LOMPOC UNIFIED SCHOOL DISTRICT

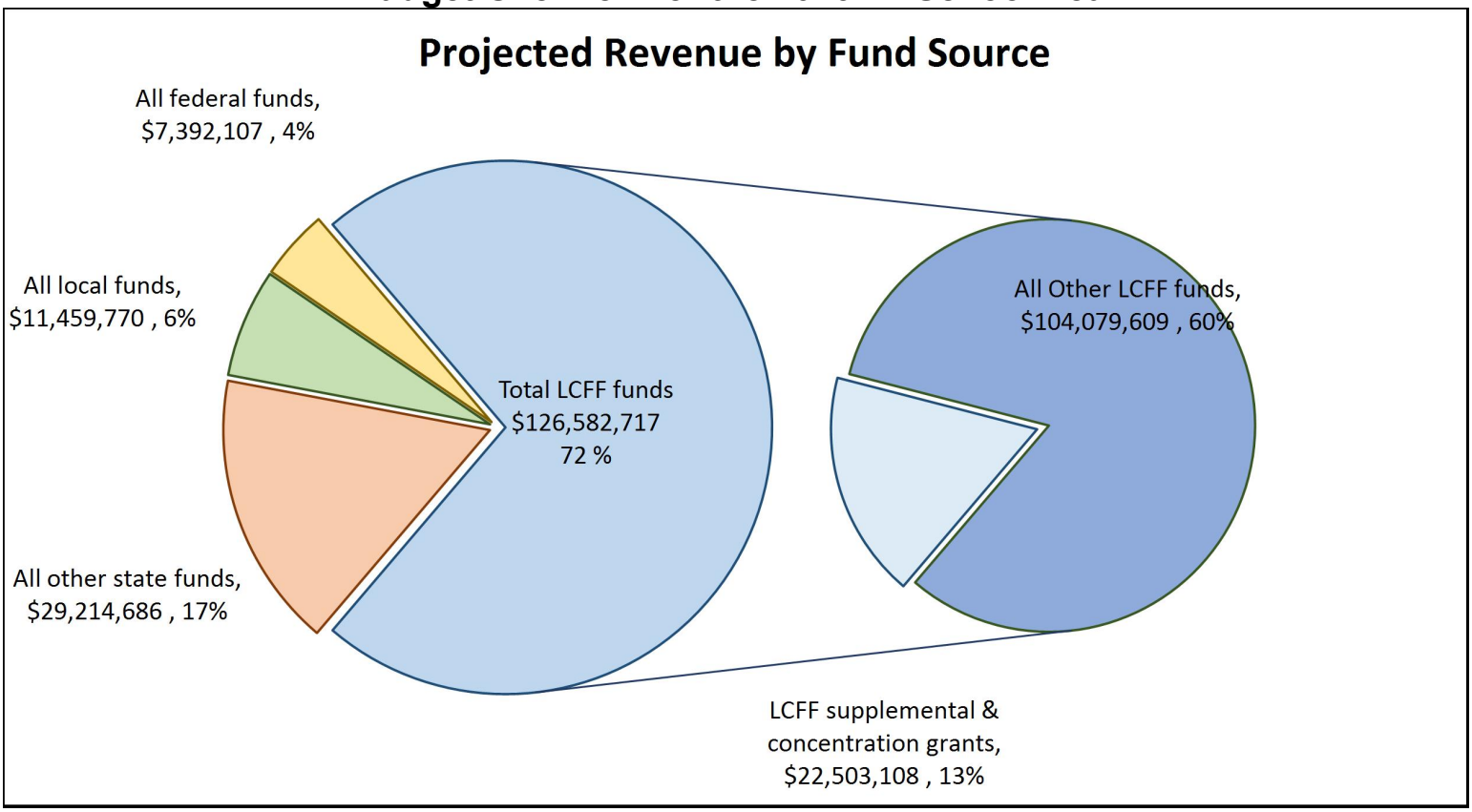
Trusting Relationships + High Expectations = Every Student Achieves

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lompoc Unified School District
CDS Code: 46-69229-0000000
School Year: 2026-27
LEA contact information:
Brian Jaramillo
Assistant Superintendent
jaramillo.brian@lusd.org
(805) 742-3230

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

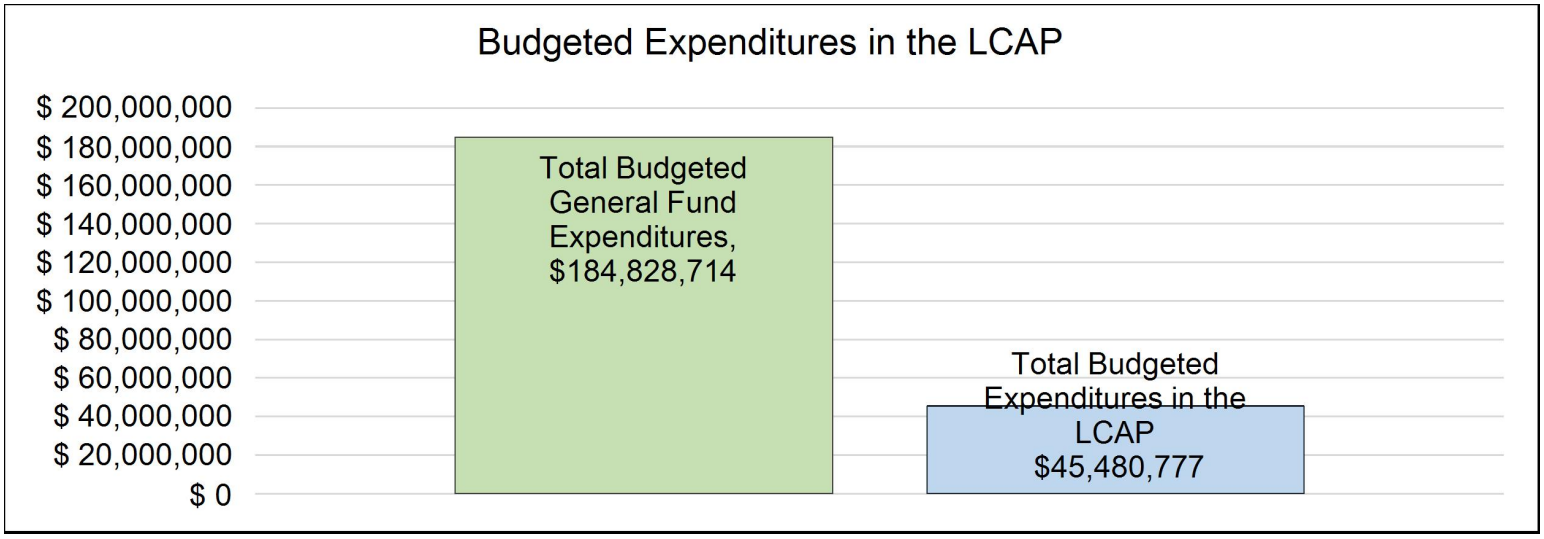


This chart shows the total general purpose revenue Lompoc Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lompoc Unified School District is $174,649,280, of which $126,582,717 is Local Control Funding Formula (LCFF), $29,214,686 is other state funds, $11,459,770 is local funds, and $7,392,107 is federal funds. Of the $126,582,717 in LCFF Funds, $22,503,108 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 Lompoc 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: Lompoc Unified School District plans to spend $184,828,714 for the 2026-27 school year. Of that amount, $45,480,777 is tied to actions/services in the LCAP and $139,347,937 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

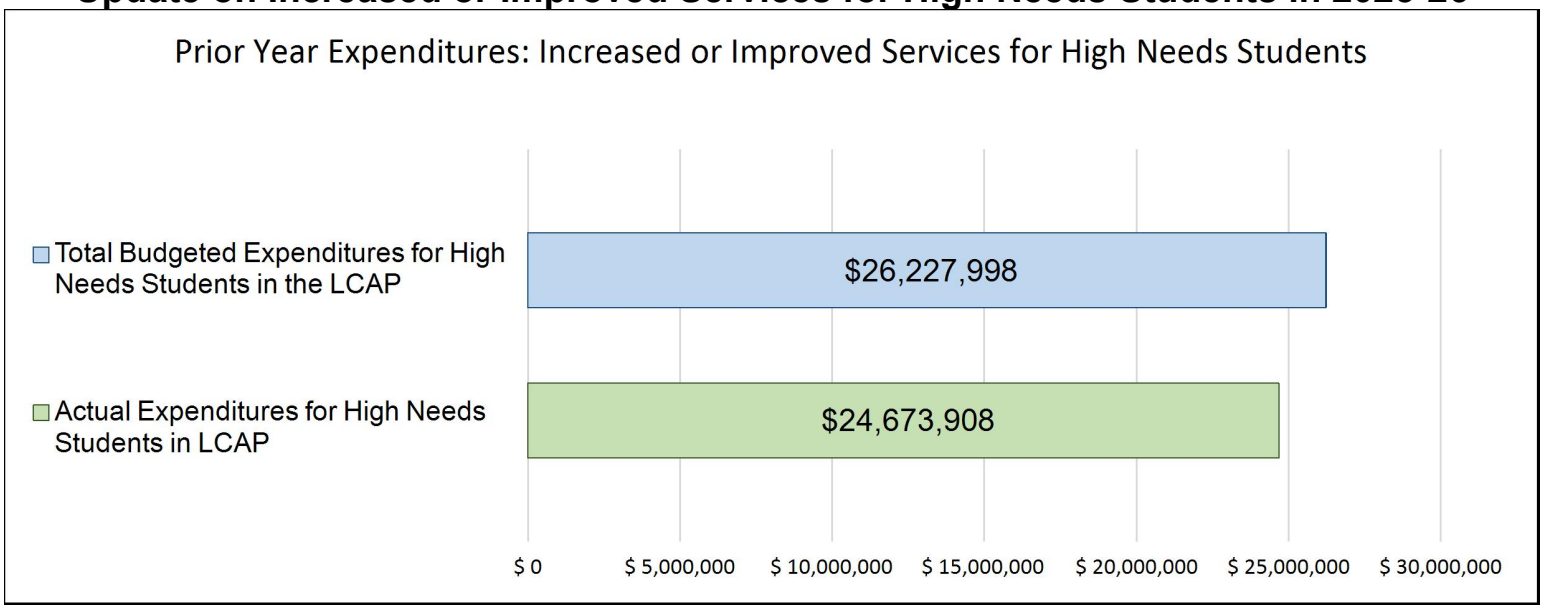
General fund expenditures not included in the LCAP except where noted include salaries and benefits for staff, instructional materials, services, other operating expenditures, equipment, capital outlay, and some of the transportation for students.

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

In 2026-27, Lompoc Unified School District is projecting it will receive $22,503,108 based on the enrollment of Foster Youth, English learner, and low-income students. Lompoc Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lompoc Unified School District plans to spend $27,609,052 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Lompoc 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 Lompoc 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, Lompoc Unified School District's LCAP budgeted $26,227,998 for planned actions to increase or improve services for high needs students. Lompoc Unified School District actually spent $24,673,908 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,554,090 had the following impact on Lompoc Unified School District's ability to increase or improve services for high needs students:

LUSD was unable to fill a few positions that were paid through LCAP funds such as
two Deans and some paraeducators, In addition, we had fewer staff members participate in our optional PD and Superintendent Committees which lowered costs. Our parent meetings did not require the child care that we set aside funding for, and because our personnel were running the parent workshops, we did not have out of pocket costs to pay for facilitators.
Furthermore, other grant funds ended up replacing the use of LCFF Funds: EEBG covered costs of Instructional Coaches and some professional development, AMIM covered the costs of some materials, A-G Grant covered expenses for workshops related to guidance alignment.

LOMPOC UNIFIED SCHOOL DISTRICT

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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
Lompoc Unified School District	Brian Jaramillo Assistant Superintendent	jaramillo.brian@lusd.org (805) 742-3230

Plan Summary [2026-27]

General Information

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

The Lompoc Unified School District (LUSD) is located in Lompoc, California which includes Lompoc and surrounding unincorporated areas in Santa Barbara County. The district encompasses both urban and rural areas which has a diverse labor base in Lompoc, although agriculture, mining, oil development, and aerospace are major categories in the area. Lompoc Unified School District is the largest employer with Lompoc Valley Medical Center and the Lompoc Federal Correctional Complex coming in 2nd and 3rd.

The district serves a diverse population of approximately 8,900 students from various backgrounds. The District consists of nine elementary schools, two middle schools, two comprehensive high schools, one alternative high school, one community day school, one independent study, one charter school, and an adult education program. Of these schools, three schools have been designated as Equity Multiplier Schools through the California Department of Education: Mission Valley Independent Study School, Bob Forinash Community Day School, and Maple High School. Lompoc Unified School District's demographic information from the 2025 California State Dashboard reveals that 14.7% of students are English learners, 69.4% of families are considered socio-economically disadvantaged, 0.8% of our population is foster youth, 19.35% are students with disabilities, and LCFF unduplicated count is 69.4%. Due to high unduplicated pupil percentage and the fact that Lompoc is located in a remote area with the nearest town approximately 15 miles away, some of our students do not leave the city of Lompoc unless on school field trips.

The School Board adopted our Mission and Vision for LUSD in January of 2024 after approximately 9 months of Educational Partner input. This input included feedback from various Educational Partner groups including students and virtual Community Connection meetings with parents and community members giving input on District priorities. Superintendent Dr. Finneran and her Cabinet also led district staff through

a series of open ended questions using Thought Exchange during our Professional Development days. Thought Exchange gives the group immediate access to see the responses of others and like comments that the viewer agrees with. Thought Exchange determines themes and prioritizes the comments which led to lists of values, goals, and objectives. In addition to these in person activities, the community had multiple opportunities to give input through various surveys over the 9 month period as well. After organizing the survey and qualitative data from the various Educational Partners, the School Board and Dr. Finneran worked through a process of revisions and more input until finalizing LUSD's Motto, Mission, Vision, Values, Goals, and Objectives.

LUSD's adopted mission states: Lompoc Unified School District is a community of learners that provides educational experiences where all of our students will meet high expectations. The Vision declares: Lompoc Unified School District is a community of learners that provides educational experiences where all of our students will meet high expectations. The District believes all students can meet high expectations; trusting and respectful relationships are the heart of effective educational systems; and our schools are the centers of wellness, creativity, and continuous learning cycles for staff and students. The District has three main goals as follows:
All of our students will graduate, and will be college and career ready.
All of our students will be on grade level in math and English Language Arts.
Educational partners (staff, students, families, community) will work together to ensure systems and plans meet each of our students' diverse needs.

The adopted Mission, Vision, Goals, Motto, Values, and Objectives document is one of the more significant items that helped form and guide this years' Local Control Accountability Plan.

Reflections: Annual Performance

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

The goals and actions in the current LCAP were established as part of a three-year LCAP cycle based on the 2023 Dashboard Results.

The following significant subgroups, indicators, and schools with red indicators are the basis for our goals and actions within LUSD's LCAP:
Schools with Student Groups in Very Low for State Indicators for 2023:

Elementary:
Clarence Ruth- Very Low for ELA- English Learners, Students with Disabilities; Math- English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Hapgood- Very Low for Chronic Absenteeism-White
La Canada- Very Low for ELA-Students with Disabilities; Math- Students with Disabilities; Chronic Absenteeism-Homeless, White
La Honda- Very Low for ELA- Students with Disabilities; Chronic Absenteeism-Homeless, White; Suspension- Homeless
Los Berros- Very Low for ELA- Hispanic, Students with Disabilities, Socioeconomically Disadvantaged; Math- Hispanic, Socioeconomically Disadvantaged
Leonora Fillmore- Very Low for ELA- Socioeconomically Disadvantaged; Math-English Learners, Hispanic, Socioeconomically Disadvantaged; Suspension-White
Miguelito- Very Low for Math-Students with Disabilities; Chronic Absenteeism- Students with Disabilities
Mission Valley- Very Low for Math-Socioeconomically Disadvantaged

Secondary:
Cabrillo High- Very Low for ELA- Hispanic, Socioeconomically Disadvantaged; Math- Socioeconomically Disadvantaged
Dr. Bob Forinash Community Day- Very Low for Suspension- Socioeconomically Disadvantaged, Hispanic
Lompoc High- Very Low for ELA- English Learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged; Math- English Learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged; Suspension- African American, Two or more races, Students with Disabilities, White
Lompoc Valley Middle- Very Low for ELA- English Learners, Hispanic, Socioeconomically Disadvantaged; Chronic Absenteeism- English Learners, White; Suspensions-English Learners, Students with Disabilities, White
Vandenberg Middle- Very Low for ELA- English Learners, Students with Disabilities; Math- English Learners, Hispanic, Socioeconomically Disadvantaged; Chronic Absenteeism-Two or More Races, Students with Disabilities; Suspensions- Two or more Races, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

Student groups within LUSD with the lowest performance level:
African American: ELA. Math, Suspension Rate
Hispanic: ELA, Math
Native American/Alaskan Native: Chronic Absenteeism
English Learners: ELA, Math
Foster: ELA
Homeless: ELA, Math
Socioeconomically Disadvantaged (SED): ELA, Math
Students with Disabilities (SWD): ELA, Math, Suspension Rate

Indicators with schools with at least one school in red indicator:
ELA: Mission Valley (MV), Lompoc Valley Middle School (LVMS)
Math: Clarence Ruth, Leonora Fillmore, MV
Suspension: Bob Forinash (BFCDS), Vandenburg Middle School (VMS)

Schools with Student Groups in Very Low for State Indicators for 2024:
Elementary:
Clarence Ruth- Very low for ELA- SED; Suspensions-SWD
La Canada- Very low for ELA- EL and SWD; Math-SWD; Suspensions-White
La Honda- Very low for ELA-SWD; Math-SED and SWD; Suspensions-SWD
Leonora Fillmore- Very low for ELA- SED and SWD; Suspensions-EL
Los Berros- Very low for ELA-SED; Math-SWD
Miguelito- Very low for ELA- SWD; Math-SWD
Mission Valley- Very low for ELA-All students and SED; Math-All students and SED

Secondary:
Cabrillo High School- Very low for ELA- Hispanic, SED, and SWD; Math-Hispanic, SED, and SWD; Suspensions- EI, Homeless, LTEL, SED and SWD
Dr. Bob Forinash Community Day- Very Low for Suspension- Socioeconomically Disadvantaged, Hispanic
Lompoc High School- Very low for graduation rate-EL and LTEL; Suspension-LTEL
Lompoc Valley Middle School- Very low for Math- Hispanic, LTEL, and SED;
Maple High School- Very low for ELA- Hispanic and SED; Math-Hispanic and SED
Vandenburg Middle School- Very low for ELA-Hispanic; Math- Hispanic and SED; ELPI-EL; Suspension-LTEL

Student groups within LUSD with the lowest performance level:
African American: Math
Hispanic: Math
English Learners (EL): College/Career Indicator (CCI)
Long Term English Learners (LTEL): Math
Foster Youth: ELA, Math, Suspension Rate
Homeless: Suspension Rate

