School Data Reflection processes. 2) Full implementation of Targeted Reading Interventions (TRI). 3) College and Career Day . 4) Dual Language Immersion program. 5) GATE program. 6) Math-a-thon, spelling bee, and science fair. 7) Data Reflection Sessions. 8) ELD Implementation walkthroughs.

1.5 Interventions - Indicators of success include: 1) Progress monitoring data demonstrates students who participated in push-in/pull-out and after school interventions saw increase in academic achievement. 2) Targeted Reading Interventions implemented in all TK-6th grade classrooms based on data. 3) Data analysis for students included in targeted reading interventions. 4) Use of supplemental intervention materials in English Language Arts and Math.

1.6 Core Instructional Materials and Supplies - Indicators of success include 1) Standards-aligned designated ELD materials in all classrooms to support the different level of English Learners. 2) Core materials for all content areas. 3) As measured by the Williams site visit data, all students have access to standards-aligned instructional materials in all core content areas.

1.7 Academic Achievement for Foster Youth - Foster Youth students participated in the development of their Professional Learning Plans aided by school counselors. Foster youth also received tutoring support with CYFC and mentoring from AmeriCorps staff.

1.8 Core instructional Materials and Supplies - Students had access to standards aligned curriculum in all content areas.

#### CHALLENGES:

1.1 Professional Development - CA Dashboard data and CAASPP results indicate further professional development and training is needed specifically on the topic of differentiating instruction for English Learners and Designated ELD. Additionally, CA Dashboard data indicate the need for more professional development in the area of mathematics to support student groups such as McKinney Vento, Foster Youth, English Learners, and Low Income students.

1.2 Supplementary Materials and Resources - Supplementary math materials have not resulted in significant growth in math achievement as measured by the 2023-24 CAASPP results. Despite additional professional development on the Swun math supplemental program, CAASPP results only saw a two percentage point improvement over the 2022-23 school year.

1.3 Progress Monitoring and Intervention - CAASPP data from the 2023-24 school year show that numerically significant student groups did not make significant gains in ELA or mathematics. In ELA, English Learners, Foster Youth, Homeless students, Long-Term English Learners, Students with Disabilities, and White students scored in the red performance level. In mathematics, Homeless students, Socioeconomically Disadvantaged, and White students remained in the red performance band.

1.4 Instructional Practices - Based on CAASPP results and local assessment data, mathematics continues to be an area of challenge for LUSD. Additionally, English Learners demonstrate an achievement gap when compared to their non-EL peers in ELA and mathematics. Additionally professional development in these areas will be provided throughout the 2025-26 school year by administrators, Instructional Leads, and Academic Coaches.

1.5 Interventions - One challenge school sites face is the ability to recruit staff who are available for targeted, after school interventions. Some school sites have had success with hiring Certificated substitutes for push-in and pull-out interventions during the school day, but the number of staff available for these interventions is limited. More robust progress monitoring systems also need to be put into place to ensure the interventions are having the intended impact.

1.6 Core Instructional Materials and Supplies - Challenges include ensuring that supplementary math and literacy programs are used with fidelity throughout the school district and within grade levels/departments.

1.7 Academic Achievement for Foster Youth - The transitory nature of Foster Youth's housing made consistent monitoring and mentoring for some students a challenge.

1.8 Core instructional Materials and Supplies - There were no significant challenges to report.

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

Action 1: Of the \$7,325,341.00 that was budgeted \$1,766,017.45 remained. Educator Effectiveness Block Grant was used to support professional development programs. In addition, Title I funding was also utilized to support professional development.

Action 2: Of the \$4,199,885.00 that was budgeted \$883,770.71 remained. Fewer supplemental materials and resources were required than was originally allocated.

Action 3: Of the \$1,749,934.00 that was budgeted \$298,597.53 remained. Fewer interventions took place due to staffing issues and the ability for students to stay after school for intervention sessions. Additionally, Title I funds were used to support progress monitoring.

Action 4: Of the 3,740,912.00 that was budgeted \$3,039,310.22 remained. Title I funds were used to support instruction practices.

Academic Coaches supported data reflection services and Targeted Reading Interventions. These positions are funded out of Title I categorical funds. A portion of these funds were used to support Goal 3, Action 7.

Action 5: Of the \$2,270,662.00 that was budgeted \$1,216,847.11 remained. Site Title I categorical funds were used to support interventions at the sites.

Action 7: Of the \$500,000.00 that was budgeted \$147,799.52 remained. The contracts with multiple vendors to provide supports and services for Foster Youth were less than originally allocated.

Based on a 15% threshold, Lynwood Unified School District identified actions 6 and 8 as having no differences.

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

### 1.1 Professional Development

LUSD deems the Professional Development actions as outlined in Goal #1 as "effective." Evidence for effectiveness includes: In ELA, the percentage of students meeting or exceeding proficiency increased by 1.04%. In Math, the percentage of students meeting or exceeding proficiency increased by 1.75%. On the CAST assessment, the percent of students who did not meet standard declined by 4.83%. For Low Income students, the percentage of students meeting or exceeding proficiency increase by 1.03%. In Math, Low Income students increased by 1.51%. On the CAST assessment, Low Income students who met or exceeded standard declined by 0.03%.

### 1.2 Supplementary Materials and Resources

LUSD deems the Supplementary Materials and Resources actions as outlined in Goal #1 as "effective. Evidence for effectiveness includes: Evidence for effectiveness includes: In ELA, the percentage of students meeting or exceeding proficiency increased by 1.04%. In Math, the percentage of students meeting or exceeding proficiency increased by 1.75%. For Low Income students, the percentage of students meeting or exceeding proficiency increase by 1.03%. In Math, Low Income students increased by 1.51%. Williams compliance indicated 100% students had access to curriculum and instructional materials.

### 1.3 Progress Monitoring

LUSD deems the Progress Monitoring actions as outlined in Goal #1 as "effective." Evidence for effectiveness includes: In ELA, the percentage of students meeting or exceeding proficiency increased by 1.04%. In Math, the percentage of students meeting or exceeding proficiency increased by 1.75%. Williams compliance indicated 100% students had access to curriculum and instructional materials. For Low Income students, the percentage of students meeting or exceeding proficiency increase by 1.03%. In Math, Low Income students increased by 1.51%. In ELA, the percentage of English Learners meeting or exceeding proficiency decreased by 0.47%. In Math, the percentage of English Learners meeting or exceeding proficiency increased by 1.35% Williams compliance indicated 100% students had access to curriculum and instructional materials.

### 1.4 Instructional Practices

LUSD deems the Instructional Practices actions as outlined in Goal #1 as "effective. Evidence for effectiveness includes: In ELA, the percentage of students meeting or exceeding proficiency increased by 1.04%. In Math, the percentage of students meeting or exceeding proficiency increased by 1.75%. For Low Income students, the percentage of students meeting or exceeding proficiency increase by 1.03%. In Math, Low Income students increased by 1.51%. Williams compliance indicated 100% students had access to curriculum and instructional materials.

### 1.5 Interventions

LUSD deems the Interventions actions as outlined in Goal #1 as "effective." Evidence for effectiveness includes: In ELA, the percentage of students meeting or exceeding proficiency increased by 1.04%. In Math, the percentage of students meeting or exceeding proficiency increased by 1.75%. For Low Income students, the percentage of students meeting or exceeding proficiency increase by 1.03%. In Math, Low Income students increased by 1.51%. Williams compliance indicated 100% students had access to curriculum and instructional materials. Williams compliance indicated 100% students had access to curriculum and instructional materials.

### 1.6 Core Instructional Materials and Supplies

LUSD deems the Core Instructional Materials and Supplies actions as outlined in Goal #1 as "effective." Evidence for effectiveness includes: In ELA, the percentage of students meeting or exceeding proficiency increased by 1.04%. In Math, the percentage of students meeting or exceeding proficiency increased by 1.75%. For Low Income students, the percentage of students meeting or exceeding proficiency increase by 1.03%. In Math, Low Income students increased by 1.51%. Williams compliance indicated 100% students had access to curriculum and instructional materials.

1.7 Academic Achievement for Foster Youth - LUSD deems the Academic Achievement for Foster Youth actions as outlined in Goal #1 as "effective." Evidence for effectiveness includes: In Mathematics, the percentage of students who met or exceeded standard increased by 9.31%. Evidence of ineffectiveness includes a 9.31% decrease in Foster Youth's percentage of students meeting or exceeding standard in ELA. The suspension rate declined by 2.2% and the graduation rate declined by 11.6%

1.8 Core instructional Materials and Supplies - LUSD deems the Core instructional Materials and Supplies actions as outlined in Goal #1 as "effective." Evidence for effectiveness includes: In ELA, the percentage of students meeting or exceeding proficiency increased by 1.04%. In Math, the percentage of students meeting or exceeding proficiency increased by 1.75%. Williams compliance indicated 100% students had access to curriculum and instructional materials.

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

Based on evaluations and reflections on the prior year metrics and desired outcomes, the following action items will continue to be implemented with specific modifications:

Implementation of professional development in the areas of the Science of Reading, specifically foundational skills in English Language Arts (Goal 1 Action 1), supplemental math curriculum (Goal 1 Action 2), academic discourse and critical thinking (Goal 1 Action 1), core subject content areas (Goal 1 Action 1), social emotional supports (Goal 1 Action 4), PBIS, technology integration, culturally responsive instruction, and integrated and designated English Language Development strategies (Goal 1 Action 4).

Changes to Goal #1 include, but is not limited to, the addition of Academic Coaches at all school sites with the goal of improving tier 1 instruction through the coaching cycle and professional development. In addition, Targeted Reading Interventions will be supported through professional development and coaching. Further professional development in the areas of mathematics, literacy, academic discourse, critical thinking and writing, and other content areas. Additionally, data analysis will be better utilized to identify students for after school academic interventions.

#### Ineffective Actions

The Let's Go Learn "ADAM" and "DORA" ELA and math assessments were eliminated during the 2024-25 school year due to lack of effectiveness. Therefore, portions of Action 3 will be eliminated and revised for 2025-26. Specifically, current adaptive assessments will be replaced with more current adaptive online assessments. Also as part of Action 3, the position of Assistant Director of Educational Services was eliminated due to declining enrollment. As part of Action 1, the elementary assistant principal positions were eliminated due to declining enrollment.

Baseline dates for metrics section have been changed to reflect the correct year for the reported data.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	<p>District Program Directors, administrators, and staff will provide professional development sessions focused on core academic subject area content, social-emotional classroom assistance, PBIS, technology integration, culturally responsive teaching, instructional strategies for English Learners, and effective teaching methodologies across all subjects. LREBG funds will be used support the implementation of the Swun supplemental math program. The goal of this action item is to increase academic achievement for Low-Income students. \$565,000 in LREBG funds will be utilized to support this action. John Hattie's "Visible Learning" research on effectiveness was used as the research base for this action. The metrics used to evaluate effectiveness include 1.1 and 1.2.</p> <p>State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4.</p>	\$1,028,689.00	Yes
1.2	Supplementary Materials and Resources	<p>The Educational Services Department will provide supplementary materials, resources, updated technological tools, and curriculum materials to support instruction for unduplicated students. These supplemental resources will support differentiated instruction to meet the needs of Low Income students.</p> <p>State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4, Priority 7</p>	\$4,637,485.00	Yes
1.3	Progress monitoring	<p>Under the direction of the District, school site educational teams will engage in frequent progress monitoring cycles for English Learners and Low Income students.</p> <p>The following protocols will be used to monitor student progress and to connect student needs to Intervention services :</p> <p>School Data Reflection Processes  District Data Reflection Processes  Districtwide Collaboration Meetings  Vertical Collaboration Meetings</p>	\$81,587.00	Yes

Action #	Title	Description	Total Funds	Contributing
		State priorities addressed in this goal include: Priority 2, Priority 4		
<b>1.4</b>	Instructional Practices	<p>LUSD teachers will participate in instructional coaching and professional development trainings throughout the school year to improve instructional and pedagogical practices to support the academic achievement and engagement of Low Income students. Instructional Improvement Leads and Academic Coaches, in conjunction with administrators, will lead professional development and coaching cycles for teachers in content-specific practices, cultural and linguistic instructional methods, and a comprehensive visual and performing arts (VAPA) program. The objective is to ensure that students receive a well-rounded, culturally inclusive, and high-quality education that is researched based and meets the unique needs of Low Income students.</p> <p>State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4, Priority 8</p>	\$642,345.00	Yes
<b>1.5</b>	Interventions	<p>With direction and support of the District, and in collaboration with LACOE as part of Differentiated Assistance, Certificated and Classified staff members will provide structured, research-based interventions and extended learning to support increased achievement in all core subject areas for Low Income students.</p> <p>State priorities addressed in this goal include: Priority 2, Priority 4, Priority 8</p>	\$1,769,886.00	Yes
<b>1.6</b>	Instructional Materials and Supplies	To support Low Income pupils, provide research-based, standards aligned instructional materials in all core content areas.	\$600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4		
<b>1.7</b>	Academic Achievement for Foster Youth	<p>The district will increase and enhance the quality of instruction for Foster Youth by offering enrichment and intervention opportunities for students. These intervention and enrichment opportunities may include one-on-one personalized tutoring through various agencies and grant-funded programs like the Children Youth Family Collaborative (CYFC), bi-weekly academic monitoring provided by AmeriCorps mentors, quarterly grade monitoring conducted by school Counselors, and the establishment of a quarterly Professional Learning Plan tailored to each student.</p> <p>State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4, Priority 7, Priority 8</p>	\$525,800.00	Yes
<b>1.8</b>	Core instructional Materials and Supplies	<p>Schools will provide standards aligned instructional materials including materials for students in all core content areas including English Language Development.</p> <p>State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4</p>	\$894,183.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All LUSD students will have access to quality instruction that is culturally and linguistically responsive to ensure English proficiency and biliteracy for ELs and opportunities for non-ELs to become biliterate.	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)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**An explanation of why the LEA has developed this goal.**

In LUSD we believe language acquisition is a Human Right, as well as access to high quality core for instruction. We want to ensure that there is a clear understanding of the EL Profile (Identification, different type of ELs) and that data is used to support the reclassification of EL students. It is necessary to ensure that all professional development for EL programs as well as the monitoring of both integrated and designated ELD be delivered consistently across all grade levels and sites. A focus for the district will be to consistently use standards based instructional materials, prepare students for assessments using high quality instruction, integrate strategies throughout the curriculum that support language development, and use data to support students via intervention and supplementary instruction.

Analysis of state and local measures conducted by all educational partners has identified that instructional practices in Lynwood Unified School District have not adequately met the needs of English Learners. As part of the LCAP Committee, educational partners reviewed ELPAC data, reclassification rate data, and SBAC ELA and Math data for English Learners from 2022-23. These metrics indicate too many English Learners are not meeting goal of the English Learner Progress Indicator. Additionally, too few English Learners are scoring at a Level 4 on the ELPAC test which leads to a low reclassification rate (8%) for the entire district.

Based on the data reviewed by educational partners, the goal of providing quality instruction to ensure English proficiency and biliteracy for English Learners was developed.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Staff overseeing and supporting LUSD EIs Master Plan  Data: PRF, job descriptions, contracts	2023-24 EI Coordinator, 2 EL Program Specialists 11 Program Technicians 1 Title III Lead Teacher.	2024-25 EI Coordinator, 2 EL Program Specialists 11 Program Technicians 1 Title III Lead Teacher.		2026-27 EL Coordinator 3 EL Program Specialists 10 EL Program Technicians 2 EL Coaches 2 EL Instructional Leads (Title III)	No change from 2023-24 to 2024-25
2.2	Dual Immersion Program and Bilingualism  Data Source: DI classes in elementary, enrollment in Spanish Elective Middle Schools, Percentage of Seal of Biliteracy, AP & AB Exams	2023-24 Dual Immersion K-6 enrollment: 321 students  Seal of Biliteracy: 100  Middle School Spanish elective courses: 2	2024-25 Dual Immersion K-6 enrollment: 367 students  Seal of Biliteracy: 144  Middle School Spanish elective courses: 2		2026-27 Dual Immersion K-6 enrollment: 400 students  Seal of Biliteracy: 150  Plan to open Spanish electives at Hosler Middle School for a total of: 4 classes	Dual Immersion enrollment increased by 46 students.  Students receiving the Seal of Biliteracy increased by 44 students.
2.3	ELPAC Data	2022-23 Number of students tested: 3,181 Scored Level 1: 663 Scored Level 2: 1054 Scored Level 3: 1095 Scored Level 4: 370	2023-24 Number of students tested: 2,959 Scored Level 1: 677 Scored Level 2: 937 Scored Level 3: 977 Scored Level 4: 348		2026-27 Increase the number of students scoring at an ELPAC level 4 by 20%. Reduce the number of students scoring at a level 1 by 10%.	The total number of students tested on the ELPAC decreased by 222 students . The number of students scoring a level 4 decreased by 22. The number of students scoring a level 4 increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						by 0.1% from the previous year.
2.4	Reclassification Data	2022-23 8% District wide Reclassification Rate	2023-24 13% District wide Reclassification Rate		2026-27 20% District wide Reclassification Rate	Reclassification rate increased by 5%
2.5	Percentage of teachers fully implementing Integrated ELD Strategies in Middle and High school Data source: Teachers Lesson plans, Observations- LIVE Tool	2023-24 50% of teachers fully implementing Integrated ELD strategies in Middle and High School based on observations using the LIVE tool	2024-25 60% of teachers fully implementing Integrated ELD strategies in Middle and High School based on observations using the LIVE tool		2026-27 80% of teachers in Science, Math and History are fully implementing Integrated ELD strategies in Middle and High school	10 percentage point increase from the previous year.
2.6	English Learner proficiency on SBAC ELA assessment.	2022-23 CAASPP results 7.92% Met or exceeded standard.	2024-25 CAASPP results 7.45% Met or exceeded standard.		2026-27 CAASPP results 20% Met or exceeded standard.	The percentage of English Learners meeting or exceeding standard on the ELA portion of CAASPP decreased by 0.47%

## Goal Analysis [2024-25]

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

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

Goal 2 supports the academic and language acquisition skills of our multilingual students. The goal encourages English proficiency as well as programs that promote bilingualism and biliteracy. This section discusses the overall implementation of actions to achieve this goal as well as a discussion of the relevant challenges and successes LUSD experienced with the implementation process.

## IMPLEMENTATION

2.1 Additional Supports and Interventions - Specific EL programs and supports have been implemented. These include Newcomer interventions, AVID Excel, data analysis, English Learner language acquisition after school interventions, and the implementation of English Learner language acquisition software Summit K12. Based on data analysis, English Learner achievement levels as measured by CAASPP ELA decreased slightly from the previous year. The rate of students scoring a "4" on the ELPAC was statistically flat from the previous year. After school EL language acquisition interventions were more systematized leading to better outcomes for students.

