



LCFF Budget Overview for Parents

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

CDS Code: 19-64774

School Year: 2026-27

LEA contact information:

Dr. Patrick Gittisriboongul

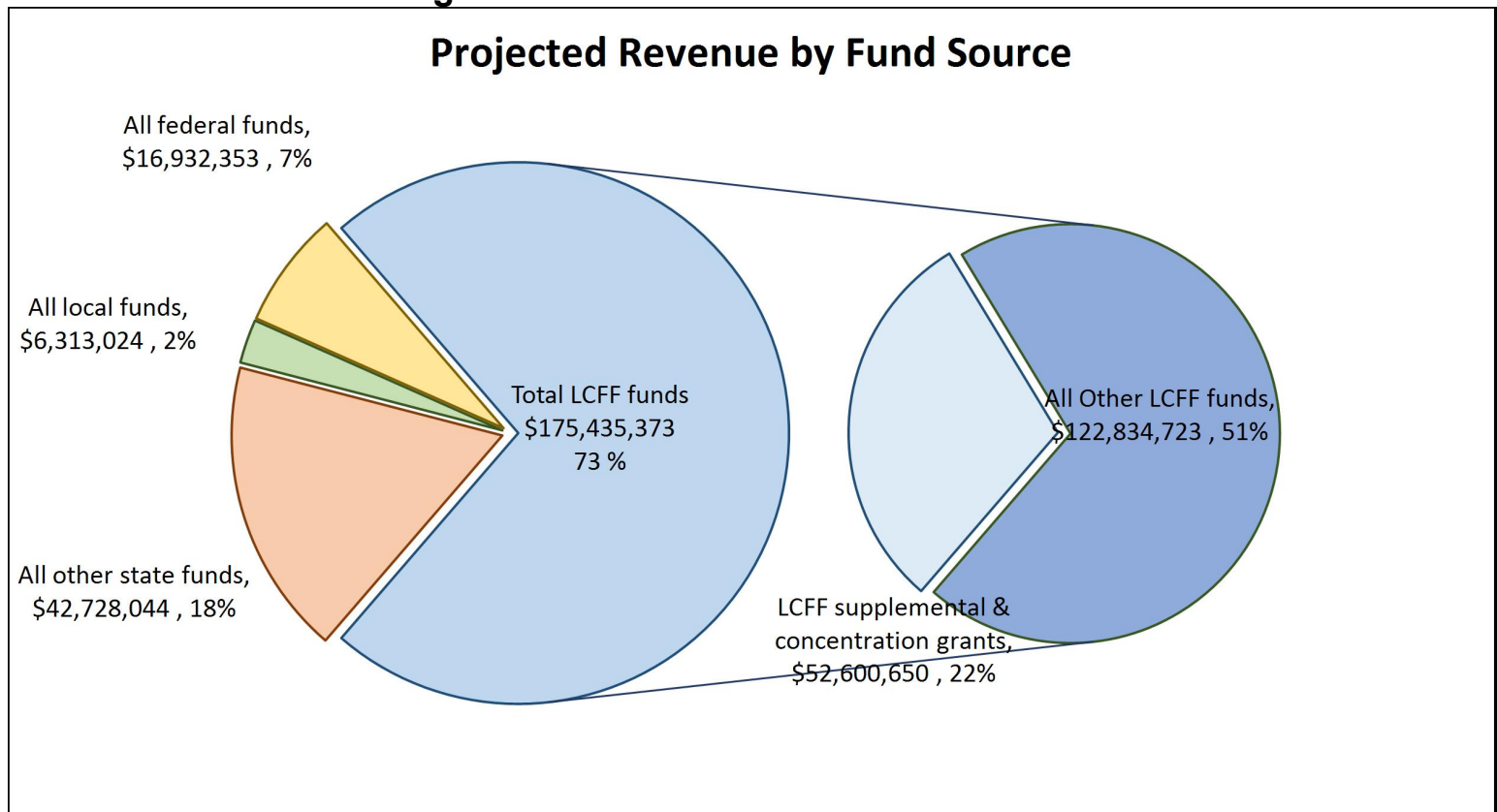
Superintendent

(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 2026-27 School Year

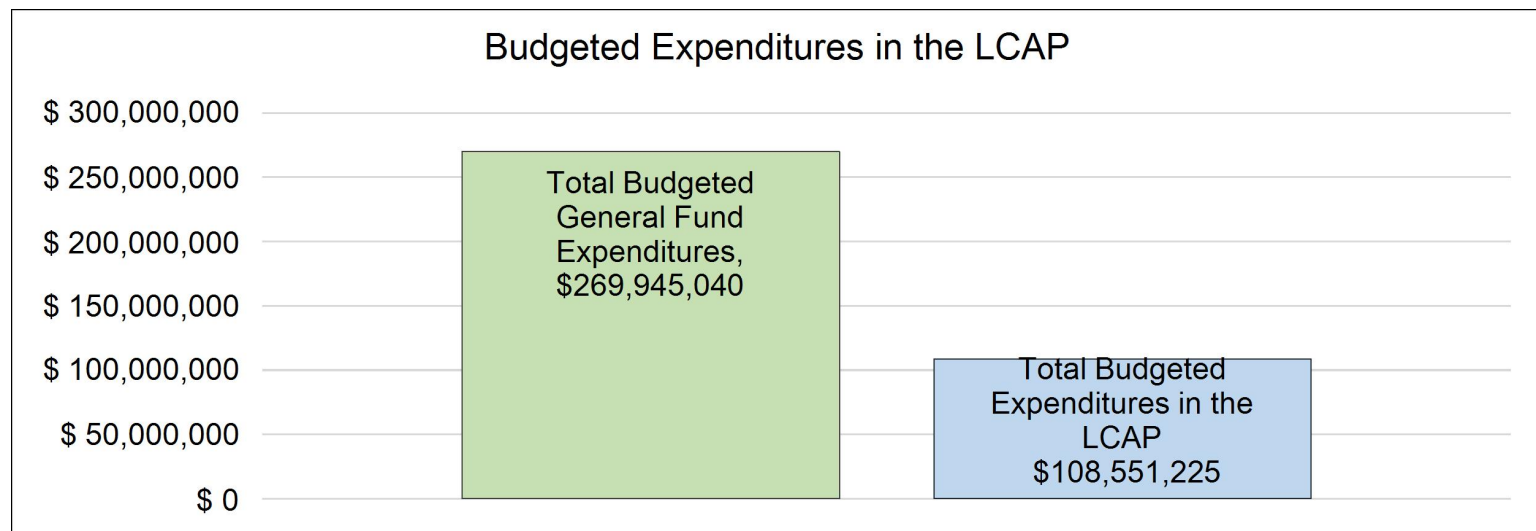


This chart shows the total general purpose revenue Lynwood Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lynwood Unified School District is \$241,408,794, of which \$175,435,373 is Local Control Funding Formula (LCFF), \$42,728,044 is other state funds, \$6,313,024 is local funds, and \$16,932,353 is federal funds. Of the \$175,435,373 in LCFF Funds, \$52,600,650 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lynwood Unified School District plans to spend \$269,945,040 for the 2026-27 school year. Of that amount, \$108,551,225 is tied to actions/services in the LCAP and \$161,393,815 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.

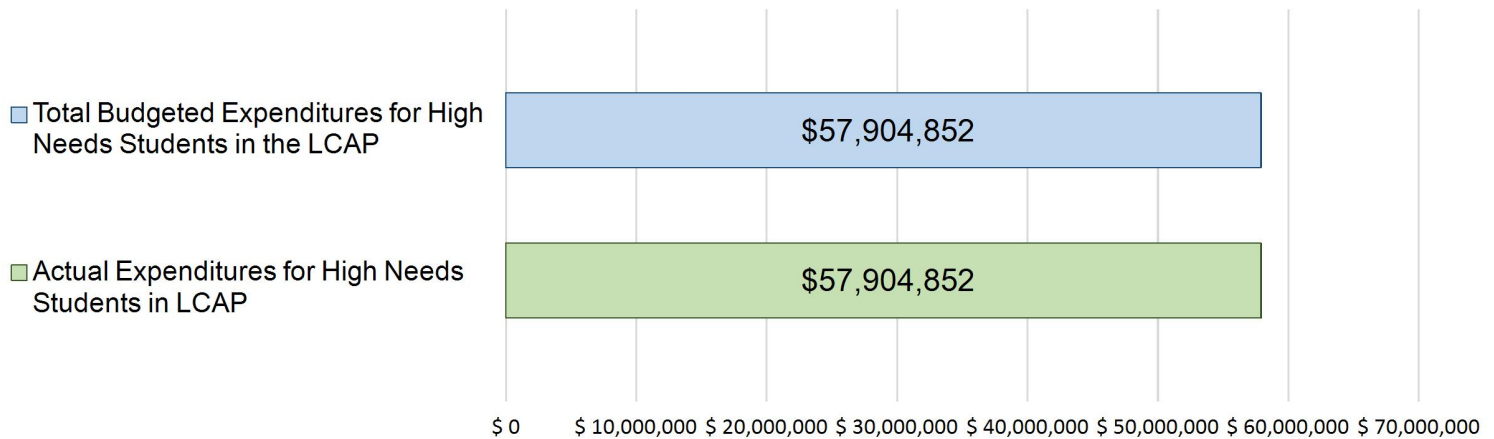
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Lynwood Unified School District is projecting it will receive \$52,600,650 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 \$52,600,650 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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



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 2025-26, Lynwood Unified School District's LCAP budgeted \$57,904,852 for planned actions to increase or improve services for high needs students. Lynwood Unified School District actually spent \$57,904,852 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$0 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.



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. Patrick Gittisriboongul Superintendent	pgittis@mylUSD.org 310-886-1600

Plan Summary [2026-27]

General Information

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

Lynwood Unified School District is located in the City of Lynwood. Lynwood Unified is a model urban school district located in Los Angeles County which serves over 10,900 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 5,879 Elementary students, 1,636 Middle School students, and 3,677 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 plus thirty (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 94.4% of our students are Latino, 4.5% African American, 0.6% White, and 0.1% Asian Pacific American and or Caucasian. 94.2% of students in Lynwood are considered Socioeconomically Disadvantaged, 25.4% English Learner Students, and 0.8% 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 2025 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 31.61% to 34.53% in 2024-25 from the previous year. In Math the district's overall percentage increased from 19.69% to 22.98% in 2024-25 from the previous year. The majority of student subgroups saw performance increases on the ELA and Math SBAC Assessments from 2023-24 to 2024-25.

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

23.4% to 31.27% Black or African American

32.04% to 34.70% Hispanic or Latino

31.21% to 33.79% Socioeconomically Disadvantaged

7.45% to 6.22% English Learners
5.33% to 6.97% Students with Disabilities

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

14.07% to 18.18% Black or African American
20.05% to 23.10% Hispanic or Latino
19.25% to 22.32% Socioeconomically Disadvantaged
7.23% to 8.43% English Learners
5.11% to 6.32% Students with Disabilities

The California Dashboard indicates that Lynwood Unified School District four-year cohort graduation rate is 89.1% which is an increase of 3.9 percentage points.

89.8% Socioeconomically Disadvantaged
89.3% Hispanic or Latino
82.0% English Learners
86.4% Black or African American
88.8% 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 2025 dashboard:
Chronic Absenteeism

The following District sub-groups received the lowest performance level on one or more state indicators on the 2025 dashboard:
Foster Youth in English Language Arts, Mathematics
Latino/Hispanic Students in Chronic Absenteeism
Socioeconomically Disadvantaged Students in Chronic Absenteeism
Students with Disabilities in Chronic Absenteeism
White Students in Chronic Absenteeism

Learning Recovery Emergency Block Grant (LREBG)
For the 2026-27 school year LUSD has unexpended LREBG funds available.

Goal 1, action item 1 will be funded in part with LREBG funds. Specifically, LREBG funds will go to support the implementation of elementary and secondary Academic Coaches at all school sites. 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 academic services to students, progress monitoring, and providing professional development related to the 2023 Mathematics Framework and the ELA/ELD Framework. 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 2024-25 where 22.98% of students meet standard. Additionally, LREBG funds will be used to support Intervention Teachers. This action was

chosen to be funded with LREBG funds since it aligns with EC 32526(c)(2) the allowable uses. Specifically, it connects to providing small group learning supports designed to accelerate pupil academic proficiency. 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.

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, 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.

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: College and Career Readiness for 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: College and Career Readiness for 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: Basic Services - Core Instruction

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 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 2025-26 school year 1,677 parents completed the LUSD Parent Engagement Survey. Of the parents surveyed 96.95% stated they felt welcomed when visiting their child's school campus. Of the parents surveyed 97.9% indicated that they were treated with respect. 97.6% 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 Achievement
- 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 42 parent engagement opportunities were provided to families in Lynwood. Throughout the 2025-26 school year, LUSD provided families and staff with numerous opportunities to learn, collaborate, and share their input. We offered a wide range of workshops and training sessions designed to equip families with the tools and confidence needed to support their children's academic growth. Beyond simply distributing information, these events focused on building strong connections between home and school to ensure every student's educational journey was fully supported and enriched.

A key component of this initiative was the Parent Educational Workshop Calendar, which featured sessions tailored to diverse family needs. Offerings ranged from workshops supporting English Language Learners and promoting digital equity to the Parent Leadership Program.

Furthermore, a dedicated Parent Leadership Training Calendar specifically targeted leadership development. Through ongoing support, team trainings, and a "Train the Trainer" model, parents were empowered with the confidence and skills necessary to lead and advocate within their community.

For the 2025-26 school year, Lynwood Unified School District (LUSD) established its professional development priorities by analyzing district-wide academic data and incorporating feedback from key educational partners, including teachers, staff, students, and parents. Training initiatives covered a broad spectrum of critical areas, such as foundational literacy skills, the Science of Reading, i-Ready diagnostic assessments, the 2023 Mathematics Framework, Artificial Intelligence (A.I.), targeted reading interventions, English Learner support, Social-Emotional Learning (SEL), and equity for all students. Additionally, ongoing professional development across the four core content areas—English, Math, Social Studies/History, and Science—was essential for refining and refreshing research-based instructional strategies.

Commencing with our annual Summer Institute in August of 2025, educators participated in professional development sessions over two days. These professional development sessions were designed to enhance support for all students. This professional development for educators addressed the instructional needs of all learners and included a wide range of topics including reading foundational skills, writing strategies, the use of A.I. and equity/inclusion practices.

Ongoing professional development was provided throughout the academic year to ensure sustained growth. Professional development sessions focused on a variety of topics including the i-Ready diagnostic assessment, the 2023 Mathematics Framework, social-emotional supports for students, and many others. 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 the SummitK12 program. These sessions were facilitated by the Title III Instructional Lead and Multilingual Instructional Leads. Comprehensive K–12 professional development was extended to both instructional leaders and classroom teachers, with a focus on the effective implementation of software tools, including SummitK12, designed to enhance the monitoring and support of English Learners' language acquisition.

Lynwood USD remains committed to expanding access to high-quality Career Technical Education (CTE) for all students. Maintaining exceptional CTE programs requires a comprehensive approach to ensure student success. Utilizing LCAP funds, the district supports the salaries of 11 highly qualified CTE teachers. To supplement our on-campus offerings, LUSD partners with Bellflower USD through California Advancing Pathways (CALAPS), providing students with access to specialized pathways such as Fire Technology, Education, and E-Sports. Through these investments, LUSD serves over 1,200 high school students annually, which includes funding a full-time media arts and graphics production instructor at Vista High School. Furthermore, we continue to expand elective career exploration and STEM coursework at the middle school level. For the 2025-26 school year, nine teachers provided opportunities in programs such as Computer Science, Robotics, and Medical Detectives.

During the 2025-26 school year LUSD continued the use of Data Reflection Sessions to identify and target students in need of extra support. The Data Reflections Sessions continued to utilize an expanded format 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 continues its commitment to its mission of Equity, Access, and Justice. During the 2025-26 school year. LUSD continued to implement the Equity Plan. Furthermore, staff received targeted training in crucial areas, including implicit bias, gender equity, support for LGBTQIA+ and multilingual learners, equitable grading, social justice standards, ethnic studies, and discipline with dignity. The district also hosted several signature events, such as the Historically Black Colleges and Universities (HBCU) Caravan, which offered Lynwood students \$3 million in potential scholarships. Additionally, the Summer Institute's Equity Strand delivered 12 equity-focused workshops to over 300 teachers and administrators. LUSD continued its robust support for student and parent cultural affinity groups, including the La Raza Club, Los Sueños Club, Dreamers Club, Young Black Achievers Student Union, African American Parent Advisory Council (AAPAC), Asian American Pacific Islander (AAPI) Family Group, LUSD Lead with Pride Committee, Gay-Straight Alliances, and the Humane Society. To integrate these values into the classroom, Social Justice Standard lessons were developed and implemented through the ELA matrix. Finally, Student Leadership Academies were hosted at elementary sites, empowering over 220 young scholars.