Indicators with schools with at least one school in red indicator:
ELA: Maple High School (MHS), MV
Math: MHS, MV
ELPI: VMS
Suspension Rate: BFCDS

Schools with Student Groups in Very Low for State Indicators for 2025:
Elementary:
Arthur Hapgood: Very low for Chronic Absenteeism- Hispanic, Homeless, EL, SED, SWD, All; ELA- Hispanic, EL, SED, SWD; Math- SWD
Buena Vista: Very low for Chronic Absenteeism- Hispanic, SED, SWD; ELA- SWD; Math- SWD
Clarence Ruth- Very low for Chronic Absenteeism- All, Hispanic, White, EL, SED, SWD; Science- SED; ELPI- EL
La Canada- Very low for Math-All, Hispanic, EL, SED, SWD; Chronic Absenteeism- All, Hispanic, EL, SED, SWD; Suspensions-EL, SWD
La Honda- Very low for Math-All, Hispanic; Chronic Absenteeism- All, Hisspanic, EL, SED; Suspensions-SWD; ELPI- EL
Leonora Fillmore- Very low for Math- All, SWD; Suspensions-All, Hispanic, Homeless, SED, SWD; Science- All, SED; ELPI- EL; Chronic Absenteeism- All, Hispanic, White, Homeless, SED
Los Berros- Very low for Chronic Absenteeism- SED, SWD
Miguelito- Very low for ELA- SWD; Math-SWD, EL; Chronic Absenteeism- All, Hispanic, White, EL, Homeless, SED
Mission Valley- Very low for Chronic Absenteeism- Hispanic, SED

Secondary:
Lompoc High School- Very low for ELA- All; Math- All; Suspension-LTEL, Two or More Races, EL
Lompoc Valley Middle School- Very low for ELA- All, LTEL, SWD, Suspension- Homeless
Maple High School- Very low for Suspension-All, Hispanic, SED

Vandenburg Middle School- Very low for ELA- SED; Chronic Absenteeism- All, SED; Science- SWD

Student groups within LUSD with the lowest performance level:
Hispanic: Chronic Absenteeism
Two or More Races: Chronic Absenteeism,
English Learners (EL): Chronic Absenteeism
Long Term English Learners (LTEL): ELA
Foster Youth: ELA, Math, Suspension Rate
Homeless: Chronic Absenteeism
SED: Chronic Absenteeism
SWD: Chronic Absenteeism

Indicators with schools with at least one school in red indicator:
Math: La Canada, La Honda
ELPI: VMS
Chronic Absenteeism: Hapgood, Miguelito, Ruth, La Canada, La Honda, VMS, Fillmore
Suspension Rate: BFCDS

2025 California Dashboard
Highlights:
Graduation Rate: LUSD consistently has a high graduation rate with 92.1% of students graduating. Subgroup data shows Homeless students yellow on this indicator with only 80.2% graduating. English Learners increased by 15% for 2025 with a graduation rate of 84%, Hispanic increased 2.5% with 91/5% graduating, LTEL increased 22.1% with 91.2% graduating, and slight gains for SED, SWD, and White student groups.

CCI Indicator: High school indicators show steady and expanding enrollment in A-G and CTE pathways as indicated on the College Career Indicators. 2025 Dashboard shows an increase on all students by 6.4% showing 50.5% of LUSD students being prepared. Subgroups in green are Hispanic, who increased 10.8% and SED students, who increased 9.2%. Subgroups in yellow are as follows: EL showing 20.4% increase, Homeless showing 8.3% increase, LTEL with an increase in 20.9%, and white who declined by 3.9%. SWD maintained 1.6% in orange at 21.3% prepared.

Suspension Rates: All students maintained in the green on the suspension indicators with only 4.1% students suspended at least one day. Subgroups who fell in blue were Asian and Filipino, while subgroups in green were African American, Hispanic and White.

Challenges:
LUSD still struggles with making any significant progress in academic indicators as indicated in the following data:

ELA: all students are showing 55.4 points below standard with majority of subgroups in red: EL, Homeless, LTEL, SED, and SWD, all of who declined or maintained. The only subgroups showing substantial gains in ELA were Foster Youth with an increase of 35.4 points and African American with an increase of 17.7 points.

Math: all students are showing 89 points below standard with majority of subgroups in red: EL, Hispanic, Homeless, SED, SWD, all of who declined or maintained. The only subgroups showing substantial gains in Math were African American, increasing 17.5 points, Foster Youth increasing 25.1 points, and LTEL, increasing 8.1 points.

Chronic Absenteeism continues to be a concern as all students are showing 23.6% chronically absent, increasing by 1.6%. Most subgroups are in red showing increases over this past year in their absenteeism: EL, Hispanic, Homeless, Two or more races, SED, and SWD.

In 2026-2027, LUSD has approximately $5,500,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be utilized from 2026-2028. The following actions funded through the Learning Recovery Emergency Block Grant (LREBG) are strategically aligned to the allowable uses outlined by the California Department of Education and are based on a comprehensive analysis of student performance data, educational partner input, and the needs identified in the Lompoc Unified School District's Local Control and Accountability Plan (LCAP):
Allowable Use: Providing Professional Development and Coaching on the 2023 Mathematics Framework and the ELA/ELD Frameworks
Action 1.3 – Instructional Coaches
Instructional Coaches provide job-embedded professional learning aligned with the 2023 California Mathematics Framework and the ELA/ELD Framework. LUSD's Dashboard data highlights the need to address significant performance gaps in both Math (88.6 points below standard) and ELA (55.7 points below standard), particularly for English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Coaches play a critical role in building teacher capacity to implement evidence-based instructional strategies that promote equity, access, and achievement for all students.
Actions 1.6 and 1.11 – Program Specialists
Program Specialists offer site-level support in curriculum implementation, co-teaching models, and data-informed instructional planning. Their leadership ensures consistency and fidelity in the implementation of state frameworks, while also addressing the needs of underperforming subgroups through inclusive practices and Universal Design for Learning (UDL).

Allowable Use: Providing Early Intervention and Literacy Programs for Pupils in Preschool to Grade 3
Action 1.6 – Preschool Instructional Materials and Professional Development (Special Education)
Investments in developmentally appropriate instructional materials and staff professional learning for preschool-aged students with disabilities promote early access to literacy-rich environments and inclusive practices. These supports align with early intervention goals and prepare students for success in transitional kindergarten and beyond.

Allowable Use: Providing Instruction and Services Consistent with the California Community Schools Partnership Act
Action 1.7 – Homeless Liaison
The Homeless Liaison ensures compliance with McKinney-Vento requirements and provides coordinated services for students experiencing homelessness. This includes transportation support, access to academic materials, and connection to community-based resources which are critical elements of the whole-child support model outlined in the Community Schools framework.

Allowable Use: Integrating Evidence-Based Pupil Supports and Staff Supports to Address Barriers to Learning

Action 1.2 – Counselors and Social Workers
Counselors and Social Workers provide essential mental health and social-emotional support services, addressing high suspension rates and trauma-related behaviors among students. Their work supports the development of Multi-Tiered Systems of Support (MTSS), promotes positive behavior, and ensures students have equitable access to the support they need to thrive academically and socially.
Action 1.6 – Psychologist
School Psychologists conduct assessments, support special education planning, and provide mental health services. Their contributions are essential in ensuring appropriate interventions and inclusive learning environments, particularly for Students with Disabilities and those experiencing trauma. Many of our LUSD students have experienced many trauma experiences which have created barriers to learning.
Action 1.13 – Safe Schools Training in Trauma-Informed and Restorative Practices
This action provides staff with training in trauma-informed practices that help create safe, inclusive, and supportive school climates. This professional development supports the district's goal of reducing exclusionary discipline practices and fostering environments where all students feel a sense of belonging and safety.

Allowable Use: Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning
Action 1.12- Computer-based programs for ELA/Math achievement and centralized data system platform to progress monitor students
This action supports targeted learning recovery efforts by increasing access to individualized learning pathways, enhancing progress monitoring, and improving overall instructional responsiveness.

Allowable Use: Providing Access to Instruction for Credit-Deficient Pupils and Improving College Eligibility
Action 1.13– Guidance Alignment Professional Development
This action focuses on aligning counseling practices to support on-time graduation, credit recovery, and college readiness. Professional development ensures that guidance teams are equipped to support students in meeting A–G requirements, planning for postsecondary success, and increasing LUSD's overall College/Career Indicator, which currently stands at 43.2%.

Reflections: Technical Assistance

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

LUSD is eligible to receive Differentiated Assistance (DA) specifically related to performance of subgroups in Priority 4, Priority 6 and Priority 8. There are three student groups who had very low performance in these areas. They are: African American (Priority 4: ELA and Math; Priority 6: Suspension), Foster Youth (Priority 4: ELA and Math; Priority 8: CCI) and Students with Disabilities (Priority 4: ELA and Math; Priority 6: Suspension).
In 2023, work with SBCEO has been to evaluate our District Initiatives through an Initiative Inventory and conduct the SWIFT FIA to analyze District Systems, priorities, and needs. In the upcoming years, we will continue to work with SBCEO on aligning all learning experiences to the stated objectives developed by the School Board. Main focus areas will be to provide students access to least restrictive environments,

guidance alignment to ensure each of our students are college and career ready, and addressing individual student needs by creating effective professional learning communities through the lens of Lompoc Standards Alignment Project (LSAP) benchmark assessments.

In 2024, LUSD was identified as eligible to receive DA until the release of the Dashboard in Fall 2026 for the areas of Priority 4 ELA/Math and Priority 6 Suspension for Foster Youth. In 2024, we have continued to work with SBCEO on aligning all learning experiences to our District Mission, Vision, and Goals. We have engaged in focused efforts to improve instructional systems through the use of data reflection sessions in efforts to analyze teaching strategies and student learning outcomes.

In 2025, LUSD was identified as eligible to receive DA until the release of the Dashboard Fall 2027 for the areas of Priority 4 ELA/Math and Priority 5 Chronic Absenteeism for EL, Homeless, Hispanic, SED, and SWD. LUSD also continues eligibility to receive DA until the release of the Dashboard in Fall 2026 for the areas of Priority 4 ELA/Math and Priority 6 Suspension for Foster Youth. LUSD continues to work with SBCEO through focused efforts to improve instructional systems through the use of data reflection sessions in efforts to analyze teaching strategies and student learning outcomes.

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.

Dr. Bob Forinash Community Day School was previously eligible for CSI in 2025-2026 and 2024-2025.
No schools in LUSD were identified in 2026-2027.

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
LCAP Advisory	This committee was made up of any interested parents and community members. This committee was advertised through flyers, personal connections made by district administration, and Parent Square messages. Monthly meeting topics through the year included the overview of LCAP, data from California State Dashboard, evaluation and review of Mid-Year data, and input on priorities, actions, and budgets to include in the 24-27 LCAP (October-May) The advisory received the results of surveys conducted and gave input into various partner priorities which were included into the LCAP
District Language Advisory Committee	DELAC is comprised of parent representatives from each school's ELAC. Meetings monthly through the year included overview of LCAP priorities, data from California State Dashboard, evaluation and review of Mid-Year data, and input on priorities and actions to include in the 24-27 LCAP (October-May)
Superintendent Committees (Fiscal, Behavior, Safe Supportive Schools, and Academic Committees)	Five committees comprised from representatives from all school sites levels with CSEA, LFT, and administration, along with two Board Members and community members. Meetings every other month through year to include data dive, root cause analysis, creation of student surveys and disaggregation of input, Professional Learning input, and input that determined LCAP Actions. (Oct-May) In the 2024-2025 school year, the achievement committee became two separate committees: one for Reading Achievement and the other for Math Achievement. The achievement committees and Safe Supportive Schools committee have continued to inform action implementation for several actions within LCAP Goal 1.

Educational Partner(s)	Process for Engagement
District Leadership Team (Principal and Co-Administrator Meetings)	Meetings bimonthly through year to include data dive, root cause analysis, creation of survey and disaggregation of input, Professional Learning input, and input that determined LCAP Actions.
Lompoc Forum Meetings	A total of 16 meetings were held throughout the year, offered after school as school site locations. School staff and community members were invited to openly share concerns, ask questions, and share suggestions.
Special Education Parent Advisory Council	Parent Meetings were held monthly to review and give input on the Compliance and Improvement Monitoring Plan including data, meaningful input surrounding inclusive practices, educating public on students with disabilities, training for general education staff, and deeper training for our paraeducators (February-May)
Superintendent Student Advisory Committee	Monthly meetings with volunteer students from secondary schools, facilitated by our Superintendent and Assistant Superintendents with inclusion of Directors from District Office to gather input from students about strengths and weaknesses within our education programs, moving toward more Computer Sciences to promote the use of AI, A-G Guidance Alignment, along with input on relevant practices/impactful programs. In 2025-2026, these students advisory committees held meetings at their respective school sites every other month to inform site specific related actions that tie into LCAP actions within Goal 1.
Bargaining Units	Meetings with LFT and CSEA through the year resulted in input related to more funds due to increasing cost of items, training for the following: paraeducators and teachers related to inclusive practices, having choices in the types of PD they attend, training with onboarding staff at all levels, training in behavior and classroom management, and training in our student information system (Aeries). In addition they requested clear and consistent processes for doing work in Aeries, consistency in leadership at sites and district, collaboration time, time for planning, improving communication with staff, and more counselor support at secondary levels. Input in the 2024-2025 LCAP revolved around more support for inclusion/co-teaching (including personnel and professional development), more support with Newcomer English Learners specifically for more support with bilingual paraeducators. In addition,

Educational Partner(s)	Process for Engagement
	the LFT Board wanted to see improvements made to data systems, benchmark assessments, and PLC systems. In 2025-2026, district administration broadened input by holding site forums on each campus so all members within each site staff could participate in providing input that informs LCAP priorities.
African American Parent Advisory Council	Meetings with parents and community members through Gateway Community Organization to review data for our African American Students from the California State Dashboard, discussions on data specifically surrounding suspension data, how to connect better with families to increase attendance, improvement of non-biased disciplinary practices, restorative approaches and staff training to include culturally responsive practices. (November and March) During 2024-2025 meetings, parents and community members gave input into our policies and systems around hate speech and behavior practices. In 2025-2026, this council continued to develop plans for improvements specific to African American/Black students at our high schools.
Parent/Family Input	Parents were surveyed through CHKS as well as site surveys through the year. Input from parents requested updated website that was more parent information forward, increased communication through the use of social media and other platforms including Parent Square/print materials/use of school marques, more parent information nights to work with parents focused on student success, more bilingual people in offices to help field parents requests/needs, better training for staff, higher expectations of staff and how they interact with parents and community, and more programs to help students be successful in school such at tutoring and clubs.
Equity Multiplier Schools (3)	Three meetings were held throughout the year with staff, parents, and students for each equity multiplier school, totaling 9 meetings. During these meetings, LUSD conducted a Needs Assessment, developed the goals and actions for LCAP and organized priorities for the school with the administrator. In addition, in 2025-2026, Educational Partners of Equity Multiplier schools reviewed data on previous actions to determine implementation and effectiveness for the Annual Review

Educational Partner(s)	Process for Engagement
SELPA	Meeting with Director of SELPA in Spring. Discussion focused on meeting needs of students with disabilities with focus around our CIM plan and inclusion PD.

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

The adopted LCAP (Local Control and Accountability Plan) was significantly influenced by the extensive feedback provided by various educational partners throughout the planning process. Here's how their input shaped the final document:

Through meetings dedicated to data analysis and root cause identification, educational partners contributed to a deeper understanding of the challenges and opportunities within our educational programs. This analysis informed the prioritization of goals and actions in the LCAP.

Partners were actively involved in the creation of surveys aimed at gathering input from diverse stakeholders. Their input helped ensure that survey questions were relevant, comprehensive, and accessible to all members of the community. Furthermore, partners assisted in disaggregating survey data to identify specific needs and preferences within different demographic groups.

Community forums and superintendent committees provided platforms for transparent communication and two-way dialogue between the district and the public. Feedback collected during these sessions informed decisions related to budget priorities, program enhancements, and resource allocation within the LCAP.

The review of compliance and improvement monitoring plans by the Special Education Parent Advisory committee highlighted the importance of inclusive practices and support for students with disabilities. Their input informed actions aimed at promoting inclusivity, providing training for staff, and enhancing support services within the LCAP.

Direct input from students regarding strengths, weaknesses, and desired improvements in educational programs guided decisions related to curriculum enhancements, career readiness initiatives (such as computer sciences), and support services alignment within the LCAP. Students also discussed the need to be safe coming to and from school, which poses challenges at times.

Ongoing discussions with employee associations resulted in input related to resource allocation, training needs, and organizational improvements. Their feedback influenced actions related to professional development, staffing, and operational processes outlined in the LCAP.

Collaborative discussions with parents and community members through the Gateway Community Organization provided insights into strategies for supporting African American/ Black students, improving family engagement, and promoting culturally responsive practices. This input directly shaped actions addressing equity, family outreach, and staff training within the LCAP. in addition, through discussions, LUSD has worked to create clear policies around hate speech. In addition, contract services partnering UCSB and LUSD have provided safe rooms with therapeutic support for black students at our two comprehensive high schools.

Input from parent surveys, including those conducted through the California Healthy Kids Survey (CHKS), informed actions aimed at improving communication, parent engagement, and support services. Feedback regarding website updates, communication channels, and program offerings directly influenced strategies outlined in the LCAP.

During DELAC meetings, clarity around school fiscal processes and how they relate to increased services to support English Learners led to input regarding training opportunities for staff, support to parents, and community programs that include cultural celebrations directly impacted LCAP formation regarding parent engagement, equity and cultural practice. In addition, input from DELAC parents included after school programs, transportation, and tutoring support at the secondary level.