2.2 ELL Program Support Staff - District English Learner Coordinator and Instructional Lead actively monitored the English Learner instructional program, providing feedback to teachers and administrators. They also created EL-specific professional development and track the progress of English Learners and students in Dual Immersion and Dual Language programs. Testing Technicians and Program Support Specialists supported initial and summative ELPAC testing in addition to progress monitoring of English Learners, LTELs and, RFEP students.

2.3 Implementation and Monitoring of Integrated & Designated ELD Instruction - While Data Chats have been implemented with some success, reaching all secondary English Learners (ELs) remains challenging due to their high numbers and limited staff capacity. Introduced in its second year, the language acquisition software is not yet consistently used across all grade levels and with all ELs. The LIVE tool, designed to streamline the monitoring of English Language Development and provide immediate feedback for improvement, has not been consistently or significantly utilized with an EL focus across all school sites. The SummitK-12 software has been implemented with some fidelity across district sites.

2.4 Integrated and Designated ELD Professional Development for Elementary and Secondary - District and site administrators and staff provided professional development on the implementation of the SummitK-12 software which provides instruction on reading, writing, listening, and speaking tasks. Professional development was also provided on designated and integrated ELD instructional practices.

2.5 Dual Immersion & Dual Language & Bilingualism - LUSD, in its commitment to promote bilingualism and biliteracy, has been able to maintain its Dual Immersion program in TK-6. The Dual Immersion program was extended to a second elementary site beginning in the 2024-25 school year. LUSD was also able to create and maintain a pathway to biliteracy in middle school with 5 levels of Spanish for native and non-native Spanish speakers. LUSD has continued to support these efforts with professional development and bilingual materials for its programs.

## SUCSESSES:

2.1 Additional Supports and Interventions - Successes included: 1) AVID XL curriculum implementation. 2) Systematic after school interventions for English Learners with robust progress monitoring at all school sites. 3) Implementation of Summit k12 software. LUSD continues to implement the Summit K12 software to assess the progress of English Learners as well as provide ELPAC practice. This software provided data to teachers which allowed them to make instructional decisions as well as determine areas for reteaching and acceleration. 4) After school interventions were held district-wide for English Learners that included progress monitoring.

2.2 ELL Program Support Staff - The English Learner Coordinator and Instructional Lead have effectively implemented Summit K12 software and delivered professional development to administrators and staff. Throughout the year, ELL program staff consistently monitor the

progress of English Learners. Other evidence of success includes: 1) EL Coordinator and EL Instructional Lead monitoring Designated and Integrated ELD programs at all elementary and secondary school sites. To support English Learner instruction, the EL Coordinator and EL Instructional Lead provided professional development to staff. Additionally, the EL Coordinator conducted learning observational walks with an EL focus in grades TK-12 to offer feedback to site administrators and teachers.

2.3 Implementation and Monitoring of Integrated & Designated ELD Instruction - Designated ELD times were clearly identified and followed with moderate fidelity across all elementary sites. ELD instruction was monitored by site administrators and through ongoing ELD walkthroughs conducted with site and district administrators. Successes included: The AIM monitoring tool was employed by administrators and teachers to provide feedback on the instruction of English Learners. Following this, educators analyzed EL progress during Data Reflection Sessions, leveraging the data to pinpoint students requiring targeted interventions aimed at enhancing language acquisition and minimizing learning loss.

2.4 Integrated and Designated ELD Professional Development for Elementary and Secondary - Elementary certificated staff received professional development focused on both Designated and Integrated English Language Development (ELD). At the secondary level, teachers utilize the EL monitoring tool to identify English Learners, classify their needs, and track their academic progress. Additional successes included: 1) Specific professional development effective designated ELD instruction was provided at all school sites. 2) Professional development included training on the SummitK-12 software and on current, research-based best practices.

2.5 Dual Immersion & Dual Language & Bilingualism - Will Rogers Elementary School continues to support a TK through 6th grade Dual Immersion program. A second elementary program was opened at Mark Twain Elementary during the 2024-25 school year. Additional successes included: 1) The number of students enrolled in Dual Immersion and Dual Language programs increased significantly. 2) Expansion of Dual Immersion program to Mark Twain Elementary School. 3) Increase in students recognized for academic achievement with Sea of Biliteracy award.

## CHALLENGES

2.1 Additional Supports and Interventions - While the English Learner after school interventions have been systematized and include progress monitoring, some sites have experienced challenges recruiting certificated staff.

2.2 ELL Program Support Staff - EL support staff remained the same from the previous school year.

2.3 Implementation and Monitoring of Integrated & Designated ELD Instruction - The District-wide reclassification rate increased nearly four percentage points from the previous year. However, English Learners' progress on the ELA portion of CAASPP decreased slightly during the same time period. Data Reflection Sessions at the schools sites did not typically focus on EL achievement.

2.4 Integrated and Designated ELD Professional Development for Elementary and Secondary - Additional professional development on the topic of designated ELD needs to be provided to ensure instruction is meeting the needs of students at different ELPAC proficiency levels.

2.5 Dual Immersion & Dual Language & Bilingualism - Additional supports for parents of students enrolled in the Dual Immersion programs are needed. Additionally, ensuring the Dual Immersion programs have sufficient resources and training for staff.

## DEVIATIONS FROM LCAP

No substantive deviations from the original LCAP plan occurred. All action items were implemented.

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

Action 1: Of the \$187,233 that was budgeted \$ \$45,679.91 remained. Title III categorical funds were used to support this goal.

Action 2: Of the \$384,653 that was budgeted \$ \$301,102.16 remained. Title III categorical funds were used to support this goal. EL Support staff was reduced.

Action 3: Of the \$95,044 that was budgeted \$ \$90,374.21 remained. Educator Effectiveness Block Grant supported this goal

Action 4: Of the \$8,560 that was budgeted \$ \$8,399.00 remained. Funds from LCAP Goal 1 action 1 were used to support professional development which also included integrated and designated ELD.

Based on a 15% threshold, Lynwood Unified School District identified action 5 having no differences.

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

### Additional Supports and Interventions (2.1)

LUSD deems the Additional Supports and Interventions action items as outlined in Goal #2 as "effective." Evidence for effectiveness includes: EL program fully staffed. 13% of English Learners reclassified as RFEP districtwide. The percentage of ELs scoring proficient on CAASPP ELA remained statistically the same at 7.45%. The number of English Learners scoring a level 4 on the ELPAC increased from 11.6% to 11.7%

### ELL Program Support Staff (2.2)

LUSD deems the ELL Program Support Staff action items as outlined in Goal #2 as "effective." Evidence for effectiveness includes: EL program fully staffed. 13% of English Learners reclassified as RFEP districtwide. The percentage of ELs scoring proficient on CAASPP ELA remained statistically the same at 7.45%. The number of English Learners scoring a level 4 on the ELPAC increased from 11.6% to 11.7%

### Implementation and Monitoring of Integrated & Designated ELD Instruction (2.3)

LUSD deems the Implementation and Monitoring of Integrated & Designated ELD Instruction action items as outlined in Goal #2 as "effective." Evidence for effectiveness includes: EL program fully staffed. 13% of English Learners reclassified as RFEP districtwide. The percentage of ELs scoring proficient on CAASPP ELA remained statistically the same at 7.45%. The number of English Learners scoring a level 4 on the ELPAC increased from 11.6% to 11.7%

### Integrated and Designated ELD Professional Development (2.4)

LUSD deems the Integrated and Designated ELD Professional Development action items as outlined in Goal #2 as "effective." Evidence for effectiveness includes: EL program fully staffed. 13% of English Learners reclassified as RFEP districtwide. The percentage of ELs scoring

proficient on CAASPP ELA remained statistically the same at 7.45%. The number of English Learners scoring a level 4 on the ELPAC increased from 11.6% to 11.7%. The percent of teachers fully implementing integrated ELD strategies increased by 10%.

#### Dual Immersion and Dual Language & Bilingualism (2.5)

LUSD deems the Dual Immersion and Dual Language & Bilingualism action items as outlined in Goal #2 as "effective." Evidence for effectiveness includes: EL program fully staffed. The number of English Learners scoring a level 4 on the ELPAC increased from 11.6% to 11.7%. Dual Immersion enrollment increased by 46 students from the previous year.

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

Based on evaluations and reflections on the prior year metrics and desired outcomes, the following action items will continue to be implemented with specific modifications:

Changes to Goal #2 include, but are not limited to: 1) Continued professional development for teachers and administrators on the use of Summit K12 (Goal 2 Action 1 and Action 3). 2) Increase instructional practices during designated ELD time. Additionally, increase professional development in the areas of Designated and Integrated ELD to ensure instruction is properly differentiated to meet the needs of the various levels of English Learner (Goal 2 Action 4). 3) Increase the amount of EL specific interventions due to decrease in (Goal 2 Action 1). 4) Support administrators with professional development so they may more actively support designated ELD instruction (Goal 2 Action 3).

Ineffective Actions - Designated ELD practices need to be improved. Additional English Learner specific interventions to increase language acquisition and increase reclassification rates need to be increased. Designated ELD time needs to be more closely monitored and students more frequently progressed monitored to ensure differentiated instruction. The LCAP Committee has deemed designated ELD, EL program support, and after school interventions as three areas needing further evaluation. These will be supported through increased professional development and increased focus with administrators, Instructional Leads, and Academic Coaches.

Reason for Ineffectiveness - The reasons for ineffectiveness are multi-faceted. Classroom teachers need more support with effectively differentiating instruction for students at different levels of English language proficiency. Following the pandemic return to in-person learning, there are many competing priorities such as social/emotional learning, English Language Arts, math, and other content areas have all seen decreases in achievement making it hard to focus on Designated ELD instruction exclusively.

Changes to Actions - Greater emphasis will be placed on designated and integrated ELD instruction. Elementary and secondary Academic Coaches will work with site educators on English Learner instructional practices including a greater emphasis on data analysis and progress monitoring. LUSD will also reduce the number ELD program staff.

Metric 2.4 has been changed to reflect the corrected reported data.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELs Supports and Interventions	In collaboration with LACOE as part of Differentiated Assistance, LUSD will provide interventions, supplemental programs, and materials to strengthen the language fluency of English Learners and Long Term English Learner students and support them in their academic achievement in order to increase reclassification while equipping them with the necessary tools to be holistically successful in all academic areas. Interventions and programs will target the unique needs of Long Term English Learners as well as those at lower proficiency levels.	\$218,632.00	Yes
2.2	ELL Program Support Staff	An ELL Program Administrator will monitor the implementation and updates of all aspects of the English Learners District Plan. The ELL Program administrator will oversee EL personnel, such as EL Instructional Leads, EL Specialists, and EL Technicians, who will support the English Learner program implementation.	\$1,519,826.00	Yes
2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Certificated staff will provide Integrated and Designated ELD instruction in order to increase outcomes for English Learners and decrease the number of Long Term English Learners (LTELs). The Administration will ensure the effectiveness of the instruction through on-going classroom visits with teacher feedback, implementation data, progress monitoring data analysis to identify additional supports/ interventions, and future PD to close the achievement gap of ELs. Teachers will work with teacher leaders to analyze ELPAC data and plan for the leveling of English Learners across the grades. Sites will monitor the achievement of English Learners with an emphasis on identifying and supporting Long Term English Learners with after school interventions and tutoring specifically for LTEL students.	\$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.4</b>	EL Specific Professional Development for Elementary and Secondary	LUSD will provide ongoing English Learner specific training and professional development for teachers, administrators, and other staff in order to increase the quality of effective and engaging ELD instruction that will assist EL students in the different typologies (such as Newcomers, LTELs, ELs w/IEPs, ELs) in meeting grade level linguistic and academic goals to become proficient in English. For Long Term English Learners, the professional development will focus on differentiating language development instruction for the diverse needs of English Learners and interventions to fill learning and skills gaps.	\$161.00	Yes
<b>2.5</b>	Bilingualism & Biliteracy	LUSD will improve and increase programs that promote bilingualism and biliteracy to equip students with the necessary skills to be college and career ready and participate in a global, diverse, multilingual, twenty-first century world.	\$2,480,471.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All LUSD students will receive targeted instructional support in learning environments which promote equity, safety, and inclusivity, and foster positive attendance and a sense of belonging. Students will be taught by utilizing highly qualified, fully credentialed teachers who are appropriately assigned. Students will receive instruction in optimal, 21st Century learning environments that promote attendance, are clean, safe, drug-free, and conducive to learning and where students' diverse strengths are valued.	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)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**An explanation of why the LEA has developed this goal.**

In LUSD we are committed to ensuring students are taught by highly qualified teachers who support and develop positive safe learning environments that are culturally relevant and inclusive.

Analysis of student survey data and attendance records reveals a significant disconnect within the school community, particularly among Foster Youth, socioeconomically disadvantaged students, and African American students in LUSD. Survey responses from students, parents, and teachers emphasize the critical need for improved school connectedness. Additionally, data from the California School Dashboard indicates concerns with Chronic Absenteeism (red) and Suspension Rates (Orange), highlighting the importance of creating emotionally safe environments across all schools. Educational research confirms that students without a sense of belonging are more likely to experience poor attendance, behavioral issues, and academic challenges (Priorities 5 & 6).

Drawing on insights from the science of learning and development, which stresses the significance of developmental relationships and supportive environments, our goal is to equip students with skills to manage stress, regulate emotions, and enhance focus and learning. By implementing targeted strategies to address these needs, we aim to reduce the percentage of students feeling disconnected, minimize disciplinary incidents, and improve overall attendance. These actions are designed to foster a positive culture, enhance climate, and cultivate strong relationships between staff and students throughout the district.

When the LCAP committee reviewed the data and metrics, it was determined LUSD should make it a priority to increase student connectedness by providing them with optimal, 21st Century learning environments that are conducive to learning and where diversity is valued.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials and Assignment Monitoring	2023-24 Assignment monitoring (CA Educator Assignment Monitoring & CALSASS) 100% fully Credentialed Teachers and assigned Teachers	2024-25 Assignment monitoring (CA Educator Assignment Monitoring & CALSASS) 100% fully Credentialed Teachers and assigned Teachers		2026-27 Assignment monitoring 100% Fully Credentialed	No change from baseline. Goal is 100% met.
3.2	Williams Facility Reports	2023-24 Williams compliance report 100% Good or Exemplary	2024-25 Williams compliance report 100% Good or Exemplary		2026-27 Williams compliance report 100% Good or Exemplary	No change from baseline. Goal is 100% met.
3.3	Teacher sense of connectedness and sense of safety - YouthTruth survey data	2023-24 School year YouthTruth survey data indicated that 84% of teachers surveyed felt a sense of connectedness and sense of safety	2024-25 School year YouthTruth survey data indicated that 86% of teachers surveyed felt a sense of connectedness and sense of safety		2026-27 School year 90th Percentile have a positive sense of safety and connectedness	Increase of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Student sense of connectedness and sense of safety - YouthTruth survey data	2023-24 School year Do you feel safe at school: 85th Percentile  Do you feel connected to your school community: 77percentile	2024-25 School year Do you feel safe at school: 87th Percentile  Do you feel connected to your school community: 76th percentile		2026-27 School year 90th Percentile have a positive sense of safety and connectedness	Do you feel safe at school - 2 percentile increase  Do you feel connected to your school community - 1 percentile decrease
3.5	College/Career Indicator - CA Dashboard	2022-23 24.7% prepared	2023-24 30.4% prepared		2026-27 40% prepared	LUSD's College/Career Readiness indicator increased by 5.7%
3.6	Graduation Rates - CA Dashboard	2022-23 5-Year Graduation Rate All 87.7% EL 73.4% Foster Youth: 92.9% SES 88.1% LTEL 80.4%	2023-24 5-Year Graduation Rate All 85.2% EL 71.7% Foster Youth 81.3% SES 85.2% LTEL 74.0%		2026-27 5-Year Graduation Rate All 95% EL 90% Foster Youth: 95% SES 95%	Difference from baseline: All - Declined 2.5% EL - Declined 1.7% Foster Youth - Declined 11.6% SES - Declined 2.9% LTEL - Declined 6.4%
3.7	Chronic Absenteeism - CA Dashboard	2022-23 school 40.3%	2023-24 school 33.5%		2026-27 10%	6.8% decrease in Chronic Absenteeism
3.8	Local Indicator data: Attendance Rate	2022-23 school year 89.8% Average Daily Attendance	2024-25 school year 91.76% Average Daily Attendance		2026-27 school year 95% Average Daily Attendance	0.18% Increase in ADA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Suspension Rate - CA Dashboard	2022-23 2.9% All students 3.0% English Learners 3.0% Low Income 5.9% Foster Youth	2023-24 3.2% All students 3.4% English Learners 3.3% Low Income 7.1% Foster Youth		2026-27 1.5% All students 1.5% English Learners 1.5% Low Income 1.5% Foster Youth	Difference from baseline: All students - Increase of 0.3% English Learners - Increase of 0.4% Low Income - Increase of 0.3% Foster Youth - Increase of 1.2%

## Goal Analysis [2024-25]

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

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

This section discusses the implementation, successes, challenges, and changes to LCAP Goal #3, All students will be taught by highly qualified teachers who are fully credentialed and appropriately assigned in learning environments that are safe, drug-free, and conducive to learning.

### IMPLEMENTATION:

In the 2024-25 academic year, students thrived in a supportive and rigorous learning environment. Comprehensive data highlights the expertise of our educators, who benefited from strategic placement and high-quality professional development.

3.1 Individualized Instructional Support - Through the use of LCAP funds, LUSD significantly increased its Certificated and Classified staff. This expansion included Community Liaisons for each site, additional custodial support, teachers, social workers, Foster Youth mentors, counselors, and instructional leads. Community Liaisons strengthened school-parent connections through resources, workshops, and referrals. Custodial staff ensured clean and safe learning environments. Daily academic and social-emotional support was provided by counselors and mentors, while Licensed Clinical Social Workers offered crucial therapeutic services, wellbeing resources, and regular check-ins for students and families.

3.2 Equity, Safety, Inclusivity - Personnel directly supported students and parent affinity groups, developed district-wide equity-focused professional development, and analyzed student subgroup data.

3.3 Intentional Supports - The Equity, Access, and Instruction Department continued to provide intentional supports for African American,

Asian Pacific American, LGBTQIA+, Foster Youth, Low Income, students experiencing Homelessness, English Learners, and SPED students. These supports included, but not limited to:

- Parent and family engagement events for affinity groups
- Equity Warriors committee (Classified and Certificated staff)
- College information parent nights presented in English and Spanish
- Culturally Responsive Instructional Strategies workshops for staff
- Data reflection sessions: Suspension Discipline Referrals & D-F Rates, A-G passage rates, AP class enrollment
- Student empowerment programs
- College and career counseling
- Ethnic Studies Courses and cohort development
- Supported 8 student and parent affinity groups
- K-8 Social Justice Standards Matrix
- College Fairs

3.4 Foster Youth Personnel and Supports - LUSD provided Foster Youth Liaisons, programs, and materials to support academic achievement, Foster Youth student engagement, and mentoring/guidance services. Personnel also supported positive attendance and PBIS with the goals of increasing attendance and decreasing suspensions.