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 2025-26 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:

- Continuing a comprehensive 2026-2027 District wide Professional Development Plan focused on inclusion, claims, evidence and reasoning, A.I., mathematics, and supporting multilingual learners.
- 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.

Based on the results of the 2025 California Dashboard, no student groups were identified for Differentiated Assistance based on progress made in the previous school year. While the district remains in Year 2 of D.A. based on the 2024 CA Dashboard, LUSD will move to general assistance since no student groups were identified as requiring Differentiated Assistance on the 2025 California Dashboard.

During the past school year, LUSD undertook a variety of steps to address the areas previously identified for Differentiated Assistance. In order to address growth on the College and Career Readiness Indicator, specifically for Unduplicated Pupils a multitude of steps were taken. To ensure secondary students were fully supported in their academic and post-secondary goals, the district significantly expanded its counseling and mentorship services. This includes enhanced academic monitoring, the development of individualized education plans, and targeted motivational sessions with college and career counselors. Furthermore, the district actively promoted advanced academic opportunities—such as AP, IB, and dual enrollment—and specifically utilized Equity Multiplier Funds to expand dual enrollment at Vista High School. Finally, college and career readiness was bolstered by offering unduplicated students greater access to diverse CTE courses, career pathways, and entrepreneurship programs. This work was reflected in Goal 3, Action 1, Goal 3, Action 3, and Goal 6, Action 2.

In order to address growth on the English Language Arts and Mathematics Indicators, LUSD implemented a number of specific actions. These included continuing to provide academic support to teachers through elementary and secondary Academic Coaches (Goal 2, Action 4). Tutoring and interventions services were provided (Goal 1, Action 3). Student progress was monitored through expanded Data Reflection Sessions and counseling supports to monitor A-G completion rates at the high schools (Goal 3, Action 3).

In order to support increases in graduation rates, additional counseling supports were provided to students which included credit monitoring systems (Goal 3, Action 3). This resulted in an increase in graduation rates across LUSD. The Lynwood Unified School District is now in "green" for graduation rates as measured by the 2025 California Dashboard.

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 2024 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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
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, and school administrators (elementary, middle, high school), Teachers, and Classified staff members 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.	The topics covered in each meeting are below: 02/3/2026 LCAP Educational Partner Meeting #1 LCAP Educational Partners 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 opportunity to review LUSD's progress on the LCAP metrics. The Educational Partners review data from the California Dashboard and identified areas of high, medium, and low support needed. These reflections and observations would be used to drive the work of subsequent LCAP Educational Partners Committee meetings. 02/17/2026 LCAP Educational Partners Meeting #2 The LCAP Committee first reviewed the priority areas determined from meeting #1. Next, members studied the educational research from John Hattie's "Visible Learner" to determine practices which demonstrated a positive impact on student outcomes. Both the data and educational research were then utilized by the educational partners to identify and recommend practices and strategies which could be implemented in LUSD and supported through LCAP funds. 03/17/2026 LCAP Educational Partners Meeting #3

Educational Partner(s)	Process for Engagement
	First, the LCAP Educational Partners reviewed the work from the previous two sessions. Following the review, the educational partners discussed innovative ideas, grounded in data and educational research, which could be used to increase student outcomes for our unduplicated pupils. Team members identified innovative ideas to be considered and described what metrics would be used to determine effectiveness if ultimately implemented. Throughout the process educational partners had an opportunity to review metrics, educational research and provide valuable input and feedback related to LCAP goals and services. 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. On May 20, 2026 the District English Learner Parent Advisory Committee (DELAC) was presented with information on the LCAP and given an opportunity to provide feedback. 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 2026-27 academic year.

Educational Partner(s)	Process for Engagement
All Certificated (including teachers) and Classified staff	Our Certificated Teachers 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 (including teachers) had the chance to propose additional strategies to help our students succeed and meet the expectations outlined in each LCAP goal. Both Certificated Teachers and Classified staff had representatives on the LCAP Educational Partners Committee.
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 an LCAP Committee meeting.
General Public	A public hearing for gathering public comments on the LCAP actions and expenditures took place during the board meeting on June 4, 2026. Subsequently, at the board meeting on June 25, 2026, the LCAP and budget were adopted. During the same meeting, held on June 25, 2026, the Local Indicators were also presented alongside the adoption of the LCAP and budget.
Secondary Students	Secondary students representing Lynwood High School and Firebaugh High School attended the LCAP Educational Partners Committee meetings and were directly involved throughout the whole process. 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.
Bargaining Units	Members of the bargaining units participated in all LCAP Committee meetings. Monthly meetings are held with Bargaining unit leadership and the Superintendent.

Educational Partner(s)	Process for Engagement
Parent Advisory Committees	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 2026. The superintendent responded in writing prior June 4th to any comments from the district parent advisory committees prior to submitting the LCAP to the local board for adoption. 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. The LCAP Annual Update Public Hearing took place on June 4th, 2026. Community members and parents were notified of the hearing via email, LUSD website, and LUSD social media.
District and site administrators	Administrators met, which includes Directors, Coordinators, and Principals, on May 11, 2026 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: Vista HS teachers, 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.	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. 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 including eligibility for funds, the purpose for the funds, and allowable uses. Key aspects of the consultation process included:

Educational Partner(s)	Process for Engagement
	Needs Assessment: 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 how to close equity gaps within schools. This data-driven approach helped prioritize focus goals based on evidence of impact. Goal Setting: 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. 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.

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 Educational Partners Committee process above, District administrators shared information and elicited feedback during the course of the three meetings. During these meetings, educational partners' feedback was a critical element. In addition to the in-person LCAP Educational Partners 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 Educational Partners Committee consists of Certificated (including teachers) 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, based on demonstrated need, they recommended the following research based strategies in addition to many of the current actions.

- Supports for English Learners (Goal 2, Action 1)
- Academic Coaches (Goal 1, Action 4)

- Intervention Teachers (Goal 1, Action 5)
- 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 support (Goal 3, Action 1)
- Instructional Improvement Leads (Goal 3, Action 3)
- Instructional Assistants for bilingual education (Goal 2, Action 2)

Recent parent survey results demonstrated strong support for the initiatives outlined in the LCAP, specifically highlighting a desire for expanded parent engagement and enhanced student intervention services. Consequently, the District and individual school sites will maintain their strategic focus on delivering comprehensive parent workshops and targeted academic interventions through small group instruction and the use of Intervention Teachers. Furthermore, parents reported the need for continued access to technology and advocated for a stronger district-wide emphasis on mathematics, which includes dedicated efforts to equip parents to support their children's math education at home.

While staff survey results indicated positive outcomes from current LCAP initiatives, they also highlighted an ongoing need for increased support regarding student academic achievement, intervention services, and social-emotional well-being. In response, the District will utilize LCAP funding to sustain and strengthen its investment in targeted interventions, dedicated SEL specialists, and comprehensive counseling services. Similarly, feedback from secondary students underscored the critical importance of maintaining access to technology alongside enrichment opportunities like tutoring. Together, these valuable insights from both staff and students will directly guide our future planning and resource allocation to ensure all student needs are effectively met.

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:

- Fund Academic Coaches and Instructional Improvement Leads to support professional development (Goal 1, Action 1 and Goal 3, Action 3)
- Fund Intervention Teachers to provide tier 2 interventions (Goal 1, Action 5)
- Academic interventions for students experiencing opportunity gaps.(Goal 1, Action 3)
- English Learner targeted language acquisition interventions (Goal 2, Action 1)
- Support professional development for Designated and Integrated ELD (Goal 2, Action 1)
- Improve and increase Dual Immersion and biliteracy programs (Goal 2, Action 2)
- Instructional materials for English Learners (Goal 2, Action 1)
- Fund additional Classified staff including custodial positions to support optimal learning environments (Goal 3, Action 1)
- Fund additional Classified staff including Community Liaisons to support student engagement (Goal 3, Action 1)
- Fund mentoring and tutoring programs for unduplicated pupils (Goal 3, Action 1)
- 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)
- Enrichment opportunities in areas include STEAM, entrepreneurship, VAPA, college and career preparation (Goal 3, Action 6)

- Intentional supports for affinity groups including African American students, Latino/a Students, Asian Pacific Islander Students, Foster Youth, Low Income students, LGBTQIA+ students, English Learners, and student experiencing homelessness. (Goal 3, Action 3)

LUSD received Equity Multiplier Funds for Vista High School. In order to meet the 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. To establish the Equity Multiplier Focus Goal and develop research-based actions, Vista High School administration actively collaborated with school personnel, the English Learner Advisory Committee (ELAC), and the School Site Council (SSC), which notably includes student representatives. This collaborative process began with a comprehensive review of relevant academic metrics by these educational partners. The specific data analyzed included:

SBAC ELA - 7.01% met or exceeded standard

SBAC Math - 0.0% met or exceeded standard

EL Progress Indicator - 37% making progress (increase of 2.9%)

College/Career Indicator - 1.7% Prepared for College/Career (CA Dashboard)

ELA Indicator on 2025 CA Dashboard: Fewer than 11 students - data does not display for privacy

Math Indicator on 2025 CA Dashboard: Fewer than 11 students - data does not display for privacy

A needs assessment was conducted. An analysis of these metrics revealed a need for targeted interventions, tutoring, expanded access to vocational courses, and supplemental counseling and mentoring. In collaboration with our educational partners, we established the Equity Multiplier Focus Goal: To elevate the academic achievement of socioeconomically disadvantaged pupils, English Learners, Hispanic/Latino students, and Students with Disabilities at Vista High School through evidence-based interventions, vocational education, and comprehensive counseling supports. Recognizing the unique challenges our students face—such as balancing academics with after-school employment or family childcare responsibilities—it is essential that these resources are accessible. By offering tutoring and mentoring services at flexible times, we can accommodate our students' non-traditional schedules and ensure they receive the critical support necessary for 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 deeply committed to the academic success and holistic preparation of all students. Alongside our educational partners, we share a unified goal: ensuring continuous academic growth for every student as they progress from one grade to the next.

To equip our students with the skills and mindset needed for college, career, and life, our actions focus on:

- High-Caliber Education: Providing an enriching academic experience that prepares students for real-world challenges and opportunities.
- Teacher Empowerment: Supporting educators with rigorous, standards-based instruction and high-quality supplemental materials.
- Collaborative Leadership: Fostering professional collaboration and providing targeted support through our experienced teacher leaders to continuously drive student achievement.

Educational partners, as part of the LCAP Educational Partners Committee process, reviewed the relevant data and metrics. State SBAC test results showed an increase in achievement in almost all areas and for most student groups compared to both the baseline year and previous year. While the district experienced gains in ELA and Math, the SBAC metrics demonstrate 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 educational partners has identified that instructional practices in Lynwood Unified School District have led to overall increases in achievement, but do not fully meet the needs of all students. Data from the 2025 SBAC assessments indicate that outcomes in English Language Arts and Math fall below standard (ELA - Orange / Mathematics -Orange). Additionally, Foster Youth received a "red" designation on the CA Dashboard in the area of English Language Arts achievement.

In response, educational partners have agreed on the need to improve 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 Socioeconomically Disadvantaged backgrounds, the district plans to continue research based professional development and Tier II academic interventions. These programs and initiatives 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	2024-25 SBAC Results 34.53% District 31.27% Black or African American 34.70% Hispanic or Latino 33.79% Socioeconomically Disadvantaged 6.22% English Learners 6.97% 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 - 3.96% Increase Black or African American - 6.96% Increase Hispanic or Latino - 3.83% Increase Socioeconomically Disadvantaged - 3.61% Increase English Learners - 1.7% Decrease Students with Disabilities - 2.03% 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	2024-25 SBAC Results 22.98% District 18.8% Black or African American 23.10% Hispanic or Latino 22.32% Socioeconomically Disadvantaged 8.43% English Learners 6.32% 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 - 5.04% Increase Black or African American - 11.11% Increase Hispanic or Latino - 4.64% Increase Socioeconomically Disadvantaged - 4.58% Increase English Learners - 1.55% Increase Students with Disabilities - 2.76% 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	2025-26 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	2025-26 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 History-Social Science Standards: Maintained Implementation and Sustainability
1.5	Local Indicator: Policies or programs to support staff in identifying areas	2023-24 school year	2024-25 school year	2025-26 school year	2026-27 school year	ELA Standards: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	where they can improve in delivering instruction aligned to the adopted academic standards and/or curriculum frameworks	ELA Standards:5- Full Implementation and Sustainability ELD Standards: 4 - Full Implementation 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:5- Full Implementation and Sustainability ELD Standards: 4 - Full Implementation 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:5- Full Implementation and Sustainability ELD Standards: 4 - Full Implementation 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:5- Full Implementation and Sustainability ELD Standards: 4 - Full Implementation Mathematic Standards: 5 - Full Implementation and Sustainability Next Generation Science Standards: 4- Full Implementation History-Social Science Standards: 5 - Full Implementation and Sustainability	Implementation and Sustainability ELD Standards: Maintained Implementation and Sustainability Mathematic Standards: Maintained Implementation and Sustainability Next Generation Science Standards: Maintained Implementation and Sustainability History-Social Science Standards: Maintained Implementation and Sustainability
1.6	California Science Test	2022-23 CAASPP results 11.76% Met/ Exceeded 56.69% Nearly Met 31.55% Not Met Low Income Science - 9.0% EL Science - 0.00%	2023-24 CAASPP results 11.64% Met/ Exceeded 61.64% Nearly Met 26.72% Not Met 11.50% Low Income Science 0.56% EL Science	2024-25 CAASPP results 13.59% Met/ Exceeded 60.24% Nearly Met 26.17% Not Met 12.85% Low Income Science 1.26% EL Science	2026-27 CAASPP results 25% Met/ Exceeded 65% Nearly Met 10% Not Met Low Income Science - 25% EL Science - 15%	Met/Exceeded - 1.83% Increase Nearly Met - 3.55% Increase Not Met - 5.38% Decrease Low Income Science - 3.85% Increase EL Science - 1.26% Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-25 CAASPP results 24.00% Met or Exceeded Standard	2026-27 CAASPP results 35% Met or Exceeded Standard	Met or Exceeded Standard - 0.59% Increase
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	2024-25 CAASPP results 12.00% Met or Exceeded Standard	2026-27 CAASPP results 20% Met or Exceeded Standard	Met or Exceeded Standard - 5.18% Increase
1.9	Foster Youth Suspension Rate - CA Dashboard Indicator	2022-23 CA Dashboard Indicator 5.9%	2023-24 CA Dashboard Indicator 7.1%	2024-25 CA Dashboard Indicator 7.9%	2026-27 CA Dashboard Indicator 2.5%	Increase 2.0% 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%	2024-25 CA Dashboard Indicator 73.7%	2026-27 CA Dashboard Indicator 95%	Declined 19.2% on CA Dashboard Indicator

Goal Analysis [2025-26]

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

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

The implementation of the Goal 1 actions and strategies are 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. Below is an overview of how these actions were implemented along with a description of the successes and challenges faced, along with any deviations from the adopted Local Control and Accountability Plan (LCAP):

Four (4) out of eight (8) actions were fully implemented, specifically Actions 2, 3, 5 and 6. Four (4) out of eight (8) actions were partially implemented, specifically Actions 1, 4, 7, and 8.

IMPLEMENTATION:

1.1 Professional Development - Professional development sessions were provided for certificated staff members covering a wide range of topics including core subject content areas, SBAC, reading foundational skills, i-Ready assessments (elementary), MyPath assessments (secondary), standards for mathematical practices and the 2023 Mathematics Framework, reading comprehension, social-emotional classroom supports, PBIS, and Artificial Intelligence. In addition, professional development was provided to school administrators on a range

of similar topics in order to support the implementation at the school site level. District Directors, Academic Coaches, Instructional Leads, 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 provided on topics including but not limited to targeted reading interventions, targeted math interventions, small group instruction, reading foundational skills, i-Ready/MyPath formative assessments, SWUN mathematics supplemental curriculum, and designated ELD. Three non-pupil days are utilized for professional development for both Certificated and Classified staff.

1.2 Supplementary Materials and Resources - LUSD believes that access to supplementary materials and resources is key for low income students academic success. These supplemental materials include student technology, supplemental math curricula, supplemental ELA curricula, learning and assessment software, 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, Heggerty phonemic awareness 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 - Throughout the 2025-26 school year, school sites utilized established progress monitoring and intervention systems with the goal of improving student academic outcomes. Known locally as Data Reflection Sessions, these progress monitoring protocols have promoted data analysis, assisted in determining instructional next steps, and identifying students for targeted interventions. At multiple times during the 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. This school year, additional formative assessment systems including i-Ready (elementary) and MyPath (secondary) have been utilized to provide a more complete picture of instructional need. 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. The Data Analyst position resulted in a substantive difference.