A comprehensive needs assessment conducted with leadership teams allowed for the identification of overarching goals and actions based on the collective input of educational partners. This process ensured alignment between district priorities and community needs reflected in the LCAP.
Each Equity Multiplier School (Maple High School, Mission Valley, and Bob Forinash Community Day School) had three educational partner input sessions with District administration to develop their Equity Multiplier Plan. Generally, parents, students and staff wanted more real-world focused learning opportunities, hands-on projects, mentorships, and career path opportunities . In addition to these academic achievement opportunities, parents and students desired counseling services to aid in making good choices, emotional regulation support, and support with extended school opportunities along with understanding of how college systems work. Continued work with our Equity Multiplier school partners helped shape the goals and actions, changing them from their original goal and changes in resource allocations based on these changes.
Educational Partner input during the 2025-2026 school year has continued to emphasize the following LCAP Priorities:
1. Foundational Literacy & Math Alignment (K–12 Coherence) (Actions 1.1, 1.11, 1.13 and 1.24)
2. Comprehensive Special Education Support Plan- Staffing, compensation, workload protections (Action 1.6)
3. Consistent School Climate & Student Engagement Policy- Cell phone policy, SEL alignment (Actions 1.2 and 1.21)
4. College & Career Pathway Expansion- CTE alignment, Dual enrollment course offerings, and Industry certifications (Action 1.14 and 1.16)
5. Facilities & Safety Modernization- Intercoms, roofing, gates, ADA compliance, and continued transportation services (Action 1.19 and 1.27)
6. Staff Recruitment, Retention & Compensation (especially paraeducators) (Action 1.6, 1.7, and 1.3)
7. Communication & Transparency Initiative- Coherent Data messaging, Budget clarity, Defined roles and district visibility (Action 2.1)
8. Expanded Intervention & Extended Learning- Tutoring (before/after school), cohesive and structured Reading & math interventions (Action 1.17)
9. English Learner Equity & Multilingual Supports (Actions 1.7 and 1.25)
10. Family Engagement & Community Partnerships (Actions 2.2 and 2.3)

Overall, the adopted LCAP reflects a collaborative effort, with input from educational partners driving decision-making processes and shaping strategies to address the diverse needs of students, families, and staff within the community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Each of our students will meet or make progress toward each of the district's career and college readiness indicators for their grade level.	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.

This 3-year LCAP Broad Goal was developed based on following District information and metrics from the 2023 CA Dashboard Data as follows:
Our mission, vision and District goals provide that each of our students in every classroom are tackling relevant, challenging content, taking ownership of their learning, and improving every day which is why this goal has been developed.

2023 California Dashboard Data and local data that supports the development of this goal and related actions includes:
Graduation rate: Overall rate is 91.4% although there are disparities in different student groups as follows:
English Learners: English Learners have shown significant improvement in graduation rates, increasing by 15.5% to a new high of 79.6% graduated. However, their graduation rate is still below the overall rate of 91.4%.
Students with Disabilities: Students with Disabilities have maintained a graduation rate of 78.9%, which is lower than the overall rate.
Ethnic/Racial Groups: There are disparities among different ethnic and racial groups. For example:
Hispanic students have a graduation rate of 90.2%, which is slightly lower than the overall rate.
White students have a graduation rate of 94.8%, which is higher than the overall rate.
African American students' graduation rate is not explicitly mentioned in the data provided, but they are identified as having low performance in ELA and Math, indicating potential disparities in graduation rates as well.
Socioeconomic Status: Students from socioeconomically disadvantaged backgrounds have a graduation rate of 90.2%, which is slightly lower than the overall rate.
Homeless Students: Homeless students have a graduation rate of 80.8%, which is lower than the overall rate.

Chronic Absenteeism: There has been an overall decline in chronic absenteeism, as demonstrated by a 5.9% decrease in chronically absent students. Despite the overall decline, certain subgroups still exhibit higher rates of chronic absenteeism compared to others. Specifically:
White students have a subgroup identified with a very low rating for chronic absenteeism at Hapgood Elementary School.
English Learners, African American students, and Hispanic students have shown significant declines in chronic absenteeism rates, indicating progress in addressing disparities.
While progress has been made in reducing chronic absenteeism, there are still challenges within specific student groups, such as the subgroup of homeless students at La Honda Elementary School, indicating ongoing efforts are necessary to address these disparities.

English Learner Progress: The EL Progress Indicator (ELPI) shows that 44.9% of ELs in LUSD are making at least one level of progress, marking an increase of 3.4% from the previous year. However, there are still challenges identified:
Miguelito Elementary School is categorized in the "very low" category for ELPI, indicating a significant need for improvement in English language acquisition among EL students at this school.
ELs are identified as one of the student groups performing very low in ELA performance within the district, with a decline of 9.6 points in overall scores. Furthermore, the following schools have EL students categorized as performing "very low" for ELA achievement: Clarence Ruth, La Canada, Los Berros, and Lompoc Valley Middle School. This suggests disparities in English language proficiency and academic achievement among EL students compared to their peers.
ELs are identified as one of the student groups performing very low in Math performance within the district, with a decline of 2.8 points in overall scores. Furthermore, the following schools have EL students categorized as performing "very low" for Math achievement: Clarence Ruth, Fillmore, Miguelito, and Lompoc Valley Middle School.

ELA Performance: LUSD has experienced an overall decline in ELA performance, with all students performing 56.3 points below standard, declining by 15.7 points. This decline suggests challenges in ELA achievement across the district, but even more with specific student groups and within certain schools as noted:
African American students' performance in ELA declined by 20.6 points; English Learners' performance in ELA declined by 9.6 points; Foster Youth students' performance in ELA declined by 23.4 points; Hispanic students' performance in ELA declined by 15.5 points; Homeless students' performance in ELA declined by 20.8 points; Socioeconomically disadvantaged students' performance in ELA declined by 16.1 points; Students with Disabilities' performance in ELA declined by 3.4 points.
Schools in "very low" status for ELA include: Lompoc High School, Lompoc Valley Middle School, and Mission Valley Elementary School.
Furthermore, NWEA data (Fall 2023) shows 35% in reading meet or exceed state standards for this year, while Lompoc Standards Alignment Project (LSAP) Assessments shows 41% in ELA meet or exceed standards districtwide (December data point).

Math Performance: LUSD has experienced an overall decline in Math performance, with all students performing 88.9 points below standard, declining by 4.7 points. This decline suggests challenges in Math achievement across the district, but even more with specific student groups and within certain schools as noted: African American students' performance in Math declined with a change of -1.3 points; English Learners' performance in Math showed a decline of -2.8 points; Hispanic students' performance in Math declined by 4.3 points; Homeless students' performance in Math declined by 4.3 points; Socioeconomically disadvantaged students' performance in Math declined by 5.2 points; Students with Disabilities' performance in Math declined by 3.9 points.
Schools in "very low" status for Math include: Clarence Ruth, Lompoc High School, Mission Valley Elementary School, Fillmore Elementary School.

Furthermore, NWEA data (Fall 2023) shows 21% in math meet or exceed state standards for this year, while Lompoc Standards Alignment Project (LSAP) Assessments shows 35% in math meet or exceed standards districtwide (December data point).

College/Career Indicator (CCI): LUSD ranks medium in the prepared level on the CCI, indicating that the district has achieved a moderate level of success in preparing students for college and career pathways, however per school we show variance and inconsistency with Maple High School identified "very low", Lompoc High School ranking "medium" and Cabrillo High School ranking "high." In regards to student groups, there are disparities as noted: Foster Youth students are ranked "very low" while English Learners, Homeless, and Students with Disabilities ranked "low."
Current "Promote" data (December 2023) reflects CHS has 40% of students enrolled in A-G courses and LHS has 26% of student enrolled in A-G courses for 2023-2024 school year. Currently AP enrollment is 17.44% while current pass rate for AP courses is 87.6%. Current UC/CSU Math pass rate is 67.16% while ELA is 72.08% of students enrolled in courses.

Suspension Rates: The overall suspension rate for all students in LUSD is 5.3%, indicating the percentage of students suspended at least one day. Disparities with specific student groups should be noted as follows: African American students have a higher suspension rate, with 10.5% of African American students being suspended at least one day, while Students with Disabilities showing 8.7% being suspended at least one day.
Schools ranking "very high" are Vandenberg Middle School and Dr. Bob Forinash Community Day School.
Local Data Points: LUSD currently has 81.6% of its teachers fully credentialed in the area they teach. In addition, through Williams Act review, LUSD had 18 instances of 136 review areas (13.2%) that ranked fair to poor in meeting standards. Having qualified teachers and safe and adequate facilities directly impacts student achievement.

During meetings with Educational Partners, direct feedback was given about priorities on academic success, career-life skills, and college readiness. Therefore, Educational Partners' feedback has guided Lompoc Unified to focus on the following categories within this goal which will affect actions:
-Developing strong Professional Learning Communities that focus on building capacity and collective efficacy (Actions 1.13)
-Implementing inclusive practices and developing systems for co-teaching, in class support, and Universal Design for Learning, (Actions 1.6 and 1.13)
-Improved literacy and mathematics performance through utilizing evidence-based practices, standards alignment, high-quality grade-level instruction, instructional/literacy coaches, mentoring, and instructional technology (Actions 1.1, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.19, 1.24, 1.25)
-Comprehensive Special Education Support Plan including qualified, credentialed staffing, compensation, and equitable workload protections (Actions 1.2, 1.3, 1.6)
-Improved Instructional practice through provided appropriate and relevant district-wide professional learning opportunities, (Action 1.13)
-Providing experiential learning experiences to include engaging in-class instructional pedagogy, field trips, project based learning, and access to relevant career technical education pathways to include -CTE pathway expansion and alignment, dual enrollment course offerings, and industry certifications. (Actions 1.10, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.24, 1.25, 1.26)
-Implementation of Social Emotional Learning , including tiered supports to ensure health and wellness for each of our students (Action 1.2)
-Providing robust expanded learning opportunities after school and during long breaks with cohesive and structured reading and math interventions . (Action 1.19, 1.21)

-Ensuring a safe and supportive school environment where students develop a sense of belonging and feel connected to caring adults. (Action 1.13, 1.19, 1.20, 1.21)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers- local reporting of CalSAAS Data	In 2023-2024, LUSD has a total of 474 teaching positions with 17% of these positions filled with new teachers. Of those: 1.5% are missing English Learner authorization, 25.7% are working in positions not within their allowed credential authorization, and 6.8% of those positions are vacant and filled with long-term substitutes.	For the 2024-2025 school year, LUSD has a total of 550 certificated positions with 15% filled with new teachers. Of those 2% are missing English Learner authorization, 5% are working in positions not within their allowed credential authorization, and 1% of those positions are vacant and filled with long-term substitutes.	For the 2025-2026 school year, LUSD has a total of 574 certificated positions with 11% filled with new teachers. Of those 0% are missing English Learner authorization, 14.9% are working in positions not within their allowed credential authorization, and 0.7% of those positions are vacant and filled with long-term substitutes.	In 2026-2027 LUSD will have less that 10% of our teaching staff filled with new teachers. In addition: all teachers will have English Learner Authorization, Less than 12% teachers will be misassigned, and less than 3% of teaching positions will be filled with long-term substitutes	Difference from baseline for 25-26 is: New teachers decreased by 6%. Teachers missing EL authorization is decreased 1.5% to make our total 0%; teachers not working in credentialed area has decreased by 10.8% and a decrease by 6.1% of vacancies filled with long-term sub positions.
1.2	Sufficiency of instructional materials	Currently all schools have 100% of their student materials available to students. Currency of materials: All subjects except K-6 Social Sciences and K-12 Math are aligned based on adopted State	Currently all schools have 100% of their student materials available to students. Currency of materials: All subjects except K-	Currently all schools have 100% of their student materials available to students. Currency of materials: All subjects except K-	All schools will have 100% of their student materials available to students. All subjects' materials with current State Frameworks and	There are no material differences from baseline; Social Sciences for elementary was adopted in Spring 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Frameworks. (Math adopted in Aug 2023 but no newly adopted programs approved by SBE); Social Sciences adopted State Framework in 2016 with new materials adopted 2017 by SBE	6 Social Sciences and K-12 Math are aligned based on adopted State Frameworks. (Math adopted in Aug 2023 but no newly adopted programs approved by SBE); Social Sciences adopted State Framework in 2016 with new materials adopted 2017 by SBE. New Social Sciences for K-6 grades were adopted this Spring. Secondary adoption was in 2018.	12 Math are aligned based on adopted State Frameworks. K-12 Math Adoption Process in currently underway and will be concluded in Spring 27 with adoption materials suggested for Board approval.	current SBE approved curriculum will be currently adopted by LUSD.	
1.3	School facilities	Based on Williams Act Facilities Inspection Tool, of the 7087 items inspected, 7033 were marked OK for a total percentage rate of 99.23%; Schools' average percentage ranking for all schools was 97.15% meaning overall facilities are classified "Good." In addition, of the 128 categories inspected, 119 were	Based on Williams Act Facilities Inspection Tool, of the 7109 items inspected in Fall 2024, 6953 items were marked OK for a total percentage rate of 97.80%; Schools' average percentage ranking for all schools was 97.20% meaning	Based on Williams Act Facilities Inspection Tool, of the 7509 items inspected in Fall 2025, 7353 items were marked OK for a total percentage rate of 97.92%; Schools' average percentage ranking for all schools was 96.96% meaning	Ranking on Williams Act Facilities Inspection tool would be rated "Good" in 100% of categories.	Difference from Baseline: School facilities ranking decreased by1.3% while school overall average percent maintained. LUSD had 1 facility categories inspected ranking poor