3.5 Attendance and Suspension Supports - The District increased the attendance rate, decreased chronic absenteeism rate for Unduplicated student groups by providing a variety of supplemental support services. Foster Youth received supplemental supports in order to increase attendance and decrease the suspension rate. These included transportation services, positive attendance incentive programs, attendance and behavior recognition assemblies, attendance recovery programs, an attendance monitoring program through AmeriCorps mentors, attendance awareness parent meetings, and the implementation of restorative justice protocols.

3.6 College and Career Readiness for Foster Youth - To provide college and career readiness supports for Foster Youth additional counselors were hired to provide targeted guidance and counseling services, information on Advanced Placement coursework, interventions for credit recovery, monitoring of the students that qualified for AB 216/1806, monitoring the completion of A-G requirements, implementation of the Lynwood Job Opportunities for Youth (LJOY) program, exposure to college/career pathways, and college nights for parents and students.

3.7 Basic Services - Core Instruction - LUSD teachers provided direct core instruction to all students. Teacher effectiveness was monitored to ensure the implementation of Common Core State Standards. All students had equitable access to appropriately assigned and effective teachers. Ongoing professional development was provided throughout the school year. Academic Coaches and Instructional Improvement Leads supported the implementation of standards-aligned instruction.

3.8 Basic Services - Clean and Safe Learning Environment - Safety personnel were provided to each school site during the day and at events. Safety and cleanliness was monitored to ensure campuses met state standards.

## SUCSESSES

3.1 Individualized Instructional Support - Support for individual unduplicated pupils through interventions, personal learning plans, and parent

outreach. Successes include the strategic hiring and placement of SEL specialists and McKinney Vento/Foster Youth Liaisons. Additionally, Community Liaisons were hired and placed at each school site. California Department of Education (CDE) data further indicates that 100% of LUSD teachers are fully credentialed and appropriately assigned.

3.2 Equity, Safety, Inclusivity - Support was provided for individual unduplicated pupils through interventions, personal learning plans, and parent outreach. Staff received training in areas such as anti-bullying and PBIS practices. Additional staff was hired and put in place to support mentoring for secondary students. Personnel were hired to work directly with student affinity groups and provide mentoring and counseling services. Successes included: Social Justice lessons were implemented district-wide from grades K-12. Classified and Certificated staff received training in inclusion, equity, PBIS, social-emotional supports, and related areas. Furthermore, transportation services were provided for unduplicated pupils, alongside Americorps mentoring. The Lynwood Job Opportunities for Youth (LJOY) program was successfully implemented for McKinney Vento and Foster Youth students, and dedicated Certificated and Classified staff were hired to support students and parent affinity groups and deliver equity-focused professional development.

3.3 Intentional Supports - Participation data in student affinity groups continued to increase. Successes included intentional academic and training supports aimed at improving instruction for student affinity groups, including African American, Asian Pacific Islanders, LGBTQIA, Foster Youth, English Learners (ELs), and Special Education (SPED) students. Additionally, the district provided ten (10) licensed clinical Social Workers, hired and placed SEL Specialists at school sites, and assigned Case Managers to support unduplicated pupils. Intentional supports were provided for Foster Youth.

3.4 Foster Youth Personnel and Supports - Foster Youth personnel supported academic achievement, positive behavior, and positive attendance. Foster Youth Liaisons and the related programs were effective in supporting this student group. Foster Youth engaged in mentoring and guidance services specifically targeted to their needs.

3.5 Attendance and Suspension Supports - LUSD saw a significant decrease chronic absenteeism during the 2024-25 school year. All school sites supportive positive attendance incentives. Foster Youth received supplemental supports in order to increase attendance and decrease the suspension rate. These included: transportation services, positive attendance incentive programs, attendance and behavior recognition assemblies, attendance recovery programs, an attendance monitoring program through AmeriCorps mentors, attendance awareness parent meetings, the implementation of restorative justice protocols, and the inclusion of Foster Youth suspension data in school site PSIS monitoring teams.

3.6 College and Career Readiness for Foster Youth - For Foster Youth, additional counselors provided targeted guidance and counseling services, information on Advanced Placement coursework, interventions for credit recovery, monitoring of the students who qualified for AB 216/1806. Foster Youth completion of A-G requirements was monitored. The Lynwood Job Opportunities for Youth (LJOY) program continued to be supported. Foster Youth were also given exposure to college/career pathways, and college nights for parents and students.

3.7 Basic Services - Core Instruction - LUSD was fully staffed with credentialed teachers throughout the 2024-25 school year. Additional staff was used to decrease the student to teacher ratio.

3.8 Basic Services - Clean and Safe Learning Environment - Campuses met state standards for safety and cleanliness as measured by Williams site visits.

## CHALLENGES

3.1 Individualized Instructional Support - While SBAC data shows a slight increase overall in English Language Arts and mathematics, the gains were statistically small. Opportunity gaps still exist with student groups such as English Learners, African American students, and McKinney-Vento students.

3.2 Equity, Safety, Inclusivity - The current political climate has negatively impacted parent engagement and continues to be a challenge at the site level and for district committees. While chronic absenteeism rates have improved, they have not returned to pre-pandemic levels.

3.3 Intentional Supports - Student and parent participation in activities for affinity groups remained a persistent challenge during to scheduling conflicts with employment and family responsibilities.

3.4 Foster Youth Personnel and Supports - The transitive nature of Foster Youth frequently impacts the district's ability to provide consistent services for these students.

3.5 Attendance and Suspension Supports - It is a challenge to reach the families of students who are chronically absent. Communication challenges with these families remain a barrier.

3.6 College and Career Readiness for Foster Youth - Frequent school changes leads to gaps in knowledge and lack of academic continuity hindering college readiness.

3.7 Basic Services - Core Instruction - Achievement data suggests more support in the area of direct core instruction is needed to increase academic achievement for all student groups.

3.8 Basic Services - Clean and Safe Learning Environment - Survey data suggests LUSD needs to continue to work on providing students with safe and clean facilities.

## DEVIATIONS FROM LCAP

No substantive deviations from the original LCAP plan occurred. All action items were implemented.

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

Action 1: Of the \$3,285,597 that was budgeted \$621,921.87 remained. A portion of funds remained unexpended due to vacant positions not being filled.

Action 2: Of the \$638,421 that was budgeted \$587,575.06 remained. Community School's Grant was used to support schools with personnel and professional development.

Action 6: Of the \$500,000 that was budgeted \$458,366.15 remained. Funds from LCAP Goal 4 were utilized. The Community Schools Grant also supported this action.

Action 7: Of the \$49,785,980 that was budgeted and additional \$2,534,685.38 was expended. Additional Certificated positions were funded using Action 7 in order to reduce class size. Unspent funds from Goal 1, Action 4 were used to support this action.

Action 8: Of the \$6,507,809 that was budgeted \$2,190,047.85 remained. Several facilities projects were not completed in time for funds to be expended. Staffing issues included vacant positions impacted expenditures.

Based on a 15% threshold, Lynwood Unified School District identified actions 3, 4, and 5 as having no differences.

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

### 3.1 Individualized Instructional Support

LUSD deems the Individualized Instructional Support actions as outlined in Goal #3 as "effective." Evidence of effectiveness includes: 100% of teachers are fully credentialed as measured by assignment monitoring. 86% of respondents on the YouthTruth survey indicated they felt a sense of connectedness and safety. On the YouthTruth survey, students ranked at the 87th percentile for feeling safe at school and the 76th percentile for feeling connected to the school community. Additionally, the LCAP Committee Educational Partners deemed the Social Workers, Community Liaisons, Foster Youth supports, and Able Academics services as "most effective."

### 3.2 Equity, Safety, Inclusivity

LUSD deems the Equity, Safety, Inclusivity actions as outlined in Goal #3 as "effective." Evidence of effectiveness includes positive Williams facility visit ratings, with 100% of LUSD schools receiving a Good or Exemplary rating. 100% of teachers are fully credentialed as measured by assignment monitoring. 86% of respondents on the YouthTruth survey indicated they felt a sense of connectedness and safety. On the YouthTruth survey, students ranked at the 87th percentile for feeling safe at school and the 76th percentile for feeling connected to the school community.

### 3.3 Intentional Supports

LUSD deems the Intentional Supports actions as outlined in Goal #3 as "effective." Evidence of effectiveness includes: LUSD increased the number of events to support affinity groups and inclusion opportunities. 100% of teachers are fully credentialed as measured by assignment monitoring. 86% of respondents on the YouthTruth survey indicated they felt a sense of connectedness and safety. On the YouthTruth survey, students ranked at the 87th percentile for feeling safe at school and the 76th percentile for feeling connected to the school community.

### 3.4 Foster Youth Personnel and Supports

LUSD deems the Foster Youth Personnel Supports actions as outlined in Goal #3 as "effective." On the YouthTruth survey, students ranked at the 87th percentile for feeling safe at school and the 76th percentile for feeling connected to the school community. There was only a small increase of 1.2% on the suspension rate which is statistically similar. Foster Youth experienced an 11.6% decrease in the graduation rate indicating a need to improve services.

### 3.5 Attendance and Suspension Supports

LUSD deems the Attendance and Suspension Supports actions as outlined in Goal #3 as "effective. Evidence of effectiveness includes the increase in the attendance rate and decrease in chronic absenteeism which decreased by 6.8%. Overall, there was a slight uptick in the suspension rate for all student groups of 0.3%. The graduation rate declined by 2.5% for all students.

### 3.6 College and Career Readiness for Foster Youth

LUSD deems the College and Career Readiness for Foster Youth actions as outlined in Goal #3 as "effective." Evidence of effectiveness includes a 5.7% increase in the college/career indicator as measured by the CA Dashboard. Graduation rates remained statistically the same with minor decreases for student groups.

### 3.7 Basic Services - Core Instruction

LUSD deems the Basic Services - Core Instruction actions as outlined in Goal #3 as "effective." Evidence of effectiveness includes the fact that 100% of fully credentialed Teachers provided direct core instruction to all students as a component of basic services. Consequently, students had equitable access to appropriately assigned, experienced, and effective teachers.

### 3.8 Basic Services - Clean and Safe Learning Environment

LUSD deems the Basic Services - Clean and Safe Learning Environments actions as outlined in Goal #3 as "effective." Evidence for effectiveness includes LUSD facilities promoting the health, safety, and wellbeing of students and staff, as demonstrated by 100% of schools receiving a "Good" or "Exemplary" rating on all Williams site evaluations. Additionally, LUSD provided safety personnel during the school day and at events, and schools met state standards for safety, cleanliness, and adequacy.

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.

Changes to Goal #3 include increasing of monitoring of Foster Youth attendance and discipline rates due to a slight increase in chronic absenteeism and suspension rate. Increasing certificated staff will also continue to reduce class size and ensure a beneficial teacher to student ratio.

Ineffective Actions - Materials and supplies expenditures will be reduced since it is challenging to evaluate its effectiveness. The LCAP Committee of Educational Partners also recommended further evaluation of Saturday school programs and the professional development currently provided for mentor teachers.

Changes to Action - An Assistant Director position is being eliminated due to declining enrollment.

LTEL data was added to metric 3.6 as a new requirement for 2025-26.

Baseline dates metric 3.5 has been changed to reflect the correct year for the reported data.

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

### Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Individualized Instructional Support	LUSD will hire supplemental Certificated and Classified staff to provide learning environments for Low Income students to meet the unique needs of this unduplicated pupil group. Supplemental positions will focus on student and parent engagement, academic support, and custodial support to ensure ideal, individualized learning environments.	\$23,875,290.00	Yes
3.2	Equity, Safety, Inclusivity	<p>LUSD will ensure that school environments foster equity, student safety, and cultural awareness by implementing the following measures:</p> <ol style="list-style-type: none"> <li>1. Professional development for Classified and Certificated staff on topics relevant to school environments, including anti-bullying, PBIS, and character education.</li> <li>2. Additional personnel to bolster attendance and maintain safe and equitable learning environments, along with providing counseling and social/emotional/mental health services and support.</li> <li>3. Mentoring and tutoring programs for all secondary students, facilitated by identified service providers.</li> <li>4. Training and support in various aspects of creating a safe and equitable learning environment, such as culturally relevant teaching and learning, addressing implicit bias, implementing trauma-informed classrooms, and fostering positive character traits.</li> <li>5. Personnel dedicated to working directly with students and parent affinity groups, organizing district-wide equity-focused professional development, and monitoring data related to student subgroups.</li> </ol> <p>The Equity, Safety, and Inclusivity action item is included to support positive learning environments for Low-Income students.</p>	\$199,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Intentional Supports	The District's Equity, Access and Instruction Department will provide supplemental materials and targeted support aimed at enhancing instruction for Foster Youth, Low-Income students, and English Learners. Furthermore, the district will assign Foster Youth Mentors to offer assistance specifically to Foster Youth students. Learning Recovery Emergency Block Grant (LREBG) funds will be used to increase instructional learning time by providing summer intersession instruction for students. Additionally, LREBG funds will be utilized to support the Instructional Improvement Leads with the goal of improving instructional practices. \$1,263,702.00 in LREBG funds will be used to support this action. John Hattie's "Visible Learning" research on effectiveness was used as the research base for this action. The metrics used to evaluate effectiveness include 3.5, 3.6, 3.7.	\$12,666,972.00	Yes
3.4	Foster Youth Personnel and Supports	LUSD will provide Foster Youth Liaisons, programs, and materials to support academic achievement, Foster Youth student engagement, and mentoring/guidance services.	\$318,776.00	Yes
3.5	Attendance and Suspension Supports	The District will increase the attendance rate, decrease chronic absenteeism, and decrease the suspension rate for Unduplicated student groups by providing a variety of supplemental support services. Low Income students and English Learners will be supported with positive attendance programs and monitoring, attendance recovery programs, and PBIS programs. Foster Youth will receive supplemental supports in order to increase attendance and decrease the suspension rate. These include transportation services, positive attendance incentive programs, attendance and behavior recognition assemblies, attendance recovery programs, attendance monitoring program through AmeriCorps mentors, attendance awareness parent meetings, the implementation of restorative justice protocols, inclusion of Foster Youth suspension data in school site PSIS monitoring teams.	\$0.00	Yes
3.6	College and Career Readiness for Foster Youth	LUSD will increase the graduation rate for Foster Youth students by providing the following services: additional counselors to provide targeted guidance and counseling services, information on Advanced Placement	\$28,048.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coursework, interventions for credit recovery, monitoring of the students that qualify for AB 216/1806, monitoring the completion of A-G requirements, implementation of the Lynwood Job Opportunities for Youth (LJOY) program, exposure to college/career pathways, and college nights for parents and students.		
<b>3.7</b>	Basic Services - Core Instruction	The district will ensure that teachers will provide direct core instruction as part of our basic services to all students. Teacher effectiveness is crucial as we implement the Common Core State Standards and build 21st-century skills for all students. The desired outcome for LCFF basic services conditions for learning states that all students have equitable access to appropriately assigned, experienced, and effective teachers.	\$47,570,418.00	No
<b>3.8</b>	Basic Services- Clean and Safe Learning Environments	The district will develop and maintain facilities that promote the health, safety, and wellbeing of its occupants. The district will provide safety personnel at schools site during the school day and at events. The desired outcome for LCFF basic services conditions for learning states that all schools should meet state standards for safety, cleanliness, and adequacy.	\$6,042,109.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	All students will graduate from high school having had access to meaningful learning activities, an A-G Curriculum, visual and performing arts opportunities, enrichment programs, individual college and career planning, and access to explore career pathways. Students will receive assistance in reaching their college and career aspirations through collaborative partnerships aimed at exploring college and career paths and nurturing connections that will positively influence their post-secondary goals.	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)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LUSD is committed to ensuring all students will graduate from high school well equipped to pursue their personal college and career plans.

Analysis of state and local measures by educational partners as part of the LCAP Committee process has determined that the Lynwood Unified School District needs to provide more support to increase graduation rates for several student groups, increase A-G completion rates, decrease high school drop out rates, and increase the college readiness indicators in ELA and Math. English Learners specifically demonstrate a gap in their graduation rate when compare to all students district-wide. Similarly, English Learners have a lower A-G course completion rate and a higher drop-out rate than their peers from other student groups. To address this, the LCAP committee developed Goal #4 and its action items that include increases in enrichment and interventions. Additionally, data from metrics demonstrate a high chronic absenteeism rate (40% district-wide) and low attendance rate. To address this, the LCAP committee developed action items which include guidance and counseling support for secondary students. Additional action items such as increasing college and career courses (CTE), opportunities for entrepreneurship, and increased mentoring will help to address the data around A-G course completion rates, college readiness indicators, Advanced Placement course completion rate, and chronic absenteeism rates.