1.4 Instructional Practices - The LUSD site Principals, Academic Coaches and Instructional Leads continue to support the implementation of researched based instructional practices. The Academic Coaches provided professional development and guidance on key instructional practices including: reading foundational skills, reading comprehension skills, new assessment systems, standards for mathematical practices, designated ELD lessons, the ELA and Mathematics frameworks, and many others. The Improvement Leads also supported the implementation of benchmark assessments and the Data Reflection Sessions (DRS) which occur after each benchmark assessment administration. During DRS, teachers reflect on student achievement data, and determine instructional next steps. Students also engaged in visual and performing arts programs (VAPA).

1.5 Interventions - Starting in the 2025-26 school year elementary Intervention Teachers were hired to provide Tier 2 interventions in both ELA and mathematics. Students who received Tier 2 services were determined through the use of assessment data. Systematic, research based intervention programs were used to help close skills and standards gaps. Additionally, after school interventions were held to enhance achievement across all core subjects for ELs, Foster Youth, and Low-Income students. These interventions also targeted specific skills gaps students demonstrated through formative and summative assessments. The Intervention Teacher positions that were implemented this year resulted in a substantive difference.

1.6 Instructional Materials and Supplies - This action supports Low Income and English Learner students, specifically supplemental textbooks for ELD and supplemental Swun Mathematics for Low Income students.

1.7 Academic Achievement for Foster Youth - Intervention and enrichment for Foster Youth featured one-on-one tutoring through grant-funded agencies like the Children Youth Family Collaborative (CYFC). Additionally, students were supported through bi-weekly academic monitoring by AmeriCorps mentors, quarterly grade reviews by school counselors, and individualized quarterly Professional Learning Plans.

1.8 Core Instructional Materials and Supplies - Students were provided with standards aligned instructional materials in all content areas. LUSD was 100% Williams compliant. Not all planned purchases were made during the 2025-26 school year.

SUCSESSES

1.1 Professional Development - Throughout the 2025-26 school year, LUSD's professional development programs were highly successful based on increases in student achievement and other data. Professional development sessions included SBAC preparedness, reading foundational skills, new formative assessment systems, standards for mathematical practices, designated ELD strategies, and using artificial intelligence. Additional successes include: 1) Implementation i-Ready and MyPath adaptive diagnostic assessments. 2) Foundational skills professional development. 3) Implementation of Targeted Math Interventions (TMI). 4) Continued implementation of Targeted Reading Interventions (TRI). 5) Professional development for designated ELD. 6) Heggerty phonemic awareness training for Kindergarten teachers.

1.2 Supplementary Materials and Resources - Unduplicated pupils were provided with supplemental materials and resources. The successes included: 1) Supplemental math materials. 2) Foundational skills materials for TK-2nd grade classrooms including UFLI Foundations and Heggerty. 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 conducted multiple rounds of the expanded School Data Reflection process (DRS). During these sessions, teachers and administrators analyzed student achievement data and determined plans for differentiation and instructional next steps. 2) Progress monitoring for English Learner students. 3) Progress monitoring of students who participated in academic interventions with both classroom teachers and Elementary Intervention Teachers.

1.4 Instructional Practices - Indicators of success include: 1) Academic Coaches supported the implementation of Science of Reading based foundational skills instruction. Academic Coaches also supported the implementation of the i-Ready and MyPath diagnostic assessments at the elementary and secondary levels, respectively. 2) Instructional Improvement Leads supported district and state assessments, designated ELD, and School Data Reflection processes. 2) Full implementation of Targeted Reading Interventions (TRI). 3) Initial implementation of Targeted Math Interventions (TMI). 4) Dual Language Immersion programs at Will Rogers Elementary and Mark Twain Elementary. 5) GATE program. 6) Math-a-thon, spelling bee, and science fair. 7) Heggerty phonemic awareness program for Kindergarten and interventions.

1.5 Interventions - Indicators of success include: 1) Implementation of elementary Intervention Teachers to provide tier 2 ELA and math interventions for students based on achievement data. 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. 5) Partial implementation of Targeted Math Interventions at the elementary level.

1.6 Instructional Materials and Supplies - Indicators of success include 1) Standards-aligned designated and integrated ELD materials in all classrooms to support the different level of Multilingual Learners. 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 full access to standards aligned curriculum and instructional materials in all content areas.

CHALLENGES:

1.1 Professional Development - CA Dashboard data, CAASPP results, and local benchmark assessment data indicate further professional development and training is needed to increase academic achievement, specifically for English Learners, and in ELA. LUSD continues to be below state averages on CAASPP for all student groups. 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 Swun math materials have not resulted in significant growth in math achievement as measured by the 2024-25 CAASPP results. Despite additional professional development on the Swun math supplemental program, CAASPP results only saw a 3 percentage point improvement over the 2023-24 school year.

1.3 Progress Monitoring and Intervention - i-Ready and MyPath diagnostic data indicate a high percentage of students who are significantly below grade level in ELA and mathematics. Additionally, growth from the beginning of the year assessments to the middle of the year assessments did not meet the growth targets.

1.4 Instructional Practices - CAASPP results and local i-Ready/MyPath assessment data demonstrates that 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. Administrators, Instructional Leads, and Academic Coaches will provide professional development in these areas throughout the 2026-27 school year.

1.5 Interventions - Elementary Intervention Teachers were not hired until the middle of the school year thereby reducing the number of tier 2 intervention rounds students could receive. School sites face ongoing difficulties securing personnel for targeted after-school interventions. Although utilizing certificated substitutes for daytime push-in and pull-out support has yielded some success, the overall supply of available staff for these roles remains insufficient.

1.6 Instructional Materials and Supplies - Maintaining fidelity of implementation for supplementary math and literacy programs across all district sites and grade-level departments remains a significant challenge.

1.7 Academic Achievement for Foster Youth - The frequent housing transitions experienced by Foster Youth presented a significant barrier to maintaining consistent monitoring and mentorship. This also impacts the ability to progress monitor students over multiple years to see if supports and interventions are effective.

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.

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

Action 1: Of the \$1,028,689 that was budgeted \$224,676 remained. Contracts with vendors for professional development for Certificated staff were not fully implemented due to time constraints.

Action 2: Of the \$4,637,485 that was budgeted an additional \$979,693.23 was expended. Based on student achievement data, additional funds were required to provide unduplicated pupils with supplementary learning materials and resources.

Action 3: Of the \$81,587 that was budgeted an additional \$313,412.90 was expended. This action was used to fund the Data Analyst positions to ensure proper progress monitoring of student achievement thereby creating a deficit in Action 1.3. Additional positions were added.

Action 4: Of the \$ 642,345.00 that was budgeted \$ 365,058.65 remained. Instructional Lead positions that were funded out of this action had several vacancies throughout the school year due to staff members taking other positions.

Action 5: Of the \$1,769,886 that was budgeted an additional \$979,693.23 was expended. This school year, staffing an Intervention Teacher at every elementary school resulted in a higher expense for Action 1.5 than originally budgeted.

Action 7: Of the \$525,800 that was budgeted \$368,480 remained. The contracts with various vendors to provide support and services for Foster Youth cost less than originally allocated.

Action 8: Of the \$894,183 that was budgeted \$744,385 remained. Some planned purchases were not made in the 2025-26 school year.

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 2.92%, an increase of 3.96% from the baseline year. In Math, the percentage of students meeting or exceeding proficiency increased by 3.29%, an increase of 5.04% from the baseline year. On the CAST assessment, the percent of students who met or exceeded proficiency increased by 1.95%. For Low Income students, the percentage of students meeting or exceeding proficiency in ELA increase by 2.58%. In Math, Low Income students increased by 3.07%. On the CAST assessment, Low Income students who met or exceeded standard increased by 1.35%. Professional development supported by the LCAP led to increases in student achievement.

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: In ELA, the percentage of students meeting or exceeding proficiency increased by 2.92%, an increase of 3.96% from the baseline year. In Math, the percentage of students meeting or exceeding proficiency increased by 3.29%, an increase of 5.04% from the baseline year. On the CAST assessment, the percent of students who met or exceeded proficiency increased by 1.95%. For Low Income students, the percentage of students meeting or exceeding proficiency in ELA increase by 2.58%. In Math, Low Income students increased by 3.07%. Williams compliance indicated 100% students had access to curriculum and instructional materials. Supplementary materials and resources supported by the LCAP led to increases in student achievement.

1.3 Progress Monitoring

LUSD deems the Progress Monitoring actions as outlined in Goal #1 as "effective." Evidence for effectiveness includes: ELA, the percentage of students meeting or exceeding proficiency increased by 2.92%, an increase of 3.96% from the baseline year. In Math, the percentage of students meeting or exceeding proficiency increased by 3.29%, an increase of 5.04% from the baseline year. On the CAST assessment, the percent of students who met or exceeded proficiency increased by 1.95%. For Low Income students, the percentage of students meeting or exceeding proficiency in ELA increase by 2.58%. In Math, Low Income students increased by 3.07%. Williams compliance indicated 100% students had access to curriculum and instructional materials. In ELA, the percentage of English Learners meeting or exceeding proficiency decreased by 1.23%. In Math, the percentage of English Learners meeting or exceeding proficiency increased by 1.20%. Progress monitoring systems resulted in effective identification of students for interventions and differentiated support.

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 2.92%. In Math, the percentage of students meeting or exceeding proficiency increased by 3.29%. For Low Income students, the percentage of students meeting or exceeding proficiency in ELA increase by 2.58%. In Math, Low Income students increased by 3.07%. Williams compliance indicated 100% students had access to curriculum and instructional materials. Instructional practices supported by the LCAP led to increases in student achievement.

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 2.92%. In Math, the percentage of students meeting or exceeding proficiency increased by 3.29%. For Low Income students, the percentage of students meeting or exceeding proficiency in ELA increase by 2.58%. In Math, Low Income students increased by 3.07%. Williams compliance indicated 100% students had access to curriculum and instructional materials.

1.6 Instructional Materials and Supplies

LUSD deems the 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 2.92%. In Math, the percentage of students meeting or exceeding proficiency increased by 3.29%. For Low Income students, the percentage of students meeting or exceeding proficiency in ELA increase by 2.58%. In Math, Low Income students increased by 3.07%. 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 "Partially Effective." Evidence of effectiveness includes a 3.5% increase in the college/career indicator for Foster Youth as measured by the CA Dashboard. In math, Foster Youth increased 5.18% from the baseline year.
- 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 2.92%. In Math, the percentage of students meeting or exceeding proficiency increased by 3.29%. 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 on the prior year metrics, goals, and actions the following items have changed:
 The addition of Intervention Teachers at the elementary and middle school level to conduct tier 2 interventions in ELA and math. Additional support for Targeted Reading Interventions (TRI) and Targeted Math Interventions (TMI) will be supported through continued professional development and coaching. Since LUSD will be adopting new math curricula in the coming school year, further professional development in the mathematics will be provided to all teachers who teach math.
 Additionally, LUSD will continue to grow with its use of formative assessments, particularly i-Ready, to improve data analysis processes in order to inform instruction and students need academic interventions.
 Action 1.4 - Additional AI Instructional lead and Secondary Lead were added.

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	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, 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	\$1,109,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		research base for this action. The metrics used to evaluate effectiveness include 1.1 and 1.2. State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4.		
1.2	Supplementary Materials and Resources	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. State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4, Priority 7	\$1,045,648.00	Yes
1.3	Progress monitoring	Under the direction of the District, school site educational teams will engage in frequent progress monitoring cycles for English Learners and Low Income students. The following protocols will be used to monitor student progress and to connect student needs to Intervention services : School Data Reflection Processes District Data Reflection Processes Districtwide Collaboration Meetings Vertical Collaboration Meetings State priorities addressed in this goal include: Priority 2, Priority 4	\$221,190.00	Yes
1.4	Instructional Practices	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-	\$1,349,571.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specific practices, cultural and linguistic instructional methods, and a comprehensive visual and performing arts (VAPA) program. An additional A.I. Instructional Improvement Lead and a Secondary Instructional Improvement Lead will support teacher professional development and research-based practices. 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. State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4, Priority 8		
1.5	Interventions	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. State priorities addressed in this goal include: Priority 2, Priority 4, Priority 8	\$1,714,534.00	Yes
1.6	Supplemental Instructional Materials and Supplies	To support Low Income pupils, provide research-based, Supplemental standards aligned instructional materials in all core content areas. State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4	\$2,042,000.00	Yes
1.7	Academic Achievement for Foster Youth	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.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4, Priority 7, Priority 8		
1.8	Core instructional Materials and Supplies	Schools will provide standards aligned instructional materials including materials for students in all core content areas including English Language Development. State priorities addressed in this goal include: Priority 1, Priority 2, Priority 4	\$164,778.00	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 profiles including Long Term English Learners, Dual Language Learners, and Newcomers 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. The professional development and monitoring occurred throughout the school year during staff meetings, pupil free days, and during classroom walkthroughs. A focus for the district will be to consistently use standards based instructional materials, provide intellectually rich, standards-aligned instruction that develops both language and content knowledge, integrate strategies throughout the curriculum that support language development, and use data to support students via intervention and supplementary instruction. To ensure effective implementation, instruction will include both designated ELD and integrated ELD, where designated ELD provides targeted language instruction based on proficiency levels and integrated ELD embeds language development within content 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 ELs Master Plan Data: PRF, job descriptions, contracts	2023-24 EL Coordinator, 2 EL Program Specialists 11 Program Technicians 1 Title III Lead Teacher.	2024-25 EL Coordinator, 2 EL Program Specialists 11 Program Technicians 1 Title III Lead Teacher.	2025-26 2 Multilingual Leads 2 EL Program Specialists 11 Program Technicians 1 Title III Lead Teacher.	2026-27 2 Multilingual Instructional Leads 3 EL Program Specialists 10 EL Program Technicians 2 EL Coaches 2 EL Instructional Leads (Title III)	The EL Coordinator position was eliminated. Two (2) Multilingual Instructional Leads were added 2 EL Program Specialists - no change 11 Program Technicians - no change 1 Title III Lead Teacher - no change
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	2025-26 Dual Immersion K-6 enrollment: 374 students Seal of Biliteracy: 204 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 53 students. Students receiving the Seal of Biliteracy increased by 104 students. The number of Spanish elective courses at the middle school has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						remained the same.
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	2024-25 Number of students tested: 2,689 Scored Level 1: 331 Scored Level 2: 827 Scored Level 3: 812 Scored Level 4: 672	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 492 students . Scored Level 1: 332 student decrease Scored Level 2: 227 student decrease Scored Level 3: 283 student decrease Scored Level 4: 302 student increase
2.4	Reclassification Data	2022-23 8% District wide Reclassification Rate	2023-24 13% District wide Reclassification Rate	2024-25 14.2% District wide Reclassification Rate	2026-27 20% District wide Reclassification Rate	Reclassification rate increased by 6.2%
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	2025-27 66% 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	16 percentage point increase from the baseline year.
2.6	English Learner proficiency on SBAC ELA assessment.	2022-23 CAASPP results	2023-24 CAASPP results	2024-25 CAASPP results	2026-27 CAASPP results	The percentage of English Learners meeting or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7.92% Met or exceeded standard.	7.45% Met or exceeded standard.	6.22% Met or exceeded standard.	20% Met or exceeded standard.	exceeding standard on the ELA portion of CAASPP decreased by 1.70%

Goal Analysis [2025-26]

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

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

Goal 2 supports the academic and language acquisition skills of our Multilingual Learner 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.

Two (2) out of five (5) actions were fully implemented, specifically Actions 4 and 5. Three (3) out of five (5) actions were partially implemented, specifically Actions 1, 2, and 3.

IMPLEMENTATION

2.1 Additional Supports and Interventions - Specific EL programs and supports have been implemented district-wide. These include Newcomer interventions, after school English Learner language development interventions, AVID Excel, data analysis, professional development for the 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. Specifically, the percentage of EL students meeting proficiency on CAASPP ELA fell by 1.23% The rate of students scoring a "4" on the ELPAC decreased from the previous year.

2.2 ELL Program Support Staff - District staff actively monitored the English Learner instructional program. In order to increase and improve services for English Learners, EL program support staff supported school sites with identifying students for supplemental interventions, conducting parent outreach and meetings, and supporting personalized learning plans for EL students.

2.3 Implementation and Monitoring of Integrated & Designated ELD Instruction - LUSD continues to implement a robust system of monitoring integrated and designated ELD practices at the school sites. To increase services for English Learners, the supplemental SummitK-12 software continues to be implemented across sites as a tool to improve instruction during designated ELD. The program has been monitored through the use of administrator walkthroughs.

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 as a supplemental tool to support designated ELD

and provide targeted practice aligned to the ELPAC domains. This year, a pacing guide and templates were developed for teachers to use the SummitK12 software as a teaching tool to ensure educators were providing instruction on all four domains. Professional development was also provided on designated and integrated ELD instructional practices at the school site level.