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		rated "Good", 8 were rated "Fair, and 1 was rated "Poor."	overall facilities are classified "Good." In addition, of the 128 categories inspected, 116 were rated "Good", 13 were rated "Fair" and 0 rated "Poor."	overall facilities are classified "Good." In addition, of the 128 categories inspected, 120 were rated "Good", 7 were rated "Fair" and 1 rated "Poor."		
1.4	Implementation of state standards for all students- Local Indicator Data posted to Ca Dashboard	LUSD meets "fully implemented and sustainable for all subjects except Social Sciences. Social Science materials are being piloted 2024-2025 school year, to be adopted for 2025-2026 school year.	LUSD meets "fully implemented and sustainable for all subjects except Social Sciences for TK-6. Social Science materials for TK-6 have been adopted for 2025-2026 school year.	LUSD meets "fully implemented and sustainable for all subjects	LUSD will have all subjects fully implemented and sustainable.	LUSD meets fully implemented on all subjects; Social Science materials adopted Spring 2025 with training/new materials for 25-26school year.
1.5	State standard assessments-CAASPP ELA	In 2023 CAASPP ELA, LUSD performs 56.3 points below standard for ELA; student groups in red: African American- 80.3 points below standard English Learners-107.7 points below standard Foster Youth- 118.8 points below standard Hispanic-71.7 points below standard Homeless- 99.9 points below standard Socioeconomically Disadvantaged (SED)-	In 2024 CAASPP ELA, LUSD performs 55.7 points below standard for ELA; student groups: Foster Youth-133.9 points below standard Furthermore, LUSD shows the following focus group scores: African American-increase 12.6 points to 67.8	In 2025 CAASPP ELA, LUSD performs 55.4 points below standard for ELA; student groups: Foster Youth-98.4 points below standard Furthermore, LUSD shows the following focus group scores: African American-increase 17.7 points to 50.1	By 2027, LUSD will improve ELA by an increase in 37 points scored for the all student category. Furthermore, LUSD will ensure growth of the following student groups with the following increased points: African American-by 41 points English Learners-by 58 points	In 2025 CAASPP ELA, differences from baseline are as follows: decrease in points below standard by .9 points with the following student groups in red: EL, Homeless, LTEL, SED, and SWD. Student group differences from baseline are as follows:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		76.7 points below standard Students with Disabilities (SWD)- 138.7 points below standard	points below standard English Learners- increase 13 points to 94.7 points below standard Foster Youth- decrease 15 points to 133.9 points below standard Hispanic- maintained 2.8 points to 68.9 points below standard Homeless- increase 11.3 points to 88.6 points below standard SED- increase 4.8 points to 71.9 points below standard SWD- increase 5.1 points to 133.7 points below standard	points below standard English Learners- 92.8 points below standard Foster Youth-98.4 points below standard Hispanic- 68.8 points below standard Homeless- 103.4 points below standard SED- 73.4 points below standard SWD- 134.1 points below standard	Foster Youth- by 59 points Hispanic-32 points Homeless-50 points SED- 42 points SWD- 139 points	African American- increase 30.2 points English Learners- increase 14.9 points Foster Youth- increase 20.4 points Hispanic- increase 2.9 points Homeless- decrease 3.5 points SED-increase 3.3 points SWD- increase 4.6 points
1.6	State standard assessments-ELPI	In 2022-2023, LUSD English Learner (EL) students had 45% who progressed at least on English language proficiency level while 18.9% decreased a level.	In 2024, LUSD English Learner (EL) students has 49.4% making progress in English language proficiency level increasing 4.5%.	In 2025, LUSD English Learner (EL) students has 40.70% making progress in English language proficiency level decreasing	By 2027, LUSD EL students who progress by at least one ELPI level or maintain level 4 will be increased to 75%.	Difference from baseline is as follows: ELPI shows decrease of 4.3% making progress; decrease in percent of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Of EL students who took alternate ELPAC, 20% increased at least one level while 80% did not progress. In 2022-2023, LUSD had 26.13% of students taking the alternate ELPAC perform proficient	14.1% decreased at least one level. Of EL students who to alternate ELPAC, 14.3% increased at least one level while 85.7% did not progress. In 2024, LUSD had 16.67% of students taking the alternate ELPAC perform proficient. In 2024, LUSD had 53.2% of Long Term English Learners (LTEL) made progress; increasing 2.2% from previous year	8.7%.18% decreased at least one level. Of EL students who to alternate ELPAC, 0% increased at least one level while 33.3% did not progress. In 2025, LUSD had 0% of students taking the alternate ELPAC perform proficient. In 2025, LUSD had 46.7% of Long Term English Learners (LTEL) made progress; declining 6.5% from previous year	By 2027, LUSD EL students taking the alternative ELPAC will increase at least one level by 60% and have at least 63% proficiency rate	decreasing levels by .9% Student progress for students taking alt ELPAC shows a decrease of 46.7% of students not making progress. A new measure in ELPI was added in 2024: LTEL; there was a decrease of 6.5% of Long Term English Learners (LTEL) who made progress
1.7	Local standard assessment- LSAP ELA	In 23-24, LUSD Standards Alignment Data average percent of students meeting or exceeding ELA standards as of February are as follows: K=78% 1st=70% 2nd=50% 3rd=24% 4th=31% 5th=11% 6th=21%	In 24-25, LUSD Standards Alignment Data average percent of students meeting or exceeding ELA standards as of February are as follows: K=74% 1st=77% 2nd=50% 3rd=25% 4th=22%	In 25-26, LUSD Standards Alignment Data average percent of students meeting or exceeding ELA standards as of February are as follows: K=73% 1st=70% 2nd=51% 3rd=26% 4th=30%	By 2027, LUSD Standards Alignment Data average percent of students meeting or exceeding ELA standards as of February '27 are as follows: K=89% 1st=85% 2nd=75% 3rd=56% 4th=61%	In 25-26, LUSD Standards Alignment Data difference from baseline of students meeting or exceeding ELA standards as of February are as follows: K=-5% 1st=0% 2nd=+1% 3rd=+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th=22% 8th=35% 9th=25% 10th=48% 11th=43% 12th=26%	5th=27% 6th=22% 7th=31% 8th=31% 9th=24% 10th=33% 11th=29% 12th=27%	5th=27% 6th=25% 7th=21% 8th=34% 9th=37% 10th=41% 11th=47% 12th=40%	5th=56% 6th=62% 7th=63% 8th=68% 9th=57% 10th=74% 11th=72% 12th=63%	4th=-1% 5th=+16% 6th=+4% 7th=-1% 8th=-1% 9th=+12% 10th=-7% 11th=+4% 12th=+14%
1.8	Local standard assessment- Early Reading Data	Progress Monitoring Data from Dibels (23-24) as of April for Grades 1-3 indicate the following percentages of students met/exceed benchmark: 1st: 35% 2nd: 20% 3rd: 20%	Progress Monitoring Data from Map Reading Fluency (24-25) as of May for Grades 1-3 indication the following percentages of students met/exceed benchmark: 1st: 48% 2nd: 60% 3rd: 69.7%	Progress Monitoring Data from Dibels (25-26)Middle of the Year for Grades 1-3 indicate the following percentages of students met/exceed benchmark: 1st: 37% 2nd: 47% 3rd: 51%	Progress Monitoring Data from Dibels (26-27) as of April for Grades 1-3 will indicate the following percentages of students met/exceed benchmark: 1st: 63% 2nd: 60% 3rd: 60%	Progress Monitoring Data difference from baseline is as follows: 1st- +2% 2nd: +27% 3rd: +31%
1.9	State standard assessments-CAASPP Math	In 2023 CAASPP Math, LUSD performs 88.9 points below standard for Math; student groups in red: African American- 111.1 points below standard English Learners-131.9 points below standard Hispanic- 104.6 points below standard Homeless- 122.8 points below standard	In 2024 CAASPP Math, LUSD performs 88.6 points below standard for Math, maintaining .3 points; student groups in red: African American- maintained 1.6 points to 109.6 points below standard	In 2025 CAASPP Math, LUSD performs 89 points below standard for Math, maintaining -.4 points; student groups in red: English Learners maintained .7 points to 122.3 points below standard Hispanic maintained .2	By 2027, LUSD will improve ELA by an increase in 49 points scored, so that all students are at or above standard overall. Furthermore, LUSD will ensure growth of the following student groups with the following increased points:	Difference from baseline: 2025 CAASPP Math shows change of +.1 points from standard; change of 5 subgroups in red (EL, Hispanic, Homeless, SED, SWD). Subgroup data shows:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED)- 109.9 points below standard Students with Disabilities (SWD)- 167.2 points below standard	Foster Youth- declined 39.9 points to 174.3 points below standard Hispanic- maintained 1.5 points to 103.1 points below standard LTEL- declined 3.1 points to 189.2 points below standard Furthermore, LUSD shows the following focus group scores: English Learners- increased 9 points to 123 points below standard Homeless- increased 6.5 points to 116.3 points below standard SED- increased by 3.7 points to 106.2 points below standard SWD- increased by 8.9 points to 158.3 points below standard	points to 102.9 points below standards Homeless declined 18 points to 134.3 points below standard SED maintained -.5 points to 106.7 points below standard SWD declined 7.1 points to 165.4 points below standard Furthermore, LUSD shows the following focus group scores: LTELs increased 8.1 points to 181.1 points below standard African American/Black increased by 17.5 points to 92 points below standard.	African American- by 62 points English Learners- by 62 points Hispanic-by 55 points Homeless-by 63 points SED- by 60 points SWD- by 88 points	African American- increased 19.1 points EL- increase 9.6 points Hispanic- maintained 1.7 points LTEL- increased 8.1 Homeless- declined 11.5 points SED- increased 3.2 points SWD- increased by 1.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Local standard assessment- LSAP Math	In 23-24, LUSD Standards Alignment Data average percent of students meeting or exceeding Math standards as of February are as follows: 7th grade- 69% 8th grade- 20% Math I- 38% Math II-58% Math III-80%	In 24-25, LUSD Standards Alignment Data average percent of students meeting or exceeding Math standards as of February are as follows: 7th grade- 72% 8th grade- 39% Math I- 61% Math II-68% Math III-91%	In 25-26, LUSD Standards Alignment Data average percent of students meeting or exceeding Math standards as of February are as follows: 7th grade- 33.5% 8th grade- 33.5% Math I- 68% Math II-41.5% Math III-90%	In 26-27 LUSD Standards Alignment Data average percent of students meeting or exceeding Math standards as of February are as follows: 7th grade- 89% 8th grade- 60% Math I- 68% Math II-88% Math III-95%	Difference from baseline in LSAP Math 25-26 as of February: 7th grade- -35.5% 8th grade- +13.5% Math I- +30% Math II--16.5% Math III-+10%
1.11	State Indicator on Dashboard- CCI	In 2023, College/Career Indicator for LUSD showed 42% of students prepared out of 721 students. Also, Foster Youth ranked very low with the following groups ranking low: English Learners Homeless Students with Disabilities	In 2024, College/Career Indicator for LUSD showed 43.2% of students prepared out of 738 students with an increase of 1.2%. This year the state reports progress colors. LUSD had the following student groups in red: English Learners- declined 9.8% showing 9.8% prepared. Furthermore LUSD shows the following focus group scores:	In 2025, College/Career Indicator for LUSD showed 50.5% of students prepared out of 73 students with an increase of 6.4%. This year the state reports progress colors. LUSD had no student groups in red. Furthermore LUSD shows the following focus group scores: information Hispanic- increased 10.8% with 47.8% prepared	By 2027, at least 80% of LUSD students will be prepared and there will be no groups ranking in low or very low category	Difference from baseline: Increase of 8.5% students prepared for CCI with following subgroup data: English Learners- declined 9.8% showing 9.8% prepared. Furthermore LUSD shows the following focus group scores: Hispanic- increased 10.8% with 47.8% prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			information Hispanic- maintained -.6% with 36% prepared Homeless Youth- declined 5.4% with 20.3 prepared LTEL- declined 10..2% with 13% prepared SED- maintained -1.2% with 34.5% prepared SWD-increase 4.5% with 19.7% prepared	Homeless Youth- increase 8.3% with 28.6% prepared LTEL- increased 20.9% with 33.8% prepared SED-increased 9.2% with 44.5%% prepared SWD-increase 4.5% with 19.7% prepared		Homeless Youth- increase 8.3% with 28.6% prepared LTEL- increased 20.9% with 33.8% prepared SED-increased 9.2% with 44.5%% prepared SWD-increase 4.5% with 19.7% prepared
1.12	Local data: -A-G eligibility	At mid-year 2023-2024, 12th grade students who are meeting A-G eligibility requirements are as follows: CHS- 49% LHS- 27% MHS- 0%	At mid-year 2024-2025, 12th grade students who are meeting A-G eligibility requirements are as follows: CHS- 44.7% LHS- 27.6% MHS- 0%	At mid-year 2024-2025, 12th grade students who are meeting A-G eligibility requirements are as follows: CHS- 74% LHS- 58.2% MHS- 0%	In 2026-2027 mid-year, 12th grade students meeting A-G eligibility requirements will be: CHS-90% LHS-67% MHS-40%	Difference from baseline for students who meet A-G eligibility at mid-year is as follows: CHS- increase 25% LHS- increase 31.2% MHS- 0%
1.13	Local data:- CTE enrollment	At mid-year 2023-2024, LUSD had 54.2% students enrolled in CTE pathways	At mid-year 2024-2025, LUSD had 66.54% students enrolled in CTE pathways	At mid-year 2025-2026, LUSD had 66.68% students enrolled in CTE pathways	In 2026-2027 mid-year, LUSD will have steady enrollment of around 55% of students enrolled in CTE pathways	Difference from baseline for students enrolled in CTE pathway at mid year: +12.48%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Standards Assessment-11th grade data point CAASPP pass rate	In 2022-2023, 37.04% of our 11th graders received a 3 or 4 in ELA or Math CAASPP	In 2023-2024, 33.59% of our 11th graders received a 3 or 4 in ELA or Math CAASPP	In 2024-2025, 36.65% of our 11th graders received a 3 or 4 in ELA or Math CAASPP	In 2026-2027, 72% or more of our 11th graders will receive a 3 or 4 on the ELA or Math CAASPP	Difference from baseline: 2024 data shows a decrease of .39% of students receiving a 3 or 4 in ELA or Math CAASPP
1.15	EL Reclassification Rate including LTEL Reclassification Rate-Data Quest	From Data Quest, in 2022-2023, LUSD shows a RFEP rate of 52.4%; LUSD had 158 EL students out of 1432 RFEP for a rate of 11.03%. Of that group, 52.4% of the RFEPS were LTELS; LTEL RFEP rate was 6% out of all EL Current percent of ELs that are LTELS is 9%	From Data Quest, in 2023-2024, LUSD shows a RFEP rate of 51.7%; LUSD had 248 EL students out of 1415 RFEP for a rate of 17.53%. Of that group, 51.7% of the RFEPS were LTELS; LTEL RFEP rate was 6% out of EL. Current percent of ELs that are LTELS is 25.1%	From Data Quest, in 2024-2025, LUSD shows a RFEP rate of 52%; LUSD had 140 EL students out of 1193 RFEP for a rate of 11.7%. Of that group, 28.6% of the RFEPS were LTELS; LTEL RFEP rate was 3.4% out of EL. Current percent of ELs that are LTELS is 17.06%	From Data Quest, in 2026-2027, LUSD will show a RFEP rate of 77% or higher; LUSD local data for year will improve to be at least 35% of the EL students RFEP The hope would be to decrease the number overall of LTELs in the district thereby reducing the percent of ELs that are LTELs to less than 4%.	Difference from baseline: Data Quest 23-24 LUSD RFEP decreased by .4%; LTEL group decreased by 23..8% with a difference of -2.6% in LTEL RFEP rate.
1.16	State indicator-Chronic Absenteeism	2022-2023 Chronic Absenteeism rates are as follows: All students- 32.2% EL students-33.1% Foster Youth- 42.6% Homeless- 48.2% African American//Black-25.6% Hispanic-35.3%	2023-2024 Chronic Absenteeism rates are as follows: All students-22% EL-(decline 11.4%) 21.7 Foster Youth-(decline 10.3%) 32.3	2024-2025 Chronic Absenteeism rates are as follows: All students-23.6% EL-24.6% Foster Youth-22.9% LTEL-25.5% Homeless-37.3%	2026-2027 Chronic Absenteeism rates are as follows: All students- 16% EL students-16% Foster Youth- 20% Homeless- 24% African American//Black-12%	Difference from baseline is as follows for Chronic Absenteeism: All students decrease by 8.6% EL decrease by 8.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian- 68.8%	LTEL-(decline 9.3%) 32.3% Homeless-(decline 17%) 31.2% African American/Black-(decline of 1.3%) 24.3% Hispanic-(decline 11.2%) 24% American Indian-(decline 31.3%) 37.5%	African American/Black-22.9% Hispanic-25.5% American Indian-36.7%	Hispanic-18% American Indian-37%	Foster Youth decrease by 19.7% LTEL decrease by 16.1% African American/Black decrease by 2.7% Hispanic decrease by 9.8% American Indian decrease by 32.1%
1.17	Local data- Chronic Absent rates	Local data as of beginning of April shows the following Chronic Absent rates: All students- 18.7% EL students-21% Foster Youth- 22.6% Homeless- 30.0% African American//Black-20.0% Hispanic-20.3%	Local data as of beginning of April shows the following Chronic Absent rates: All students-19.9% EL students-22.2% Foster Youth- 20% Homeless- 33.3% African American//Black-18.4% Hispanic-21.4%	Local data as of beginning of April 2026 shows the following Chronic Absent rates: All students- 19% EL students-21.06% Foster Youth-24.38% Homeless- 29.73% African American//Black-19.34% Hispanic-20.36%	In 2026-2027, local attendance data at beginning of April will show the following Chronic Absent rates or lower: All students- 9.7% EL students-11% Foster Youth-11.6% Homeless- 15.0% African American//Black-10.0% Hispanic-10.3%	Difference from baseline in Chronic Absent local data: All increase by .3% EL increase by 0.06% Foster increase by 1.78% Homeless decrease by .27% African American/Black decrease by .76% Hispanic increase by 0.06%
1.18	Data Quest Data- Drop out rates	2022-2023 Dropout data is as follows: All students: 30 Dropouts Hispanic: 24 Dropouts White: 5 Dropouts Two or more races: 1 Dropout	2023-2024 Dropout data is as follows: All students: 53 African/American: 1 Hispanic/Latino: 41 White: 9	2024-2025 Dropout data is as follows: All students: 22 African/American: 0 Hispanic/Latino: 16 White: 3	2026-2027 Dropout rates will be less than the following: All:10 dropouts Hispanic/Latino: 7 dropouts White: 2 dropouts	Difference from baseline in Data Quest Drop out rates: All students decrease by 8 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In 2022-2023, Middle School had 1dropout.	Two or more races: 1 SED: 48 EL: 23 SED: 22 Foster: 2 Homeless: 13 Reported/Certified Data for 2024-2025 as of end of December: All Students: 47 SED: 40 Homeless: 6 SWD: 4 EL: 15 No students from Middle Schools	Two or more races: 1 SED: 22 EL: 9 SED: 5 Foster: 0 Homeless: 12 No students from Middle Schools	Two or more races-1 dropout In 2026-2027, LUSD will have no dropouts.	African American decrease by 1 student Hispanic/Latino decreased by 8 students White decreased by 2 students Two or more races unchanged. SED decreased by 17 students Foster decreased by 2 students Homeless decreased by 1 student Middle School dropout decreased by 1 student
1.19	State indicator-Graduation rate	2022-2023 Dashboard data shows LUSD graduation rates as follows: All Students-91.4% Students with Disabilities- 78.9% English Learners-79.6% Hispanic- 90.2% Homeless- 80.8% SED- 90.2% White-94.8%	2024 Dashboard data shows LUSD graduation rates as follows: All Students-(maintained -.9%) 90.5% Students with Disabilities-(maintained -.2%) 78.7% English Learners-(declined 10.5%) 69% LTEL- (declined 13.1%) 69.1%	2025 Dashboard data shows LUSD graduation rates as follows: All Students-92.1% Students with Disabilities- 80.0% English Learners-84% LTEL- 91.2% Hispanic-91.5% Homeless-80.2% SED-90.3% White- 94.8%	2026-2027 Dashboard data will shows LUSD graduation rates to increase above the following rates: All Students-96% Students with Disabilities- 90% English Learners-90% Hispanic- 95% Homeless- 90% SED- 95% White-98%	Difference from baseline for 24 graduation rates: All: +.6% SWD: +1.1% EL +4.4% Hispanic +1.3% LTEL +35.2% Homeless: - .6% SED : +.1% White shows no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic- (declined 1.2%) 89% Homeless- (maintained -.5%) 80.3% SED- (declined 1.7%) 88.6% White- (declined 1.4%) 93.4%			
1.20	State indicator-Pupil suspension rate	2022-2023 Dashboard data shows LUSD suspension rates as follows: All students-5.3% African American-10.5% Students with Disabilities-8.7% English Learners-4.3% Foster Youth- 13.% Hispanic- 5.6% SED-6.4%	2023-2024 Dashboard data shows LUSD suspension rates as follows: All students- (declined .5%) 4.9% African American- (declined 1.6%) 9% Students with Disabilities- (declined .3%) 8.4% English Learners- (maintained -.1%) 4.2% Foster Youth- (increase 3.5%) 16.7% Hispanic- (declined .5%) 5.1% SED-(declined .6%) 5.9%	2024-2025 Dashboard data shows LUSD suspension rates as follows: All students- 4.1% African American-4.3% Students with Disabilities- 7.1% English Learners-4.1% Foster Youth-12.1% Hispanic- 4.4% SED-5.0%	In 2026-2027, suspension rates will be lower than: All- 3% African American-5% Students with Disabilities-4% English Learners-4% Foster Youth-6% Hispanic-2% SED-3%	Difference from baseline for suspension data: All Students declined 1.2% African American declined 6.2% SWD declined .3% EL declined 1.6% Foster Youth decreased .9% Hispanic declined 1.2% SED declined 1.4%
1.21	State indicator from Data Quest-Pupil expulsion rates	2022-2023 LUSD Expulsion rate from Data Quest reports:	2023-2024 Data Quest Data for	2024-2025 Data Quest Data for	In 2026-2027, Expulsions will	Difference from baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students- .1% African American-.5% Hispanic/Latino- .1% White-.1% SED Total students expelled-12 Total students expelled SED- 12	LUSD Expulsion rates is as follows: All students- .1% African American-0% Hispanic/Latino-.1% White-0% Total students expelled- 8 Total students expelled SED-8 Total students expelled SWD-4 Homeless-1	LUSD Expulsion rates is as follows: All students- .1% African American-0% Hispanic/Latino-.1% White-.1% Total students expelled- 5 Total students expelled SED-5 Total students expelled SWD-0 Homeless-1	decrease to below 6 per school year.	All overall maintained African American decreased .5% Hispanic maintained White maintained Total students expelled decreased by 7 students Total students who are SED expelled decreased by 7 students
1.22	Local data- California Healthy Kid Survey results- parent, student, and teacher	In 2022-2023, student survey results indicated they felt connected to school at the following percentages: 6th Grade- 64% 7th Grade-46% 9th Grade-45% 11th Grade-46% In addition, the following percent of students agreed they had caring adult relationships: Elementary- 63% Middle School-52% High School-52%	In 2024-2025, student survey results indicated they felt connected to school at the following percentages: 5th Grade- 62% 6th Grade- 62% 7th Grade-48% 9th Grade-46% 11th Grade-54% In addition, the following percent of students agreed they had caring adult relationships: Elementary- 58% Middle School-50%	In 2025-2026, student survey results indicated they felt connected to school at the following percentages: 6th Grade- 69% 7th Grade- 57% 9th Grade- 52% 11th Grade-52% In addition, the following percent of students agreed they had caring adult relationships: Elementary- 57% Middle School-58% High School- 58%	In 2026-2027, the CHKS results will indicate more than 80% of our students in all grade levels will feel connected to school and caring adults.	Difference in baseline for 2024-2025, student survey results indicated they felt connected to school at the following percentages: 6th Grade- +5% 7th Grade-+11% 9th Grade-+7% 11th Grade-+6% In addition, the following percent of students agreed they had caring adult relationships: Middle school-+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			High School- 56%			Middle School- +6% High School - +18%
1.23	Local Data- Least Restrictive Environment	In 2023-2024, LUSD Least Restrictive Environment (LRE) data is as follows: Rate of SWD in regular classroom 80% or more of the time: 66.82% Rate of SWD inside the classroom less than 40% of the day: 10.51% Rate of SWD in a separate setting: 1.08%	In 2024-2025, LUSD Least Restrictive Environment (LRE) data is as follows: Rate of SWD in regular classroom 80% or more of the time: 72.31% Rate of SWD inside the classroom less than 40% of the day: 9.92% Rate of SWD in a separate setting: 0.57%	Current 25-26 , LUSD Least Restrictive Environment (LRE) data is as follows: Rate of SWD in regular classroom 80% or more of the time: 71.82% Rate of SWD inside the classroom less than 40% of the day: 10.06% Rate of SWD in a separate setting: 0.61%	In 2026-2027, LUSD continue to increase access to LRE for SWD in regular classroom 80% or more of the time to 75% Rate of SWD inside the classroom less than 40% of the day: 17%%	Difference from baseline: increase of 5% of SWD in general education classroom 80% or more of the time. Difference in rate of SWD inside the classroom less than 40% of the day: -.45% Difference in the rate of SWD in a separate setting: -.47%
1.24	Local data- State Seal of Biliteracy	Class of 2024 recipient numbers for State Seal of Biliteracy are: LHS-8 CHS-6	Class of 2025 recipient numbers for State Seal of Biliteracy are: LHS-20 CHS-5	Class of 2026 recipient numbers for State Seal of Biliteracy are: LHS-21 CHS-6	Class of 2027 will have at least the following Seals of Biliteracy: LHS- 30 CHS-20	Difference from baseline for State Seal of Biliteracy: LHS increased by 13 CHS maintained
1.25	Local data- AP enrollment	In 2023-2024, current enrollment in AP courses is 435 students out of 2723; 15.98%	In 2024-2025 December data, current enrollment in AP courses is 13.6%	In 2025-2026 December data, current enrollment in AP courses is 11.11%	In 2026-2027, LUSD expects to see AP enrollment to be at 30%.	AP course difference from baseline shows a decrease in AP courses by 4.87%
1.26	Local data- SEL screener	In 2023-2024, LUSD SEL screener (Kelvin data) indicated school	In 2024-2025, LUSD SEL screener (Kelvin	Kelvin Screener discontinued	In 2026-2027, LUSD hopes to improve school	no data to report in this area as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		climate was an area of concern with only 53% of all students feeling school climate was safe. Main concerns were from American Indian population (31% felt safe) and Females (only 50% felt safe). Leading concern was bullying in person and through social media. Schools that scored very low in this were: La Canada (44%), Crestview (48%), and Fillmore (49%). Crestview also indicated Emotional Safety was a concern.	data) indicates school climate is a concern with only 69% of all students feeling school climate was safe. Main concern was from American Indian population showing only 74.62% feel favorable toward school. Schools that scored low favorability were La Canada (77.96%) and Mission Valley (76.42%) favorability rates when all other schools were scoring higher that 80%		climate data to have overall scores at least 75% feeling safe. We also would like to see over 60% of the American Indian population feeling safe. We would also like to see La Canada, Crestview and Fillmore with over 65% of their students feeling safe.	screener was discontinued.
1.27	CTE Completion- Data Quest	In 2023, 27.9% of all students in the combined 4 and 5-year graduation rate completed at least one CTE Pathway. The following percent of student groups completed at least one CTE Pathway: 26.2% of Hispanic 32.8% of White	In 2024, 30.2% of all students in the combined 4 and 5-year graduation rate completed at least one CTE Pathway. The following percent of student groups completed at least one CTE Pathway: 25.2% of Hispanic	In 2025, 29.9% of all students in the combined 4 and 5-year graduation rate completed at least one CTE Pathway. The following percent of student groups completed at least one CTE Pathway: 28.0% of Hispanic	In 2026, 50% or more of students in the combined 4 and 5-year graduation rate complete at least one CTE Pathway. The following percent of student groups completed at least one CTE Pathway:	CTE completion rate difference from baseline: All shows increase by 2% increase 1.8% of Hispanic decrease .2% of White decrease .9% of SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		25.9% of SED 14% of SWD 13.3% of Foster 15.4% of Homeless	45.2% of White 25.7% of SED 17.7% of SWD 7.7% of Foster 17.1% of Homeless	36.6% of White 25.0% of SED 25.0% of SWD 7.7% of Foster 14.3% of Homeless	50% of Hispanic 55% of White 50% of SED 30% of SWD 30% of Foster 30% of Homeless	increase 11% of SWD decrease 5.6% of Foster increase 1.1% of Homeless
1.28	A-G Completion- Data Quest	In 2023, 26.9% of all students in combined 4 and 5-year graduation rate completed A-G requirements. Of those completers, the following percent of students in the groups mentioned met A-G requirements: Hispanic-20.5% White-44% SED- 20% SWD-6.1% Foster-0 Homeless-15.4%	In 2024, 27.2% of all students in combined 4 and 5-year graduation rate completed A-G requirements. Of those completers, the following percent of students in the groups mentioned met A-G requirements: Hispanic-20.6% White-43.4% SED- 18.2% SWD-3.5% Foster-7.7% Homeless-9.2%	In 2025, 28.6% of all students in combined 4 and 5-year graduation rate completed A-G requirements. Of those completers, the following percent of students in the groups mentioned met A-G requirements: Hispanic-25.2% White-38.8% SED- 23.1% SWD-6.2% Foster-0% Homeless-12.1%	In 2026, 60% of all students in combined 4 and 5-year graduation rate completed A-G requirements. Of those completers, the following percent of students in the groups mentioned met A-G requirements: Hispanic-60% White-72% SED- 60% SWD-55% Foster-50% Homeless-65%	A-G difference from baseline: All increased .3% Hispanic- increase .1% White-increase .6% SED- decrease 1.8% SWD-decrease 16.7% Foster-7.7% Homeless-9.2%
1.29	Prepared on CCI by completing both CTE and A-G- Data Quest	In 2023, 11.6% of students in the combined 4 and 5-year graduation rate completed A-g requirements and completed at least one CTE pathway. Of those completers, the following percent of students in the groups mentioned met	In 2024, 11.8% of students in the combined 4 and 5-year graduation rate completed A-g requirements and completed at least one CTE pathway. Of those completers, the following percent of students in the	In 2025, 15.9% of students in the combined 4 and 5-year graduation rate completed A-G requirements and completed at least one CTE pathway. Of those completers, the following percent of students in the	In 2026, 56% of students in the combined 4 and 5-year graduation rate completed A-g requirements and completed at least one CTE pathway. Of those completers, the following percent of students in the	Difference from baseline to completing both CTE and A-G measuring prepared on CCI: All increased 4.3% Hispanic increase 5.6% SED increased 4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		prepared on CCI by completing both CTE and A-G: Hispanic-8% SED-8.9% SWD- 2.6% Foster- 0 Homeless-5.1%	groups mentioned met prepared on CCI by completing both CTE and A-G: Hispanic-7.6% SED-6.4%% SWD- .7% Foster- 0 Homeless- 5.3%	groups mentioned met prepared on CCI by completing both CTE and A-G: Hispanic-13.6% SED-12.8% SWD- 1.4% Foster- 0 Homeless- 6.6%	groups mentioned met prepared on CCI by completing both CTE and A-G: Hispanic-54% SED-58% SWD- 52% Foster-50% Homeless-52%	SWD decreased 1.2% Foster showed no change Homeless increased 1.5%
1.30	Professional Learning Day Staff Attendance- Local Data	In 2023-2024 school year, the following staff percentages attended our full-day Professional Learning opportunities: August – 97% PL Day #2 – 71% PL Day #3 - 64%	In 2024-2025 school year, the following staff percentages attended our full-day Professional Learning opportunities: August- 97% PL Day #2- 69.8% PL Day # 3- 73.6%	In 2025-2026 school year, the following staff percentages attended our full-day Professional Learning opportunities: August- 95% PL Day #2- 75% PL Day # 3- 87.3%	In 2026-2027, school year, LUSD will have the following percent of staff present during Professional Learning days: August-98% or more PL #2- 85% or more PL#3- 80% or more	Difference from baseline shows professional learning staff percentages: August decrease 2% #2 increase by 4% #3 increased by 23.3%
1.31	Attendance Data- Local Data	Local data as of beginning of April 2024shows the following Attendance rates: All students- 90.65% EL students-90.20% Foster Youth- 83.39% Homeless- 86.33%	Local data as of beginning of April 2025 shows the following Attendance rates: All students- 92% EL students-92% Foster Youth- 80% Homeless- 66.7%	Local data as of beginning of April 2026 shows the following Attendance rates: All students- 92.9% EL students-92% Foster Youth- 84% Homeless- 86.6%	Local data as of beginning of April 2027 will show the following Attendance rates: All students- 95% EL students-95% Foster Youth- 90% Homeless- 92%	Student attendance data difference from baseline: All increased by 2.25% EL increased by 1.8% Foster increased by .61% Homeless increased by .27%
1.32	Access to Broad Course of Study- Local Indicator	Local data using Master Schedules, Sample	Local data using Master Schedules,	Local data using Master Schedules,	Local data using Master Schedules,	Difference in baseline shows a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and reported to Ca Dashboard	Schedules of random students based on UPP groups (checked Fall 2023) and SWD at secondary level show: 100% of students have access to broad course of study Fall 2023, Elementary Teacher Class Schedules collected show: 100% of students have access to broad course of study	Sample Schedules of random students based on UPP groups (checked Fall 2024) and SWD at secondary level show: 100% of students have access to broad course of study Fall 2024, Elementary Teacher Class Schedules collected show: 100% of students have access to broad course of study	Sample Schedules of random students based on UPP groups (checked Fall 2025) and SWD at secondary level show: 99% of students have access to broad course of study Fall 2025, Elementary Teacher Class Schedules collected show: 100% of students have access to broad course of study	Sample Schedules of random students based on UPP groups (checked Fall 2026) and SWD at secondary level show: 100% of students have access to broad course of study Fall 2026, Elementary Teacher Class Schedules collected show: 100% of students have access to broad course of study	decrease in 1% of students having access to broad course of study within secondary scheduling. No difference in baseline for elementary.