LUSD is committed to improving outcomes for students and for preparing them for college and careers of their choice.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate - 5 Year DataQuest	2022-23 school year - DataQuest 87.70% District 73.40% English Learners 83.00% African American 87.90% Hispanic/Latino 81.50% Homeless 88.10% Socioeconomically Disadvantaged 83.00% Students with Disabilities	2023-24 school year - DataQuest 87.5% District 73.9% English Learners 81.4% African American 87.7% Hispanic/Latino 80.1% Homeless 87.7% Socioeconomically Disadvantaged 82.4% Students with Disabilities		2026-27 school year 95% District 95% English Learners 95% African American 95% Hispanic/Latino 90% Homeless 95% Socioeconomically Disadvantaged 90% Students with Disabilities	District 0.2% point decrease English Learners 0.5% point increase African American 1.6% point decrease Hispanic/Latino 0.2% point decrease Homeless 1.4% point decrease Socioeconomically Disadvantaged 0.4% point decrease Students with Disabilities 0.6% point decrease
4.2	A-G Course Completion	2022-23 school year - DataQuest 35.8% District 13.9% Black or African American 36.78% Hispanic or Latino 40.8% Socioeconomically Disadvantaged 21.5% English Learners	2023-24 school year - DataQuest 35.7% District 14.1% Black or African American 36.74% Hispanic or Latino 35.9% Socioeconomically Disadvantaged		2026-27 school year - DataQuest 45% District 25% Black or African American 45% Hispanic or Latino 45% Socioeconomically Disadvantaged	District 0.1% point decrease English Learners 0.02% point decrease African American 0.2% point increase Hispanic/Latino 0.04% point decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22.2% Students with Disabilities	15.7% English Learners 18.3% Students with Disabilities		30% English Learners 30% Students with Disabilities	Socioeconomically Disadvantaged 4.9% point decrease Students with Disabilities 3.9% point decrease
4.3	High School Drop-out Rate Decrease 3%	2022-23 school year - DataQuest 11.6% District 18.6% Black or African American 11.3% Hispanic or Latino 11.2% Socioeconomically Disadvantaged 23.8% English Learners 11.3% Students with Disabilities	2023-24 school year - DataQuest 13.3% District 10.8% Black or African American 13.5% Hispanic or Latino 13.3% Socioeconomically Disadvantaged 22.7% English Learners 16.6% Students with Disabilities		2026-27 school year 5% District 5% Black or African American 5% Hispanic or Latino 5% Socioeconomically Disadvantaged 7% English Learners 7% Students with Disabilities	District - 1.7% point increase Black or African American - 7.8% point decrease Hispanic or Latino - 2.2% point increase Socioeconomically Disadvantaged - 2.1% point increase English Learners - 1.1% point decrease Students with Disabilities - 5.3% point increase
4.4	EAP ELA (College Readiness Indicator)increase 3%	2022-23 school year 30.57% District 24.31% Black or African American 30.87% Hispanic or Latino 30.20% Socioeconomically Disadvantaged 7.92% English Learners	2023-24 school year 31.61% District 23.4% Black or African American 32.04% Hispanic or Latino 31.21% Socioeconomically Disadvantaged		2026-27 school year 45% District 40% Black or African American 45% Hispanic or Latino 45% Socioeconomically Disadvantaged	+1.04% District -0.91% Black or African American +1.17% Hispanic or Latino +1.03% Socioeconomically Disadvantaged -0.47% English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4.94% Students with Disabilities	7.45% English Learners 5.33% Students with Disabilities		23% English Learners 20% Students with Disabilities	+0.39% Students with Disabilities
4.6	EAP Summative High School Mathematics(College Readiness Indicator) Increase 3%	2022-23 school year 17.94% District 7.69% Black or African American 18.46% Hispanic or Latino 17.74% Socioeconomically Disadvantaged 6.88% English Learners 3.56% Students with Disabilities	2023-24 school year 19.69% District 14.07% Black or African American 20.05% Hispanic or Latino 19.25% Socioeconomically Disadvantaged 7.23% English Learners 5.11% Students with Disabilities		2026-27 school year 33% District 23% Black or African American 33% Hispanic or Latino 33% Socioeconomically Disadvantaged 22% English Learners 19% Students with Disabilities	+1.75% District +6.38% Black or African American +1.59% Hispanic or Latino +1.51% Socioeconomically Disadvantaged +0.35% English Learners +1.55% Students with Disabilities
4.8	Advanced Placement Exam Pass Rate  CDE - College/Career Levels and Measures Report & Data - 2023	2022-23 school year - CDE 13.1%	2023-24 school year - CDE 15.5%		2026-27 school year 28%	+2.4%
4.9	Chronic Absenteeism - California Dashboard data	2022-23 school year 40.3%	2023-24 school year 33.5%		2026-27 school year 10%	Declined 6.8%
4.10	Local indicator data: Attendance Rate	2022-23 school year - Aeries 89.80% Average Daily Attendance	2023-24 school year - Aeries 90.02% Average Daily Attendance		2026-27 school year 95% Average Daily Attendance	0.22% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Local indicator data: Suspension Rate	2022-23 school year - Aeries 2.9%	2023-24 school year - Aeries 3.2%		2026-27 school year 1.5%	0.3% increase
4.12	Local indicator data: Expulsion Rate	2022-23 school year - Aeries 0%	2023-24 school year - Aeries 0%		2026-27 school year 0%	No change
4.13	Local Indicator: Middle School Drop Out Rate	2022-23 school year - Aeries 0%	2023-24 school year - Aeries 0%		2026-27 school year 0%	No change
4.14	Local Indicator: CTE Course Completion Rate	2022-23 school year - DataQuest 24.7%	2022-23 school year - DataQuest 30.4%		2026-27 school year - DataQuest 45%	5.7% increase
4.15	Local Indicator: CTE and A-G Course Completion Rate	2022-23 school year - - DataQuest LHS: 49% FHS : 51%	2023-24 school year - - DataQuest LHS: 48.3% FHS : 47.1%		2026-27 school year - DataQuest 60%	LHS: 0.7% decrease FHS : 3.9% decrease
4.16	Local Indicator: Students have access to, and are enrolled in, a broad course of study	2022-23 school year Aeries Data Systems: 100% of students have access to and are enrolled in a broad course of study 5- Full implementation and Sustainability	2023-24 school year Aeries Data Systems: 100% of students have access to and are enrolled in a broad course of study 5- Full implementation and Sustainability		2026-27 school year 100% of students enrolled in a broad course of study	Maintained 100% access

# Goal Analysis [2024-25]

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

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

## IMPLEMENTATION

4.1 Enrichment and Intervention - Enrichment programs and academic interventions were offered to unduplicated students in content areas including English Language Arts, Mathematics, English Language Development, VAPA, as well as career exploration, college preparation, and entrepreneurship.

4.2 Guidance and Counseling Services - Lynwood Unified School District (LUSD) enhanced its guidance and counseling services for these students by increasing the number of counselors and implementing progress monitoring measures to ensure students stayed on track. Regular meetings were held with 7th to 12th-grade students and to assess progress toward graduation, completion of A-G coursework, and exposure to diverse career pathways. At the secondary level, students were given the chance to complete coursework leading to the attainment of the seal of civic engagement and the seal of biliteracy.

4.3 CTE & Entrepreneurship - Lynwood Unified School District (LUSD) broadened access to high-quality Career Technical Education (CTE) for unduplicated pupils, supported by funds allocated through the Local Control and Accountability Plan (LCAP). The district allocated resources for the salaries of highly qualified CTE teachers and expanded access to CTE programs through California Advancing Pathways (CALAPS), offering programs such as Fire Tech, Education, and E-Sports. These initiatives granted over 1200 high school students annually access to elective career exploration and STEM coursework at the middle school level. Additionally, a full-time media arts and graphics production instructor was provided at Vista High School. The Secondary Education department facilitated support for more teachers to attain CTE credentials, thereby enhancing CTE programming across high school campuses.

4.4 Mentoring, Motivational Opportunities, Enrichment - Certificated teachers provided diverse opportunities in STEM and career exploration programs, including Computer Science, Robotics, Medical Detectives, and other career pathways. LUSD ensured students received on-campus mentoring, social-emotional classes and curriculum, educational trips, college tours, and access to fully operational college and career centers at all high schools. At the high schools, dual enrollment programs continued, enabling students to earn an Associate's degree alongside their high school diploma. High schools also provided students with open access to all advanced placement classes further enriched students' educational experiences.

## SUCCESSSES

4.1 Enrichment and Intervention - Successes included includes the implementation of enrichment and intervention opportunities in VAPA, specifically programs featuring fine art, music, theater, dance, and media. Students received VAPA instruction for thirty minutes twice per month. Secondary students were offered arts courses in the disciplines of dance, media arts, music, theatre, and visual arts. Targeted interventions were held to support students who demonstrated academic need. These included specific interventions for English Learners and Long Term English Learners.

4.2 Guidance and Counseling Services - Based on AERIES data, all unduplicated pupils had access to a diverse offering of courses. This included open access to Advanced Placement courses and all A-G requirements. Other successes included college and career readiness

initiatives is evidenced by the National College Resource Foundation (NCRF), through their "The Movement" organization, providing guidance and counseling services to secondary students through ongoing meetings focused on these crucial areas. Furthermore, all high school students had open access to Advanced Placement (AP) coursework, and secondary students were afforded the opportunity to access dual enrollment courses, enabling them to earn both high school and college credit simultaneously.

4.3 CTE & Entrepreneurship - At the secondary level, students utilized opportunities for dual enrollment with the community college. Work-based learning programs were provided to help develop technical skills. CTE Teachers supported students in programs for Fire Tech, education, and computers/technology. Other successes include college fairs and workshops were held for prospective students at the high schools. FAFSA workshops were also held for parents and students. The LJOY program was implemented, providing paid work experience for unduplicated pupils. Furthermore, vocational courses, including medical technician and computer tech courses, were offered at the high schools.

4.4 Mentoring, Motivational Opportunities, Enrichment - Throughout the 2024-25 school year, students benefited from a comprehensive VAPA (Visual and Performing Arts) program encompassing art, music, theatre, dance, and media. Students in TK through 1st grade engaged in theatre arts instruction, while students from 2nd to 6th grade participated in music, theatre, and visual arts lessons. These sessions, facilitated by teaching artists in collaboration with classroom teachers, occurred weekly. Integrated theatre and English language arts (ELA) instruction took place in ten thirty-minute sessions twice a month. Elementary students participated in 30-minute arts lessons once a week, with 5th graders focusing on dance and 6th graders on visual arts. At the secondary level, students were offered courses across all five arts disciplines: dance, media arts, music, theatre, and visual arts.

## CHALLENGES

4.1 Enrichment and Intervention - Developing partnerships with businesses and community organizations to provide entrepreneurship and career exploration enrichment activities remained a persistent challenge. Finding available staff for after-school intervention and enrichment also continued to be a challenge. In addition, not all students who met the criteria for after school interventions attended.

4.2 Guidance and Counseling Services - Although Graduation rates have decreased very slightly for all numerically significant student groups with the exception of ELs, SBAC scores have increased in both ELA and mathematics. SBAC ELA scores increased to 31.61% meeting or exceeding standard, and increased to 19.69% in mathematics. Additionally, Chronic Absenteeism declined to 33.5%.

4.3 CTE & Entrepreneurship - College and technical education programs are a challenge for students who frequently have work and/or family child care responsibilities after school.

4.4 Mentoring, Motivational Opportunities, Enrichment - Data indicates slight decreases in the graduation rate and A-G completion rates. Additional mentoring and motivational opportunities need to be provided to ensure more students have access to their college and career paths.

## Deviations from LCAP

No significant deviations from the LCAP occurred during the 2024-25 school year.

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: Of the \$3,922,396 that was budgeted \$771,927.14 remained. Funds from the Community Schools Grant were utilized to partially support this action.

Action 4: Of the \$3,733,104 that was budgeted \$2,317,253.86 remained. While the NCRF contract was fully implemented several actions were supported through funds allocated in Goal 3, Action 3 indicating some redundancies.

Based on a 15% threshold, Lynwood Unified School District identified actions 1 and 3 as having no differences.

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

#### 4.1 Enrichment and Intervention

LUSD Deems the Enrichment and Intervention actions as outlined in Goal #4 as "effective." Evidence of effectiveness includes the English Learner student group experiencing a small 0.5% increase in the graduation rate. The overall graduation rate as measured by DataQuest decreased by 0.2%. African American students increased their A-G course completion by 0.2%. African American students also saw a 7.8% improvement in their dropout rate. English Learners experienced a 2.1% improvement in their dropout rate. The CTE and A-G course completion rate experienced minor decreases. Low Income students experienced a 0.4% decrease in their graduation rate. Low Income students experienced a 4.9% decrease in the A-G course completion rate. For Low Income students, the dropout rate increased by 2.1%.

#### 4.2 Guidance and Counseling Services

LUSD Deems the Guidance and Counseling Services actions as outlined in Goal #4 as "effective." Evidence of effectiveness includes the English Learner student group experiencing a small 0.5% increase in the graduation rate. The overall graduation rate as measured by DataQuest decreased by 0.2%. African American students increased their A-G course completion by 0.2%. African American students also saw a 7.8% improvement in their dropout rate. English Learners experienced a 2.1% improvement in their dropout rate. The CTE and A-G course completion rate experienced minor decreases. For the high schools, low Income students experienced a 0.4% decrease in their graduation rate. Low Income students experienced a 4.9% decrease in the A-G course completion rate. For Low Income students, the dropout rate increased by 2.1%.

#### 4.3 CTE & Entrepreneurship

LUSD Deems the CTE & Entrepreneurship actions as outlined in Goal #4 as "effective." Evidence of effectiveness includes the English Learner student group experiencing a small 0.5% increase in the graduation rate. The overall graduation rate as measured by DataQuest decreased by 0.2%. African American students increased their A-G course completion by 0.2%. African American students also saw a 7.8% improvement in their dropout rate. English Learners experienced a 2.1% improvement in their dropout rate. The CTE and A-G course completion rate experienced minor decreases. The AP pass rate increased 2.4% from the previous year. Low Income students experienced a 0.4% decrease in their graduation rate. Low Income students experienced a 4.9% decrease in the A-G course completion rate. For Low Income students, the dropout rate increased by 2.1%. For Low Income students the AP pass rate increased by 2.0%.

#### 4.4 Mentoring, Motivational Opportunities, Enrichment

LUSD Deems the Mentoring, Motivational Opportunities, Enrichment actions as outlined in Goal #4 as "effective." Evidence of effectiveness includes the English Learner student group experiencing a small 0.5% increase in the graduation rate. The overall graduation rate as measured by DataQuest decreased by 0.2%. African American students increased their A-G course completion by 0.2%. African American students also saw a 7.8% improvement in their dropout rate. English Learners experienced a 2.1% improvement in their dropout rate. The CTE and A-G course completion rate experienced minor decreases. Low Income students experienced a 0.4% decrease in their graduation rate. Low Income students experienced a 4.9% decrease in the A-G course completion rate. For Low Income students, the dropout rate increased by 2.1%.

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.

Ineffective Actions - The implementation of after-school intervention programs was not fully realized at both the elementary and secondary levels. Access to college and technical education programs presented a challenge for students who frequently had work and/or family child care responsibilities after school.

Reason for Ineffectiveness - A key reason for ineffectiveness was the availability of staff after school for interventions. It was frequently challenging to find staff who were available to conduct interventions after school. Additionally, many students who would have benefited from interventions were unable to attend due to their family's schedule and other after-school activities.

Changes to the goal include increase CTE course offerings at the high schools. Additionally, greater career counseling will be offered.

Metrics 4.5 and 4.7 were eliminated from the 2024-25 LCAP. Metrics numbering was maintained in the 2025-26 LCAP for consistency. Metric 4.14 and 4.15 were updated to reflect clarity and the correct 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
4.1	Enrichment and Intervention	In collaboration with LACOE as part of Differentiated Assistance, to increase the instructional services and close opportunity gaps for Low Income pupils K-12, LUSD will provide enrichment and intervention programs. These enrichment and intervention opportunities include, but are not limited to: academic intervention and tutoring, entrepreneurship, team based activities, STEAM activities, visual and performing arts opportunities, career exploration, and preparation for college.	\$1,255,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Guidance and Counseling Services	<p>The District will improve guidance and counseling services for Low Income students by increasing support and training in order to ensure the following:</p> <ul style="list-style-type: none"> <li>• All students are academically monitored and remain on track towards college and career readiness.</li> <li>• Ongoing, frequent meetings with students in Grades 7-12 and their parents/guardians to develop and monitor a six-year-plan that ensures graduation, completion of A-G coursework, and exposure to college/career pathways.</li> <li>• Provide awareness of advanced placement coursework, seal of civic engagement, Advanced Placement coursework/ International Baccalaureate, dual enrollment, and recognitions in golden state seal and seal of biliteracy.</li> </ul> <p>LREBG funds will support the implementation of school counselors and related social emotional learning programs to address the social and emotional needs of students. \$871,093 in LREBG funds will be used to support this action. As part of the district's needs assessment, this action is expected to address the specific needs of direct mental health services for students. John Hattie's "Visible Learning" research on effectiveness was used as the research base for this action. The metrics used to evaluate effectiveness include 4.1, 4.2 and 4.3.</p>	\$4,311,567.00	Yes
4.3	CTE& Entrepreneurship	<p>To provide Low Income pupils with a variety of College and Career (CTE) courses, LUSD will expand career pathways and provide students with additional exposure to entrepreneurship and a rigorous curriculum that mirrors the demands of post-secondary education and career placement. These opportunities will include access to career exploration activities at the elementary and middle school levels. To assist students in identifying career interests and internships, LUSD will provide a comprehensive work-based learning program focused on aligning the classroom to work experience, and development of employable and technical skills.</p>	\$1,865,767.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Mentoring, Motivational Opportunities, Enrichment	The District will offer mentoring, motivational sessions, elective courses, field trips, assemblies, college tours, college mentors/tutors, and other designated activities or resources aimed at fostering college and career aspirations for Low Income students. Moreover, ongoing training will be provided to tutors, mentors, support staff, and other paraprofessionals on topics such as college and career readiness, A-G requirements, career pathways, advanced placement, and dual enrollment.	\$1,878,201.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Parents, families, and community members will become more fully engaged as partners in the education of students in LUSD. Parent engagement and involvement will improve annually to meet the unique needs of the diverse LUSD community. Each school site will cultivate and sustain positive parent and community involvement to encourage and bolster student success by capitalizing on the community’s strengths. Students and parents will actively participate and collaborate to enhance engagement and learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LUSD recognizes that parents play a vital role in their children's education and development. Therefore, we are dedicated to fostering strong partnerships with parents to ensure the success of every student. Through ongoing communication, workshops, and events, we strive to empower parents with the tools and resources they need to actively participate in their child's educational journey. By fostering a culture of collaboration and mutual respect, we aim to create inclusive environments where all parents feel welcomed, valued, and supported. Together with families, LUSD can work towards the common goal of providing every student with a quality education and preparing them for success in the future.

Group analysis and discussion with educational partners reveals that many Lynwood Unified School District families lack resources, struggle to engage in their child's schooling, and want better communication from the district. These challenges disproportionately affect low-income families, Foster Youth, and English learners. In reviewing the data from the metrics, the LCAP Committee determined that LUSD families participate in school events and feel welcome at their child's school, but there is a need for increased parent education and inclusion in decision making. To address this, the district will focus on providing community resources, promoting family engagement and empowerment, and improving communication (Priority 3). LUSD recognizes that engaged families lead to successful students. When parents are involved, children perform better academically, attend school more regularly, have higher self-esteem, develop better social skills, and graduate at higher rates. To empower parents, the district will offer parent education programs focused on strengthening school partnerships.

The district is dedicated to enhancing communication with families. By leveraging communications staff and resources, we aim to increase participation in advisory committees and parent involvement opportunities. Parent surveys will be used to gauge satisfaction and ensure parents feel connected and engaged with their child's teachers and school.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Parent Engagement Survey - Participation Have you participated in events at your child's school?	2023-24 Survey 87.3%	2024-25 Survey 89.3%		2026-27 95%	2.0% increase
5.2	Parent Engagement Survey- Safety and Connectiveness  Do you feel welcome at your child's school?  Do you feel safe at your child's school	2023-24 Survey  95.7%  92.5%	2024-25 Survey  97.0%  92.7%		2026-27 98%  98%	Feel welcome - 1.3% increase  Feel safe - 0.2% increase
5.3	Parent Engagement Survey Do you feel included in the decision making process at your child's school?	2023-24 Survey 93.6%	2024-25 Survey 95.8%		2026-27 98%	2.2% increase
5.4	Number of parent events organized by LUSD	40 events in 2023-24	42 events in 2024-25		2026-27 60 events.	Increased by 2 parent events

## Goal Analysis [2024-25]

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

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

**IMPLEMENTATION** The implementation of the actions outlined to increase parent outreach and engagement in order to create an environment where parent engagement can thrive involved the collaboration of multiple departments and all of the school sites in LUSD.