2.5 Dual Immersion & Dual Language & Bilingualism - In its commitment to bilingualism and biliteracy, LUSD has successfully maintained its TK-6 Dual Immersion program. Additionally, the district continues to implement a comprehensive middle school pathway to biliteracy, offering multiple levels of Spanish for both native and non-native speakers. To ensure the ongoing success of these initiatives, LUSD continues to invest in targeted professional development and high-quality bilingual instructional materials.

SUCSESSES:

2.1 Additional Supports and Interventions - Successes included: 1) Implementation of SummitK12 pacing plan and PD. 1) Systematic after school interventions for English Learners that included progress monitoring. 3) Implementation of Summit K12 software for independent learning. LUSD continues to use Summit K12 software to track the progress of English Learners and provide valuable ELPAC practice. This platform equips teachers with actionable data, enabling them to make informed instructional decisions and easily identify areas for reteaching or acceleration.

2.2 ELL Program Support Staff - Title III Instructional Lead and the Multilingual Leads have effectively implemented Summit K12 software and delivered professional development to Certificated staff. Throughout the year, ELL program staff continuously monitor the progress of English Learners. Other evidence of success includes: 1) EL Instructional Leads monitoring Designated and Integrated ELD programs at all elementary and secondary school sites. 2) Classified staff who support progress monitoring, reclassification, and EL interventions.

2.3 Implementation and Monitoring of Integrated & Designated ELD Instruction - Designated ELD times were scheduled and implemented at all elementary sites. At the secondary level, Designated ELD periods were included in the master schedule. ELD instruction was monitored by site administrators and through 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. This action was successful, but the substantive difference is due to the fact that the work occurred during regular contract hours not requiring all funds to be expended.

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). Additional successes included: 1) With the support of Academic Coaches, the implementation of a new Designated ELD pacing guide. 2) Professional development included training on the SummitK12 software and on utilizing the four (4) domains for instruction.

2.5 Dual Immersion & Dual Language & Bilingualism - Will Rogers Elementary School continues to support a TK through 6th grade Dual Immersion program. The Dual Immersion program at Mark Twain Elementary continues to expand each year with the eventual goal of supporting a K-6 program. Additional successes included: 1) The number of students enrolled in Dual Immersion and Dual Language programs increased slightly. 2) The continued expansion of Dual Immersion program to Mark Twain Elementary School. 3) Students continued to be recognized for academic achievement with Seal 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. Frequently, EL students are not able to stay after school due to child care issues and family work schedules.

2.2 ELL Program Support Staff - Data systems had changed from the previous year making progress monitoring more challenging.

2.3 Implementation and Monitoring of Integrated & Designated ELD Instruction - The District-wide reclassification rate increased only slightly from the previous year. Additionally, English Learner progress as measured by CAASPP ELA decreased from the previous year.

2.4 Integrated and Designated ELD Professional Development for Elementary and Secondary - Further professional development prioritizing designated ELD is necessary. This will equip educators with the targeted strategies required to differentiate instruction for diverse 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.

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

Action 1: Of the \$218,632 that was budgeted \$74,297.02 remained. Not all funds allocated for extra duty interventions were utilized due to staffing issues.

Action 2: Of the \$1,519,826 that was budgeted \$385,600 remained. English Learner support staff was reduced to reflect declining enrollment. Vacant positions were not filled. An Assistant Director position was eliminated.

Action 3: Of the \$120,000 that was budgeted \$120,000.00 remained. No additional funds were expended since implementing and monitoring occurred during the course staff members' regular duties. Funds were not used to contract with an outside agency to assist with implementation and monitoring as originally planned.

Action 4: Of the \$161.00 that was budgeted an additional \$4,491.04 was expended. This amount expended reflects materials for professional development sessions.

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. 14.2% of English Learners reclassified as RFEP districtwide. The percentage of ELs who participated in interventions saw a greater percentage of students increase one ELPAC level than the overall EL group.

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. 14.2% of English Learners reclassified as RFEP districtwide. The number of students receiving a 4 on the ELPAC increased by 302 students from the baseline year. English Learner support staff were better able to support progress monitoring and identifying ELs for targeted interventions. This also resulted in increased teacher awareness of students' ELPAC levels and differentiated needs.

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: 14.2% of English Learners reclassified as RFEP districtwide. Site and district administrators monitored designated and integrated ELD implementation through classroom walkthroughs. Walkthrough data, protocols, and debriefs indicated a higher level of student discourse and the implementation of D-ELD and I-ELD practices. The number of students receiving a 4 on the ELPAC increased by 302 students from the baseline year. Evidence of effectiveness also includes observations of the SummitK12 ELD pacing guide and lessons.

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: Professional development related to the SummitK12 software was held at all elementary sites and the new pacing guide and lesson templates were provided to designated ELD teachers. Additional evidence includes administrator observations of the implementation of instructional strategies from professional development. 14.2% of English Learners reclassified as RFEP districtwide. The number of students receiving a 4 on the ELPAC increased by 302 students from the baseline year.

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. Dual Immersion enrollment increased slightly 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.

Changes to Goal #2 Actions

Long Term English Learners, Dual Language Learners, and Newcomers were added to the explanation of why the LEA developed the goal.

Metric 2.4 has been changed in 2025 to reflect the corrected reported data. Metric 2.1 has been changed in 2026 to reflect the elimination of the EL Coordinator position in the year 3 target and the addition of Multilingual Lead positions. Metric 2.6 has been changed to reflect the correct year for the Year 1 Outcome.

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	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.	\$165,957.00	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 including supplemental programs and services. The ELL Program staff will provided supplemental services including interventions, enhanced progress monitoring and parent outreach.	\$1,305,545.00	Yes
2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Certificated staff will provide improved 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. To improve services for English Learners, 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.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	EL Specific Professional Development for Elementary and Secondary	In order to increase services for English Learners, 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.	\$62,161.00	Yes
2.5	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.	\$57,094.00	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	2025-26 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	2025-26 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	2025-26 School year YouthTruth survey data indicated that 85% 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 1% 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	2024-25 School year Do you feel safe at school: 87th Percentile	2025-26 School year Do you feel safe at school: 87th Percentile	2026-27 School year 90th Percentile have a positive sense of safety	Do you feel safe at school - 2 percentile increase from baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Do you feel connected to your school community: 77percentile	Do you feel connected to your school community: 76th percentile	Do you feel connected to your school community: 79th percentile	and connectedness	Do you feel connected to your school community - 2 percentile increase from baseline year
3.5	College/Career Indicator - CA Dashboard	2022-23 24.7% prepared	2023-24 30.4% prepared	2024-25 40% prepared	2026-27 40% prepared	LUSD's College/Career Readiness indicator increased by 15.3%
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%	2024-25 5-Year Graduation Rate All 89.1% EL 82% Foster Youth 73.7% SES 89.8% LTEL 88.9%	2026-27 5-Year Graduation Rate All 95% EL 90% Foster Youth: 95% SES 95%	Difference from baseline: All - Increased 1.4% EL - Increase 8.6% Foster Youth - Decreased 19.2% SES - Increased 1.7% LTEL - Increased 8.5%
3.7	Chronic Absenteeism - CA Dashboard	2022-23 school year 40.3%	2023-24 school year 33.5%	2024-25 school year 33.2%	2026-27 School year 10%	7.1% decrease in Chronic Absenteeism
3.8	Local Indicator data: Attendance Rate	2022-23 school year 89.8% Average Daily Attendance	2023-24 school year 90.81% Average Daily Attendance	2024-25 school year 91.76% Average Daily Attendance	2026-27 school year 95% Average Daily Attendance	1.96% Increase in ADA
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	2024-25 2.8% All students 3.1% English Learners 2.8% Low Income 7.9% 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 - decrease of 0.1% English Learners - Increase of 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Low Income - decrease of 0.2% Foster Youth - Increase of 2%

Goal Analysis [2025-26]

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

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

This section discusses the implementation, successes, challenges, and changes to LCAP Goal #3.

IMPLEMENTATION:

In the 2025-26 academic year, LUSD students continued to thrive both academically and socially.

Seven (7) out of eight (8) actions were fully implemented, specifically Actions 1, 2, 3, 5, 6, 7, and 8. One (1) out of eight (8) actions were partially implemented, specifically Action 4.

3.1 Individualized Instructional Support - Through the use of LCAP funds, LUSD supported additional Certificated and Classified staff in order to provide targeted instructional supports. These staff positions include Community Liaisons, additional custodial support, additional teachers to reduce class size, social workers, Foster Youth mentors, counselors, and Instructional Improvement Leads. Community Liaisons fostered stronger school-parent relationships by providing essential resources, workshops, and referrals to outside services. Custodial staff maintained clean, safe learning environments. Counselors and mentors delivered daily academic and social-emotional guidance, while Licensed Clinical Social Workers provided vital therapeutic services, wellness resources, and consistent check-ins for students and their families.

3.2 Equity, Safety, Inclusivity - Personnel directly supported student and parent affinity groups, including the Kindergarten Jumpstart events. Consultants provided workshops for students and parents on equity and inclusivity topics.

3.3 Intentional Supports - The Equity, Access, and Instructional Services Department continued to provide intentional, targeted supports for African American, Asian Pacific American, LGBTQIA+, Foster Youth, Low Income, and English Learner students experiencing Homelessness, English Learners, and SPED students. These supports included, but not limited to:

- Parent and family engagement events for affinity groups
- Personnel to support assessments, curriculum implementation, and interventions
- College information parent nights presented in English and Spanish
- Instructional Improvement Leads
- Data reflection sessions: Suspension Discipline Referrals & D-F Rates, A-G passage rates, AP class enrollment
- Student empowerment programs

- College and career counseling staff
- Attendance supports
- Supported site and district level student and parent affinity groups
- College Fairs
- SEL Specialists
- School Community Liaison
- Licensed Clinical Social Worker

3.4 Foster Youth Personnel and Supports - LUSD provided Foster Youth Liaisons, programs, and materials to support academic achievement, Foster Youth student engagement, attendance monitoring, and mentoring/guidance services. LCAP funds were used to support the Foster Care/McKinney Vento staff positions.

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 targeted supplemental support designed to drive up attendance and lower suspension rates. These efforts encompassed a wide range of services, including transportation, attendance recovery programs, and restorative justice protocols. Furthermore, student engagement was encouraged through incentive programs, recognition assemblies, AmeriCorps mentor monitoring, and parent awareness meetings.

3.6 College and Career Readiness for Foster Youth - To strengthen college and career readiness among Foster Youth, additional counselors were hired to deliver targeted guidance. These counselors provided crucial academic interventions, such as facilitating credit recovery and monitoring both A-G requirement progress and AB 216/1806 eligibility. Furthermore, they expanded access to future opportunities by advising on Advanced Placement coursework, implementing the Lynwood Job Opportunities for Youth (LJOY) program, showcasing career pathways, and hosting family college nights.

3.7 Basic Services - Core Instruction - LUSD ensured that all students had equitable access to direct core instruction from appropriately assigned and highly effective teachers. To guarantee the successful implementation of Common Core State Standards, teacher effectiveness was carefully monitored. Furthermore, educators received continuous professional development throughout the academic year, bolstered by targeted support from Academic Coaches and Instructional Improvement Leads.

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 - Unduplicated pupils received support in the form of academic interventions, the development of personalized learning plans, and Classified staff to assist with student learning. Successes include the continued implementation Social Emotional Learning Specialists and McKinney Vento/Foster Youth Liaisons. Additionally, School Community Liaisons were utilized at schools to increase engagement and family-to-school connections. Funds also went to Certificated positions to support class size reduction. 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 for individual unduplicated pupils was strengthened through targeted interventions, personal learning plans, parent outreach, and transportation services, supplemented by AmeriCorps mentoring. To foster an inclusive environment, both Certificated and Classified staff received training in PBIS, equity, and social-emotional supports. Additionally, specialized personnel utilized to provide and facilitate student and parent affinity groups.

3.3 Intentional Supports - LUSD continues to provide support for district and site affinity groups for both parents and families. Other 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, SEL Specialists at school sites, and assigned Case Managers to support unduplicated pupils. Intentional supports were provided for Foster Youth as well.

3.4 Foster Youth Personnel and Supports - Foster Youth personnel supported counseling services, academic achievement, positive behavior, and attendance monitoring and supports. Foster Youth engaged in mentoring and guidance services specifically targeted to their needs.

3.5 Attendance and Suspension Supports - LUSD saw decreases in chronic absenteeism during the 2025-26 school year. School sites implemented positive attendance promotion and incentives for students. Foster Youth received supplemental supports in the areas of attendance and behavior in order to address their unique needs. To support these goals, several initiatives were implemented, including transportation services, recovery programs, and positive incentives for attendance. Student engagement was further encouraged through recognition assemblies for both attendance and behavior. Additionally, the efforts featured parent awareness meetings, an AmeriCorps mentor-led attendance monitoring program, and the inclusion of Foster Youth suspension data in school-site PSIS monitoring teams.

3.6 College and Career Readiness for Foster Youth - Additional counselors were utilized to provide Foster Youth with targeted guidance and comprehensive support. Academically, this included information on Advanced Placement courses, credit recovery interventions, and the close monitoring of both A-G requirement completion and AB 216/1806 eligibility. Beyond academics, students were prepared for their futures through exposure to college and career pathways, parent-student college nights, and continued support for the Lynwood Job Opportunities for Youth (LJOY) program.

3.7 Basic Services - Core Instruction - LUSD was fully staffed with credentialed teachers throughout the 2025-26 school year. Additional staff was used support class size reduction in order 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 - SBAC data shows an increase overall in English Language Arts and mathematics, an opportunity gaps still exist with student groups such as English Learners, African American students, LTELs, Special Education 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. Affinity groups have experienced a slight decline in participation.

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. This has also been negatively impacted due to the current political climate and immigration enforcement.

3.4 Foster Youth Personnel and Supports - The high mobility of Foster Youth frequently impacts the district's ability to provide them with consistent services.

3.5 Attendance and Suspension Supports - Attendance recovery has been a challenge to implement across the district. Communication barriers between schools and the families of chronically absent students remain and are a challenge to overcome.

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, but is more significant for English Learners.

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

Metric 3.8 Year 1 Outcome was updated with correct 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.

Based on a 15% threshold, Lynwood Unified School District identified actions 1, 3, 5, 7, and 8 as having no material differences.

Action 2: Of the \$199,167 that was budgeted an additional \$114,940.16 was expended. Expenses for this goal were higher than initially anticipated. Additional LCAP funds were utilized to support the Latino College Expo and the CA Association of African American Superintendents and Administrators professional development. Costs were higher than expected due to increases in transportation costs, registration fees, and related expenses.

Action 4: Of the \$318,776 that was budgeted \$109,898.17 remained. The cost of the Foster Care/McKinney Vento staff was lower than originally anticipated. Positions were not fully staffed.

Action 6: Of the \$28,048 that was budgeted \$9,594.29 remained. Costs for the CLE Leadership retreat and School to Watch National Conference were not as high as expected and had lower attendance than expected.

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. 85% of respondents on the YouthTruth survey indicated they felt a sense of connectedness and safety. On the YouthTruth survey, Low Income students ranked at the 87th percentile for feeling safe at school and the 79th percentile for feeling connected to the school community. Additionally, the LCAP Educational Partners Committee indicated Certificated and Classified staff to provide individualized instructional supports was an effective action.

3.2 Equity, Safety, Inclusivity

LUSD deems the Equity, Safety, Inclusivity actions as outlined in Goal #3 as "effective." Evidence of effectiveness includes: 100% of teachers are fully credentialed as measured by assignment monitoring. 85% of Low Income respondents on the YouthTruth survey indicated they felt a sense of connectedness and safety. On the YouthTruth survey, Low Income students ranked at the 87th percentile for feeling safe at school and the 79th percentile for feeling connected to the school community. Additionally, 100% of LUSD schools receiving a Good or Exemplary rating from Williams facility visits.

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. LUSD held over 40 district events and hundreds of site-based events as part of intentional supports. 100% of teachers are fully credentialed as measured by assignment monitoring. 85% of Low Income 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 79th percentile for feeling connected to the school community. Graduation rates have increased for Low Income students, English Learners, and LTELs from the baseline year. For Foster Youth, Chronic Absenteeism declined by 2.2% from the previous year. Additionally, Foster Youth saw a 3.5% increase in the percentage of students who are considered "prepared" on the College/Career CA Dashboard indicator.

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 79th percentile for feeling connected to the school community. Chronic Absenteeism for Foster Youth declined by 2.2% from the previous year.

3.5 Attendance and Suspension Supports

LUSD deems the Attendance and Suspension Supports actions as outlined in Goal #3 as "effective." Chronic absenteeism for Foster Youth declined by 2.2% from the previous year. Chronic absenteeism for Low Income students decreased by 0.1%. For English Learner students, chronic absenteeism decreased by 2.1%.