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.

Overall, LUSD's implementation of LCAP Goal 1 in 2025-2026 has demonstrated a commitment to improving student outcomes by continuing to design multiple tiered supports for our at promise student groups. The following notable successes were achieved: LUSD continues to make improvements in graduation rate, college/career indicator, and suspension rates, all of which are green on the California Dashboard. Regarding suspension data, no student group increased in their suspension rate, with our African American and Foster Youth groups declining over 4%. Regarding graduation rates, no student groups decreased, with the most substantial gains made for our EL (increased 15%) and LTEL (increased 21%) student groups. In regards to college/career indicator, most student groups showed increased performance ranging between 8.3%-20.9%, with the exceptions of our students with disabilities (maintained +1.6%) and white (decreased 3.9%).
While not decreasing in academic achievement, LUSD did not make any significant gains for ELA, Math, nor Science.

Ongoing challenges in chronic absenteeism and staffing require continued attention and targeted strategies. The district continues to face difficulties in hiring fully credentialed teachers, with high rates of misassigned teachers reported at several schools. While efforts are underway to recruit and retain qualified educators, we still have staffing challenges to overcome.

Below you will find a brief summation of action implementation:
Action 1.1 Literacy Achievement-Fully implemented: Literacy specialists concentrated efforts in supporting small group instruction within primary grades and facilitating data reflection sessions with continuous cycles of improvement being developed with teachers at all sites.

Action 1.2 Mental Health Services for Whole Child and Family- Fully implemented: Social Workers, Outreach Consultants, and Counselors have developed tiered supports to support our at-promise students who are chronically absent, struggling with emotional regulation, or experiencing the need for individual or small group counseling support.

Action 1.3 New Teacher/New Administrator Supports- Fully implemented: Instructional Coaches and Administrator Mentors have supported new teachers and administrators with high-impact, data informed coaching conversations and provided resources.

Action 1.4 TK and K Support Aides/Teachers- Fully implemented: All elementary sites have received teacher support for all TK/K classes to enable more individualized and small group instruction throughout the day.

Action 1.5 Book Access for students- Fully implemented: Each site library technician received funds to stock culturally-relevant and high interest books into circulation. All library technicians offer accessible times for the library to be open, through classes attending once a week on a scheduled basis, and by providing some before school/afterschool and/or lunch times for students to check out books in a safe, welcoming environment.

Action 1.6 Support Services for Special Education Programs-Fully implemented: Services were provided from a fully staffed Special Education department this year. This was the first year LUSD provided oversight of our preschool programs within the district, and with so many new special education teachers, special education specialists, behavior therapists, school psychologists, coordinators, and the director have had full caseloads of teachers to support with resources, coaching, training, and planning services.

Action 1.7 Focused Supports for At-Promise Students During Instructional Day- Fully implemented: Most sites were fully staffed with Bilingual Paraeducators that effectively support English learners individualized and small group instruction to support core content accessibility. Our District Homeless/Foster Youth liaison was staffed mid-year to better supports provided to families and student designated homeless/foster.

Action 1.8 Deans to Support Student Engagement-Fully implemented: Deans at elementary sites, as well as LHS and LVMS with high numbers of at-promise students supported tiered support efforts for behavior and attendance.

Action 1.9 Increase Elementary Tier I instructional supports through planning and collaboration-Partial Implementation: All sites had support PE teachers with challenges in attendance due to personal reasons and early retirement for two elementary schools. In addition, PE teachers were required to substitute in classes when teacher absences when unfilled with district substitutes. Plan implementation grade level release time for planning remained challenging as a result.

Action 1.10 Experiential Learning Supports- During Instructional Day/Year and After School Expanded Learning-Fully Implemented: Planned field trips (CIMI, Starbase, Aquarium, Snowy Plover, Dangermond) and experiential learning within classes to support these field trips were implemented along with afterschool clubs, STEM Expo, assemblies, arts programs, competitive academic teams, intramural sports, and Family engagement nights. Events designed to engage students and build a sense of belonging increased motivation throughout the district.

Action 1.11 Curriculum and Instruction Services-Fully implemented: C&I increased professional development opportunities supporting trainings and in class support surrounding foundational literacy, writing, Designated ELD, integrated ELD, AI, integrated arts, math framework, math language routines, small group planning, and history curriculum. PLC processes continued utilizing data from common formative assessments, reading risk screening and reading progress monitoring.

Action 1.12 Technology Learning Opportunities-Fully implemented: Ed Tech staff strengthened digital literacy, personalize learning, and expanded access to adaptive instructional tools, allowing integration of technology instruction across all classrooms. District technology team ensured reliable infrastructure, data-systems, and aided professional development in AI tools.

Action 1.13 Professional Learning Communities/ Professional Learning- Fully implemented: LUSD engaged in continued work around improving PLCs through improvement cycles. Professional Development focused on UDL implementation, curricular areas to support academic achievement, behavior supports, SEL, CASEL competencies, and inclusion.

Action 1.14 Guidance Alignment to increase rates of UC/CSU A-G Completion and College Career Readiness- Fully implemented: LUSD expanded credit recovery options through the use of Schools PLP and improved awareness around college and careers for our most at-promise student populations and their families. We continue to improve on our CTE mentorships programs with industry-aligned and work-based learning.

Action 1.15 Student Access to College Preparation Exams- Fully implemented: LUSD successfully covered the cost of college entrance exams for our at-promise students, ensuring that all students have access to higher education paths.

Action 1.16 Student Access to Advancement Via Individual Determination (AVID) Programs to support College and Career Readiness- Fully implemented: LUSD high schools have dedicated elective sections to ensure implementation of AVID. Furthermore, high school juniors and seniors attended three college trips touring 5 colleges, giving our AVID students firsthand campus experiences. LUSD district also ensured professional development to teachers so they can successfully implement AVID strategies within the schools.

Action 1.17 Implementation of Expanded Learning Opportunities- fully implemented: LUSD successfully delivered extended learning programs across breaks, support our at-promise students with alternate learning opportunities including a blend of academic intervention, enrichment, and social emotional supports.

Action 1.18 Alternate Pathway Access- fully implemented: LUSD leadership expanded the reach of our alternative school programming, providing tailored educational pathways through Mission Valley Independent Study, Bob Forinash Community Day School, and high school independent study programs. Students and families engaged in varied opportunities through the alternate pathways that were tailored to meet the diverse learning needs our most vulnerable students who were not seeing success in our traditional programs.

Action 1.19 Expanded Learning Programs Support for well-maintained, secure, productive learning environments- fully implemented: LUSD successfully maintained and expanded its custodial and grounds staffing to meet the increased demands of our expanded learning and family engagement initiatives. By ensuring an equitable distribution of evening and weekend support, the district kept facilities secure, clean, and operational for before-school, after-school, and Saturday programs.

Action 1.20 Inclusive Learning Practices- fully implemented: LUSD implemented varied models of practices: push-in, co-teaching, and UDL learning environments to meet the needs of our diverse learners through offering a variety of support services.

Action 1.21 Safe Supportive Learning Environments- fully implemented- Staff have been increased throughout the district to meet the safety needs of students on our campuses and to provide restorative approaches when handling discipline concerns. In addition to providing extra supervision, safety staff focused on developing connections with students and families to provide a welcoming environment to students.

Action 1.22 Health and Well-being- fully implemented: LUSD health services staff, including nurses, LVNs, and health clerks provided student wellness and safety by managing comprehensive immunization compliance and maintaining essential medical supplies for all campuses. They offered family outreach, delivered first aid, addressed a wide range of health concerns from diabetes, medicine distribution, G-tube cleanings, catheterization, etc.

Action 1.23 Improved Student Absenteeism- fully implemented: LUSD integrated the attendance mediation programs with tiered incentives and restorative approaches to create support that address root causes of absenteeism. Working collectively with families by providing supports has re-engaged our most at-promise students and families.

Action 1.24 Math Achievement- fully implemented : LUSD continues to broaden its mathematics approaches by partnering with SBCEO to provide comprehensive professional learning on the new state framework, ensuring all instruction aligns with current CCSS and evidence-based pedagogy. LUSD engaged in partnerships with UCSB for the DCAC and MESA programs.

Action 1.25 Language Instruction- fully implemented: LUSD successfully ensured that all English Learners received 30 minutes of daily designated ELD instruction alongside integrated support across the core curriculum, and offered training in systematic academic vocabulary resources and evidence-based strategies. LUSD continues to educate parents on the State Seal of Biliteracy requirements by communicating requirements during parent meetings and events. Furthermore, LUSD continued to expand offerings within our DLI programs to vertically align this program TK-12th grade.

Action 1.26 School Site Allocations to meet Students' Specific Needs at each school- fully implemented: LUSD successfully increased site-specific goals with state funded LCFF to support targeted actions to enhance academic proficiency and school culture. These allocations support student well-being and ensure staff supports for higher UPP schools.

Action 1.27 Safe Routes to School- Fully Implemented: Transportation was provided to over 580 students daily to ensure safety and encourage attendance.

Overall, most actions were fully implemented other than barriers related to staffing.

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.

Overall, LUSD budgeted $41,305,269 LCFF funds for Goal 1, but estimated actuals show $39,351,469 expended. The following areas show major differences in funding within actions and the reasons for those differences:

Action 1.3 New Teacher/New Administrator Supports- underspent by $278,541.98 due to TIP fees being lower than estimated.

Action 1.6 Support Services for Special Education Programs-underspent by $858,654 due to vacancies including partial year of Special Education Coordinator due to Coordinator moving to a different role and using an ending funding source.