The Lynwood Unified School District welcomes and embraces families of all races, ethnicities, and cultures, recognizing their crucial role in the social, emotional, and academic success of every student. Through collaborative efforts, community partners and district personnel work together to ensure high-quality family engagement across all schools. With dedicated District Parent Engagement Specialists, Community Liaisons, Instructional Leads, and support staff, LUSD prioritizes engaging and involving parents. This commitment is evident through district-wide engagement events and activities coordinated with site administrators and support teams, aiming to enhance student achievement. The district administration actively integrates parent and family engagement into various forums through activities such as Coffee with the Principal, curriculum nights, and informational/educational workshops. Parents and families are a key component of all school committees include DELAC, PAC, LCAP Committee, and many others. Support tools like the Parent Engagement Tool Kit assist site staff in implementing best practices, including data sharing, creating welcoming environments, and enhancing customer service. LUSD solicits parent input through surveys, forums, and advisory committees, workshops, and decision-making sessions to empower parents. Parents and families are also offered the opportunity to attend conferences such as CAFE (California Association of Bilingual Educators). Initiatives like the interactive workshops led by Lynwood's parent leadership team further enrich family involvement opportunities within the LUSD community.

5.1 Learning Opportunities for Parents - Two Parent Engagement Specialists work with parents, schools, and district administration to develop and implement a wide variety of learning opportunities for families. Parent workshops were held on a variety of topics including: Coping With Depression, English Learning Support Workshop Series, Substance Abuse Prevention, Tips for School Success, and many others. These workshops were held in multiple languages to support the engagement of all LUSD families. Parent council meetings were held throughout the year including African American Parent Advisory Committee (AAPAC), District English Learning Advisory Committee (DELAC), Parent Advisory Committee (PAC), and Asian American Pacific Islander committee (AAPI). LUSD supported cohorts of parents attending conferences throughout the year including the California Association of Bilingual Educators (CAEBE) annual conference and the Latino Family Summit annual conference.

5.2 Engagement Opportunities - Resources were made available to parents in multiple languages on a monthly basis to support school sites with the family engagement goals. Resources for parents include:

- Monthly Parent Newsletters
- Parent Educational Opportunities Calendar (website, social media, flyers, posters, etc...)
- YouTube Channel with recorded workshops available
- LUSD Parent University webpage
- LUSD Parent and Family Google sites as a one-stop website for parents/families to access information include workshop calendars, flyers, and other school/community resources.

## SUCSESSES

5.1 Learning Opportunities for Parents - Parent workshops and engagement events were well attended by LUSD families. Successes include parent affinity groups such as AAPAC, DELAC, AAPI, and PAC, and others. Furthermore, the district offered a wide range of parent workshops addressing crucial topics like academic support, college and career readiness, and substance abuse prevention. Additionally, LUSD supported parent attendance at significant conferences such as CAFE and the Latino Family Summit.

5.2 Engagement Opportunities - Parents participated in 42 workshops and engagement activities. Affinity groups for parents of African American, English Learner, Students with Disabilities, and Asian American Pacific Islander students were held throughout the school year. Activities consisted of educational field trips, family nights, in-person and virtual meetings, conferences such as the California Association of Bilingual Educators, and cultural celebrations such as Lunar New Year and LatinX Heritage Month.

#### CHALLENGES

Learning Opportunities for Parents - Barriers to parent engagement and involvement include the scheduling of events to meet the needs of parents, child care, and language translations. While translations are provided for every parent event, language barriers continue to be a challenge for some parents and families. The District will continue to seek input from parents/families through the LCAP survey, family survey. discussions at workshops and committee meetings (site and district level).

Engagement Opportunities - Parents' work and families schedules often pose challenges to engaging in park workshops and trainings. LUSD will work to schedule events and multiple times to encourage participation.

#### Deviations from LCAP

All actions were implemented and there we no actions that were not implemented or implemented differently

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

Action 1: Of the \$28,496 that was budgeted \$8,970.51 remained. Material differences are due to attendance rates of parents at various conferences such as CAFE and the Latino Family Summit.

Action 2: Of the \$461,243 that was budgeted an additional \$74,798.35 was expended. Based on high demand, additional funds were needed to provide staff with extra duty hours and fund materials and supplies for family engagement events. Price increases for materials and supplies also impacted expenditures.

Based on a 15% threshold, Lynwood Unified School District did identify any actions under goal 5 as having no differences.

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

#### 5.1 and 5.2 Learning Opportunities for Parents and Engagement Opportunities

LUSD deems the Learning and Engagement Opportunities for Parents actions as outlined in Goal #5 as "effective." Evidence for effectiveness includes Parent input was gathered through the LCAP survey, family surveys, discussions at committee meetings, and feedback collected at the end of each parent workshops and committee meetings. 1,888 parents took the Parent and Family Engagement Survey. 89.3% of parents indicated they had participated in school events. 97.0% of parents indicated they feel welcome at their child's school. 92.7% of parents feel safe at their child's school. 95.9% of parents indicated they feel included in decision making at their child's school. LUSD held 42 district-wide parent events in 2024-25, an increase of 2 events.

Data revealed that parents experienced a sense of inclusion within their child's school environment, where their presence was valued, their cultural backgrounds were respected, and their involvement in decision-making processes was encouraged. Parents actively contributed as volunteers, attended school events and meetings, and engaged in various governance and advisory roles, including site councils and advisory councils. Additionally, workshops were offered to assist parents/guardians in enhancing their parenting skills and fostering home environments conducive to supporting their children's academic development. Effective communication between home and school was evident, with 97.9% of surveyed parents indicating effective school-to-home communication.

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

Based on the metrics and data collected on desired outcomes, no significant changes were planned following the reflection from the current year for Goal #5.

**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	Engagement Opportunities	In order to increase the level of engagement for parents and families of unduplicated students, the district will provide ongoing opportunities for parents and families to give feedback and input on the needs of their child and provide safe spaces for parents to share concerns and areas of growth.  Surveys Affinity groups School site and District level parent committees Town Halls	\$6,700.00	Yes
5.2	Learning Opportunities for Parents	To support unduplicated pupils, the District will utilize two Parent Engagement Specialists to assist with expanding learning and engagement opportunities for parents and families (family members). In	\$574,210.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>order to increase the level of parent and family engagement in LUSD, the following topics will be offered but not limited to:</p> <ul style="list-style-type: none"> <li>Academic Success</li> <li>Navigating the LUSD Educational Experience</li> <li>Supporting Student Groups</li> <li>Social-Emotional Health and Growth</li> <li>Effective Advocacy Strategies</li> <li>College and Career Readiness</li> <li>Equity, Access, and Justice for parents and families (family members)</li> <li>Financial aid and scholarships</li> <li>Graduation and A-G requirements</li> <li>Conference attendance</li> <li>Consultants</li> </ul>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	<p>The goal at Vista High School is to enhance academic achievement among socioeconomically disadvantaged pupils, English Learners, Hispanic/Latino students, and Students with Disabilities through evidence-based interventions, vocational education services, and counseling/mentoring support. This includes implementing targeted interventions, vocational training aligned with career readiness, and counseling services addressing academic and socio-emotional needs. Based on the 2024 CA Dashboard, Vista's College/Career indicator demonstrates a need to improve CTC programs and related support. Additionally, the 2024 CA Dashboard indicates a need to improve graduation rates demonstrating a need for improved intervention and counseling services.</p> <p>Success will be evaluated based on increases in graduation rates, GPA, standardized test scores, and indicators of post-secondary readiness, including college enrollment and vocational certification attainment. Achieving these goals will depend on strong collaboration among educators, counselors, and community partners to implement practical programs within existing resources, alongside providing professional development for staff. The initiative is designed to close achievement gaps and prepare students with the critical skills needed for academic and career success. Progress will be tracked through continuous assessments and refinements, with the goal of achieving a 15% boost in student engagement and academic performance by the end of the year.</p>	Equity Multiplier Focus Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

LUSD developed Goal #6 to support the need for increased academic achievement through evidence based services at Vista High School which has been identified as an Equity Multiplier school. Based on the 2024 CA Dashboard, Vista's College/Career indicator showed that 0.0% of students are considered "prepared." This demonstrates a need to improve CTC programs and related support. Additionally, the 2024 CA Dashboard indicates that the graduation rate declined by 5% to 72.3% for all students. This demonstrates a need for improved intervention and counseling services.

The student groups that have scored the lowest performance level on state indicators as measured by the 2024 CA Dashboard include:

College/Career Indicator

- English Learners
- Hispanic
- Long-Term English Learners
- Socioeconomically Disadvantaged students
- Students with Disabilities

Graduation Rate

- English Learners
- Long-Term English Learners
- Students with Disabilities

The Equity Multiplier Focus Goal was based on a needs assessment conducted by Vista High School in conjunction with district administrators and site educational partners. This review of the CA Dashboard data and other local data demonstrated a need to support academics, college and career readiness, and counseling services for Vista High School students.

Based on CA Dashboard and CAASPP data, Vista High School developed the Equity Multiplier Focus Goal. The process involved school and district administrators consulting with educational partners which include the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Certificated and Classified staff members. Educational partners reviewed the relevant data including SBAC ELA and math data, EL progress indicator, ELA and Math indicators from the California Dashboard, the A-G Course Completion rate, and the College/Career indicator on the California Dashboard. Following a comprehensive data review, Vista High staff and educational partners identified a clear need to enhance services in three key areas: 1) Academic support, 2) College and career readiness, and 3) Counseling services. In response, the school expanded tutoring and intervention programs to address low academic performance, increased access to vocational courses and dual enrollment opportunities at local community colleges to improve college and career readiness, and strengthened college and career counseling services. These identified needs, supported by both Dashboard data and locally collected metrics, led to the development of three targeted action items. The Vista High School Site Council and educational partners agreed on the importance of continuing these actions under the Equity Multiplier focus goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	SBAC ELA (Vista High School)	2022-23 10.53% All Students	2023-24 3.92% All Students		2026-27 25%	6.61% decline
6.2	SBAC Mathematics	2022-23	2023-24		2026-27	Maintained 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Vista High School)	0.00% All Students	0.00% All Students		15%	
6.3	EL Progress Indicator (Vista High School)	2022-23 20.3% Increased One ELPI Level	2023-24 34.1% Increased One ELPI Level		2026-27 35% Increased One ELPI Level	Increased 13.8%
6.4	ELA Indicator on CA Dashboard (Vista High School)	2022-23 ELs - 283.7 points below standard Hispanic/Latino - 251.2 points below standard Low Income - 244.1 points below standard Students with Disabilities - 292.1 points below standard	2023-24 Fewer than 11 students took the assessment. Data for student groups is not publicly available for privacy and confidentiality.		2026-27 ELs - 183.7 points below standard Hispanic/Latino - 151.2 points below standard Low Income - 144.1 points below standard Students with Disabilities - 192.1 points below standard	This calculation could not be completed due to the data not being publicly available.
6.5	Math Indicator on CA Dashboard (Vista High School)	2022-23 ELs - 324.9 points below standard Hispanic/Latino - 314.2 points below standard Low Income - 311.4 points below standard Students with Disabilities - 333.7 points below standard	2023-24 Fewer than 11 students took the assessment. Data for student groups is not publicly available for privacy and confidentiality.		2026-27 ELs - 224.9 points below standard Hispanic/Latino - 214.2 points below standard Low Income - 211.4 points below standard Students with Disabilities - 233.7 points below standard	This calculation could not be completed due to the data not being publicly available.
6.6	A-G Completion Rate - DataQuest	2022-23 2.7%	2023-24 2.5%		2026-27 17%	0.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Vista High School)					
6.7	College/Career Indicator on CA Dashboard (Vista High School)	2022-23 0.6% Prepared - Very Low	2023-24 0.0% Prepared - Very Low		2026-27 15%	0.6% decrease

## Goal Analysis [2024-25]

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

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

### IMPLEMENTATION

Contracts with outside agencies were developed to provide interventions for students. A separate contract for professional development on the topic of supporting English Learners was developed and implemented in the spring of 2025. Funds were also utilized to expand career and technical education (CTE) opportunities for Vista High School students.

#### 6.1 - Intervention Services

Students were provided after school tutoring and intervention services by Certificated staff members. These tutoring and interventions focused on credit recovery, remediation of content, and improving academic skills.

#### 6.2 Vocational Course Access

Vista HS expand CTE opportunities for students through partnerships with Compton Community College. Vocational training equipment was also purchased to support hands-on, technical learning for students.

#### 6.3 College and Career Counseling Supports

Vista HS expanded student access to counseling supports with additional staff.

### SUCSESSES

Equity Multiplier funds were used to provide professional development for teachers in the area of supporting English Learners. Additionally, supplemental materials and technology were purchased. Career and technical education opportunities were expanded thanks to partnerships with Compton Community College.

#### 6.1 - Intervention Services

Intervention and tutoring services were offered through extra duty hours for Certificated staff.

#### 6.2 Vocational Course Access

Successes include expanded CTE course offerings for Vista High School students and an expanded partnership with Compton Community College to provide dual enrollment course offerings.

### 6.3 College and Career Counseling Supports

With the direction and support of the District, Vista High School provided increased counseling and mentoring support in the areas of college and career counseling and monitoring academic progress for English Learner, Students with Disabilities, Hispanic/Latino students, and Low Income students.

### CHALLENGES

Challenges to the implementation of action item 6.1 include approval of the contract with the outside agency. This pause delayed implementation of the contract which, therefore, delayed implementation. Based on the amount of the school year remaining, it was determined that the intervention services with the outside agency would not be held. Additional challenges included the scheduling of the professional development on the topic of supporting English Learners academic progress.

### Deviation from LCAP

Goal 6, Action 1 - The implementation of this action deviated from the original plan in that extra duty hours were added to provide tutoring and intervention services for students. Funds for interventions were not fully utilized due to contract approval delays.

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

Action 1: Of the \$105,257 that was budgeted \$23,344.90 remained. Due to contract approval and scheduling conflicts, the full interventions services contract was not realized. CSI funds allocated to the school were also used to support this action.  
Action 2: Of the \$100,000 that was budgeted an additional \$36,367.12 was expended. Additional CTE courses were added to expand career pathways and associated costs increased.  
Action 3: Of the \$100,000 that was budgeted \$41,858.10 remained. Site CSI funds were utilized to support this action resulting in the full amount not being expended in 2024-25.

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

### 6.1 - Intervention Services

LUSD deems the intervention services as ineffective. This is due, in part, to lack of implementation of the contract with the outside agency. LUSD will continue to look into supplemental intervention services for students. Fewer than 11 students to the CAASPP assessment in ELA and math which resulted in no publicly available data on the CA Dashboard.

### 6.2 Vocational Course Access

LUSD deems the vocational course access actions as outlined in Goal #6.1 as "effective." Evidence for effectiveness includes expanded CTE course offerings for Vista High School students. Additional evidence includes the expanded partnership with Compton Community

College to provide dual enrollment course offerings. While the College/Career indicator on the CA Dashboard decline 0.6%, the expanded CTE services have not had the opportunity to be reflected in the data.

### 6.3 College and Career Counseling Supports

LUSD deems the college and career counseling supports actions as outlined in Goal #6.2 as "effective. The College/Career indicator on the CA Dashboard decline 0.6%. However, this is based on data before the implementation of the Equity Multiplier goal. On the CA Dashboard for suspension rate, no student groups scored in the "red" category.

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

Based on metrics and data collected on desired outcomes, planned changes include:

Goal 6, Action 2 - Utilizing funds for career and technical education infrastructure, materials, and supplies.

Goal 6, Action 1 - Re-evaluate the use of Equity Multiplier funds for interventions due to the scheduling challenges of a continuation high school. Vista High will revisit contracting with an outside agency and offering extra duty to current staff members.

Goal 6, Action 2 - Increase dual enrollment opportunities for students to expanded career and technical education.

Baseline dates for metrics section have been changed to reflect the correct year for the reported data.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Intervention Services	To support increased achievement in all core subject areas for English Learner, Students with Disabilities, Hispanic/Latino students, and Low Income students, Vista High School will provide targeted interventions and tutoring support. These research-based interventions will be conducted by LUSD staff. Vista High School will also contract with an outside agency to provide structured, research-based interventions and tutoring with flexible hours.	\$105,257.00	No

Action #	Title	Description	Total Funds	Contributing
<b>6.2</b>	Vocational Course Access	To increase vocational course access for unduplicated pupils, Vista High School will continue to expand partnerships with local community colleges to provide dual enrollment in vocational course, supply student transportation to campuses, and provide needed materials and supplies required to complete the course work. Additionally, technical education equipment and supplies will be purchase to support CTC programs.	\$100,000.00	No
<b>6.3</b>	College and Career Counseling Supports	With direction and support of the District, Vista High School will will continue to contract with an outside agency to provide increased counseling and mentoring support in the areas of college and career counseling and monitoring academic progress for English Learner, Students with Disabilities, Hispanic/Latino students, and Low Income students.	\$100,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$53,988,956	\$7,230,631