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 3.5% increase in the college/career indicator as measured by the CA Dashboard. On SBAC mathematics, Foster Youth increased by 5.18% from the baseline year.

3.7 Basic Services - Core Instruction

LUSD deems the Basic Services - Core Instruction actions as outlined in Goal #3 as "effective." As evidence of effectiveness, 100% of students received direct core instruction from fully credentialed teachers, ensuring equitable access to appropriately assigned, experienced, and effective educators. In ELA, English Learners increased by 19.7 points distance from standard. Low Income students increased by 12.7 points. In mathematics, English Learners increased by 12.2 points and Low Income students increased by 9.7 points.

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." LUSD successfully maintained facilities that promote the health, safety, and well-being of both students and staff. As evidence of this effectiveness, 100% of district schools earned a "Good" or "Exemplary" rating on Williams site evaluations, successfully meeting all state standards for safety, cleanliness, and adequacy. Furthermore, the district ensured a secure campus environment by providing dedicated safety personnel during regular school hours and at extracurricular events.

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 decreasing the number of Attendance Assistants due to declining enrollment.

Changes to Action 3.3 - A Director and an Assistant Director positions were eliminated due to declining enrollment.

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

In 2025 baseline dates metric 3.5 was changed to reflect the correct year for the reported data.

Metric 3.8 Year 1 Outcome was changed to reflect the correct year. Additionally the data in metric 3.8 was changed to reflect corrected percentages.

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	\$23,115,753.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.2	Equity, Safety, Inclusivity	LUSD will ensure that school environments foster equity, student safety, and cultural awareness by implementing the following measures: 1. Professional development for Classified and Certificated staff on topics relevant to school environments, including anti-bullying, PBIS, and character education. 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. 3. Mentoring and tutoring programs for all secondary students, facilitated by identified service providers. 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. 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. The Equity, Safety, and Inclusivity action item is included to support positive learning environments for Low-Income students.	\$192,019.00	Yes
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	\$11,424,416.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Instructional Improvement Leads with the goal of improving instructional practices. \$1,263,702 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.		
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.	\$518,731.00	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 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.	\$17,851.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	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.	\$48,548,606.00	No
3.8	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.	\$4,257,676.00	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	2024-25 school year - DataQuest 86.5% District 73.4% English Learners 90.8% African American 86.3% Hispanic/Latino 64.9% Homeless 86.6% Socioeconomically Disadvantaged 76.3% Students with Disabilities	2026-27 school year - DataQuest 95% District 95% English Learners 95% African American 95% Hispanic/Latino 90% Homeless 95% Socioeconomically Disadvantaged 90% Students with Disabilities	Difference from baseline year District 1.2% point decrease English Learners - no change African American 7.8% point increase Hispanic/Latino 1.6% point decrease Homeless 16.6% point decrease Socioeconomically Disadvantaged 1.5% point decrease Students with Disabilities 6.7% 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 22.2% Students with Disabilities	2023-24 school year - DataQuest 35.7% District 14.1% Black or African American 36.74% Hispanic or Latino 35.9% Socioeconomically Disadvantaged 15.7% English Learners 18.3% Students with Disabilities	2024-25 school year - DataQuest 47.8% District 37.8% Black or African American 48.4% Hispanic or Latino 47.8% Socioeconomically Disadvantaged 32.5% English Learners 30.4% Students with Disabilities	2026-27 school year - DataQuest 45% District 25% Black or African American 45% Hispanic or Latino 45% Socioeconomically Disadvantaged 30% English Learners 30% Students with Disabilities	District 12.0% point increase African American 23.9% point increase Hispanic/Latino 11.62% point increase Socioeconomically Disadvantaged 7.0% point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Learners 11.0% point increase Students with Disabilities 8.2% point increase
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	2024-25 school year - DataQuest 11.9% District 9.2% Black or African American 12.1% Hispanic or Latino 11.9% Socioeconomically Disadvantaged 20.9% English Learners 13.8% 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 - 0.3% point increase Black or African American - 9.4% point decrease Hispanic or Latino - 0.8% point increase Socioeconomically Disadvantaged - 0.7% point increase English Learners - 2.9% point decrease Students with Disabilities - 2.5% 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 4.94% Students with Disabilities	2023-24 school year 31.61% District 23.4% Black or African American 32.04% Hispanic or Latino 31.21% Socioeconomically Disadvantaged 7.45% English Learners	2024-25 school year 44.43% District 40.0% Black or African American 44.74% Hispanic or Latino 44.33% Socioeconomically Disadvantaged 4.35 % English Learners	2026-27 school year 45% District 40% Black or African American 45% Hispanic or Latino 45% Socioeconomically Disadvantaged 23% English Learners	+13.86% District +15.69% Black or African American +13.87% Hispanic or Latino +14.13% Socioeconomically Disadvantaged -3.57% English Learners +6.26% Students with Disabilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5.33% Students with Disabilities	11.2% Students with Disabilities	20% 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	2024-25 school year 19.76% District 22.22% Black or African American 19.62% Hispanic or Latino 19.47% Socioeconomically Disadvantaged 8.03% English Learners 4.8% 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	+1.82% District +14.53% Black or African American +1.16% Hispanic or Latino +1.73% Socioeconomically Disadvantaged +1.15% English Learners +1.24% 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%	2024-25 school year - CDE 17.3%	2026-27 school year 28%	+4.2%
4.9	Chronic Absenteeism - California Dashboard data	2022-23 school year 40.3%	2023-24 school year 33.5%	2024-25 school year 33.2%	2026-27 school year 10%	Declined 7.1%
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	2024-25 school year - Aeries 91.75% Average Daily Attendance	2026-27 school year 95% Average Daily Attendance	1.95% increase
4.11	Local indicator data: Suspension Rate	2022-23 school year - Aeries 2.9%	2023-24 school year - Aeries 3.2%	2024-25 school year - Aeries 2.8%	2026-27 school year 1.5%	0.1% decrease
4.12	Local indicator data: Expulsion Rate	2022-23 school year - Aeries 0%	2023-24 school year - Aeries 0%	2024-25 school year - Aeries 0%	2026-27 school year 0%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.13	Local Indicator: Middle School Drop Out Rate	2022-23 school year - Aeries 0%	2023-24 school year - Aeries 0%	2024-25 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%	2023-24 school year - DataQuest 30.4%	2024-25 school year - DataQuest 31.2%	2026-27 school year - DataQuest 45%	6.5% 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%	2024-25 school year - - DataQuest LHS: 48.0% FHS : 49.1%	2026-27 school year - DataQuest 60%	LHS: 1.0% decrease FHS : 1.9% 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	2024-25 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 [2025-26]

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

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

IMPLEMENTATION

Three 93) out of four (4) actions were fully implemented, specifically Actions 1, 3, and 4. One (1) out of four (4) actions were partially implemented, specifically Action 2.

4.1 Enrichment and Intervention - Academic interventions were offered to unduplicated students in content areas including English Language Arts, Mathematics, and English Language Development. Enrichment programs were offered in areas that included VAPA, career exploration, college preparation, and entrepreneurship, coding, and e-sports.

4.2 Guidance and Counseling Services - To better support its student body, the Lynwood Unified School District (LUSD) strengthened its guidance and counseling programs by hiring additional counselors and introducing robust progress-monitoring systems. For students in grades 7 through 12, counselors conducted regular check-ins to track graduation readiness, ensure the completion of A-G coursework, and explore various career pathways. Furthermore, the district expanded opportunities at the secondary level, allowing students to complete the specific coursework required to earn the Seal of Civic Engagement and the Seal of Biliteracy. AVID Tutors provided support with tutoring services, lessons on organization and writing.

4.3 CTE & Entrepreneurship - Lynwood Unified School District (LUSD) implemented high-quality Career Technical Education (CTE) courses for unduplicated pupils. The district allocated resources for the salaries of CTE teachers and expanded access to CTE programs through California Advancing Pathways (CALAPS), offering programs such as Fire Tech, Culinary Arts, Education, and E-Sports. These programs impacted 1200 high school students by providing access to elective career exploration and STEM coursework. Additionally, a full-time media arts and graphics production instructor was provided at Vista High School. The Educational Services department supported teachers with attaining their CTE credentials.

4.4 Mentoring, Motivational Opportunities, Enrichment - Mentoring and enrichment programs were implemented at the secondary level. These programs included entrepreneurship, STEM, computer science, robotics, medical detectives and others. LUSD expanded equitable access to college and career pathways by operating full-service College and Career Centers, facilitating university tours, and sustaining dual enrollment programs that enable concurrent Associate's degree attainment. To guarantee equitable access to academic rigor, high schools removed barriers to enrollment for all Advanced Placement (AP) courses. These academic milestones were heavily supported by whole-child wellness initiatives, including dedicated on-campus mentoring and integrated socio-emotional learning (SEL) classes.

SUCSESSES

4.1 Enrichment and Intervention - Successes included the implementation of academic tier 2 interventions for students who demonstrated academic need in ELA and mathematics. Interventions that targeted English Learners and Long Term English Learners. This action item has been deemed successful based on progress monitoring results, and growth on local benchmark assessments. Enrichment opportunities were also successfully implemented. 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.

4.2 Guidance and Counseling Services - Successes included all unduplicated pupils having access to a variety of electives and courses to suit their individual college and career goals. This included open access to Advanced Placement courses and all A-G requirements. College and career readiness initiatives programs were successful. These programs were supported through a strategic partnership with the National College Resource Foundation (NCRF). Through NCRF's "The Movement" program, secondary students received targeted, ongoing guidance and counseling services to support their post-secondary planning. To further promote equity and academic rigor, LUSD maintained an open-access policy for all Advanced Placement (AP) courses, ensuring every high school student had the opportunity to engage in advanced coursework. Additionally, the district sustained dual enrollment pathways, empowering secondary students to concurrently earn high school and college credits.

4.3 CTE & Entrepreneurship - At the secondary level, LUSD expanded post-secondary and career pathways to ensure students graduate college and career-ready. Students had dual enrollment opportunities with the local community college to earn concurrent credit. To build specialized technical skills, the district offered Career Technical Education (CTE) and vocational programs, with dedicated teachers

supporting pathways in Fire Technology, Education, Medical Assisting, and Computer Technology. Experiential learning was also a major focus, highlighted by hands-on work-based learning initiatives and the successful implementation of the LJOY program, which provided valuable paid work experience specifically for unduplicated pupils. Furthermore, LUSD bolstered college access through targeted outreach, hosting on-campus college fairs, prospective student workshops, and dedicated FAFSA completion events to support both students and their families.

4.4 Mentoring, Motivational Opportunities, Enrichment - During the 2025-26 academic year, the district maintained a comprehensive Visual and Performing Arts (VAPA) program to ensure all students had equitable access to art, music, theatre, dance, and media arts. At the elementary level, teaching artists collaborated with classroom teachers to deliver targeted weekly instruction. TK through 1st-grade students focused on theatre arts, while 2nd through 6th-grade students engaged in a rotation of music, theatre, and visual arts. To reinforce academic standards, the district also integrated theatre into English Language Arts (ELA) through dedicated bimonthly sessions. At the secondary level, LUSD provided robust elective offerings encompassing all five VAPA disciplines, allowing students to pursue comprehensive artistic pathways.

CHALLENGES

4.1 Enrichment and Intervention - Due to staffing issues, it is a challenge to develop partnerships with businesses and community organizations in order to create entrepreneurship programs for students. Finding available staff for after-school intervention and enrichment also continued to be a challenge. Student attendance for after school interventions continues to be a challenge faced at school sites.

4.2 Guidance and Counseling Services - While Graduation rates have decreased slightly, and chronic absenteeism has decreased slightly, numerically significant student groups continue to demonstrate achievement gaps as measured by SBAC scores, graduation rates, and other metrics.

4.3 CTE & Entrepreneurship - A key identified barrier to equitable participation in post-secondary and Career Technical Education (CTE) pathways is the scheduling conflict faced by students who must balance extended learning opportunities with after-school employment or familial caregiving responsibilities.

4.4 Mentoring, Motivational Opportunities, Enrichment - Data indicates slight increases 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 2025-26 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.

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

Action 2: Of the \$4,311,567 that was budgeted \$1,371,222 remained. Not all counseling positions were fully staffed from what was originally budgeted.

Action 4: Of the \$1,878,201 that was budgeted an additional \$300,720.91 was expended. CALAPS career and technical education costs exceeded what was originally allocated. Additionally the cost of CTE fieldtrips has increased due to rising costs for transportation.

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 an overall increase in the A-G course completion rate of 12.0% from the baseline year. The EAP ELA College Readiness indicator has increased 13.86% from the baseline year. The EAP Summative High School Mathematics College Readiness indicator increased 1.82% from the baseline year. For Low Income students SBAC ELA proficiency increased to 33.79% and increased to 22.32% for mathematics.

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 an overall increase in AP exam pass rate of 4.2% from the baseline year. Additional evidence includes a decrease in the drop out rate for African Americans of 9.4% from the baseline year. The A-G course completion rate increased for English Learners by 11.02% and Low Income students increased by 7.0% from the baseline year. The EAP ELA College Readiness indicator has increased 13.86% from the baseline year. The EAP Summative High School Mathematics College Readiness indicator increased 1.82% from the baseline year.

4.3 CTE & Entrepreneurship

LUSD Deems the CTE & Entrepreneurship actions as outlined in Goal #4 as "effective." Evidence of effectiveness includes an overall increase in AP exam pass rate of 4.2% from the baseline year. Additional evidence includes a decrease in the drop out rate for African Americans of 9.4% from the baseline year. The A-G course completion rate increased for English Learners by 11.02% and Low Income students increased by 7.0% from the baseline year. The EAP ELA College Readiness indicator has increased 13.86% from the baseline year. The EAP Summative High School Mathematics College Readiness indicator increased 1.82% from the baseline year.

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 an overall increase in AP exam pass rate of 4.2% from the baseline year. Additional evidence includes a decrease in the drop out rate for African Americans of 9.4% from the baseline year. The A-G course completion rate increased for English Learners by 11.02% and Low Income students increased by 7.0% from the baseline year. The EAP ELA College Readiness indicator has increased 13.86% from the baseline year. The EAP Summative High School Mathematics College Readiness indicator increased 1.82% from the baseline 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.

Metrics 4.5 and 4.7 were eliminated from the 2024-25 LCAP and the 2026-27 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.	\$1,338,009.00	Yes
4.2	Guidance and Counseling Services	The District will improve guidance and counseling services for Low Income students by increasing support and training in order to ensure the following: • All students are academically monitored and remain on track towards college and career readiness. • 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. • 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. 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.	\$3,877,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	CTE& Entrepreneurship	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.	\$1,964,691.00	Yes
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.	\$3,140,958.00	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%	2025-26 Survey 89.7%	2026-27 95%	2.4% increase from baseline
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%	2025-26 Survey 97.1% 93.1%	2026-27 98% 98%	Feel welcome - 1.4% increase Feel safe - 0.6% 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%	2025-26 Survey 95.5	2026-27 98%	1.9% increase
5.4	Number of parent events organized by LUSD	40 events in 2023-24	42 events in 2024-25	44 events in 2025-26	2026-27 60 events.	Increased by 4 parent events

Goal Analysis [2025-26]

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

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

IMPLEMENTATION The implementation of the actions outlined to increase parent 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.

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

At Lynwood Unified, we celebrate families of all backgrounds because we know you play an absolutely vital role in your child's success. We

work hand-in-hand with our community partners to make family engagement a top priority at every single school. To make this happen, we have a dedicated team—including Parent Engagement Specialists and Community Liaisons—working hard to keep you connected. You'll see this in action at events like Coffee with the Principal, curriculum nights, and educational workshops. We also make sure parents have a real voice in our district by serving on key committees like DELAC, PAC, and the LCAP Committee. To keep improving, our schools use a Parent Engagement Toolkit to help create truly welcoming environments and share information clearly. We always want to hear from you, which is why we regularly ask for your input through surveys and forums. We even sponsor opportunities for parents to attend major conferences like CAFE! Ultimately, through initiatives like our parent-led workshops, we want every family to feel empowered and deeply involved in the LUSD community.

5.1 Learning Opportunities for Parents - Two Parent Engagement Specialists work with parents, schools, and district administrators to provide a variety of parent education and engagement opportunities for families. Parent workshops were held on a variety of topics this year including: i-Ready assessments, math curriculum adoption, tips for school success, English Learner support and many others. These workshops were held in English and Spanish 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 - Family engagement resources were shared with families in both English and Spanish on a monthly basis to support school sites with the family engagement goals. These resources for parents include:

- Monthly Parent Newsletters
- Parent Square messages
- 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 other events were well attended by LUSD families. The District held 44 formal events for families while sites held over 500 collectively. Successes include: the parent volunteer breakfast, the AAPAC, DELAC and AAPI parent affinity groups. 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 44 workshops and engagement activities at the district level. 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 - Challenges include scheduling events for families that meet their needs in terms of work schedules, child care and continued concerns about language proficiency even though translations are always provided. This year, parent concerns about ICE enforcement has depressed turnout at family engagement events. 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 - The current political climate around immigration is had a negative impact on parent participation with engagement and education events. 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.