Action 1.7 Focused Supports for At-Promise Students During Instructional Day- underspent by $165,806.45 due to using LREBG funds for liaison salary and planned services versus LCFF.

Action 1.8 Deans to Support Student Engagement-underspent by $275,404 to pay due to Dean vacancies.

Action 1.9 Increase Elementary Tier I instructional supports through planning and collaboration-underspent by $76,964 due to staff vacancies.

Action 1.10 Experiential Learning Supports- During Instructional Day/Year and After School Expanded Learning-underspent by $39,339 because we planned to increase services but ultimately kept services the same as previous year due to lack of staffing.

Action 1.12 Technology Learning Opportunities-underspent by $817,472.91 due to less software purchased from LREBG and vacant positions.

Action 1.13 Professional Learning Communities/ Professional Learning-underspent by $974,765.39 due to PD savings through State grant, use of Title I for Literacy and Math PD, and EEBG used for Instructional Coaches and ACSA Administrator trainings.

Action 1.14 Guidance Alignment to increase rates of UC/CSU A-G Completion and College Career Readiness- overspent by $747,919 because LUSD increased CTE pathways which were considered contributing to UPP student success increasing expenditures to this action.

Action 1.17 Implementation of Expanded Learning Opportunities- overspent by $1,419,679.52 as a result of paying more for sub-agreement and adding a portable classroom to this program due to higher enrollment.

Action 1.18 Alternate Pathway Access-overspent by $253,722.54 due to adding counseling and paraeducator staffing for programming

Action 1.20 Inclusive Learning Practices-overspent by $11,892.87 to support co-teacher planning.

Action 1.24 Math Achievement-underspent by $8,438.27 due to free programming offered through community sponsor.

Action 1.25 Language Instruction-underspent by $17,347.00 as services for this action were provided by C&I team versus contracting with SBCEO.

Action 1.27 Safe Routes to Schools (Transportation)- underspent by $254,637.77 as some busses were replaced with electric and alternate fueled options. Less routes provided with inclusion changes.

Overall Goal 1 shows a difference in estimated actuals versus budgeted by -$1,953,800.

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

Action 1.1- Literacy Achievement
Effective: Small group instruction provided by Literacy Specialists led to the following foundational literacy outcomes: 37% proficient at middle of the year (MOY) gain of 2% in 1st grade; 47% proficient MOY for a gain of 27% in 2nd grade; 50% proficient at MOY for a gain of 31% in 3rd grade.

Action 1.2 Mental Health Services for Whole Child and Family
Effective: Social Workers and Counselors continue to support students in Tier 2 and Tier 3 with a focus on attending and engaging in school. Chronic Absenteeism data shows All students decrease by 8.6%; EL decrease by 8.5%; Foster Youth decrease by 19.7%; LTEL decrease by 16.1%; African American/Black decrease by 2.7%; Hispanic decrease by 9.8%; American Indian decrease by 32.1%

Action 1.3 New Teacher/New Administrator Supports
Effective: Instructional Coaches support new teachers in ELA, Math, ELD, and UDL by providing direct coaching, demonstration lessons, and professional development. New administrators are supported through coaching from mentor administrators to support instructional leadership and capacity building through continuous improvement cycles. Data shows staff vacancies decreased by 6.1%; Teachers missing EL authorization decreased by 1.5%; decrease in certificated vacancies filled with long-term substitutes decreased by 6.1%; 39 teachers participating in induction program with mentors assigned to them from job-alike areas; 7 new administrators supported with mentors within the district with 5 of them completing CASC.

Action 1.4 TK and K Support Aides/Teachers
Partially Effective: TK/K aides/support teachers assist teachers on record with small group instruction for TK/K students; 2 vacant positions; KSEP data, which is information gathers from teachers and parents through observations, shows 70.3% (increase of 5% from previous year) of students show almost mastered or mastered skills in recognizing letters of alphabet; 91.87% of students demonstrate foundational writing skills at the mastered/almost mastered levels, which was increased by 8% from previous year; 89.9% of TK/K students can demonstrate

communication skills increasing by 12% from previous year. In addition, Early reading data shows K students are showing 37% proficiency in reading and reading readiness, measured at middle of the year, which is an increase of 2% from baseline.

Action 1.5 Book Access for students
Effective: All libraries are open and available for students during school day and contain current, high-interest, culturally relevant books for circulation. Elementary schools have weekly visits, servicing over 5,500 students weekly. Local assessment data (LSAP) shows a range of growth in Reading between 2%-31% when reviewing Early Reading Data and a range of growth between 1%-16% from common, formative assessments.

Action 1.6 Support Services for Special Education Programs
Effective: Coordinators and Program Specialists support new and existing teachers for students from preschool through adult education. School psychologist support students through counseling and with assessments. LRE shows increase of 5% of students in general education classes for 80% or more time during the day, reducing time in specialized programs through inclusive practices.

Action 1.7 Focused Supports for At-Promise Students During Instructional Day
Partially Effective: Bilingual paraeducators support small group instruction during core content for our English Learners. While we show ELA scores decreased for our EL student by 14.9 points, math shows increased scores for EL students by 9.6 points. Reclassification rate shows maintaining scores but a decrease with our LTEL group by 2.6%. While we show decreases, local attendance data shows chronic absenteeism declining for our EL and LTEL students showing more connection to being in class with the supports given.

Action 1.8 Deans to Support Student Engagement
Effective: Deans support student engagement by supporting PBIS systems and connections to parents for engagement. Suspension rates have shown a steady decrease for all students and all significant subgroups, along with minor discipline trends showing slight decreases on number of incidents at schools.

Action 1.9 Increase Elementary Tier I instructional supports through planning and collaboration
Effective: Teachers meet regularly to plan instruction for students to meet the needs of our at-promise students through the support of PE and VAPA teachers providing prep periods. Local assessment data shows a range of growth in Reading between 2%-31% when reviewing Early Reading Data and a range of growth between 1%-16% from common, formative assessments.

Action 1.10 Experiential Learning Supports- During Instructional Day/Year and After School Expanded Learning- attendance
Effective: Experiential learning such as field trips, clubs, enrichment, and project based approaches have led to increased student attendance for all subgroups except homeless and foster youth. However, gains are being made in achievement as evidenced by local assessment data (LSAP) showing a range of growth between 1%-16%.

Action 1.11 Curriculum and Instruction Services-

Effective: Curriculum and Instruction Team supports teachers with professional learning trainings, demonstration lessons, lesson planning support, and provision of teacher resources throughout the year to improve instructional quality. Professional Learning attendance has increased substantially when comparing spring PD day attendance by an increase of over 20% more teachers attending. Further data show over 760 teachers attended optional professional learning trainings throughout the year. Local assessment data shows a range of growth in Reading between 2%-31% when reviewing Early Reading Data and a range of growth between 1%-16% from common, formative assessments (LSAP).

Action 1.12 Technology Learning Opportunities
Effective: Ed tech specialists and technology network technicians support student learning through computer-based software and tech tools which increases engagement and allows for differentiated instructional pathways. This effort increases alternate pathways for students to graduate by utilizing various programs for intervention, enrichment, and credit recovery. Local assessment data shows a range of growth in Reading between 2%-31% when reviewing Early Reading Data and a range of growth between 1%-16% from common, formative assessments. ELA CAASPP scores maintained for all students with gains for student groups ranging from increases by 2.9 points all the way to 30.2 points. Math CAASPP scores shows a slight increase for all students with most significant subgroups showing increases between 2-19 points.

Action 1.13 Professional Learning Communities/ Professional Learning
Effective: Teachers engage in various types of professional learning and are involved in robust PLC processes based on data-informed instructional planning. Professional Learning attendance has increased substantially when comparing spring PD day attendance by an increase of over 20% more teachers attending. Further data show over 760 teachers attended optional professional learning trainings throughout the year. Staff vacancies decreased by 6.1% showing less teacher attrition for the district.

Action 1.14 Guidance Alignment to increase rates of UC/CSU A-G Completion and College Career Readiness
Effective: Counselors continue to provide alignment and guidance for students to ensure they meet course completion for college and career pathways. CCI data shows an increase of 8.5% of students prepared to meet these college/career demands. Local data shows an increase of at least 25% of students enrolled in A-G courses and an increase in 12.48% of students enrolled in CTE pathway courses.

Action 1.15 Student Access to College Preparation Exams
Partially Effective: LUSD purchased AP tests for 287 students with a pass rate of 97.21%, however we had 4.87% less students in AP courses this year compared to our baseline in 2023.

Action 1.16 Student Access to Advancement Via Individual Determination (AVID) Programs to support College and Career Readiness
Not Effective: While LUSD has 321 students currently enrolled, AVID instructional practices have not spread school-wide in order to increase academic performance. Of our students attending AVID, only 39% of our AVID students met CCI indicator preparedness.

Action 1.17 Implementation of Expanded Learning Opportunities
Effective: ELOP programs, with varied forms of enrichment and intervention had over 750 UPP students attend. Local attendance has maintained for all students and all subgroups.

Action 1.18 Alternate Pathway Access

Effective: Alternate pathway access through independent study, community day school, or through credit recovery programs has led to successful increases in graduation rates and decreases in student drop out rates. Significant subgroups show increases in graduation rates in a range of 1% -35% with our LTEL group's graduation rate increasing significantly. Our dropout rate shows slight decreases specifically with SED subgroup, showing a decrease in dropouts to 5 students, decreasing by 17 students.

Action 1.19 Expanded Learning Programs Support for well-maintained, secure, productive learning environments
Effective: Facilitron reservation system shows over 3,750 after school/Saturday expanded learning programs were booked supporting student activities. Metric 1.3 shows only 1 school had a ranking of poor on our Facilities Inspection Tool..

Action 1.20 Inclusive Learning Practices
Effective: Coordinators and Program Specialists support new and existing teachers for students from preschool through adult education. School psychologist support students through counseling and with assessments. Co-teaching model happening at 4 school sites with approximately 27 classes within district with extra planning time paid for teachers. LRE shows increase of 5% of students in general education classes for 80% or more time during the day, reducing time in specialized programs through inclusive practices. Current data shows 96.17% of our SWD students are also UPP with 74.35% qualifying SED, 13.2% EL, 2.59% Foster, 6% Homeless.

Action 1.21 Safe Supportive Learning Environments
Effective: Suspensions declined for All Students by 1.2%, African American declined 6.2%, SWD declined .3%, EL declined 1.6%, Foster Youth decreased .9%, Hispanic declined 1.2%, and SED declined 1.4%. Multi-tiered systems of supports have been implemented at all school sites. Behavior incidents have declined since beginning of the year with 8th graders showing the most incidents. At the beginning of the year for Fall, the monthly average of behavior incidents was 2044 and in Spring, the monthly average is 1881.

Action 1.22 Health and Well-being
Effective: Chronic Absent local data: All increase by .3%, EL increase by 0.06%, Foster increase by 1.78%, Homeless decrease by .27%, African American/Black decrease by .76%, Hispanic increase by 0.06%. Total visits to the health rooms across all campuses were 25,092 by middle of April. Based on data, higher UPP shows higher percentage of students visiting the health room.

Action 1.23 Improved Student Absenteeism
Effective: Social Workers, counselors, Home School Liaisons, and Director of Pupil Support Services support chronically absent students and families with needed resources through 1:1 meetings, in some cases offering details for housing, counseling services, etc. Chronic Absenteeism data shows All students decrease by 8.6%; EL decrease by 8.5%; Foster Youth decrease by 19.7%; LTEL decrease by 16.1%; African American/Black decrease by 2.7%; Hispanic decrease by 9.8%; American Indian decrease by 32.1%

Action 1.24 Math Achievement
Effective: Math CAASPP scores show little to no change in all students, but significant progress was made or our African American/Black students (increased 19.1 points), EL students (increase 9.6 points), and LTEL (increased 8.1 points). Slight increases were also made for SED and SWD. Curriculum department continues to coordinate trainings through SBCEO through math collaborative meetings with chosen teacher-leaders within the district. LHS continues to partner with UCSB for MESA and DCAC.

Action 1.25 Language Instruction

Partially Effective: While ELPI for EL students has decreased by 4.67% and RFEP rate decreased specifically for LTEL, EL and LTEL made gains in CAASPP Math scores and graduation rate. LTEL also shows increase for CCI.

Action 1.26 School Site Allocations to meet Students' Specific Needs at each school
Non-contributing action: Effective: School sites utilize funds to support site needs whether through additional office support staff or through purchases of awards and rewards for students meeting school expectations and regular attendance. These items support a caring culture for staff and students. Chronic Absenteeism data shows All students decrease by 8.6%; EL decrease by 8.5%; Foster Youth decrease by 19.7%; LTEL decrease by 16.1%; African American/Black decrease by 2.7%; Hispanic decrease by 9.8%; American Indian decrease by 32.1%. Local assessment data shows a range of growth in Reading between 2%-31% when reviewing Early Reading Data and a range of growth between 1%-16% from common, formative assessments. ELA CAASPP scores maintained for all students with gains for student groups ranging from increases by 2.9 points all the way to 30.2 points. Math CAASPP scores shows a slight increase for all students with most significant subgroups showing increases between 2-19 points.

Action 1.27 Safe Routes to School: Transportation was fully implemented to ensure students arrive safe to school.
Effective: Local attendance data is showing all students attendance increased by 2.25%, EL increased by 1.8%, Foster increased by .61%, and Homeless increased by .27%. Transportation provided to ensure safe routes to school for students. Over 580 students receive transportation daily. Incidents off campus for schools with transportation provided have decreased by 43% with only 143 incidents as of middle of April. This service was provided to increase safety before/after school and to increase attendance.

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.

Overall, LUSD will continue to focus on our broad goal that every student will be college and career ready by graduation and meet grade level indicators. Changes in actions and metrics are as follows:

Action 1.2-Additional Counselor, SEL Program Specialist, and the Social Workers will change funding to LREBG, reducing contribution in this action. SEL screener was discontinued (metric 1.26).

Action 1.3- Instructional Coaches changed funding to LREBG for 26-27, reducing LCFF contribution in this action.

Action 1.5- Book Access for students: AR metric is being eliminated due to no longer purchasing AR.

Action 1.7- Professional learning provided by C &I for paraeducators, specifically evidence-based instructional strategies to increase literacy and math skills will be provided in the upcoming year during Common Minimum Days increasing contribution to this action.

Action 1.11- C&I Program Specialist will be funded with LREBG, reducing the LCFF contribution in this action. Changes will be made to district benchmark assessments for this action leading to a change of metric.

Action 1.12 will add language to include Data Technician. Computer-based programs will be purchased with LREBG, changing the LCFF contribution in this action. Cuts in quantity of computer-based programs based on use, data points, and Educational Partner input.

Action 1.13 will add language to include Schoolytics, a data-management system, to increase efficiency with data review during PLCs. Schoolytics and professional development about restorative practices and guidance alignment will be funded with LREBG.

Action 1.14- This action will receive more professional learning and time dedicated to it to make the impact needed which will add to cost within this action.

Action 1.16 - This action will be changing from AVID focus by changing to career and college readiness coursework eliminating cost of AVID contracts from the LCFF contribution reducing overall expenditure. Some school sites may support this through site allocations in action 1.26 (Site Allocations) with planned changes in implementation.

Action 1.23- District is eliminating A2A and replacing with Parent Square Attendance Plus aligning programs used in the district, responding to Educational Partner requests to streamline communication of attendance, and reducing overall LCFF contribution and cost.

Action 1.25- Professional Development and supplemental materials will be purchased to support language development in the upcoming year increasing overall LCFF contribution.

Change to metric 1.7 and 1.10 as LUSD moves from centralized assessments to site, grade level/ department specific assessment cycles.

Change to metric 1.25 to show AP enrollment only and eliminates pass rate.

Add metric 1.32 access to broad course of study- local priority #7

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	Literacy Achievement	Literacy Specialists for all elementary schools will work in 1st and 2nd grade classes providing small group instruction for students alongside the classroom teacher. In addition, the Literacy Specialists will support reading assessments that are diagnostic, prescriptive, and/or formative. Literacy Specialists will be a partner in the 1st and 2nd grade level PLC teams and will provide trainings to school staff focused on foundational reading skills, Science of Reading components, instructional strategies, and assessments/progress monitoring that will build capacity and	$1,446,318.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional knowledge in all staff. Support staff will purchase supplemental materials and resources for teachers at sites In addition, professional learning will be prioritized to build capacity of all staff in working with students in reading achievement. This will include training in Science of Reading, formulating a structured literacy approach with inclusive practices, developing a scope/sequence to include the pillars of reading, and supporting the Reading and Literacy Added Authorization Grant in conjunction with SBCEO. This action is specifically focused on increasing reading achievement for our at-promise students, specifically students of low income households, English learners, Foster Youth, Homeless Youth, students will disabilities, African American and Hispanic student groups.		
1.2	Mental Health Services for Whole Child and Family	Social Emotional Learning (SEL) Counselors and Outreach Consultants will have a positive impact on a student's overall achievement by supporting the development and implementation of social-emotional programs, collaborating with school administrators, classroom teachers, school staff, and community educational partners. Additionally, they will support classroom lessons, academic, and social-emotional counseling, help align the school sites' PBIS implementation, and offer trainings to staff. This will improve our students' academic development, college and career readiness, and social-emotional development and improve our students' feelings of connectedness to caring adults at school. In addition, Social Workers will provide mental health services for at-promise students, specifically low income, English Learners, Foster Youth, Homeless Youth, students with disabilities, white, American Indian/Alaskan Native and students who are two or more races who need Tiered II and III social emotional supports. LUSD SEL Program Specialist will support all sites in SEL trainings, PBIS implementation, and SEL CASEL Framework along with aligning multi-tiered systems supports for our at-promise students. In 2025-2026 and 2026-2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds will be utilized to support this action. Based on Needs Assessment, an additional counselor at a high UPP school and the Social Workers provide essential mental health and social-emotional	$7,261,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support services by integrating evidence-based pupil supports and staff supports to address barriers to learning, addressing high suspension rates and trauma-related behaviors among students. Their work supports the development of Multi-Tiered Systems of Support (MTSS), promotes positive behavior, and ensures students have equitable access to the support they need to thrive academically and socially. Through input from Educational Partners, LUSD determined to add one additional counselor position at LVMS which has higher UPP and higher incidence needs. Research shows, “Students participating in SEL report an increased sense of safety and support, better relationships with teachers, and stronger feelings of belonging and inclusiveness in schools.” (Collaborative for Academic, Social, and Emotional Learning. (n.d.). What does the research say? CASEL. Retrieved June 16, 2025, from https://casel.org/fundamentals-of-sel/what-does-the-research-say/) The metric being used to monitor this LREBG action is Chronic Absenteeism Dashboard Data (metric 1.16); Attendance Data (metric 1.17); Suspension and Expulsion Data - all data disaggregated to specific subgroups and races (metric 1.20,1.21) CHKS (metric 1.22), SEL Universal Screener data (metric 1.26), and SEL academy data LREBG Funding projections are as follows based on current salary rate: 2026-2027 allocation is $1,300,256 for Social Workers and $133,882 for additional Counselor 2027-2028 allocation is 133,882 for counselor		
1.3	New Teacher/New Administrator Supports	Instructional Coaches will support new classroom teachers in assisting with the full implementation of Common Core State Standards, District core instructional program, and the California Standards for Teaching Profession in order to eliminate any disparity that results from low-income and minority students being taught by inexperienced teachers. The TSPs will assist inexperienced teachers in building interactive classroom environments that support all learners and serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students, including students with diverse learning needs. TSPs also produce newsletters, provide professional	$1,142,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development training, and aide in the development of curricular and instructional plans. All TSP coaches will also undergo coaching training based on Elena Aguilar's Art of Transformational Coaching virtual training programs. Teacher mentors will engage in coaching and supporting new teachers to 1) build capacity as a teacher, 2) focus on developing rapport with students and good classroom management approaches, 3) understanding school systems of supports for students related to equity, 4) help develop new teacher knowledge in curriculum standards, and 5) support new teachers in Teacher Induction Program (TIP) Experienced administrators will engage in coaching and supporting new administrators to 1) build capacity as a leaders, 2) focus on development of systems approaches designed for equity, and 3) support the process of the Clear Administrative Services Credential (CASC). In 2025-2026 and 2026-2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds will be utilized to support this action. Based on Needs Assessment, support of new teachers leads to less attrition of teaching staff, leading to higher numbers of experienced teachers in LUSD. Instructional Coaches (formerly known as Teacher Support Providers) provide job-embedded professional learning aligned with the 2023 California Mathematics Framework and the ELA/ELD Framework. LUSD's Dashboard data highlights the need to address significant performance gaps in both Math (88.6 points below standard) and ELA (55.7 points below standard), particularly for English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Coaches play a critical role in building teacher capacity to implement evidence-based instructional strategies that promote equity, access, and achievement for all students. Research shows, "implementing a data-informed coaching process to maximize high quality implementation of instructional and behavior management practices can close the achievement gap among our most vulnerable learners." (Reddy, Linda A et al. "A randomized controlled trial of instructional coaching in high-poverty urban schools: Examining teacher practices and student outcomes." Journal of school psychology vol. 86 (2021): 151-168. doi:10.1016/j.jsp.2021.04.001)		