## 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
45.277%	3.189%	\$3,894,393.00	48.466%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> Low Income students have demonstrated a need for increased quality of instruction, learning, and achievement based on assessment results in ELA and Mathematics. Based on SBAC results, Low Income students demonstrated an achievement gap in their</p>	Professional development focused on differentiation strategies supports the unique instructional needs of Low Income students who often demonstrate gaps in their mastery of content standards, especially following the pandemic school closures. Additionally, professional development in areas including literacy, foundational skills, and mathematics supports achievement for Low Income students by improving teacher pedagogy. Training on topics	<p>1.1 - SBAC ELA 1.2 - SBAC Math 1.6 - CA Science Test</p> <p>LREBG 1.1 - SBAC ELA 1.2 - SBAC Math</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>sores on the following on the most recent state assessments compared to All Students:</p> <p>Low Income ELA - 30.16%  Low Income Math - 17.74%  All students ELA - 31.78%  All students Math - 18.33%</p> <p>This current SBAC data indicates a strong need to improve instructional practices in order to close the opportunity gap for these student groups. Professional development on current pedagogy and research-based practices is critical to providing high quality instruction to our Low Income students.</p> <p>Professional development aims to enhance instructional strategies tailored to meet the diverse needs of Low Income students. It focuses on core subjects, social-emotional support, PBIS, technology, culturally responsive teaching, and strategies for multilingual learners. The goal is to improve student achievement and connectedness, aiming for a 15% increase in ELA and Math proficiency as measured by the SBAC state assessment.</p> <p>Goal 1, action item 1 will be funded in part with LREBG funds. Specifically, LREBG funds will go to support the implementation of the Swun supplemental math program. This goal was selected to be funded with LREBG funds since it aligns with EC 32526(c)(2) the allowable uses. Specifically, it connects to providing materials to accelerate pupil academic</p>	<p>such as social/emotional support and culturally responsive teaching supports the needs of these students by increasing connectedness.</p> <p>These actions are being provided LEA wide because all our students, in addition to Low Income pupils, can benefit from professional development.</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>proficiency. As part of the district's needs assessment, this action is expected to address the specific needs of low performance in mathematics as measured by the CAASPP results in 2023-24 where 20% of students meet standard. John Hattie's "Visible Learning" research on effectiveness was used as the research base for this action. The metrics used to evaluate effectiveness include 1.1 and 1.2.</p> <p><b>Scope:</b> LEA-wide</p>		
1.2	<p><b>Action:</b> Supplementary Materials and Resources</p> <p><b>Need:</b> Historically Low Income students have faced challenges accessing the curriculum through standard textbooks. Low Income students have also historically faced inequities in funding for supplementary instructional materials and technology. Survey data further revealed a lack of relatability and representation for these students within the curriculum.</p> <p>Based on SBAC results, Low Income students demonstrated an achievement gap in their scores on the following on the most recent state assessments compared to All Students:</p> <p>Low Income ELA - 30.16%</p>	<p>Providing personnel to support supplemental instruction of students with supplementary materials, educational technology, and resources for low income pupils will allow for greater differentiation based on student need. It will also allow LUSD to provide differentiated intervention and tutoring services to these student groups with the goal of closing achievement gaps. Additionally, providing students with supplementary materials will significantly enhance their academic performance and broaden their exposure to diverse experiences, cultures, genres, and information beyond the traditional curriculum. Enhanced student achievement across core content areas and increased engagement are anticipated outcomes, assessed through state and local evaluations and surveys.</p>	<p>1.1 - SBAC ELA 1.2 - SBAC Math 1.3 - Access to Standards Aligned Materials. Williams Compliance</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>Low Income Math - 17.74% All students ELA - 31.78% All students Math - 18.33%</p> <p>As an additional metric, LUSD will also monitor its Williams compliance rate for standards based textbooks which currently meet the 100% threshold.</p> <p>To address this, culturally inclusive supplemental materials and resources will be integrated into the curriculum, enriching the educational experience for Low Income students. These materials will encompass engaging and leveled texts, incorporating real-life examples and connections to the world around them. Additionally, they will simplify and broaden STEAM (Science, Technology, Engineering, Arts, and Mathematics) concepts to ensure accessibility and relevance for students. It is vital to our Low Income pupils that the instructional materials reflect students' culture and lived experiences as well as instructional materials that help close the opportunity gap and increase academic achievement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The desired objectives encompass a 15% rise in both English Language Arts (ELA) and Mathematics proficiency, gauged by local assessments that incorporate pre and post-assessment benchmark scores, along with the California Assessment of Student Performance and Progress (CAASPP).</p> <p>These actions are being provided LEA wide because all our students, in addition to Low Income students, benefit from supplemental, research-based instructional materials.</p>	
1.3	<p><b>Action:</b> Progress monitoring</p> <p><b>Need:</b></p>	<p>It's crucial to closely monitor the progress of Low-Income and English Learner students to identify areas meeting targets and those requiring extra support and tailored instructional strategies. Scheduled assessments and data reflection</p>	<p>1.1 - SBAC ELA 1.2 - SBAC Math 1.3 - Access to Standards Aligned Materials. Williams Compliance</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>Achievement data for Low Income students and English Learners show a consistent achievement gap in ELA, math, and science as measured by CAASPP . Based on SBAC results, these two unduplicated pupil grounds scored the following on the most recent state assessments compared to the All students group:</p> <p>All students ELA - 31.78%  All students Math - 18.33%  All Students Science -11.76%  Low Income ELA - 30.18%  Low Income Math - 17.74%  Low Income Science - 9.0%  EL ELA - 7.92%  EL Math - 6.88%  EL Science - 0.00%</p> <p>This data demonstrates a need for increased academic progress monitoring in order to effectively track the progress of Low Income and English Learner students so teachers may differentiate instruction, reteach, and/or provide academic interventions.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>meetings will provide opportunities for teachers to collaborate, track the progress of these unduplicated students, and devise instructional approaches aligned with student achievement goals and professional growth.</p> <p>At every school level, from Pre-K-12th Grade, structured data reflection protocols will be implemented. These sessions, held every six weeks, afford teams dedicated time to analyze the achievement data of these unduplicated students groups.</p> <p>Progress Monitoring of English Learners and Low Income students specifically supports these students by ensuring they receive the academic interventions, supports and differentiation they need based on achievement data.</p> <p>These actions are being provided LEA wide because all our students can benefit from frequent progress monitoring of their academic achievement.</p>	<p>1.6 - CA Science Test</p>
<p><b>1.4</b></p>	<p><b>Action:</b>  Instructional Practices</p> <p><b>Need:</b>  Assessment findings and feedback from Educational Partners regarding the progress of</p>	<p>To address the achievement gap demonstrated by Low Income students, LUSD will use a multi-pronged approach to increase achievement and student engagement in school.</p>	<p>1.1 - SBAC ELA  1.2 - SBAC Math  1.3 - Access to Standards Aligned Materials. Williams Compliance</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>Low-Income students underscore the necessity for consistent instructional strategies which directly influence student achievement. Data shows a consistent opportunity gap for Low Income students when compared to their non-low income peers.</p> <p>Based on SBAC results, Low Income students demonstrated an achievement gap in their scores on the following on the most recent state assessments compared to All Students:</p> <p>Low Income ELA - 30.16%  Low Income Math - 17.74%  All students ELA - 31.78%  All students Math - 18.33%</p> <p>This data demonstrates the need for LUSD to improve instructional practices and engagement for Low Income students. Currently, the majority of LUSD students are not meeting standard as measured by state assessments which shows that current instructional practices are not meeting the needs of these students. Additionally, longitudinal data shows that over time, there have not been significant increases in achievement in ELA and math demonstrating a need for improved instructional practices.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>First, Instructional Improvement Leads will facilitate the adoption of the LUSD Instructional Lesson Design, Cultural and Linguistic Instructional Practices, and a comprehensive Visual and Performing Arts (VAPA) program, ensuring students receive a culturally inclusive, well-rounded education of high quality.</p> <p>These instructional strategies, backed by proven effectiveness, will bolster the implementation of instructional lesson designs tailored to meet the diverse needs of Low Income students and foster a supportive learning environment. Moreover, in alignment with our instructional framework, all educators will undergo training in Culturally and Linguistically Responsive Strategies to further enrich classroom practices.</p> <p>The VAPA curriculum and instruction have proven to increase student achievement and engagement, particularly in schools prioritizing the narrowing of the achievement gap in English and Mathematics. Offering enriched VAPA experiences to unduplicated students will foster enhanced student connectedness, thereby positively influencing their achievement in English and Math. This anticipated improvement in student achievement and connectedness will be assessed through state and local evaluation results and surveys.</p> <p>This initiative builds upon the demonstrated effectiveness of our coaching model, substantiated by both academic data and teacher survey responses. Feedback from teacher and LCAP surveys indicates that 90% of respondents prioritize providing support to implement</p>	

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		<p>instructional strategies for Low Income students, further emphasizing the importance of this action.</p> <p>Improved instructional practices benefit Low Income students by providing them with current, research-based practices which meet their cultural and linguistic needs. These research based strategies will improve the quality of the instruction.</p> <p>These actions are being provided LEA wide because all our students, in addition to Low Income pupils, can benefit from instructional practices that are current best practices and research-based.</p>	
<p><b>1.5</b></p>	<p><b>Action:</b> Interventions</p> <p><b>Need:</b> Achievement data for Low Income students demonstrate a need for targeted interventions in the areas early literacy foundational skills, reading comprehension, writing, and mathematics. Based on SBAC results, Low Income students scored the following on the most recent state assessments compared to the LUSD All student group:</p> <p>Low Income ELA: Reading 9.87% Above Standards Writing 8.46% Above Standards</p>	<p>By implementing targeted interventions in ELA and math, students will have the opportunity to close any skill/standards gaps they may currently be experiencing. Research-based interventions show a strong correlation to increased achievement. Improved student achievement is the expected outcome as measured by student achievement data. Desired outcomes include a 15% increase in both ELA and Math as measured by pre and post intervention scores. In addition to academic outcomes, the district has set an expectation that all Low Income students will have access to interventions both during school and after school.</p> <p>These actions are being provided LEA wide because all our students, in addition to Low Income pupils, can benefit from targeted academic interventions.</p>	<p>1.1 - SBAC ELA 1.2 - SBAC Math 1.3 - Access to Standards Aligned Materials. Williams Compliance 1.6 - CA Science Test</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>Math: Concepts and Procedures 7.38% Above Standards Problem Solving 5.86% Above Standards</p> <p>All Students ELA: Reading 12.97% Above Standards Writing 15.03% Above Standards Math: Concepts and Procedures 8.26% Above Standards Problem Solving 7.71% Above Standards</p> <p>These achievement level descriptors indicate a high level of need for interventions for LUSD's Low Income pupils. In order to increase achievement levels for this student group, targeted interventions are needed to address these specific skills/standards gaps. Strategic interventions will provide extended learning opportunities to bridge the achievement gap in all core subject areas.</p> <p><b>Scope:</b> LEA-wide</p>		
1.6	<p><b>Action:</b> Instructional Materials and Supplies</p> <p><b>Need:</b></p>	<p>Providing up to date instructional materials ensures Low Income students have curriculum and instructional materials that are based on the most current research on instruction. To close the achievement gap, Low Income students need the most effective instructional materials available. Funding for updated instructional materials will</p>	<p>1.1 - SBAC ELA 1.2 - SBAC Math 1.3 - Access to Standards Aligned Materials. Williams Compliance</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>Low Income pupils in LUSD frequently demonstrate an achievement gap in their academic scores when compared to the All student group and non-low income peers across the state. A need exists to provide Low Income students with high quality, research-based and current instructional materials in all content areas.</p> <p>Based on SBAC results, Low Income students demonstrated an achievement gap in their scores on the following on the most recent state assessments compared to All Students:</p> <p>Low Income ELA - 30.16%  Low Income Math - 17.74%  All students ELA - 31.78%  All students Math - 18.33%</p> <p>Low Income  ELA:  Reading 9.87% Above Standards  Writing 8.46% Above Standards  Math:  Concepts and Procedures 7.38% Above Standards  Problem Solving 5.86% Above Standards</p> <p>All Students  ELA:  Reading 12.97% Above Standards  Writing 15.03% Above Standards  Math:  Concepts and Procedures 8.26% Above Standards  Problem Solving 7.71% Above Standards</p>	<p>help to ensure Low Income students have access to the best instructional resources available currently.</p> <p>This action is provided LEA-wide since instructional materials will be provided to all students in LUSD in addition to Low Income students.</p>	

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	<p><b>Scope:</b> LEA-wide</p>		
<p><b>3.1</b></p>	<p><b>Action:</b> Individualized Instructional Support</p> <p><b>Need:</b> Student achievement data, along with input from the LCAP committee and educational partners, demonstrated a need to hire additional certificated and classified staff in order to ensure that learning environments are individualized for Low Income students. Low Income students face challenges in areas such as academic achievement, school engagement, attendance, and behavior. Low Income students will benefit from additional staff to support these areas. This need is indicated by the follow data metrics when compared to the all student group:</p> <p>Low Income SBAC ELA - 30.18% proficiency SBAC Math - 17.74% proficiency Suspension rate - 3.00% Chronic Absenteeism - 40.70%</p> <p>All students SBAC ELA - 30.57% proficiency SBAC Math - 17.94% proficiency</p>	<p>To address the needs of Low Income students, LUSD intends to increase the student-to-adult ratio by hiring more certificated and classified staff. This initiative aims to create increased opportunities for enhanced instruction and to foster a higher-quality learning environment. Survey results indicate that respondents prioritize highly qualified teaching and the importance of instructional interventions for student success. Aligning with these findings, LUSD's instructional design underscores the necessity of small group instruction, particularly to support the needs of unduplicated pupils. Lower student-teacher ratios, particularly in grades K-3, enable teachers to address individual student needs effectively and provide better access to the curriculum. This includes the implementation of Targeted Reading Interventions at the K-6th grade level. To bolster these efforts, additional roles such as Community Liaisons for each site and extra Custodial Support are envisioned to facilitate extended personalized learning environments. The anticipated outcomes include enhanced student achievement across all core subjects and increased engagement Low-Income students.</p> <p>Individualized Instructional Supports for Low Income students specifically support these students by providing increased services and personnel. These personnel are supplemental positions that focused on increasing parent</p>	<p>3.1 - Teacher Credential Assignment Monitoring 3.3 - YouthTruth Survey Data (Teacher) 3.4 - YouthTruth Survey Data (student)</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>Suspension rate - 2.9% Chronic Absenteeism - 40.30%</p> <p><b>Scope:</b> LEA-wide</p>	<p>engagement, instructional assistance for supporting interventions and differentiation, and additional custodial support.</p> <p>This action item is being provided LEA-wide as all students may benefit from individualized supports including lower student to teacher ratios.</p>	
<p><b>3.2</b></p>	<p><b>Action:</b> Equity, Safety, Inclusivity</p> <p><b>Need:</b> Survey data and input from educational partners demonstrate a need to increase equity, students' sense of inclusivity and safety, and promote a greater level of cultural awareness for unduplicated pupils. The LCAP educational partners survey indicated that ensuring equity, intervention, curriculum inclusivity, and student safety were top priorities for parents, students, and staff members. Additionally, survey data showed that curriculum and instructional materials related to students' culture and language was needed to ensure high quality learning experiences.</p> <p>2024 LUSD Survey Data 1,149 respondents requested more social emotion health and wellness support 1,565 respondents requested additional academic supports for students 891 respondents requested culturally inclusive instruction</p> <p>CA Dashboard College/Career Indicator</p>	<p>To address these demonstrated needs, LUSD will take the following action steps: In order to increase Low Income students' connectedness to school and promote a school culture, LUSD will provide training for classified and certificated staff in areas that pertain to school safety, anti-bullying, PBIS, and Character Ed. The City of Lynwood experiences issues with crime and gang activity which, unfortunately, spills over into the work at school sites. Low Income students are more likely to be impacted by these issues which negatively impact their engagement at school. To address this, LUSD will hire additional personnel to support attendance and safe and equitable learning environments. Additionally, LUSD will provide increased counseling and mental health services and support.</p> <p>For Low Income secondary students, LUSD will provided increased mentoring and tutoring programs to increase graduation rates and college and career readiness. By increasing mentoring and tutoring programs, LUSD hopes to increase the College and Career preparedness indicator by 15% over the next 3 years.</p> <p>To support Low Income students who may have experienced trauma and/or systemic racism,</p>	<p>3.1 - Teacher Credential Assignment Monitoring 3.3 - YouthTruth Survey Data (Teacher) 3.4 - YouthTruth Survey Data (student) 3.6 - Graduation Rate</p>