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 \$6,700 that was budgeted an additional \$3,925.00 was expended. Material differences are due to the increase in the cost of conferences such as CAFE.

Action 2: Of the \$574,210 that was budgeted \$171,713.46 remained. The costs for interpretation/translation services were not as high as originally expected. Attendance at parent engagement events decreased due to the current political climate around immigration.

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 determined the Learning and Engagement Opportunities for Parents actions as outlined in Goal #5 were "effective." Evidence for effectiveness includes Parent input was gathered through the LCAP survey, the Parent and Family Engagement Survey, and feedback collected at the end of each parent workshops and committee meetings. 1,677 parents took the Parent and Family Engagement Survey. 89.5% of identified Low Income parents indicated they had participated in school events. 97.1% of identified Low Income parents indicated they feel welcome at their child's school. 93.1% of parents feel safe at their child's school. 95.5% of parents indicated they feel included in decision making at their child's school. LUSD held 44 district-wide parent events in 2025-26. For English Learners, the reclassification rate increased by 6.2% from the baseline year. For Foster Youth, evidence of effectiveness includes a 5.18% increase from the baseline year as measured by SBAC.

Data revealed that parents appreciated the variety of family engagement opportunities. Survey data indicates parents want to learn more about academic supports and interventions, the role of technology, and supporting secondary students for college and careers. 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	\$104,966.00	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 order to increase the level of parent and family engagement in LUSD, the following topics will be offered but not limited to: 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 and families (family members) Financial aid and scholarships	\$532,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Graduation and A-G requirements Conference attendance Consultants		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	The goal at Vista High School is to enhance academic achievement among socioeconomically disadvantaged pupils and English Learners 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 2025 CA Dashboard, Vista's College/Career indicator demonstrates a need to improve College and Career readiness programs and related support. Additionally, the 2025 CA Dashboard indicates a need to improve graduation rates demonstrating a need for improved intervention and counseling services. By June 2027, Vista High School will increase the College/Career indicator by 13.3% and percent of students meeting or exceeding standard on SBAC ELA by 18% by for Low Income and Long Term English Learner students through the implementation of targeted interventions, vocational training and career programs, and counseling services as measured by the California Dashboard and CAASPP results.	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 increased academic achievement at Vista High School which has been identified as an Equity Multiplier school. Based on the 2025 CA Dashboard, Vista's College/Career indicator showed that 1.7% of students are considered "prepared." This demonstrates a need to improve CTE programs as well as college preparedness programs. Additionally, the 2025 CA Dashboard indicates that the graduation rate increased by 2.5% to 74.8% for all students. While this is an improvement from the previous year, the graduation rate is still significantly below the district average. This demonstrates a need for improved intervention and counseling services.

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 in April of 2026. The educational partners reviewed 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. Following a comprehensive review of state and local performance data—including SBAC ELA and Math scores, the English Learner Progress Indicator, A-G completion rates, and California School Dashboard metrics—Vista High staff and educational partners identified three critical areas for targeted improvement: academic support, college and career readiness, and counseling services. To address these identified needs, the school expanded its tutoring and intervention programs, increased student access to vocational courses and community college dual enrollment, and strengthened comprehensive college and career counseling. Driven by this robust data analysis, the Vista High School Site Council and educational partners have reached a consensus to sustain and build upon these three targeted actions under the overarching 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% Met or Exceeded Standard - All Students	2023-24 3.92% Met or Exceeded Standard - All Students	2024-25 7.01% Met or Exceeded Standard - All Students	2026-27 25% Met or Exceeded Standard - All Students	3.52% decline from baseline
6.2	SBAC Mathematics (Vista High School)	2022-23 0.00% All Students	2023-24 0.00% All Students	2024-25 0.00% All Students	2026-27 15%	Maintained 0.0%
6.3	EL Progress Indicator (Vista High School)	2022-23 20.3% Increased One ELPI Level	2023-24 34.1% Increased One ELPI Level	2024-25 37.00% All Students	2026-27 35% Increased One ELPI Level	Increased 16.7% from baseline year
6.4	ELA Indicator on CA Dashboard (Vista High School)	2022-23 All students - 248.8 points below standard 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.	2024-25 139.4 points below standard - All students 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	Increase of 109.4 points closer to standard from baseline year. For student groups, this calculation could not be completed due to the data not being publicly available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.5	Math Indicator on CA Dashboard (Vista High School)	2022-23 All students - 316.5 points below standard 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.	2024-25 240.4 points below standard - All students 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	Increase of 76.1 points closer to standard from baseline year. For student groups, this calculation could not be completed due to the data not being publicly available.
6.6	A-G Completion Rate - DataQuest (Vista High School)	2022-23 2.7%	2023-24 2.5%	2024-25 2.3%	2026-27 17%	0.4% decrease from baseline year
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	2024-25 1.7% Prepared - Very Low	2026-27 15%	1.1% increase from baseline year

Goal Analysis [2025-26]

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

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

IMPLEMENTATION

Funds were also utilized to expand career and technical education (CTE) opportunities for Vista High School students.

One (1) out of three (3) actions were partially implemented, specifically Action 1. Actions 2 and 3 were not implemented.

6.1 - Intervention Services

Students were provided after school tutoring and credit recovery by Certificated staff members. After school tutoring and interventions services were held at different times throughout the year. These interventions focused on credit recovery, remediation of content, and improving academic skills. This action was partially implemented due to personnel issues and conflicts with students' after school schedules, including work and family childcare obligations.

6.2 Vocational Course Access

Supplemental vocational courses were not implemented due to contractual issues with Compton Community College and personnel issues.

6.3 College and Career Counseling Supports

Additional college and career counseling supports were not implemented due to personnel issues and administrative issues.

SUCSESSES

Equity Multiplier funds were used to provide credit recovery opportunities for students. 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

Credit recovery opportunities were offered to students through extra duty hours for Certificated staff.

6.2 Vocational Course Access

Supplemental vocational courses were not implemented.

6.3 College and Career Counseling Supports

Increased counseling and mentoring support were not implemented.

CHALLENGES

Challenges to the implementation of action item 6.1 include approval of the contract with the outside agency. Due to students' work schedules and family obligations, it is difficult to get them to stay after school unless they are receiving high school course credit. 6.2 and 6.3 were not implemented due to lack of staff.

Deviation from LCAP

Goal 6, Action 1 - The implementation of this action deviated from the original plan. 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 \$73,147.93 remained. Due to student schedules, including work and family obligations, plans for intervention services were not fully implemented.

Action 2: Of the \$100,000 that was budgeted \$100,000.00 remained. Supplemental vocational courses were not implemented.

Action 3: Of the \$100,000 that was budgeted \$100,000.00 remained. Supplemental counseling services were not implemented due to staffing issues.

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. Identifying an appropriate outside agency to conduct intervention services proved challenging. Additionally, continuation high schools students are frequently not motivated to stay after school for tutoring/intervention services unless they receive course credit.
- 6.2 Vocational Course Access

LUSD deems the supplemental vocational course access actions as outlined in Goal #6.1 as "ineffective." The site was not able to implement this action due to staffing and administrative resources.
- 6.3 College and Career Counseling Supports

LUSD deems the supplemental college and career counseling supports action as outlined in Goal #6.2 as "ineffective." The site was not able to implement this action due to staffing and administrative resources.

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 - Vista High will not contract with an outside agency for intervention services due to logistical issues.

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

The "all students" distance from met data was added to the metrics section for 2024-25 and the baseline year.

In metric 6.4, "all students" was added to the baseline, year 2 outcome and current difference from baseline. For metric 6.5, "all students" was added to the baseline 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
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.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Vocational Course Access	To increase vocational course access for unduplicated pupils, Vista High School will work 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
6.3	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.	\$79,720.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$52600650	\$6986094

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
43.874%	0.000%	\$0.00	43.874%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Professional Development Need: Low Income students have demonstrated a need for increased quality of instruction in order to increase achievement based on assessment results in ELA and Mathematics. Based on SBAC results, Low Income students demonstrated an achievement gap in their	Professional development focused on the use of new assessment systems to support differentiation in order the close achievement gaps for Low Income students. Additionally, professional development was provided in areas including literacy, foundational skills, and the new mathematics framework in order to increase achievement for Low Income students by improving teacher pedagogy.	1.1 - SBAC ELA 1.2 - SBAC Math 1.6 - CA Science Test LREBG 1.1 - SBAC ELA 1.2 - SBAC Math

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
	sores on the following on the most recent state assessments compared to All Students: Low Income ELA - 33.78% Low Income Math - 22.32% All students ELA - 34.53% All students Math - 22.98% The 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 the new mathematics frameworks and the new math curriculum to be adopted for the 2026-27 school year. Our professional development initiatives are designed to elevate instructional practices that address the unique needs of low-income students. We prioritize comprehensive training in core subject mastery, social-emotional learning, PBIS, educational technology, culturally responsive pedagogy, and targeted 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. Goal 1, action item 1 will be funded in part with LREBG funds. Specifically, LREBG funds will go to support the implementation of elementary and secondary Academic Coaches at all school sites. This goal was selected to be funded with LREBG funds since it aligns with EC 32526(c)(2) the allowable uses.	This action will focus on Low Income students but will be provided LEA-wide since professional development of teachers will benefit all students.	

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
	Specifically, it connects to providing academic services to students, progress monitoring, and providing professional development related to the 2023 Mathematics Framework and the ELA/ELD Framework. 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 2024-25 where 22.98% of students meet standard. Additionally, LREBG funds will be used to support Intervention Teachers. This action was chosen to be funded with LREBG funds since it aligns with EC 32526(c)(2) the allowable uses. Specifically, it connects to providing small group learning supports designed to accelerate pupil academic proficiency. 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. Scope: LEA-wide		
1.2	Action: Supplementary Materials and Resources Need: Historically Low Income students have faced challenges accessing the curriculum through standard curricula and textbooks. Low Income students have also historically faced inequities in funding for supplementary instructional materials and technology.	Providing personnel to support supplemental instruction of students with supplementary materials, educational technology, and new assessment systems 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. Providing supplementary materials beyond the standard curriculum will	1.1 - SBAC ELA 1.2 - SBAC Math 1.3 - Access to Standards Aligned Materials. Williams Compliance

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
	Based on SBAC results, Low Income students demonstrated a small achievement gap in their scores on the most recent state assessments compared to All Students: Low Income ELA - 33.78% Low Income Math - 22.32% All students ELA - 34.53% All students Math - 22.98% As an additional metric, LUSD will also monitor its Williams compliance rate for standards based textbooks which currently meet the 100% threshold. To address this, new diagnostic assessment systems were introduced that also included digital personalized learning paths for all students. A supplemental math program, that included professional development, was also purchased. In the area of literacy, supplemental intervention programs were purchased to address gaps in foundational skills at the elementary level. To enrich the educational experience for low-income students, we will integrate culturally inclusive supplemental materials into our curriculum. These resources will feature engaging, leveled texts with real-world connections that mirror students' own cultures and lived experiences. Providing relevant, representative materials is essential to closing the opportunity gap and accelerating academic achievement. Scope:	broaden students' exposure to diverse cultures, genres, and real-world perspectives. Through this enriched educational experience, we anticipate increased student engagement and higher academic achievement across all core subjects. These outcomes will be measured using state and local assessments. The desired includes a 15% increase in both English Language Arts (ELA) and Mathematics proficiency, gauged by local assessments along with the California Assessment of Student Performance and Progress (CAASPP). This action will focus on Low Income students but will be provided LEA-wide since all students will benefit from supplemental, research-based instructional materials.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	Action: Progress monitoring Need: 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 CAASPP results, these two unduplicated pupil grounds scored the following on the most recent state assessments compared to the All students group: All students ELA - 34.53% All students Math - 22.98% All Students Science -13.59% Low Income ELA - 33.78% Low Income Math - 22.32% Low Income Science - 12.85% EL ELA - 6.22% EL Math - 8.43% EL Science - 1.26% 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. Scope: LEA-wide	Progress monitoring is critical the the academic success of Low Income and English Learner students. This practice allows LUSD's educators to make informed instructional decisions and better differentiate instruction. Benchmark assessments and data reflection sessions will provide opportunities for teachers to collaborate, track the progress of unduplicated students, and determine differentiated instruction. Structured data reflection sessions will continue to be implemented. These sessions provide time for school sites to analyze the achievement data of unduplicated students groups and determine next steps. 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. These actions are being provided LEA wide because all our students can benefit from frequent progress monitoring of their academic achievement.	1.1 - SBAC ELA 1.2 - SBAC Math 1.3 - Access to Standards Aligned Materials. Williams Compliance 1.6 - CA Science Test

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	Action: Instructional Practices Need: To improve outcomes for low-income students, current assessment results and input from Educational Partners emphasize the need to implement consistent, high-impact instructional strategies. Data shows a small opportunity gap for Low Income students when compared to their non-low income peers. 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: Low Income ELA - 33.78% Low Income Math - 22.32% All students ELA - 34.53% All students Math - 22.98% The data demonstrates the need for LUSD to improve instructional practices and engagement for Low Income students. Currently, Low Income students are not meeting standard as measured by state assessments which shows that current instructional practices are not meeting the needs of these students. Scope: LEA-wide	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. First, Academic Coaches at both the elementary and secondary levels will provide professional development in order to continue to improve instructional practices. These sessions will focus on the mathematics framework, using diagnostic assessments to make instructional decisions, foundational literacy instruction, content area instruction, and many others. Secondly, teachers will implement Targeted Reading Interventions and Targeted Math Interventions to address individual students' needs based on benchmark assessment data. Additionally, teachers will implement the i-Ready and MyPath diagnostic assessments at the elementary and secondary levels to help determine the instructional needs of individual students, student groups, and classes. 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. These actions are being provided LEA wide because all our students, in addition to Low Income pupils, can benefit from instructional	1.1 - SBAC ELA 1.2 - SBAC Math 1.3 - Access to Standards Aligned Materials. Williams Compliance

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
		practices that are current best practices and research-based.	
1.5	Action: Interventions Need: 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: All students ELA - 34.53% All students Math - 22.98% All Students Science -13.59% Low Income ELA - 33.78% Low Income Math - 22.32% Low Income Science - 12.85% EL ELA - 6.22% EL Math - 8.43% EL Science - 1.26% These achievement level descriptors indicate a need for interventions for LUSD's Low Income pupils. To increase achievement for this student group, targeted support is required to address specific skills and standards gaps. Ultimately, strategic interventions will provide extended learning opportunities to bridge the achievement gap in all core subject areas. Scope:	By implementing Targeted Reading Interventions (TRI) and Targeted Math Interventions (TMI), teachers will have the opportunity to address skills and standards gaps their students may be experiencing. Research-based interventions show a strong correlation to increased achievement. LUSD expects the targeted interventions to yield measurable improvements in student achievement. Specifically, we are aiming for a 15% growth in both ELA and Math, as tracked by pre- and post-intervention assessments. Beyond these academic targets, the district is committed to ensuring all low-income students have equitable access to intervention support both during and after the school day. These actions are being provided LEA wide because all our students, in addition to Low Income pupils, can benefit from targeted academic interventions.	1.1 - SBAC ELA 1.2 - SBAC Math 1.3 - Access to Standards Aligned Materials. Williams Compliance 1.6 - CA Science Test

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	Action: Supplemental Instructional Materials and Supplies Need: 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. 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: Low Income ELA - 33.78% Low Income Math - 22.32% All students ELA - 34.53% All students Math - 22.98% Scope: LEA-wide	Providing updated, research-based instructional materials is essential for closing the achievement gap. By funding these current resources, we ensure that low-income students have equitable access to the most effective, high-quality curriculum available. This action is provided LEA-wide since instructional materials will be provided to all students in LUSD in addition to Low Income students.	1.1 - SBAC ELA 1.2 - SBAC Math 1.3 - Access to Standards Aligned Materials. Williams Compliance
3.1	Action: Individualized Instructional Support	To address the specific needs of low-income students, LUSD will utilize LCAP funds to maintain a low student-to-adult ratio by retaining additional certificated and classified staff. This investment is designed to enhance instruction and elevate the	3.1 - Teacher Credential Assignment Monitoring 3.3 - YouthTruth Survey Data (Teacher)