Action #	Title	Description	Total Funds	Contributing
		The metric being used to monitor this LREBG action is quantitative data around teacher attrition along with metric 1.1 and qualitative data from new teacher surveys at the end of the year. LREBG Funding projections are as follows based on current salary rate: 2026-2027 allocation is $896,109 2027-2028 allocation is $896,109		
1.4	TK and K Support Aides/Teachers	TK/K support aides/teachers will provide supplemental instructional services principally directed to English Learners, low-income and foster students. The aides/teachers will provide 6-hour instructional support in partnership with the classroom teacher which will enable more individualized and small group opportunities throughout the day.	$466,787.00	Yes
1.5	Book Access for students	LUSD will provide Library Technicians at each site to assist students in gaining access to culturally relevant and high interest reading materials.	$816,749.00	Yes
1.6	Support Services for Special Education Programs	Two Special Education Coordinators and three Special Education Program Specialists will assist in planning, organizing and directing a comprehensive Special Education program. In addition, the Coordinators and Program Specialists will support aspiring, new, and existing teachers with coaching, professional training, and ongoing services to provide specialized expertise surrounding instructional practice, SIRAS/IEP/case manager support, and classroom systems and routines. Behaviorists will support site teachers and staff in pathways in positive behavioral support systems/approaches. Special Education Program Specialists, Coordinators, and Director will garner educational partner input and review/revise their Compliance Improvement Monitoring (CIM) plan through the Special Education Council and Special Education Parent Advisory Council. In addition, school psychologists will support assessments and mental health/counseling needs for our students with disabilities. In 2025-2026 school year, LUSD will have the addition of Special Education Preschool offered throughout Lompoc. We will be adding	$1,959,107.00	Yes

Action #	Title	Description	Total Funds	Contributing
		staffing and materials to ensure a quality preschool environment. Based on data 73.4% of our students with disabilities are also at-promise students who fall in socioeconomically disadvantaged, English learner, Foster Youth or Homeless Youth. In 2025-2026 and 2026-2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds will be utilized to support this action. Based on Needs Assessment, program specialists provide job-embedded professional learning aligned with the 2023 California Mathematics Framework and the ELA/ELD Framework. LUSD's Dashboard data highlights the need to address significant performance gaps in both Math (88.6 points below standard) and ELA (55.7 points below standard), particularly for Students with Disabilities, and socioeconomically disadvantaged students. Program Specialists play a critical role in building teacher capacity, especially when approximately 30% of our Special Education teachers are newer and less experienced. Program Specialists will help to implement evidence-based instructional strategies that promote equity, access, and achievement for all students. In addition, through educational partner input and LUSD conducting a Needs Assessment, parents have requested additional support from school psychologists at our higher UPP schools. Psychologists' contributions are essential in ensuring appropriate evidence-based interventions and inclusive learning environments, particularly for Students with Disabilities and those experiencing trauma. Many of our LUSD students have experienced many trauma experiences which have created barriers to learning. Research shows, "school mental health programs have been shown to improve educational outcomes by reducing out-of-school suspensions, increasing promotions to the next grade level." (Robinson,?L.?E., Watson,?K.?R., Fensterstock,?N., Hogenkamp,?S., Xu,?Y., Garner,?H., … Martinez,?A. (2025). School safety concerns and solutions: A qualitative analysis of U.S. school psychologists' perspectives. Behavioral Sciences, 15(2), Article 228. https://doi.org/10.3390/bs15020228) The metric being used to monitor this LREBG action is CA Dashboard- all indicators; LRE% (metric 1.23);Basic Services- # of Sp Ed teachers without credential (metric 1.1) and other qualitative measures including impact data.		

Action #	Title	Description	Total Funds	Contributing
		LREBG Funding projections are as follows based on current salary rate: 2026-2027 allocation is $120,325 for Coordinator and $155,672 for Program Specialist and $320,679.77 for two Psychologists		
1.7	Focused Supports for At-Promise Students During Instructional Day	Bilingual Paraeducators will assist classroom teachers to support second language learners in core subject areas by providing small group instruction, reinforce instruction, monitor student progress and help motivate students. In addition, Bilingual paraeducators will provide interpretation/translation for parents and students during calls, meetings, parent teacher conferences, and assemblies. Our District Homeless and Foster Youth Liaisons will provide families with the necessary items to ensure at-promise homeless and foster youth students can be successful in school. They will work to provide clothing, basic necessities, food, toiletries, backpacks/school supplies and connections to outside resources such as the housing authority, medical, counseling services, and other supports as needed. In 2025-2026 and 2026-2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds will be utilized to support this action. Based on Needs Assessment, within academic struggles for our homeless student population, LUSD believes a District Homeless Liaison will ensure compliance with McKinney-Vento requirements and provide coordinated services for students experiencing homelessness, such as transportation support, access to academic materials, and connection to community-based resources which are critical elements of the whole-child support model outlined in the Community Schools framework. Research shows, " Homeless and Foster coordinators can help obtain parental or the Education Decision Maker's consent to share education information with agency staff. They can also help ensure that students receive services to which they are entitled, help students maintain school stability, and ultimately, improve their attendance." (Attendance Works. *(n.d.). Professional student support staff. In Take Action: Educators. Retrieved June 17, 2025, from https://www.attendanceworks.org/take-action/educators/professional-student-support-staff/) The metric being used to monitor this LREBG action will be Chronic	$818,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Absenteeism (1.16) and attendance (metric 1.17) LREBG Funding projections are as follows based on current salary rate: 2026-2027 allocation is $34,079 for Homeless/Foster Liaison		
1.8	Deans to Support Student Engagement	Deans will focus on engagement, PBIS systems, and behavioral supports to target the needs of English learners, foster/homeless youth, and low income students, and to work with the parents of at-promise students to support academic and behavioral needs.	$1,545,642.00	Yes
1.9	Increase Elementary Tier I instructional supports through planning and collaboration	Elementary Physical Education Teachers and Visual and Performing Arts (VAPA) Teachers will provide a more effective physical education (PE) program to students, in order to ensure classroom teachers have focused instructional planning time and/or collaboration time to ensure planned targeted support and small group instruction for our at-promise students. specifically students who come from low income families, English learners, foster youth, homeless youth, and to ensure that all other students have high-quality grade-level instruction and increased time for small group instruction provided by the general education teacher. In addition, in order to provide a more effective physical education and VAPA program, school sites will provide additional district-approved supplemental support materials/programs and additional supplies.	$1,106,988.00	Yes
1.10	Experiential Learning Supports- During Instructional Day/Year and After School Expanded Learning	In order to provide our at promise students including English learners, foster/homeless youth, and low income students with rich and varied educational experiences designed to motivate and engage, school sites will provide appropriate and effective supplemental enrichment and educational activities for students such as grade-level aligned CCSS field trips (ie. CIMI, Dangermond, Starbase, CHSS Aquarium), fine arts activities, assemblies, and guest speakers to support student learning in history/social studies, science, arts, and technology. Services will also include enrichment and comprehensive expanded learning programs to include opportunities for remediation, acceleration of core content, the arts, SEL, and homework support. Classes/programs will be monitored throughout the year. Opportunities such as enrichment in science,	$471,044.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology, engineering, and math(STEM), arts, leadership, publications, Lego Building, preparation for varied academic competitions (Battle of the Books, Math Superbowl, USA Skills, etc.), and various afterschool sports offerings will also exist at multiple sites in addition to District Expanded Learning Programs.		
1.11	Curriculum and Instruction Services	All teachers and administrators will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology, to ensure all students have access to the curriculum and technology necessary to be successful through the support of the Director, Coordinator, and Program Specialist of Curriculum & Instruction (C&I). The C&I Team will ensure that sustainable instructional practices/systems will be fully implemented to support our at-promise students and build capacity in our instructional staff through the use of standards alignment (LSAP) and professional learning community (PLC) systems. The C&I Team will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, students with special needs and low income students are receiving needed instruction, including appropriate scaffolds, interventions, and acceleration. The C&I Team will regularly consult with leadership teams, including Superintendent Achievement Committees, Task Force and District Leadership meetings to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically, English Learners, foster youth, homeless youth, students with special needs and low income students. The C&I Team will support and plan effective, evidence-based professional learning as well as facilitate district level PLCs. In addition, C&I will provide additional support and progress monitor actions within LCAP goals and related expenditures. Further, C&I Coordinator will coach, model and ensure that sustainable instructional practices and systems are implemented to meet the needs of our LTEL students and that these students are receiving broad course access. In 2025-2026 and 2026-2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds will be utilized to support a portion of this action. Based on Needs Assessment, program specialists provide job-	$844,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
		embedded professional learning aligned with the 2023 California Mathematics Framework and the ELA/ELD Framework. LUSD's Dashboard data highlights the need to address significant performance gaps in both Math (88.6 points below standard) and ELA (55.7 points below standard), particularly for Students with Disabilities, and socioeconomically disadvantaged students. Program Specialists play a critical role in building teacher capacity, especially when approximately 30% of our Special Education teachers are newer and less experienced. Program Specialists will help to implement evidence-based instructional strategies that promote equity, access, and achievement for all students. Research shows, "implementing a data-informed coaching process to maximize high quality implementation of instructional and behavior management practices can close the achievement gap among our most vulnerable learners." (Reddy, Linda A et al. "A randomized controlled trial of instructional coaching in high-poverty urban schools: Examining teacher practices and student outcomes." Journal of school psychology vol. 86 (2021): 151-168. doi:10.1016/j.jsp.2021.04.001) The metric being used to monitor this LREBG action is quantitative data around teacher attrition along with metric 1.1 and qualitative data from new teacher surveys at the end of the year. LREBG Funding projections are as follows based on current salary rate: 2026-2027 allocation is $155,862 2027-2028 allocation is $155,862		
1.12	Technology Learning Opportunities	Teachers, with the support of our District Ed Tech Specialist, will work to integrate curricular technology seamlessly into their academic program in order to develop digital literacy skills, including the ability to use technology tools effectively, critically evaluate online information, and practice responsible digital citizenship. Furthermore, teachers will use technology as a tool for students to expand personalized learning experiences through various computer-based systems that provide adaptive learning platforms that can adjust content and pace based on student progress, ensuring that each student receives instruction at their own level and pace, specifically to support our at-promise low income, English learners and foster youth	$3,012,566.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students Our District Ed Tech Mentor will support teachers in professional development around new ways to utilize technology, support review of data within PLCs, and support our LSAP District Benchmark Assessments and digital platform. In addition, LUSD Engineers, Computer Network Technicians, ITS Manager, IT Director, Data Technician, and Site Technology Support Assistants will work to troubleshoot, repair, and install technology and infrastructure so technology can be utilized in classrooms to support students and teachers. Furthermore, the Instructional Technology Department will support student data systems to ensure teachers and administrators have timely, relevant, and accurate data to inform instruction and school systems, with the purchase of Schoolytics to move this data-informed practice forward. Lompoc Unified School District will utilize Learning Recovery Emergency Block Grant (LREBG) funds to purchase and implement evidence-based computer-based instructional programs that accelerate academic progress, close learning gaps, and ensure students achieve grade-level proficiency in English Language Arts and Mathematics. LUSD shows a need for these programs based on overall performance in ELA is categorized as "Low," with students scoring 56.3 points below the standard, experiencing a decline of 15.7 points in ELA performance compared to the previous year. In Mathematics, LUSD is also in the "Low" performance category, with students scoring 84.2 points below the standard, with a decline of 11.4 points in Math performance from the prior year. Only 8% of English Learners met or exceeded standards in Math, and 13% in ELA; Only 14% of SWD met or exceeded standards in Math, and 11% in ELA.; Only 25% of SED students met or exceeded standards in Math, and 39% in ELA.; Only 38.4% of students are considered "Prepared" for college and career, with English Learners and Students with Disabilities in the "Red" category. The use of LREBG funds is aligned with several allowable expenditures, including: Increasing instructional learning time by providing expanded learning opportunities such as summer school, intersession programs, and after-school tutoring supported by digital tools; Accelerating learning and closing achievement gaps through the implementation of personalized, adaptive instructional software that provides real-time progress monitoring and diagnostic assessments; Providing one-on-one and small group instruction using computer-based platforms facilitated by certificated and classified		

Action #	Title	Description	Total Funds	Contributing
		staff; Supporting early literacy and numeracy development for students in preschool through grade 3 using evidence-based intervention tools; Offering access to instruction for credit-deficient students to complete graduation or grade promotion requirements via online and blended learning pathways; Providing professional development for staff on effectively implementing the programs, aligned to the California Mathematics Framework and the ELA/ELD Framework. Research shows “adaptive online programs improve achievement in math and reading, with effect sizes ranging from 0.36 to 0.57 SD compared to traditional instruction.” (Dietrichson, J., Filges, T., Seerup, J.K., Klokker, R.H., Viinholt, B.C.A., Bøg, M., & Eiberg, M. (2021). Targeted school-based interventions for improving reading and mathematics for students with or at risk of academic difficulties: A systematic review) The metric being used to monitor this LREBG action is ELA and Math achievement (metric 1.5 and 1.9) along with qualitative measures being considered. By using LREBG funds for these purposes, LUSD will increase instructional access and deliver targeted academic supports. The selected programs and services will be tailored to meet the needs of students identified through local data and the 2024 California School Dashboard, including English learners, low-income students, students with disabilities, and those performing below grade level. LREBG Funding projections are as follows based on current program charges: 2026-2027 allocation is $656,215		
1.13	Professional Learning Communities/ Professional Learning	Administrators will support educators with implementing strong and effective core and Tier I instruction through professional learning, with guidance from SBCEO related to Differentiated Assistance. This includes modeling instruction that focuses on curricular scope and sequence of instruction and strategies. In addition, they will learn how to use progress monitoring, formative, and District benchmark assessments (aka LSAP) to drive instruction addressing the needs of our at-promise students, specifically students of	$243,774.00	Yes

Action #	Title	Description	Total Funds	Contributing
		low income families, English learners, foster youth, homeless youth, and students with disabilities. An emphasis will be placed on developing varied evidence-based instructional strategies, integrated and designated English language development lessons, and universally designed lessons. Professional Learning opportunities will be focused on the following: co-teaching, in class support, Universal Design for Learning (UDL), Science of Reading (SOR), Mathematics Framework/Mathematical Instructional Practices, technology use and instructional integration in Artificial Intelligence (AI), behavioral supports, culturally sustaining practices, student-centered engagement practices, multilingual development, standards alignment/teacher clarity, and teacher efficacy. Lompoc Unified School District (LUSD) will use Learning Recovery Emergency Block Grant (LREBG) funds to purchase and implement a comprehensive data analytics platform that integrates multiple sources of student performance data—including state assessments, local diagnostics, attendance, behavior, and intervention records. This platform will be used by district and site teams to make real-time, evidence-based instructional decisions and ensure that student needs are accurately identified and addressed with targeted supports. In addition, LREBG will also fund professional learning for Schoolytics, guidance alignment, and restorative approaches. The need for this investment is directly informed by the 2024 California School Dashboard, which highlights persistent and significant academic performance gaps and other risk indicators across multiple student groups: Students scored an average of 56.3 points below standard in ELA, with a decline of 15.7 points from the previous year; Students scored 84.2 points below standard in Math, with an 11.4-point decline compared to the prior year; Only 38.4% of students are considered “Prepared,” with English Learners and Students with Disabilities in the “Red” performance band for CCI; LUSD reported chronic absenteeism rate of 38.1%. These indicators underscore the urgent need for a centralized, user-friendly data system that allows educators to monitor real-time academic progress, identify students in need of interventions earlier, align resources to actual student needs, and analyze trends across student groups to support equitable practices and improve outcomes for EL, SWD, SED, and Foster Youth. The platform will include training and coaching for school leaders and teachers on data literacy, using the system to inform instructional practices, and aligning it with California’s ELA/ELD and		