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	<p>24.7% Prepared</p> <p><b>Scope:</b> LEA-wide</p>	<p>LUSD will increase training and/or support in all areas that encourage a safe equitable learning environment such as: culturally relevant teaching and learning, implicit bias, trauma informed classrooms, and positive character traits.</p> <p>Low Income students benefit from the increased services in the areas of Equity, Safety, and Inclusion by providing increased counseling and mentoring services, increased tutoring services, increased staff to support affinity groups, and increased staff to ensure safe and inclusive school environments.</p> <p>This action item is being provided LEA-wide as all students may benefit from practices and programs which promote school connectedness, PBIS, school safety, and anti-bullying.</p>	
<p><b>3.3</b></p>	<p><b>Action:</b> Intentional Supports</p> <p><b>Need:</b> LUSD's unduplicated pupils are often from historically marginalized groups. Additionally, the area of Lynwood was historically "red lined" meaning a lack of investment in the community due to its ethnic makeup. This history of marginalization has led to low academic performance, low graduation rates, and lack of school connectedness.</p> <p>Survey data and input from Educational Partners demonstrates a need to enhance and increase intentional supports for ELs, Foster Youth, and Low Income students.</p>	<p>To address these needs, the Equity, Access, and Instruction Department will bolster the implementation of professional development and appropriate instructional strategies to enrich and foster a welcoming, inclusive learning atmosphere. This effort targets students who typically struggle to connect and are at risk of underperforming academically. Leveraging the expertise of the EAI Department staff, the District aims to deliver tailored support that enhances instruction for various student demographics including Foster Youth, Low-Income individuals, those experiencing Homelessness, English Learners, and students from economically disadvantaged backgrounds. Ultimately, the overarching goal is to elevate graduation rates among English Learners, Low-Income, and Foster Youth students.</p>	<p>3.1 - Teacher Credential Assignment Monitoring 3.3 - YouthTruth Survey Data (Teacher) 3.4 - YouthTruth Survey Data (student)</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>Unduplicated pupils and other historically marginalized student groups have demonstrated needs for additional supports school connectedness and instruction that meets their cultural and linguistic needs.</p> <p>Student Population (CA Dashboard data)  Low Income student population: 11,204  English Learner student population: 3,290  Foster Youth student population: 122</p> <p>2024 LUSD Survey Data  1,149 respondents requested more social emotion health and wellness support  891 respondents requested culturally inclusive instruction</p> <p><b>Scope:</b>  LEA-wide</p>	<p>This action item is being provided LEA-wide as all students may benefit from instructional strategies, programs, and environments that promote diversity, equity and inclusion.</p>	
<p><b>3.5</b></p>	<p><b>Action:</b>  Attendance and Suspension Supports</p> <p><b>Need:</b>  Unduplicated pupils demonstrate high levels of chronic absenteeism when compared to the state average. Research demonstrates that chronic absenteeism is tied to lower academic achievement and graduation rates. LUSD has identified a need to support unduplicated pupils with attendance supports.</p> <p>Chronic Absenteeism 2022-23  40.3% - All students  39.5% - English Learners</p>	<p>By providing personnel, programs, and services to work directly to on positive attendace, attendance monitoring, mentoring, and parent outreach, LUSD believes these actions will increase attendance rates and decrease suspension rates for Unduplicated pupils. Additionally, funding PBIS staff and programs creates a positive behavior culture at schools thereby decreasing suspension rates and increase incentives to come to school on a daily basis.</p> <p>This action is being provided LEA-Wide as all students benefit from positive attendance monitoring and supports and the implementation of PBIS practices.</p>	<p>3.6 - Graduation Rates  3.7 - Chronic Absenteeism  3.8 - Attendance Data (Local indicator)  3.9 - 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>37.9% - Foster Youth 40.7% - Low Income 24.3% - State of California</p> <p>Additionally, LUSD Unduplicated pupils demonstrate high suspension rates when compared to the all student groups. LUSD has identified a need to support these student groups lower suspension rates which has a direct impact on academic achievement and school engagement.</p> <p>Suspension Rates 2022-23 2.9% All students 3.0% English Learners 3.0% Low Income 5.9% Foster Youth</p> <p><b>Scope:</b> LEA-wide</p>		
4.1	<p><b>Action:</b> Enrichment and Intervention</p> <p><b>Need:</b> Low-Income students have consistently shown a need for increased instructional time, interventions, and enrichment to improved academic outcomes, as evidenced by assessment data, drop out rates, A-G course completion rates, and college readiness indicators.</p>	<p>To address these needs, strategic academic interventions, as well as enrichment opportunities, will provide extended learning opportunities to bridge the achievement gap in all core subject areas. Interventions will focus on core academic skills and standards with the goal of increasing progress toward grade level standards for Low Income pupils.</p> <p>Interventions will take place at a variety of times and settings including before school, after school, and during the school day. Improved student</p>	<p>4.1 - Graduation Rate 4.2 - A-G Course Completion 4.3 - High School Drop-out Rate 4.15 - CTE and A-G Course Completion 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>Drop Out Rate 11.2% Low Income students</p> <p>A-G Course Completion Rate 40.8% Low Income students</p> <p>SBAC ELA Proficiency 30.18% Low Income students</p> <p>SBA Math Proficient 17.74% Low Income students</p> <p>EAP ELA College Readiness Indicator 30.20% students</p> <p>These data points, which are significantly below those of their non-low income peers, demonstrate a need for additional intervention/tutoring services, instructional time, and enrichment services to in proficiency and lower drop out rates.</p> <p><b>Scope:</b> LEA-wide</p>	<p>achievement is the expected outcome as measured by student achievement data, both local and statewide. Also Low Income students will have increased post secondary opportunities as evidenced by improved graduation rates and improved college and career readiness indicators as identified by the California dashboard. During this extended learning time, students receive tailored instruction aligned with their academic goals by differentiating instruction and providing intervention when necessary. The aim is to enhance student achievement, therefore there exists a need to increase intervention and enrichment opportunities for Low Income pupils.</p> <p>In addition to interventions, enrichment activities will be provided to Low Income pupils. These activities include, but are not limited to, entrepreneurship, team based activities, STEAM activities, visual and performing arts, career exploration, and preparation for college support. This support will allow these unduplicated students to gain access, thrive, and be more engaged in a high quality education which will lead to more students being able to attend post-secondary education and/or career pathways. Our desired outcomes are that graduation rates, college readiness rates, and math college readiness rates will increase for our Low Income students</p> <p>This action item is being provided LEA-wide as all students may benefit from enrichment and interventions services.</p>	
4.2	<b>Action:</b> Guidance and Counseling Services	Guidance and counseling services will be increased to provide the following support:	4.1 - Graduation 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><b>Need:</b> Data collected on the LUSD drop out rates, A-G Course Completion rates, Advanced Placement test pass rates, and CTE Course completion rates demonstrate a need for increased guidance and counseling services for Low Income secondary students.</p> <p>Drop Out Rate 11.2% Low Income students</p> <p>A-G Course Completion Rate 40.8% Low Income students</p> <p>EAP ELA College Readiness Indicator 30.20% Low Income students</p> <p>Advanced Placement test pass rate 19%</p> <p>This data demonstrates the need to assist Low-Income students in understanding the educational system including higher education, and readiness for college and careers. These students face a heightened risk of disengagement from school, potentially leading to dropout, if they lack a sense of belonging within the school community. Insufficient academic readiness and a lack of connection to the school environment have been identified as significant factors contributing to student dropout rates.</p> <p><b>Scope:</b></p>	<p>Consistent, ongoing meetings with students in Grades 7-12 and their parents/guardians to craft and oversee a six-year plan ensuring graduation, completion of A-G coursework, and exposure to college/career pathways. Additionally, counselors will enhance access to and support for Low Income students in advanced placement coursework, the Seal of Civic Engagement, Advanced Placement/International Baccalaureate programs, and dual enrollment. Improved student achievement, as gauged by local and statewide student achievement data and student surveys, is the anticipated outcome.</p> <p>Guidance and counseling services for Low Income students specifically supports these students by increasing their access to staff and programs which promote graduation, completing A-G course requirements, providing college and career counseling, and ensuring students stay on track academically.</p> <p>This action item is being provided school-wide as all secondary students may benefit from guidance and counseling services meant to promote college and career readiness.</p>	<p>4.2 - A-G Course Completion</p> <p>4.3 - High School Drop-out Rate</p> <p>4.15 - CTE and A-G Course Completion 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
	Schoolwide		
4.3	<p><b>Action:</b> CTE &amp; Entrepreneurship</p> <p><b>Need:</b> Data on graduation rates and A-G course completion rates, coupled with input from the LCAP Committee and parent survey, demonstrated the need to support Low Income students in being college and career ready.</p> <p>A-G Course Completion Rate 40.8% Low Income students</p> <p>EAP ELA College Readiness Indicator 30.20% Low Income students</p> <p>CTE Course Completion Rate 10.9% Low Income students</p> <p>These unduplicated students are less likely to enroll in the full sequence of CTE and Entrepreneurship courses. They also are not participating in activities related to both, partially because of low performance in the courses as they begin high school, and are therefore less prepared for CTE and Entrepreneurship careers.</p> <p><b>Scope:</b></p>	<p>To address these needs, LUSD aims to broaden career pathways and provide Low Income students with increased opportunities to engage in entrepreneurship and a challenging curriculum reflective of post-secondary education and career requirements by:</p> <ul style="list-style-type: none"> <li>• Expanding access to career exploration activities in elementary and middle schools.</li> <li>• Implementing initiatives to assist students in identifying career interests.</li> <li>• Offering a comprehensive work-based learning program that aligns classroom learning with practical experience, fostering the development of employable and technical skills. The CTE and Entrepreneurship Pathway/Curriculum enhances logical reasoning, problem-solving abilities, teaches effective time management, and cultivates critical thinking. Progress will be gauged by the expansion of CTE pathway offerings and the frequency of career exploration activities in elementary and middle schools. Additionally, survey results from student focus groups will be analyzed to assess the efficacy of the various CTE pathways. We anticipate increased participation and completion of our CTE pathway offerings by unduplicated students.</li> </ul> <p>Low Income students specifically benefit from CTE</p>	<p>4.1 - Graduation Rate 4.2 - A-G Course Completion 4.3 - High School Drop-out Rate 4.8 - AP Exam Pass Rate 4.15 - CTE and A-G Course Completion Rate</p>

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	Schoolwide	<p>and Entrepreneurship supports by providing them with increased opportunities to receive on-site career training they would not otherwise have exposure to. These increased services help ensure that LUSD graduates students with the skills they need to successfully enter the workforce.</p> <p>This action item is being provided School-wide as all secondary students may benefit from college/career and technical programs.</p>	
4.4	<p><b>Action:</b> Mentoring, Motivational Opportunities, Enrichment</p> <p><b>Need:</b> Low Income students in LUSD have demonstrated a need for increased college/career mentoring, and motivational and enrichment opportunities. Feedback from our educational partners via the LCAP Survey highlighted the need for increasing services for Low-Income students in engaging with academic programs, clubs, and athletics within the school. Additionally, students expressed a need for support in formulating and pursuing fulfilling post-high school career aspirations. Other local data demonstrate a need for increased support in college and career readiness for Low Income pupils.</p> <p>LCAP Survey results</p>	<p>In order to address the need for increased mentoring and enrichment opportunities, the District is committed to increasing opportunities for Low-Income, students to participate in mentoring programs, motivational activities, elective courses, field trips, assemblies, college tours, and other identified resources that foster college and career aspirations. District personnel will provide support to teachers through professional development, equipping them with the tools to incorporate hands-on experiences into the learning process. Collaboration between district staff and teachers will extend to extracurricular activities, including athletics, aimed at engaging Low Income students. Moreover, the district will offer continuous training to tutors, mentors, support staff, and other paraprofessionals on topics such as college and career readiness, A-G requirements, career pathways, advanced placement, and dual enrollment. Enhanced achievement among Low-Income students is anticipated, with progress measured through metrics including A-G completion rates, college enrollment, and feedback from student surveys.</p>	<p>4.2 - A-G Course Completion 4.3 - High School Drop-out Rate 4.8 - AP Exam Pass Rate 4.15 - CTE and A-G Course Completion 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>87% Strongly Agreed/Agreed students need more career education supports  87% Strongly Agreed/Agreed students need more extra-curricular programs, events and clubs  1,100 respondents requested improved services for preparing students for college/careers</p> <p>Drop Out Rate  11.2% Low Income students</p> <p>A-G Course Completion Rate  40.8% Low Income students</p> <p>EAP ELA College Readiness Indicator  30.20% Low Income students</p> <p><b>Scope:</b>  Schoolwide</p>	<p>This action item is being provided LEA-wide as all students may benefit from mentoring and enrichment opportunities that support college and career readiness.</p>	
<p><b>5.1</b></p>	<p><b>Action:</b>  Engagement Opportunities</p> <p><b>Need:</b>  Input from the parents in the LCAP committee educational partners group demonstrated a need to expand engagement opportunities for parents. Research shows that Foster Youth, Low Income, and English Learner student achievement increases when parents are engaged in the educational process of their children.</p>	<p>Creating a safe spaces for parent engagement, along with resources for parents, is critical to LUSD families feeling connected to the educational process. Parent engagement will help unduplicated students improve their self perception, and school connectedness. Parents of Foster Youth, Low Income, and English Learner students will benefit from an increased level of engagement, by providing ongoing opportunities for parents to give feedback and input on the needs of their child and provide safe spaces for parents to share concerns and areas of growth:</p> <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Affinity Groups</li> </ul>	<p>5.1 - Parent Engagement Survey (participation)  5.2 - Parent Engagement Survey (school connectedness)  5.3 - Parent Engagement Survey (decision make)  5.4 - Parent Engagement Events</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><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>• School Site and District Level Parent Committees</li> <li>• Town Halls</li> </ul> <p>Improved student and family school connection will be the expected outcome as measured by parent surveys.</p> <p>English Learners, Low Income students, and Foster Youth benefit from increased engagement opportunities for parents. By having targeted affinity groups, parents of ELs, Foster Youth, and other groups can learn how to better support their students at home and with school. These increased services support higher school engagement.</p> <p>These actions are being provided LEA wide because all our students can benefit from having parents engaged in the learning opportunities that schools and district provide to parents.</p>	
<p><b>5.2</b></p>	<p><b>Action:</b> Learning Opportunities for Parents</p> <p><b>Need:</b> Input from the parents in the LCAP committee educational partners group, along with data from the LCAP survey, demonstrated a need to expand learning opportunities for parents. These needs included supporting students with academics, navigating secondary education, college financing, and attending parent conferences.</p>	<p>Unduplicated students' parents will gain from strategies aimed at fostering and maintaining a strong school-to-home connection and promoting consistent attendance. Providing training for parents will aid in addressing the inequities and opportunity gaps commonly experienced by unduplicated students. To facilitate this, the district will employ two parent engagement specialists dedicated to expanding learning opportunities through parent training. Topics covered will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Academic Success</li> </ul>	<p>5.1 - Parent Engagement Survey (participation) 5.2 - Parent Engagement Survey (school connectedness) 5.3 - Parent Engagement Survey (decision make) 5.4 - Parent Engagement Events</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>Current research clearly shows that Foster Youth, Low Income, and English Learner students' achievement increases when parents are engaged in the educational process of their children.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>• Navigating the LUSD Educational Experience</li> <li>• Supporting Student Groups</li> <li>• Social-Emotional Health and Growth</li> <li>• Effective Advocacy Strategies</li> <li>• College and career readiness</li> <li>• Equity, access, and justice for parents</li> <li>• Financial aid and scholarships</li> <li>• Graduation and A-G requirements</li> <li>• Conference attendance</li> <li>• Consultants</li> <li>• Attendance</li> <li>• Student Engagement</li> </ul> <p>Improved school connection as measured by school attendance rates and parent engagement surveys.</p> <p>English Learners, Low Income students, and Foster Youth benefit from increased services to engage parents by providing learning opportunities that specifically target parents and their unique needs. For example, parents of English Learners may not speak English and, therefore, benefit from learning sessions offered in their primary language. Foster Youth parents benefit from trainings that address their unique challenges and ways to support these students.</p> <p>These actions are being provided LEA wide because all our students can benefit from having parents engaged in the learning opportunities that schools and district provide to parents.</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
1.7	<p><b>Action:</b> Academic Achievement for Foster Youth</p> <p><b>Need:</b> Foster Youth continue to demonstrate opportunity gaps in the achievement data as measured by SBAC, graduation rates, and local assessments. On the SBAC ELA, Foster Youth had 23.41% meeting or exceeding standard. On SBAC Math, only 6.82% of Foster Youth met or exceeded standard. On local assessments, Foster Youth demonstrate specific skills gaps in areas including reading foundational skills, reading comprehension, mathematics skills, and others. There is a demonstrated need to address the achievement gap for Foster Youth through increased intervention and tutoring services.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>LUSD will increase the educational support for Foster Youth by offering a range of enrichment and intervention initiatives for students. These additional services will include personalized one-on-one tutoring facilitated by outside agencies and grant-backed programs such as the Children Youth Family Collaborative (CYFC). Additionally, students will benefit from bi-weekly academic check-ins led by AmeriCorps mentors, quarterly grade assessments conducted by school counselors via Guidance Alignment. Quarterly, Foster Youth will also review their Professional Learning Plans tailored to each student's needs.</p> <p>Foster Youth benefit from increased, high quality, research-based interventions and mentoring supports. Foster Youth face unique challenges and benefit from increased services to support their academic achievement.</p>	<p>1.7 - Foster Youth SBAC ELA 1.8 - Foster Youth SBAC Math 1.9 - Foster Youth Suspension Rate 1.10 - Foster Youth Graduation Rate</p>
2.1	<p><b>Action:</b> ELs Supports and Interventions</p> <p><b>Need:</b> English Learner student data indicates a strong need for additional supports and interventions to close the achievement gap. English Learners consistently score below the</p>	<p>To address the needs of English Learners, some of the supports include district-wide EL Bootcamp and EL Intervention program conducted at the school site level . These intervention programs occur before and after school, during winter break, and in the summer. The interventions emphasize Reading, Writing, Listening, and Speaking skills with the goal of increasing English language</p>	<p>2.1 - EL Staff 2.3 - ELPAC Data 2.4 - Reclassification Rate Data 2.6 - EL SBAC ELA Proficiency</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>District average on SBAC ELA and Math. Additionally, English Learners, and specifically Long Term English Learners show a lower than average graduation rate. Additional supports and interventions are needed to increase academic achievement, increase the reclassification rate, and increase language acquisition to reduce the opportunity gap.</p> <p>All students meeting standard on SBAC            ELA - 30.57%            Math - 17.94%</p> <p>English Learners meeting standard on SBAC            ELA - 7.92%            Math - 6.88%</p> <p>Graduation rate            All students - 87.70%            EL - 73.40%</p> <p><b>Scope:</b>            Limited to Unduplicated Student Group(s)</p>	<p>acquisition and increase academic skills. Additionally, there are site-specific Newcomers Interventions.</p> <p>English Learners, including Long Term English Learners benefit from increased interventions, materials and supplies, and programs that directly target their unique academic needs.</p>	
2.2	<p><b>Action:</b>            ELL Program Support Staff</p> <p><b>Need:</b>            27.5% of LUSD students are classified as English Learners. English Learners consistently score below the District average on SBAC ELA and Math results. Additionally, English Learner graduation rates and significantly below the district average. Therefore, the need exists to provide EL</p>	<p>The academic and programmatic needs of English Learners will be addressed in the following ways. First, the EL Program Coordinator will oversee the development and implementation of the professional development of the staff instructional program tailored for English Learners. They will provide constructive feedback to both administrators and teachers to enhance the caliber of EL instruction to ensure differentiation is taking place. This includes both Integrated and Designated ELD. Additionally, the Coordinator will</p>	<p>2.1 - EL Staff            2.3 - ELPAC Data            2.4 - Reclassification Rate Data            2.6 - EL SBAC ELA Proficiency</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>program support and staff to address the specific needs of this student group. There is a significant need to provide English Learners with increased supports with assessment, ELD instruction, intervention, and professional development for teachers.</p> <p>All students meeting standard on SBAC            ELA - 30.57%            Math - 17.94%</p> <p>English Learners meeting standard on SBAC            ELA - 7.92%            Math - 6.88%</p> <p>Graduation rate            All students - 87.70%            EL - 73.40%</p> <p><b>Scope:</b>            Limited to Unduplicated Student Group(s)</p>	<p>conduct professional development sessions, craft lessons, analyze EL data, and carry out continuous assessments to enhance the instructional quality for English Learner students throughout the District. The English Learner support staff will also provide professional development specifically on the unique academic needs of Long Term English Learners and how to improve their reclassification rates as well as academic achievement.</p> <p>English Learners, including Long Term English Learners benefit from increased support staff to ensure they are receiving high-quality integrated and designated English language development instruction, targeted interventions, and other supports to meet their unique needs.</p>	
2.3	<p><b>Action:</b>            Implementation and Monitoring of Integrated &amp; Designated ELD Instruction</p> <p><b>Need:</b>            27.5% of LUSD students are classified as English Learners. On state and local assessments, English Learners consistently score below the District average. English Learners scored 7.92% proficient on SBAC ELA in 2023 compared to 30.57% for all</p>	<p>To ensure English Learners receive differentiated instruction to meet their instructional needs, LUSD will implement Integrated and Designated ELD across all school sites. Professional development will be provided for teachers and site administrators. Additionally, Integrated ELD and Designated ELD will be monitored across the District through monitoring tools as well as frequent progress monitoring of EL data.</p> <p>English Learners, including Long Term English Learners benefit from receiving high-quality integrated and designated English language</p>	<p>2.1 - EL Staff            2.3 - ELPAC Data            2.4 - Reclassification Rate Data            2.6 - EL SBAC ELA Proficiency</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>students. Additionally, the latest reclassification rate for EL students stood at only 8%. Only 11.6% of English Learners scored a level 4 on the ELPAC which would allow them to meet part of the criteria for reclassification.</p> <p>Based on District data, as well as legal requirements for English Learners, a need exists to implement, improve, and monitor current, research-based practices on Integrated and Designated ELD. LUSD has demonstrated a need to improve the quality of Integrated and Designated ELD services to close achievement gaps and increase the reclassification rate.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>development instruction to meet their unique academic and language acquisition needs.</p>	
<p><b>2.4</b></p>	<p><b>Action:</b> EL Specific Professional Development for Elementary and Secondary</p> <p><b>Need:</b> LUSD continues to experience opportunity gaps for English Learners as evidenced by their scores on state assessments and the EL graduation rate. ELD monitoring data indicates a need to continue to improve instructional practices which target English Learners and language acquisition. LUSD elementary and secondary teachers have demonstrated a need for improved instructional practices to</p>	<p>To address the need of improving targeted instruction to English Learner students, the EL Coordinator, and EL Instructional Leads will deliver ongoing targeted training and professional development for teachers to enhance the quality of effective ELD instruction, thereby fostering increased engagement and proficiency in English across all academic disciplines. Training topics will encompass, but are not limited to, EL Interventions, utilization of supplementary materials and resources to complement core software, incorporation of leveled literature and real-life materials, as well as bilingual resources tailored to the diverse needs of ELs.</p>	<p>2.1 - EL Staff 2.3 - ELPAC Data 2.4 - Reclassification Rate Data 2.5 - Percentage of Teachers Fully Implementing ELD 2.6 - EL SBAC ELA Proficiency</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>meet the differentiated needs of English Learner students.</p> <p>All students meeting standard on SBAC            ELA - 30.57%            Math - 17.94%</p> <p>English Learners meeting standard on SBAC            ELA - 7.92%            Math - 6.88%</p> <p>Graduation rate            All students - 87.70%            EL - 73.40%</p> <p><b>Scope:</b>            Limited to Unduplicated Student Group(s)</p>	<p>English Learners, including Long Term English Learners benefit from having Certificated and Classified staff who are trained on current, research-based practices on teaching English Learners.</p>	
<p><b>2.5</b></p>	<p><b>Action:</b>            Bilingualism &amp; Biliteracy</p> <p><b>Need:</b>            Data regarding English Language Learners indicates the necessity of providing students with options aligned with their language objectives. Studies indicate that students who are afforded the chance to use and uphold their native language tend to exhibit greater proficiency in language skills and academic performance. Reclassified Fluent English Proficient students in LUSD scored 46.02% proficient on SBAC ELA which is significantly higher than the 30.57% proficiency for all</p>	<p>The district will implement a dual immersion/dual language program to enhance students' multilingual capabilities and biliteracy skills. The anticipated outcomes include improved student achievement and increased engagement, as assessed through student performance data . In addition to bolstering existing district dual language and immersion initiatives, we will broaden multilingual opportunities and promote biliteracy among non-EL students. Middle school students, both EL and non-EL, will have access to Spanish electives. We will offer courses and oversee program implementation to support students in attaining the Seal of Biliteracy and the Global Seal of Biliteracy. Strengthening and expanding partnerships with colleges and universities will be prioritized to expedite language</p>	<p>2.1 - EL Staff            2.2 - Dual Immersion Enrollment Data            2.3 - ELPAC Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>students. Students who are classified as EL only had a 7.92% proficiency rate on SBAC ELA. Therefore, since students who are fully bilingual exceed district averages, the need exists to provide increased dual immersion and biliteracy programs for students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>proficiency for all students and enhance multilingual opportunities.</p> <p>English Learners benefit from high quality dual language programs which provide high quality instruction in both their primary language and English.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Foster Youth Personnel and Supports</p> <p><b>Need:</b> Foster Youth face significant challenges which impact their academic achievement, attendance rates, suspension rates, and overall school engagement. Based on the data, LUSD has identified a need to provide increased services for Foster Youth in areas including academic achievement, Foster Youth student engagement, and mentoring/guidance services.</p> <p>Data demonstrates Foster Youth continue to show gaps from their all student groups peers in the following areas:</p> <p>Chronic Absenteeism 2022-23 40.3% - All students 37.9% - Foster Youth 24.3% - State of California</p> <p>Suspension Rates 2022-23 2.9% All students 5.9% Foster Youth</p>	<p>By providing dedicated Foster Youth Liaisons and personnel, and increased academic and mentoring programs, LUSD will be able to better monitor Foster Youth progress and engagement. These programs and personnel will help insure Foster Youth improve academically as well as socially and provide mentoring services so these students successfully navigate the educational systems and are college/career ready when they graduate from LUSD.</p>	<p>3.4 - YouthTruth Survey Data (student) 3.6 - Graduation Rates 3.9 - Suspension Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>2022-23 SBAC ELA Foster Youth 104.8 points below standard All students 56.5 points below standard</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
<p><b>3.6</b></p>	<p><b>Action:</b> College and Career Readiness for Foster Youth</p> <p><b>Need:</b> Foster Youth face unique challenges in the areas of college and career readiness. Based on graduation rate data and A-G course completion data, LUSD has identified a need to provide increased services to Foster Youth. LUSD is committed to preparing Foster Youth for success on their college and/or career pathway.</p> <p>According to the CA Dashboard, Foster Youth have a four year graduation rate of 78.6% and a five year rate of 14.3%.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The district will increase the graduation rate among Foster Youth students through several measures, including: assigning additional counselors to offer personalized guidance and counseling, offering information on advanced placement courses, providing interventions for credit recovery, closely monitoring students eligible for AB 216/1806, ensuring completion of A-G requirements, introducing the Lynwood Job Opportunities for Youth (LJOY) program, exposing students to various college and career pathways, and organizing college nights for both parents and students.</p>	<p>3.5 - College and Career Dashboard Indicator 3.6 - Graduation Rates</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.