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
	Need: Based on student achievement data, feedback from the LCAP Educational Partners committee, and LCAP survey results, there is a clear need to maintain our investment in additional certificated and classified staff. These professionals provide the targeted interventions required to personalize the learning environment for low-income students, ultimately driving higher school engagement and academic success. This ongoing need is highlighted by the following data metrics when comparing our low-income students to the overall student population: Low Income SBAC ELA - 33.79% proficiency SBAC Math - 22.32% proficiency Suspension rate - 2.8% Chronic Absenteeism - 33.8% All students SBAC ELA - 34.53% proficiency SBAC Math - 22.98% proficiency Suspension rate - 2.8% Chronic Absenteeism - 33.2% Scope: LEA-wide	overall quality of the learning environment. This strategy aligns directly with LCAP survey results, which indicate that the LUSD community prioritizes highly qualified educators working directly with students, alongside robust instructional interventions for those requiring extra support. Consequently, LUSD's instructional plan emphasizes small-group instruction and targeted interventions tailored to our unduplicated pupils. Key initiatives include Targeted Reading and Math Interventions for K-6 students. Through these focused efforts, we anticipate measurable gains in core subject achievement and increased school engagement among low-income students. These individualized instructional supports are made possible by investing in supplemental personnel. These dedicated roles directly serve low-income students by providing instructional assistance for differentiation and interventions, driving parent engagement, and offering additional custodial support to maintain optimal campus environments. This action item is being provided LEA-wide as all students may benefit from individualized supports including lower student to teacher ratios.	3.4 - YouthTruth Survey Data (student)
3.2	Action: Equity, Safety, Inclusivity Need: Survey data and input from educational partners highlight a clear need to increase	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 student and parent	3.1 - Teacher Credential Assignment Monitoring 3.3 - YouthTruth Survey Data (Teacher) 3.4 - YouthTruth Survey Data (student)

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
	equity, improve students' sense of inclusivity and safety, provide intervention supports, and promote greater cultural awareness. The LCAP educational partners survey indicated that interventions, rigorous curriculum, and student safety were top priorities for parents, students, and staff members. YouthTruth Survey Data - Low Income students Do you feel a sense of connectedness and safety: 85th percentile YouthTruth Survey Data - Low Income students Do you feel safe at school: 87th Percentile Do you feel connected to your school community: 79th percentile CA Dashboard - College/Career Indicator - Low Income students 40.0% Prepared CA Dashboard - Graduation Rate Indicator- Low Income students 89.8% Scope: LEA-wide	workshops on topics including equity, PBIS, character education, and supporting academics at home. Additionally, LUSD will continue to provide increased counseling and mental health services and support. To support low-income secondary students, LUSD will provide expanded mentoring and tutoring programs designed to boost graduation rates and enhance college and career readiness. Through these targeted academic supports, the district aims to increase the College and Career preparedness indicator by 15% over the course of the three-year LCAP cycle. Furthermore, to foster equity, safety, and inclusion, low-income students will benefit from comprehensive support services. These enhancements include expanded counseling, academic tutoring, and peer mentoring, as well as additional staff dedicated to facilitating student affinity groups and ensuring welcoming, secure school environments. 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.	3.6 - Graduation Rate
3.3	Action: Intentional Supports Need: Many of LUSD's unduplicated pupils belong to historically marginalized groups. Furthermore,	To address these needs, the EAI Department will provide professional development on: English language develop (ELD) strategies, ELD pacing guides, equitable instructional practices, utilizing assessments for differentiation, and foster a welcoming, inclusive learning atmosphere.	3.1 - Teacher Credential Assignment Monitoring 3.3 - YouthTruth Survey Data (Teacher) 3.4 - YouthTruth Survey Data (student)

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
	the city of Lynwood has been historically underserved economically as well as politically. This legacy of marginalization has contributed to ongoing challenges for our students, including lower academic performance, depressed graduation rates, and a lack of school connectedness. Feedback from the LCAP Educational Partners committee highlighted a critical need to increase intentional supports for English Learners (ELs), Foster Youth, and Low-Income students across academics, attendance, and school engagement. Unduplicated pupils and other historically marginalized student groups have a demonstrated need for enhanced support to foster school connectedness and receive instruction tailored to their cultural and linguistic backgrounds. Student Population (CA Dashboard data) Low Income student population: 10,267 (94.2% of student body) English Learner student population: 2,764 Foster Youth student population: 87 YouthTruth Survey Data (Students) Do you feel safe at school: 87th Percentile Do you feel connected to your school community: 79th percentile Scope: LEA-wide	The District aims to provide tailored support that enhances instruction for diverse student populations, including Foster Youth, English Learners, students experiencing homelessness, and low-income students. Ultimately, the overarching goal of these targeted services is to significantly increase graduation rates across these specific student subgroups. 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.	

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
3.5	Action: Attendance and Suspension Supports Need: Unduplicated pupils in LUSD exhibit higher rates of chronic absenteeism compared to the state average. Because research clearly links chronic absenteeism to lower academic achievement and decreased graduation rates, the District has identified a critical need to provide these students with targeted attendance interventions. Chronic Absenteeism 2024-25 17.1% - State of California 31.6% - English Learners 30.4% - Foster Youth 33.8% - Low Income 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. Suspension Rates 2024-25 2.8% All students 3.1% English Learners 2.8% Low Income 7.9% Foster Youth Scope:	By providing dedicated personnel, programs, and services focused on positive attendance, monitoring, mentoring, and parent outreach, LUSD aims to increase attendance rates and decrease suspensions for unduplicated pupils. Additionally, funding PBIS staff and programs cultivates a positive school culture, which further reduces suspension rates and increases students' incentives to attend school daily. This action is being provided LEA-Wide as all students benefit from positive attendance monitoring and supports and the implementation of PBIS practices.	3.6 - Graduation Rates 3.7 - Chronic Absenteeism 3.8 - Attendance Data (Local indicator) 3.9 - Suspension 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
	LEA-wide		
4.1	Action: Enrichment and Intervention Need: Low-Income students have demonstrated a need for increased interventions and enrichment to improved academic outcomes, as evidenced by assessment data, drop out rates, A-G course completion rates, and college readiness indicators. Drop Out Rate 11.9% Low Income students A-G Course Completion Rate 47.8% Low Income students SBAC ELA Proficiency 33.79% Low Income students SBA Math Proficient 22.32% Low Income students EAP ELA College Readiness Indicator 44.33% students These data points, which are below those of their non-low income peers, demonstrate a need for additional intervention/tutoring services and enrichment services to in proficiency and lower drop out rates. Scope:	To address these needs, strategic academic interventions, as well as enrichment opportunities, will be provide 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. At the elementary level, Intervention Teachers were hired to conduct tier 2 interventions for students in grades K-6th. Additional interventions will take place after school and during the school day. To drive equitable student achievement, there is a critical need to increase targeted intervention and enrichment opportunities, specifically for Low-Income pupils. The effectiveness of these supports will be monitored using local and statewide assessment data. Ultimately, these initiatives are designed to expand post-secondary opportunities for Low-Income students, with expected outcomes including increased graduation rates and increases in the College and Career Readiness indicators on the California School Dashboard. The district is committed to fostering high levels of engagement and providing holistic educational experiences for Low-Income pupils through expanded enrichment activities. Unduplicated students will have equitable access to diverse programming, including STEAM, visual and performing arts (VAPA), entrepreneurship, team-building, and comprehensive college and career exploration. By removing barriers to these high-quality educational experiences, the district aims	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

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	LEA-wide	to ensure unduplicated students thrive academically and are fully prepared to navigate post-secondary pathways. The anticipated outcomes of these targeted supports include measurable increases in graduation rates, overall college readiness, and math-specific college readiness for Low-Income students. This action item is being provided LEA-wide as all students may benefit from enrichment and interventions services.	
4.2	Action: Guidance and Counseling Services Need: This area of need was identified based on LUSD drop out rates, A-G Course Completion rates, Advanced Placement test pass rates, and CTE Course completion rates for Unduplicated Pupils. Low income students demonstrate a need for increased guidance and counseling services. Drop Out Rate 11.9% Low Income students A-G Course Completion Rate 47.8% Low Income students EAP ELA College Readiness Indicator 44.33% Low Income students Advanced Placement test pass rate 17.3%	To mitigate the risk of student dropout and increase graduation and course completion rates, LUSD recognizes the need to create a supportive and inclusive school climate, particularly for Low Income students. Students with insufficient academic readiness and a lack of connection to the campus are highly susceptible to dropping out and not meeting their full potential. Therefore, creating counseling and support systems is critical to these students' success. It is important to create a sense of belonging and community to ensure students stay on track for graduation and their post high school goals. Guidance and counseling services are implemented to provide Low-Income students with enhanced access to dedicated academic staff and support programs. By prioritizing individualized college and career counseling, these services ensure that unduplicated students remain academically on track, successfully complete A-G coursework requirements, and are fully supported through graduation and their post-secondary transitions.	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

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
	This data demonstrates the need to assist Low-Income students in navigating course requires, counseling for college and career readiness, and mentoring. Research and local data indicate that students who lack a strong sense of belonging within the school community are at a heightened risk of chronic disengagement and dropping out. Specifically, the intersection of insufficient academic readiness and a lack of meaningful connection to the school environment has been identified as a primary driver of student dropout rates. Scope: Schoolwide	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.	
4.3	Action: CTE& Entrepreneurship Need: Data on graduation rates, A-G course completion rates, and CTE course completion rates indicate the need to support Low Income students with college and career readiness. A-G Course Completion Rate 47.8% Low Income students EAP ELA College Readiness Indicator 44.33% Low Income students CTE Course Completion Rate 31.2% Low Income students	To address these identified needs, LUSD is committed to broadening career pathways and providing Low-Income students with equitable access to entrepreneurship programs and rigorous curricula that reflect post-secondary and workforce expectations. The district will achieve this by expanding career exploration and interest-identification initiatives across elementary and middle schools, laying an early foundation for vocational awareness. As students progress, LUSD will offer comprehensive work-based learning programs—including robust CTE and Entrepreneurship pathways—that bridge classroom instruction with practical experience to cultivate critical thinking, problem-solving, time management, and technical employability skills. Progress will be rigorously monitored by tracking the expansion of secondary CTE course offerings, the frequency of early career exploration activities, and qualitative feedback gathered from student	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

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	Low Income students have demonstrated they 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. Scope: Schoolwide	focus group surveys. Ultimately, these targeted, experiential learning opportunities are designed to drive increased participation and completion rates within CTE pathways among unduplicated students. Low Income students benefit from CTE 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. This action item is being provided School-wide as all secondary students may benefit from college/career and technical programs.	
4.4	Action: Mentoring, Motivational Opportunities, Enrichment Need: A review of local data and comprehensive feedback from educational partners indicates a clear need for enhanced college and career readiness supports for Low-Income students within LUSD. Responses from the annual LCAP Survey highlighted a critical need to increase services that facilitate unduplicated students' engagement in school connectedness activities, including academic programs, clubs, and athletics. Furthermore, direct student feedback underscored a desire for targeted mentoring and motivational enrichment to help them confidently formulate	To ensure our Low-Income students have strong mentorship and enrichment opportunities, the district is expanding access to field trips, college tours, mentoring programs, and motivational assemblies. To support this work, we are equipping our teachers with ongoing professional development to integrate hands-on learning into their daily instruction. We are also providing continuous training for our support staff, tutors, and paraprofessionals so they are fully versed in guiding students through A-G requirements, AP courses, and dual enrollment pathways. Beyond the classroom, district staff and teachers will collaborate to connect more students with extracurricular activities and athletics. We expect these targeted supports to boost academic achievement, which we will track through A-G completion rates, college enrollment data, and student surveys.	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

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	and pursue fulfilling post-secondary career aspirations. Together, these qualitative and quantitative data points drive the district's commitment to expanding comprehensive mentorship and post-secondary planning services for Low-Income pupils. LCAP Survey results 88.2% of survey respondents felt that academic and college/career supports for students were a priority. Drop Out Rate 11.9% Low Income students A-G Course Completion Rate 47.8% Low Income students EAP ELA College Readiness Indicator 44.33% Low Income students Scope: Schoolwide	This action item is being provided school-wide as Low Income secondary students may benefit from mentoring and enrichment opportunities that support college and career readiness.	
5.1	Action: Engagement Opportunities Need: Input from the LCAP Educational Partners Committee showed a continued desire for engagement and educational opportunities for families. Research shows that Foster Youth, Low Income, and English Learner student achievement increases when parents are	Establishing spaces and resources for parent engagement is critical to ensuring LUSD families feel meaningfully connected to the educational process and their children's' education. This is especially true for our unduplicated students, as strong family involvement directly improves student academic success and school connectedness. To better support the families of Foster Youth, Low-Income, and English Learner students, the district is committed to providing safe, welcoming environments where parents can	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

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
	engaged in the educational process of their children. Scope: LEA-wide	learn about the educational system as well as ways to support growth at home. Improved student and family school connection will be the expected outcome as measured by parent surveys. 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. 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.	
5.2	Action: Learning Opportunities for Parents Need: 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. Current research clearly shows that Foster Youth, Low Income, and English Learner	Unduplicated students' parents and families will learn about a variety of topics with the ultimate goal of empowering parents to better support their child's academic success. These engagement opportunities focus on parent education and training. 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: • Academic Success • Navigating the LUSD Educational Experience • Graduation and A-G requirements	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

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
	students' achievement increases when parents are engaged in the educational process of their children. Scope: LEA-wide	• Social-Emotional support and access to resources • District and state assessments • College and career readiness • Financial aid and scholarships • Drug and alcohol use • Social Media • Attendance • Student Engagement Improved school connection as measured by school attendance rates and parent engagement surveys. 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. 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.	

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	Action: Academic Achievement for Foster Youth Need: 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 24.00% meeting or exceeding standard. On SBAC Math, 12.00% of Foster Youth met or exceeded standard. The Foster Youth suspension rate was 7.9% and the graduation rate declined to 73.7% 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. Scope: Limited to Unduplicated Student Group(s)	LUSD will increase educational support for Foster Youth by offering targeted enrichment and intervention initiatives. These additional services feature personalized, one-on-one tutoring facilitated by outside agencies and grant-backed programs like the Children Youth Family Collaborative (CYFC). Students will also benefit from bi-weekly academic check-ins with AmeriCorps mentors, as well as quarterly grade assessments conducted by school counselors through Guidance Alignment. During these quarterly reviews, Foster Youth will also update their customized Professional Learning Plans. Since Foster Youth face unique challenges, they greatly benefit from these increased, high-quality, research-based interventions and mentoring supports to ensure their academic success.	1.7 - Foster Youth SBAC ELA 1.8 - Foster Youth SBAC Math 1.9 - Foster Youth Suspension Rate 1.10 - Foster Youth Graduation Rate
2.1	Action: ELs Supports and Interventions Need:	Supports for English Learners include a district-wide EL intervention program conducted at the school site level . These intervention programs occur after school. The interventions emphasize	2.1 - EL Staff 2.3 - ELPAC Data 2.4 - Reclassification Rate Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learner student data indicates a significant need for additional supports and interventions to close the achievement gap. English Learners consistently score below the 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. All students meeting standard on SBAC ELA - 34.53% Math - 22.98% English Learners meeting standard on SBAC ELA - 6.22% Math - 8.43% Graduation rate All students - 89.1% EL - 82.0% Scope: Limited to Unduplicated Student Group(s)	the four domains of Reading, Writing, Listening, and Speaking skills with the goal of increasing English language acquisition and academic skills. Additionally, there are site-specific Newcomers interventions and supports. English Learners, including Long Term English Learners benefit from increased interventions, materials and supplies, and programs that directly target their unique academic needs.	2.6 - EL SBAC ELA Proficiency
2.2	Action: ELL Program Support Staff Need: 25.4% of LUSD students are classified as English Learners. English Learners consistently score below the District average on SBAC ELA and Math assessments.	The academic needs of English Learners will be addressed in the following ways. The English Learner Instructional Lead team will oversee the development and implementation of the professional development for teachers and site administrators. The professional development will address academic discourse, academic vocabulary, and integrated writing strategies. The	2.1 - EL Staff 2.3 - ELPAC Data 2.4 - Reclassification Rate Data 2.6 - EL SBAC ELA Proficiency

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	Additionally, the English Learner graduation rate, while continuing to increase is still below the district average. Therefore, the continued need exists to provide EL program support and staff to address the needs of this student group. There is a demonstrated need to provide English Learners with increased supports with assessment, ELD instruction, intervention, and professional development for teachers. All students meeting standard on SBAC ELA - 34.53% Math - 22.98% English Learners meeting standard on SBAC ELA - 6.22% Math - 8.43% Graduation rate All students - 89.1% EL - 82.0% Scope: Limited to Unduplicated Student Group(s)	hope is that his professional development will enhance the quality of EL instruction to ensure differentiation is taking place. This includes both Integrated and Designated ELD. Additionally, site Academic Coaches will conduct professional development sessions, craft lessons, analyze EL data, and support assessments to enhance the instructional quality for English Learner students. 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. English Learners, including Long-Term English Learners, benefit from increased staff support. This additional staffing ensures these students receive high-quality integrated and designated ELD instruction, targeted interventions, and the personalized support necessary to meet their unique needs.	
2.3	Action: Implementation and Monitoring of Integrated & Designated ELD Instruction Need: 25.4% of LUSD students are classified as English Learners. On state CAASPP assessments, English Learners consistently score below the District average. English	To ensure English Learners receive differentiated instruction to meet their instructional needs, LUSD will continue to 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.	2.1 - EL Staff 2.3 - ELPAC Data 2.4 - Reclassification Rate Data 2.6 - EL SBAC ELA Proficiency