**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.

Educational partners including representatives from: Lynwood Teachers Association (LTA), Service Employees International Union Association (SEIU), California School Employee Association (CSEA), District English Learners Advisory Committee (DELAC), Parent Advisory Council (PAC), African American Parent Group, students, and school administrators (elementary, middle, high school) provided input on how the additional concentration grant funds should be utilized to provide direct services to students. The following actions/expenditures will be implemented and or continued during the 2025-26 school year using the additional concentration grant funds:

- Goal 3, Action 3: Provide Clinical Social Workers and a Health Technician at each site
- Goal 3, Action 3: Provide Community Liaisons for each Site and the EAI department and additional Custodial Support to ensure extended individualized learning environments
- Goal 4, Action 2: Provide additional counseling support for Foster Youth
- Goal 4, Action 2: Provide Secondary Social Emotional Instructional Leads
- Goal 4, Action 2: Provide Counseling and SEL support at Elementary School Sites
- Goal 4, Action 2: Provide additional College and Career Specialist

All proposed expenditures and or potential hires must be approved by the LUSD Board of Education. This list was compiled using triangulated data from the 2025 YouthTruth Survey, 2025 LCAP Survey, 2025 Parent Engagement Survey. We will continue to work in concert with the LUSD educational partners to ensure that all decisions are made collaboratively and in the best interest of the students of Lynwood.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	1: 20.8

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 certificated staff providing direct services to students	N/A	1: 18.67

# 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	\$119,242,501.00	53,988,956	45.277%	3.189%	48.466%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$112,411,562.00	\$3,005,052.00	\$0.00	\$0.00	\$115,416,614.00	\$105,301,729.00	\$10,114,885.00

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	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$256,296.00	\$772,393.00	\$463,689.00	\$565,000.00			\$1,028,689.00	0
1	1.2	Supplementary Materials and Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$4,609,730.00	\$27,755.00	\$4,637,485.00				\$4,637,485.00	0
1	1.3	Progress monitoring	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$81,383.00	\$204.00	\$81,587.00				\$81,587.00	0
1	1.4	Instructional Practices	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$16,394.00	\$625,951.00	\$642,345.00				\$642,345.00	0
1	1.5	Interventions	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,732,714.00	\$37,172.00	\$1,769,886.00				\$1,769,886.00	0
1	1.6	Instructional Materials and Supplies	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$600,000.00	\$600,000.00				\$600,000.00	0
1	1.7	Academic Achievement for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$0.00	\$525,800.00	\$525,800.00				\$525,800.00	0
1	1.8	Core instructional Materials and Supplies	All	No			All Schools	Ongoing	\$0.00	\$894,183.00	\$894,183.00				\$894,183.00	0
2	2.1	ELs Supports and Interventions	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$71,315.00	\$147,317.00	\$218,632.00				\$218,632.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	ELL Program Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$1,491,868.00	\$27,958.00	\$1,519,826.00				\$1,519,826.00	0
2	2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$120,000.00	\$120,000.00				\$120,000.00	0
2	2.4	EL Specific Professional Development for Elementary and Secondary	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$161.00	\$161.00				\$161.00	0
2	2.5	Bilingualism & Biliteracy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lynwood High School, Firebaugh High School, Cesar Chavez Middle School, Will Rogers Elementary, and Mark Twain Elementary Lynwood High School, Firebaugh High School, Cesar Chavez Middle School, Will Rogers Elementary, and	Ongoing	\$2,406,753.00	\$73,718.00	\$2,480,471.00				\$2,480,471.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Mark Twain Elementary									
3	3.1	Individualized Instructional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$23,269,483.00	\$605,807.00	\$23,875,290.00				\$23,875,290.00	0
3	3.2	Equity, Safety, Inclusivity	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$119,832.00	\$79,335.00	\$199,167.00				\$199,167.00	0
3	3.3	Intentional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$11,375,772.00	\$1,291,200.00	\$11,403,270.00	\$1,263,702.00			\$12,666,972.00	0
3	3.4	Foster Youth Personnel and Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$298,088.00	\$20,688.00	\$318,776.00				\$318,776.00	0
3	3.5	Attendance and Suspension Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
3	3.6	College and Career Readiness for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Lynwood High School, Vista High School, Firebaugh High School, Lynwood High School, Vista High School, Firebaugh High School	Ongoing	\$0.00	\$28,048.00	\$28,048.00				\$28,048.00	0
3	3.7	Basic Services - Core Instruction	All	No			All Schools	Ongoing	\$47,570,418.00	\$0.00	\$47,570,418.00				\$47,570,418.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Basic Services- Clean and Safe Learning Environments	All	No			All Schools	Ongoing	\$6,042,109.00	\$0.00	\$6,042,109.00				\$6,042,109.00	0
4	4.1	Enrichment and Intervention	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$659,869.00	\$595,198.00	\$1,255,067.00				\$1,255,067.00	0
4	4.2	Guidance and Counseling Services	Low Income	Yes	School wide	Low Income	Specific Schools: Lynwood High School, Firebaugh High School, Vista High School, Cesar Chavez Middle School, Hosler Middle School	Ongoing	\$3,108,798.00	\$1,202,769.00	\$3,440,474.00	\$871,093.00			\$4,311,567.00	0
4	4.3	CTE& Entrepreneurship	Low Income	Yes	School wide	Low Income	Specific Schools: Lynwood High School, Firebaugh High School, Vista High School, Lynwood High School, Firebaugh High School, Vista High School	Ongoing	\$1,794,545.00	\$71,222.00	\$1,865,767.00				\$1,865,767.00	0
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Low Income	Yes	School wide	Low Income	Specific Schools: Lynwood High School, Firebaugh High School, Vista High School, Lynwood High School	Ongoing	\$242,398.00	\$1,635,803.00	\$1,878,201.00				\$1,878,201.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							nwood High School, Firebaugh High School, Vista High School									
5	5.1	Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$6,700.00	\$6,700.00				\$6,700.00	0
5	5.2	Learning Opportunities for Parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$153,964.00	\$420,246.00	\$574,210.00				\$574,210.00	0
6	6.1	Intervention Services	All	No			Specific Schools: Vista High School	Ongoing	\$0.00	\$105,257.00		\$105,257.00			\$105,257.00	0
6	6.2	Vocational Course Access	All	No			Specific Schools: Vista High School	Ongoing	\$0.00	\$100,000.00		\$100,000.00			\$100,000.00	0
6	6.3	College and Career Counseling Supports	All	No			Specific Schools: Vista High School	Ongoing	\$0.00	\$100,000.00		\$100,000.00			\$100,000.00	0

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$119,242,501.00	53,988,956	45.277%	3.189%	48.466%	\$57,904,852.00	0.000%	48.561 %	<b>Total:</b>	\$57,904,852.00
								<b>LEA-wide Total:</b>	\$45,508,696.00
								<b>Limited Total:</b>	\$5,211,714.00
								<b>Schoolwide Total:</b>	\$7,184,442.00

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	Professional Development	Yes	LEA-wide	Low Income	All Schools	\$463,689.00	0
1	1.2	Supplementary Materials and Resources	Yes	LEA-wide	Low Income	All Schools	\$4,637,485.00	0
1	1.3	Progress monitoring	Yes	LEA-wide	English Learners Low Income	All Schools	\$81,587.00	0
1	1.4	Instructional Practices	Yes	LEA-wide	Low Income	All Schools	\$642,345.00	0
1	1.5	Interventions	Yes	LEA-wide	Low Income	All Schools	\$1,769,886.00	0
1	1.6	Instructional Materials and Supplies	Yes	LEA-wide	Low Income	All Schools	\$600,000.00	0
1	1.7	Academic Achievement for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$525,800.00	0
2	2.1	ELs Supports and Interventions	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$218,632.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	ELL Program Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,519,826.00	0
2	2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$120,000.00	0
2	2.4	EL Specific Professional Development for Elementary and Secondary	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$161.00	0
2	2.5	Bilingualism & Biliteracy	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lynwood High School, Firebaugh High School, Cesar Chavez Middle School, Will Rogers Elementary, and Mark Twain Elementary	\$2,480,471.00	0
3	3.1	Individualized Instructional Support	Yes	LEA-wide	Low Income	All Schools	\$23,875,290.00	0
3	3.2	Equity, Safety, Inclusivity	Yes	LEA-wide	Low Income	All Schools	\$199,167.00	0
3	3.3	Intentional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,403,270.00	0
3	3.4	Foster Youth Personnel and Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$318,776.00	0
3	3.5	Attendance and Suspension Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	0
3	3.6	College and Career Readiness for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Lynwood High School, Vista High School, Firebaugh High School	\$28,048.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Enrichment and Intervention	Yes	LEA-wide	Low Income	All Schools	\$1,255,067.00	0
4	4.2	Guidance and Counseling Services	Yes	Schoolwide	Low Income	Specific Schools: Lynwood High School, Firebaugh High School, Vista High School, Cesar Chavez Middle School, Hosler Middle School	\$3,440,474.00	0
4	4.3	CTE& Entrepreneurship	Yes	Schoolwide	Low Income	Specific Schools: Lynwood High School, Firebaugh High School, Vista High School	\$1,865,767.00	0
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Yes	Schoolwide	Low Income	Specific Schools: Lynwood High School, Firebaugh High School, Vista High School	\$1,878,201.00	0
5	5.1	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,700.00	0
5	5.2	Learning Opportunities for Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$574,210.00	0

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$112,409,363.00	\$108,982,766.88

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	Professional Development	Yes	\$7,325,341.00	\$5,559,323.55
1	1.2	Supplementary Materials and Resources	Yes	\$4,199,885.00	\$3,316,114.29
1	1.3	Progress monitoring	Yes	\$1,749,934.00	\$1,451,336.47
1	1.4	Instructional Practices	Yes	\$3,740,912.00	\$701,601.78
1	1.5	Interventions	Yes	\$2,270,662.00	\$1,053,814.89
1	1.6	Instructional Materials and Supplies	Yes	\$157,041.00	\$151,301.73
1	1.7	Academic Achievement for Foster Youth	Yes	\$500,000.00	\$352,200.48
1	1.8	Core instructional Materials and Supplies	No	\$666,212.00	\$703,983.80
2	2.1	ELs Supports and Interventions	Yes	\$187,233.00	\$141,553.09
2	2.2	ELL Program Support Staff	Yes	\$384,653.00	\$83,550.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Yes	\$95,044.00	\$4,669.79
2	2.4	EL Specific Professional Development for Elementary and Secondary	Yes	\$8,560.00	\$161.00
2	2.5	Bilingualism & Biliteracy	Yes	\$2,326,684.00	\$2,134,609.55
3	3.1	Individualized Instructional Support	Yes	\$3,285,597.00	\$12,907,518.87
3	3.2	Equity, Safety, Inclusivity	Yes	\$638,421.00	\$50,845.94
3	3.3	Intentional Supports	Yes	\$14,711,779.00	\$13,795,192.18
3	3.4	Foster Youth Personnel and Supports	Yes	\$299,799.00	\$338,484.87
3	3.5	Attendance and Suspension Supports	Yes	\$1,312,767.00	\$1,228,564.17
3	3.6	College and Career Readiness for Foster Youth	Yes	\$500,000.00	\$41,633.85
3	3.7	Basic Services - Core Instruction	No	\$49,785,980.00	\$52,320,665.38
3	3.8	Basic Services- Clean and Safe Learning Environments	No	\$6,507,809.00	\$4,317,761.15
4	4.1	Enrichment and Intervention	Yes	\$1,342,141.00	\$1,203,243.40
4	4.2	Guidance and Counseling Services	Yes	\$3,922,396.00	\$3,150,468.86

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	4.3	CTE& Entrepreneurship	Yes	\$1,962,413.00	\$1,726,328.85
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Yes	\$3,733,104.00	\$1,415,850.14
5	5.1	Engagement Opportunities	Yes	\$28,496.00	\$19,525.49
5	5.2	Learning Opportunities for Parents	Yes	\$461,243.00	\$536,041.35
6	6.1	Intervention Services	No	\$105,257.00	\$81,912.10
6	6.2	Vocational Course Access	No	\$100,000.00	\$136,367.12
6	6.3	College and Career Counseling Supports	No	\$100,000.00	\$58,141.90

# 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)
\$55,122,602.00	\$55,144,105.00	\$51,228,209.00	\$3,915,896.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$7,325,341.00	\$5,559,323.55	0%	0%
1	1.2	Supplementary Materials and Resources	Yes	\$4,199,885.00	\$3,316,114.29	0%	0%
1	1.3	Progress monitoring	Yes	\$1,749,934.00	\$1,451,336.47	0%	0%
1	1.4	Instructional Practices	Yes	\$3,740,912.00	\$701,601.78	0%	0%
1	1.5	Interventions	Yes	\$2,270,662.00	\$1,053,814.89	0%	0%
1	1.6	Instructional Materials and Supplies	Yes	\$157,041.00	\$151,301.73	0%	0%
1	1.7	Academic Achievement for Foster Youth	Yes	\$500,000.00	\$352,200.48	0%	0%
2	2.1	ELs Supports and Interventions	Yes	\$187,233.00	\$141,553.09	0%	0%
2	2.2	ELL Program Support Staff	Yes	\$384,653.00	\$83,550.84	0%	0%
2	2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Yes	\$95,044.00	\$4,669.79	0%	0%
2	2.4	EL Specific Professional Development for Elementary and Secondary	Yes	\$8,560.00	\$161.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Bilingualism & Biliteracy	Yes	\$2,326,684.00	\$2,134,609.55	0%	0%
3	3.1	Individualized Instructional Support	Yes	\$3,285,597.00	\$12,771,792.44	0%	0%
3	3.2	Equity, Safety, Inclusivity	Yes	\$638,421.00	\$50,845.94	0%	0%
3	3.3	Intentional Supports	Yes	\$14,711,779.00	\$13,795,192.18	0%	0%
3	3.4	Foster Youth Personnel and Supports	Yes	\$299,799.00	\$338,484.87	0%	0%
3	3.5	Attendance and Suspension Supports	Yes	\$1,312,767.00	\$1,228,564.17	0%	0%
3	3.6	College and Career Readiness for Foster Youth	Yes	\$500,000.00	\$41,633.85	0%	0%
4	4.1	Enrichment and Intervention	Yes	\$1,342,141.00	\$1,203,243.40	0%	0%
4	4.2	Guidance and Counseling Services	Yes	\$3,922,396.00	\$3,150,468.86	0%	0%
4	4.3	CTE& Entrepreneurship	Yes	\$1,962,413.00	\$1,726,328.85	0%	0%
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Yes	\$3,733,104.00	\$1,415,850.14	0%	0%
5	5.1	Engagement Opportunities	Yes	\$28,496.00	\$19,525.49	0%	0%
5	5.2	Learning Opportunities for Parents	Yes	\$461,243.00	\$536041.35	0%	0%

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$122,135,317	\$55,122,602.00	0%	45.132%	\$51,228,209.00	0.000%	41.944%	\$3,894,393.00	3.189%

# 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](mailto: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"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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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