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	Learners scored 6.22% proficient on SBAC ELA in 2025 compared to 34.53% for all students. Additionally, the latest reclassification rate for EL students stood at 14.2%. Only 12.3% of English Learners scored a level 4 on the ELPAC which would allow them to meet part of the reclassification criteria. Based on recent district data and statutory requirements for English Learners, there is a critical need to implement, refine, and consistently monitor evidence-based ELD practices. LUSD must elevate the quality of both Integrated and Designated ELD services to effectively close achievement gaps and accelerate reclassification rates. Scope: Limited to Unduplicated Student Group(s)	English Learners, including Long Term English Learners benefit from receiving high-quality integrated and designated English language development instruction to meet their unique academic and language acquisition needs.	
2.4	Action: EL Specific Professional Development for Elementary and Secondary Need: English Learners in LUSD continue to experience achievement gaps on state assessments and the graduation rate when compared to their EO peers. This 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 meet the	To improve targeted instruction for English Learners, the EL Instructional Leads will provide teachers, Academic Coaches, and site administrators with ongoing professional development. This training aims to increase the quality of ELD instruction and boost the quantity and quality of student discourse, language use, and writing. Topics will include: Academic discourse, ELPAC domain support, EL interventions, using supplementary materials to complement core curriculum, and leveraging bilingual resources tailored to the diverse needs of ELs.	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	differentiated needs of English Learner students. All students meeting standard on SBAC ELA - 34.53% Math - 22.98% English Learners meeting standard on SBAC ELA - 6.22% Math - 8.43% Graduation rate All students - 89.1% EL - 82.0% Scope: Limited to Unduplicated Student Group(s)	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.	
2.5	Action: Bilingualism & Biliteracy Need: District data regarding English Learners highlights the need to provide students with instructional options tailored to their specific language goals. Furthermore, research demonstrates that students who are supported in maintaining and utilizing their native language achieve higher levels of overall language proficiency and academic success. Reclassified Fluent English Proficient students in LUSD scored 48.57% proficient on SBAC ELA which is significantly higher than the 34.53% proficiency for all students. Students who are classified as EL only had a 6.22%	The district will implement a dual immersion/dual language program to enhance students' multilingual capabilities and biliteracy skills at Will Rogers Elementary and Mark Twain Elementary. The anticipated outcomes include improved student achievement and increased engagement, as assessed through student performance data . In addition to improving existing district dual language and immersion programs, we will continue to support multilingual programs for secondary students. Middle school students, both EL and non-EL, will have access to Spanish electives at Cesar Chavez Middle School. We will offer courses and oversee programs to support students in attaining the Seal of Biliteracy. English Learners benefit from high quality dual language programs which provide high quality	2.1 - EL Staff 2.2 - Dual Immersion Enrollment Data 2.3 - ELPAC Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. Scope: Limited to Unduplicated Student Group(s)	instruction in both their primary language and English.	
3.4	Action: Foster Youth Personnel and Supports Need: Foster Youth continue face significant challenges which impact their academic achievement, graduation rates, 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, behavior, and other areas. Data demonstrates Foster Youth continue to show gaps from their all student groups peers in the following areas: Chronic Absenteeism 2024-25 33.2% - All students 30.4% - Foster Youth Suspension Rates 2024-25 2.8% All students 7.9% Foster Youth	By providing dedicated Foster Youth Liaisons, along with expanded academic and mentoring programs, LUSD will be better equipped to monitor the progress and engagement of our Foster Youth. These targeted resources will ensure these students thrive both academically and socially. Furthermore, comprehensive mentoring services will empower them to successfully navigate the educational system and graduate from LUSD fully prepared for college and careers.	3.4 - YouthTruth Survey Data (student) 3.6 - Graduation Rates 3.9 - Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2024-25 SBAC ELA Foster Youth 107.1 points below standard All students 44.7 points below standard Scope: Limited to Unduplicated Student Group(s)		
3.6	Action: College and Career Readiness for Foster Youth Need: Foster Youth continue to experience 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. According to the CA Dashboard, Foster Youth have a graduation rate of 73.7% Scope: Limited to Unduplicated Student Group(s)	To increase the graduation rate among Foster Youth, the District will implement a comprehensive set of targeted measures. These initiatives include: • Personalized Advising: Assigning additional counselors to provide individualized academic guidance and support. • Academic Rigor & Recovery: Promoting Advanced Placement (AP) courses, providing targeted credit recovery interventions, and ensuring the completion of A-G requirements. • Targeted Monitoring: Closely tracking the progress of students eligible for AB 216/AB 1806 graduation exemptions. • Career Readiness: Introducing the Lynwood Job Opportunities for Youth (LJOY) program and expanding exposure to diverse career pathways. • College Preparation: Organizing dedicated college nights to actively engage both students and their parents in post-secondary planning.	3.5 - College and Career Dashboard Indicator 3.6 - Graduation Rates

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 groups, students, and school administrators 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 2026-27 school year using the additional concentration grant funds:

Goal 1, Action 1: Provide Library Media Assistants
Goal 1, Action 5: Provide Elementary Intervention Teachers at each site
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. 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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1: 20.8

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1: 18.67

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$119889495	52600650	43.874%	0.000%	43.874%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$105,571,710.00	\$2,979,515.00	\$0.00	\$0.00	\$108,551,225.00	\$96,395,544.00	\$12,155,681.00

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	\$392,875.00	\$716,475.00	\$544,350.00	\$565,000.00			\$1,109,350.00	0
1	1.2	Supplementary Materials and Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$1,045,648.00	\$1,045,648.00				\$1,045,648.00	0
1	1.3	Progress monitoring	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$217,396.00	\$3,794.00	\$221,190.00				\$221,190.00	0
1	1.4	Instructional Practices	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$234,568.00	\$1,115,003.00	\$1,349,571.00				\$1,349,571.00	0
1	1.5	Interventions	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,553,050.00	\$161,484.00	\$1,714,534.00				\$1,714,534.00	0
1	1.6	Supplemental Instructional Materials and Supplies	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$2,042,000.00	\$2,042,000.00				\$2,042,000.00	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	\$0.00	\$0.00				\$0.00	0
1	1.8	Core instructional Materials and Supplies	All	No			All Schools	Ongoing	\$164,778.00	\$0.00	\$164,778.00				\$164,778.00	0
2	2.1	ELs Supports and Interventions	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$4,957.00	\$161,000.00	\$165,957.00				\$165,957.00	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	\$1,240,285.00	\$65,260.00	\$1,305,545.00				\$1,305,545.00	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	\$0.00	\$0.00				\$0.00	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	\$62,161.00	\$62,161.00				\$62,161.00	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 ElementaryLynwood High School, Firebaugh High School, Cesar Chavez Middle School, Will Rogers Elementary, and	Ongoing	\$21,094.00	\$36,000.00	\$57,094.00				\$57,094.00	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	\$23,108,380.00	\$7,373.00	\$23,115,753.00				\$23,115,753.00	0
3	3.2	Equity, Safety, Inclusivity	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$36,500.00	\$155,519.00	\$192,019.00				\$192,019.00	0
3	3.3	Intentional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,084,100.00	\$1,340,316.00	\$10,160,714.00	\$1,263,702.00			\$11,424,416.00	0
3	3.4	Foster Youth Personnel and Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$492,931.00	\$25,800.00	\$518,731.00				\$518,731.00	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	\$17,851.00	\$17,851.00				\$17,851.00	0
3	3.7	Basic Services - Core Instruction	All	No			All Schools	Ongoing	\$48,548,606.00	\$0.00	\$48,548,606.00				\$48,548,606.00	0
3	3.8	Basic Services- Clean and Safe Learning Environments	All	No			All Schools	Ongoing	\$4,257,676.00	\$0.00	\$4,257,676.00				\$4,257,676.00	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
4	4.1	Enrichment and Intervention	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$612,974.00	\$725,035.00	\$1,338,009.00				\$1,338,009.00	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 SchoolFirebaugh HS, Lynwood HS, Vista HS	Ongoing	\$2,580,365.00	\$1,297,395.00	\$3,006,667.00	\$871,093.00			\$3,877,760.00	0
4	4.3	CTE& Entrepreneurship	Low Income	Yes	School wide	Low Income	Specific Schools: Lynwood High School, Firebaugh High School, Vista High SchoolLynwood High School, Firebaugh High School, Vista High School	Ongoing	\$1,925,000.00	\$39,691.00	\$1,964,691.00				\$1,964,691.00	0
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Low Income	Yes	School wide	Low Income	Specific Schools: Lynwood High School, Firebaugh High School, Vista	Ongoing	\$741,720.00	\$2,399,238.00	\$3,140,958.00				\$3,140,958.00	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
							High School Lynwood 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	\$104,966.00	\$104,966.00				\$104,966.00	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	\$178,289.00	\$353,952.00	\$532,241.00				\$532,241.00	0
6	6.1	Intervention Services	All	No			Specific Schools: Vista High School	Ongoing	\$0.00	\$100,000.00		\$100,000.00			\$100,000.00	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	\$79,720.00		\$79,720.00			\$79,720.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$119889495	52600650	43.874%	0.000%	43.874%	\$52,600,650.00	0.000%	43.874 %	Total:	\$52,600,650.00
								LEA-wide Total:	\$42,360,995.00
								Limited Total:	\$2,127,339.00
								Schoolwide Total:	\$8,112,316.00

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	\$544,350.00	0
1	1.2	Supplementary Materials and Resources	Yes	LEA-wide	Low Income	All Schools	\$1,045,648.00	0
1	1.3	Progress monitoring	Yes	LEA-wide	English Learners Low Income	All Schools	\$221,190.00	0
1	1.4	Instructional Practices	Yes	LEA-wide	Low Income	All Schools	\$1,349,571.00	0
1	1.5	Interventions	Yes	LEA-wide	Low Income	All Schools	\$1,714,534.00	0
1	1.6	Supplemental Instructional Materials and Supplies	Yes	LEA-wide	Low Income	All Schools	\$2,042,000.00	0
1	1.7	Academic Achievement for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$0.00	0
2	2.1	ELs Supports and Interventions	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$165,957.00	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	\$1,305,545.00	0
2	2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	0
2	2.4	EL Specific Professional Development for Elementary and Secondary	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$62,161.00	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	\$57,094.00	0
3	3.1	Individualized Instructional Support	Yes	LEA-wide	Low Income	All Schools	\$23,115,753.00	0
3	3.2	Equity, Safety, Inclusivity	Yes	LEA-wide	Low Income	All Schools	\$192,019.00	0
3	3.3	Intentional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,160,714.00	0
3	3.4	Foster Youth Personnel and Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$518,731.00	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	\$17,851.00	0
4	4.1	Enrichment and Intervention	Yes	LEA-wide	Low Income	All Schools	\$1,338,009.00	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	4.2	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	\$3,006,667.00	0
4	4.3	CTE& Entrepreneurship	Yes	Schoolwide	Low Income	Specific Schools: Lynwood High School, Firebaugh High School, Vista High School	\$1,964,691.00	0
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Yes	Schoolwide	Low Income	Specific Schools: Lynwood High School, Firebaugh High School, Vista High School	\$3,140,958.00	0
5	5.1	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,966.00	0
5	5.2	Learning Opportunities for Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$532,241.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$115,416,614.00	\$111,699,286.07

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	\$1,028,689.00	858531.66
1	1.2	Supplementary Materials and Resources	Yes	\$4,637,485.00	5617178.23
1	1.3	Progress monitoring	Yes	\$81,587.00	394999.90
1	1.4	Instructional Practices	Yes	\$642,345.00	277286.35
1	1.5	Interventions	Yes	\$1,769,886.00	2749579.23
1	1.6	Instructional Materials and Supplies	Yes	\$600,000.00	653264.60
1	1.7	Academic Achievement for Foster Youth	Yes	\$525,800.00	157319.40
1	1.8	Core instructional Materials and Supplies	No	\$894,183.00	149798
2	2.1	ELs Supports and Interventions	Yes	\$218,632.00	144334.98
2	2.2	ELL Program Support Staff	Yes	\$1,519,826.00	1134225.01

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	\$120,000.00	0
2	2.4	EL Specific Professional Development for Elementary and Secondary	Yes	\$161.00	4652.04
2	2.5	Bilingualism & Biliteracy	Yes	\$2,480,471.00	2478211.28
3	3.1	Individualized Instructional Support	Yes	\$23,875,290.00	23378151.81
3	3.2	Equity, Safety, Inclusivity	Yes	\$199,167.00	314107.16
3	3.3	Intentional Supports	Yes	\$12,666,972.00	10997675.57
3	3.4	Foster Youth Personnel and Supports	Yes	\$318,776.00	208877.83
3	3.5	Attendance and Suspension Supports	Yes	\$0.00	0
3	3.6	College and Career Readiness for Foster Youth	Yes	\$28,048.00	18453.71
3	3.7	Basic Services - Core Instruction	No	\$47,570,418.00	47570418
3	3.8	Basic Services- Clean and Safe Learning Environments	No	\$6,042,109.00	6042109
4	4.1	Enrichment and Intervention	Yes	\$1,255,067.00	1371723.77
4	4.2	Guidance and Counseling Services	Yes	\$4,311,567.00	2940345.49
4	4.3	CTE&	Yes	\$1,865,767.00	1613890.53

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)
		Entrepreneurship			
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Yes	\$1,878,201.00	2178921.91
5	5.1	Engagement Opportunities	Yes	\$6,700.00	10625
5	5.2	Learning Opportunities for Parents	Yes	\$574,210.00	402496.54
6	6.1	Intervention Services	No	\$105,257.00	32109.07
6	6.2	Vocational Course Access	No	\$100,000.00	0
6	6.3	College and Career Counseling Supports	No	\$100,000.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$53,400,573.00	\$57,904,852.00	\$57,904,852.00	\$0.00	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	\$463,689.00	858531.66	0	0
1	1.2	Supplementary Materials and Resources	Yes	\$4,637,485.00	5617178.23	0	0
1	1.3	Progress monitoring	Yes	\$81,587.00	394999.90	0	0
1	1.4	Instructional Practices	Yes	\$642,345.00	277286.35	0	0
1	1.5	Interventions	Yes	\$1,769,886.00	2749579.23	0	0
1	1.6	Instructional Materials and Supplies	Yes	\$600,000.00	653264.60	0	0
1	1.7	Academic Achievement for Foster Youth	Yes	\$525,800.00	157319.40	0	0
2	2.1	ELs Supports and Interventions	Yes	\$218,632.00	144334.98	0	0
2	2.2	ELL Program Support Staff	Yes	\$1,519,826.00	1134225.01	0	0
2	2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Yes	\$120,000.00	0	0	0
2	2.4	EL Specific Professional Development for Elementary and Secondary	Yes	\$161.00	4652.04	0	0
2	2.5	Bilingualism & Biliteracy	Yes	\$2,480,471.00	2478211.28	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Individualized Instructional Support	Yes	\$23,875,290.00	23378151.81	0	0
3	3.2	Equity, Safety, Inclusivity	Yes	\$199,167.00	314107.16	0	0
3	3.3	Intentional Supports	Yes	\$11,403,270.00	10997675.57	0	0
3	3.4	Foster Youth Personnel and Supports	Yes	\$318,776.00	208877.83	0	0
3	3.5	Attendance and Suspension Supports	Yes	\$0.00	0	0	0
3	3.6	College and Career Readiness for Foster Youth	Yes	\$28,048.00	18453.71	0	0
4	4.1	Enrichment and Intervention	Yes	\$1,255,067.00	1371723.77	0	0
4	4.2	Guidance and Counseling Services	Yes	\$3,440,474.00	2940345.49	0	0
4	4.3	CTE& Entrepreneurship	Yes	\$1,865,767.00	1613890.53	0	0
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Yes	\$1,878,201.00	2178921.91	0	0
5	5.1	Engagement Opportunities	Yes	\$6,700.00	10625	0	0
5	5.2	Learning Opportunities for Parents	Yes	\$574,210.00	402496.54	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$119,942,211.00	\$53,400,573.00	3.19%	47.712%	\$57,904,852.00	0.000%	48.277%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32627\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32627\(c\)\(2\)](#).
- 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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