Action #	Title	Description	Total Funds	Contributing
		Mathematics Frameworks, stabilizing instructional services through early identification of student who are struggling, and supporting staff through professional development on data-informed instructional strategies. Professional Development will be focused on SEL/GA support and establishing safe schools. Research shows, “Successful school-based mental services have been shown to improve students' academic performance, attendance, and graduation rates, while reducing suspension and truancy.” (Carey, J., & Dimmitt, C. (2012). School counseling and student outcomes: Summary of six statewide studies. Professional School Counseling, 16(2), 146–153. https://doi.org/10.5330/PSC.n.2012-16.146) The metric being used to monitor this LREBG actions is Keeping Effective Teachers (metric 1.1)CAASPP ELA and Math (metrics 1.5 and 1.9); ELPI (metric 1.6); LSAP ELA (metric 1.7), LSAP Math (metric 1.10), Early Reading (metric 1.8), Professional Learning Day staff attendance (metric 1.30), along with qualitative impact data. LREBG Funding projections are as follows based on current program charges: 2026-2027 PD allocation is $123,866		
1.14	Guidance Alignment to increase rates of UC/CSU A-G Completion and College Career Readiness	District Program Specialist, Teachers, Counselors, and support staff will identify and implement effective practices to increase UC/CSU A-G Completion and College Career Readiness rates for at-promise students, including students of low income households, English learners, foster youth, homeless youth and students with disabilities. This will include the expansion and enhancement of Career Technical Education (CTE) Programs. Actions include: • Increase funding for students to access work-based-learning experiences and industry-aligned equipment and curriculum through annual grant writing, • Strengthen relationships with industry partners and post-secondary institutions to improve student's post-secondary transition outcomes,	$3,684,288.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Improve and increase internal systems to collect, monitor, and respond to student and program data on the College and Career Readiness Indicators • Provide professional learning for district staff (ex. course of study planning, CTE pathway requirements based on high quality rubric from CDE, learning about labor market trends, developing college and career awareness in the classroom setting), • Increase student and family education about accessing college and career (including information on A-G and CTE programs, postsecondary applications, financial aid (FAFSA) in partnership with Career Center Technicians, and -Provide credit recovery sections and programs to ensure students have access and stay on path for A-G completion through providing in school, after school, Saturday school, and opportunities during breaks (Winter, Spring, Summer)		
1.15	Student Access to College Preparation Exams	High School staff will sustain and support at-promise students, including students from low income households, English learners, foster youth, homeless youth, and students with disabilities, providing access to college by eliminating cost barriers to college exams, providing opportunity to qualify as National Merit Scholar, and be awarded merit scholarships.	$53,692.00	Yes
1.16	Student access to Programs to support College and Career Readiness	Secondary administrators will provide Elective sections in schools to serve at-promise students, including students of low income households, English learners, foster youth, homeless youth and students with disabilities. District administrators will continue to provide ongoing professional development opportunities for staff to ensure high-fidelity implementation. Teachers will provide college field trip opportunities to engage and excite at-promise students so they successfully complete A-G courses and are eligible to apply to college/university.	$426,953.00	Yes
1.17	Implementation of Expanded Learning Opportunities	Director of ELOP, administrators, teachers, support staff, and outside agencies (YMCA and Boys and Girls Club) will provide extended learning opportunities during summer, winter, and spring breaks. These programs will incorporate academic intervention/acceleration, enrichment, recreation,	$8,175,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
		socialization, and nutrition. During summer months the program will prioritize any at promise students, including students of low income households, English learners, foster youth, homeless youth and students with disabilities. There will be programs for K-6 grades, middle school, and high school age students. Each level is designed for that specific age group and is inclusive of students with disabilities who are at high risk for summer regression as well as high school students who need credit recovery opportunities.		
1.18	Alternate Pathway Access	In order to meet the needs of our most at-promise students, including students of low income households, English learners, foster youth, homeless youth and students with disabilities, whose needs indicate alternative learning modalities and choices, LUSD leadership supports our community with alternate school programming within our Mission Valley Independent Study (K-8) program, Bob Forinash Community Day School for 7th-12th grades, and high school independent study programs. Teachers and support staff at these programs will offer evidence-based interventions, strategies, and activities designed to ensure at-promise students are equipped with the tools, confidence, and motivation required for academic and social success. Each program has teachers who will tailor and individualize educational plans specifically to address students' unique needs.	$1,283,328.00	Yes
1.19	Expanded Learning Programs Support for well-maintained, secure, productive learning environments	Due to an expected continuous increase in expanded learning, parent education, and engagement programs, there is an extreme need to continue to increase evening/night custodians and grounds workers to ensure an equitable distribution of support at all school sites. This action has been one of the most effective actions in the past because it has ensured that programs are able to remain open during extended hours - before school, after school, and on many Saturdays. Therefore, the District will continue to provide support for evening custodians according to the needs of our additional expanded learning opportunities for our at-promise students, including students of low income households, English learners, foster youth, homeless youth and students with disabilities; this also includes any additional family engagement activities and parent education classes. The total number of evening custodians and weekend grounds	$1,669,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		workers will be maintained in order to continue to provide a secure, clean, and productive earning environment that promotes student learning and safety.		
1.20	Inclusive Learning Practices	In an effort to meet the District's priority of preparing each of our students to be college and career ready, directly targeting our at -promise students, including students from low-income households, English learners, foster youth, homeless youth students with disabilities with an emphasis on supporting student learning in the least restrictive environment, District C&I team and District Special Education teams will coordinate efforts for professional learning that builds coherence on creating inclusive environments through a multi-faceted approach as follows: -provide training on in-class support models for all paraeducators and evidence-based instructional practices -provide training and planning time for our co-teachers, both special education teachers and general education teachers, -provide training on universal design for learning, beginning with an early adopters-train the trainers model and branching out at all school sites' staff -build capacity and learning for our Special Education Council and Special Education Parent Advisory Council that focuses on the use of data in the creation of effective continuous improvement processes. -provide ongoing training to all administration on facilitation of effective IEP meetings including goal development, behavior assessments, and alignment of appropriate behavior supports, -expanding the curriculum, instructional practice and planning, and accommodations provided to them to include those with extensive support needs, and -Expand community partnerships to support mentorships, transitions and job placements	$23,609.00	Yes
1.21	Safe Supportive Learning Environments	The District will continue to implement, strengthen and monitor a tiered system of support for students in need of behavioral and academic support services and provide safe school environments by layering additional supervisory supports at all schools to ensure schools are safe and welcoming places where all students can learn. Based on input from	$2,438,936.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational partners, Student Supervision Aides, Safety Liaisons, Student Resource Officers who will act as mentors, and support figures for students ensuring the physical security of our schools. As requested from educational partners, they will receive training on restorative practices and PBIS. School safety is extremely important for our at-promise student groups, including students from low-income households, English learners, foster youth, homeless youth, and students with disabilities. In order to monitor educational partner input around safe, supportive learning environments to ensure students feel connected to caring adults, District Leadership will contract with WestEd to provide an evaluation of the California Healthy Kids Survey data.		
1.22	Health and Well-being	Nurses, LVNs and health clerks will assist students with health issues and work with families to make sure their needs are addressed by ensuring that students are compliant with their immunizations, order the proper supplies to deal with any type of health issues or incidents that arise, administer basic first aid, and handle any health issues/concerns. District leadership will ensure nurses, LVNs, and health clerks stay abreast of the latest medical updates through continuous professional learning.	$1,835,076.00	Yes
1.23	Improved Student Absenteeism	Director of Pupil Support Services, site administrators, site social workers, and site Home School Liaisons will work together to monitor and decrease student absenteeism through our Attendance Mediation Program, which includes school incentives for attendance, letters to parents, classroom interventions, school-wide support systems for students and parents, and referrals to our Student Attendance Review Board (SARB). School staff will utilize Parent Square Attendance Plus attendance monitoring system to pull data-driven reports to inform best approaches for intervention for our at-promise students including students of low income households, English learners, foster youth, homeless youth, and students with disabilities, which can include offers of afterschool interventions, organizing transportation, conducting home visits, offering mental health/emotional support services, etc.	$59,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.24	Math Achievement	Teachers will foster a supportive and encouraging environment around math to build students' self confidence. In addition, instruction will connect math concepts to real-life scenarios to make the subject more relatable and help students understand the practical implications of what they are learning. LUSD will partner with SBCEO to provide targeted professional learning surrounding the recently adopted Mathematics Framework and instructional practice. C&I and teacher leaders will go through the curriculum review and adoption process for new mathematics curriculum. District leadership and teachers will engage in professional learning surrounding new math curriculum and pedagogy to ensure implementation of CCSS for math. Math teachers will continue to administer district benchmark assessments (LSAP) and continue to instructionally design robust, engaging lessons to improve student outcomes. Teachers and district leaders will continue to adjust assessments to align with the new state framework. Furthermore, LHS to partner with UCSB on Destination College Advising Corps (DCAC) and Mathematics, Engineering Science Achievement (MESA) programs to increase college attainment for underrepresented, first generation college, and low-income students by fostering a college-going culture. The DCAC program places recent college graduates (DCAC College Advisors) into high schools to work with all seniors and a cohort of 9th-12th grade students, which includes MESA students.	$17,200.00	Yes
1.25	Language Instruction	Principals will continue to ensure all students learning English as an additional language have access to 30 minutes of high-quality, daily designated English language development focused on ELD Standards and ELPAC preparation, as well as access to core curriculum through integrated English language development throughout the school day. The Coordinator of Curriculum and Instruction will collaborate with site principals to identify areas of strength and growth in the Designated and Integrated ELD programming and to develop resources such as systematic academic vocabulary development, sample lessons for Designated and Integrated ELD, and provide professional development on evidence-based instructional strategies and planning. Site leadership will support grade level teams with opportunities to collaborate around ELD, such as during grade level collaboration or staff meetings. The Coordinator of Curriculum	$75,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Instruction, Principals, and grade-level teams will apply professional learning community principles to identify specific language learners who need additional intervention or extension, and collaborate on a plan to meet the identified student needs. The Coordinator will collaborate with Curriculum and Instruction Program Specialist to support the implementation of instructional strategies that support multilingual learners in accessing complex thinking skills and problem-solving. District and site teams will monitor the achievement and growth of English learners using ELPAC assessment data, SBAC data (when applicable), and benchmark data. Reclassification criteria will be reviewed for updates and shared with all educational partners. The Coordinator and site leadership will collaborate on the reclassification of students with special circumstances. Site leadership are encouraged to celebrate reclassification, including with family and peers. Additionally, teachers, principals, and the Coordinator will work together to develop written plans of action to support students at-risk or who are long-term ELs to achieve adequate progress toward reclassification. LUSD will support and coach school ELD teachers with Newcomers and long-term ELs, supporting course access and a clear path toward graduation college and career ready. District and site administrators will continue the development and implementation of a Dual Language Immersion (DLI) program serving students in transitional kindergarten through twelfth grade. Students will utilize the Spanish version of the curriculum and assessments following the program path for percentages of English/Spanish instruction. Professional learning support for the DLI program will continue to be provided through District and site administration as well as opportunities to attend applicable conferences. Teachers and counselors will continue to monitor, encourage, and guide students toward the completion of the Seal of Biliteracy. The Assistant Superintendent of Human Resources will support the recruitment of effective teachers for our DLI program to continue and expand.		
1.26	School Site Allocations to meet Students' Specific	Increase services at school sites based on the individual needs of the school aligned to LCAP goals and 8 state priorities. Individual school sites identified actions and goals via School Plans for Student Achievement(SPSA) for increased services to improve academic	$1,653,280.00	No

Action #	Title	Description	Total Funds	Contributing
	Needs at each school.	proficiency, school culture/climate, and student well-being. The matrix used to determine increased services available at each site is based on the number of students in each area: 1) Unduplicated Count, 2) Number of English learners and 3) Unduplicated Count above 55%. School Plans for Student Achievement have been approved by SSC and will be approved by LUSD School Board at the June Board Meeting.		
1.27	Increased Engagement through Safe Routes to School	Transportation will be provided to ensure safe routes to school to increase engagement at our schools who qualify for schoolwide Title I programs. Generally, LUSD does not provide transportation to all sites. Based on high numbers of at-promise (SED, EL, Foster, and Homeless) students showing approximately 69% of students UPP, with high rates of chronic absenteeism, and several discipline instances happening on the way to and from school, LUSD wants to ensure students have every opportunity to get to school in a safe manner.	$1,323,969.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Utilizing clear communication, staff, students, families, and community members will partner in implementing and improving data-informed systems and plans to meet the diverse needs of each of our students.	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.

This 3-year LCAP Broad Goal was developed based on following District information and metrics from the 2023 CA Dashboard Data as follows:

Engaging families and community members in the education process is vital for fostering a sense of ownership and investment in student success. By fostering clear communication and partnership, Lompoc Unified School District (LUSD) can strengthen relationships with families and community partners, build trust, and create opportunities for meaningful engagement and collaboration in supporting student learning and development. By involving staff, students, families, and community members in decision-making processes and creating opportunities for dialogue and feedback, LUSD can ensure that the diverse needs of all students are met and that every voice is heard and valued. Furthermore, clear communication and collaborative partnerships can help ensure that all students have equitable access to college and career preparedness resources and support services.

2023 California Dashboard Data and local data that supported the development of this goal and related actions included:

Chronic Absenteeism: There was an overall decline in chronic absenteeism, as demonstrated by a 5.9% decrease in chronically absent students. Despite the overall decline, certain subgroups still exhibited higher rates of chronic absenteeism compared to others. Specifically: White students were identified as a subgroup with a very low rating for chronic absenteeism at Hapgood Elementary School. English Learners, African American students, and Hispanic students showed significant declines in chronic absenteeism rates, indicating progress in addressing disparities. While progress was made in reducing chronic absenteeism, there were still challenges within specific student groups, such as the subgroup of homeless students at La Honda Elementary School, indicating ongoing efforts were necessary to address these disparities. Current attendance percentage as of March 2024 showed enrollment of 8,995 students averaging 92.09% attendance, which was up 2.06% from the previous year at that time.

Suspension Rates: The overall suspension rate for all students in LUSD was 5.3%, indicating the percentage of students suspended at least one day. Disparities within specific student groups were noted as follows: African American students had a higher suspension rate, with 10.5% of African American students being suspended at least one day, while Students with Disabilities showed 8.7% being suspended at least one day. Schools that ranked "very high" were Vandenberg Middle School and Dr. Bob Forinash Community Day School.

Local Data Points: LUSD's California Healthy Kids Survey (CHKS) from 2022–2023 revealed 47% of 7th-grade students, 34% of 9th-grade students, 24% of 11th-grade students, and 57% of non-traditional instructional setting (NT) students felt the schools promoted parental involvement, while only 18% of parents felt the school encouraged parental involvement. In regards to school connectedness, 46% of 7th-grade students, 45% of 9th-grade students, 46% of 11th-grade students, and 70% of NT students reported they agreed or strongly agreed. In addition, only 59% of 7th graders, 58% of 9th graders, 46% of 11th graders, and 69% of NT students reported they agreed or strongly agreed that they were academically motivated.

The following was the average percent of respondents who felt they had caring adult relationships: 52% of 7th graders, 44% of 9th graders, 36% of 11th graders, and 63% of NT students. In addition, a significant indicator which scored the lowest in school engagement categories showed only 21% of 7th graders, 16% of 9th graders, 14% of 11th graders, and 28% of NT students responded that they participated in school in meaningful ways, while 17% of parents felt the school offered meaningful student participation opportunities. Lastly, only 29% of parents felt the school supported effective communication about school, and only 16% of LUSD's parents felt the school encouraged them to be an active partner in their child's education.

During Educational Partner meetings, clear focus areas developed around engagement, communication, education, and shared governance. As a result of our Educational Partners' feedback, Lompoc Unified envisioned developing this LCAP goal around these key ideas:

Increased all modalities of communication to promote effective partnerships with all educational partners (Action 2.1),

Provided parent leadership opportunities and parent education programs (Action 2.3),

Enhanced community connections and family support to improve student and family engagement (Action 2.2),

Built relationships to support staff in learning about each family’s strengths, cultures, languages, and goals for their children (Action 2.4),

Provided professional learning to support school staff and administration to improve a school’s capacity to partner with families to support students' academic, social, and behavioral well-being along with the ability to seek input for decision-making (Action 1.13),

Planned, designed, implemented, and evaluated family engagement activities at school and district levels (Action 2.3).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	local indicator-CHKS Parent Survey	2022-2023 CHKS Parent Survey reports the following data for agreeing that schools promote parent involvement: All- 18% Elementary- 28% Middle School- 13% High School- 15%	2024-2025 CHKS Parent Survey reports the following data for strongly agreeing that schools promote parent involvement: All- 28% Elementary- 35% Middle School- 10% High School- 25%	2025-2026 CHKS Parent Survey reports the following data for strongly agreeing that schools promote parent involvement: All- 31% Elementary- 35% Middle School- 29% High School- 19%	In 2026-2027, the CHKS results from parents that schools promote parent involvement will increase to 70% or better.	2024-2025 CHKS Parent Survey reports the following data for strongly agreeing that schools promote parent involvement difference from baseline: All- +13% Elementary- +7% Middle School- +16% High School- +4%
2.2	local indicator- CHKS Parent Survey	2022-2023 CHKS Parent Survey reports the following data for agreeing that schools actively seek input of parents: All- 11% Elementary- 17% Middle School- 8% High School- 8%	2024-2025 CHKS Parent Survey reports the following data for agreeing that schools actively seek input of parents: All- 19% Elementary- 24% Middle School- 5% High School- 16%	2025-2026 CHKS Parent Survey reports the following data for agreeing that schools actively seek input of parents: All- 26% Elementary- 28% Middle School- 25% High School- 20%	In 2026-2027, the CHKS results from parents that schools actively seek parent input will increase to 70% or better.	2025-2026 CHKS Parent Survey reports the following data for agreeing that schools actively seek input of parents difference from baseline: All- +15% Elementary- +11% Middle School- +17% High School- +12%
2.3	local indicator- CHKS Parent Survey	2022-2023 CHKS Parent Survey reports the following data for agreeing that schools support communication with parents about school:	2024-2025 CHKS Parent Survey reports the following data for agreeing that schools support communication	2025-2026 CHKS Parent Survey reports the following data for agreeing that schools support communication	In 2026-2027, the CHKS results from parents that schools promote support communication withparents will	2025-2026 CHKS Parent Survey reports the following data for agreeing that schools support communication

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All- 29% Elementary- 37% Middle School- 25% High School- 26%	with parents about school: All- 39% Elementary- 45% Middle School- 26% High School- 36%	with parents about school: All- 44% Elementary- 49% Middle School- 43% High School- 29%	increase to 70% or better.	with parents about school difference from baseline: All- +15% Elementary- +12% Middle School- +18% High School- +3%
2.4	Local Indicator- DELAC	In 2023-2024, LUSD DELAC group is comprised of 8 parents and 4 staff members that make up one representative from each school.	In 2024-2025, LUSD has averaged 19 parents as regular attendees of the DELAC meetings and 2 staff members.	In 2025-2026, LUSD has averaged 7 parents as regular attendees of the DELAC meetings and 2 staff members.	In 2026-2027, LUSD DELAC will be made up by 100% parents.	In 2025-2026, the current percent of parents is 77.5% which is +22.8% from baseline
2.5	Local indicator- PIQE Participation	In 23-24, 4 elementary schools offered Parent Education Workshops with 173 parent successfully completing the workshops classes out of 226 for a 76.5% completion rate.	In 24-25, 4 elementary schools and 1 high school offered Parent Education Workshops with 164 parents successfully completing the workshops classes out of 217 parents signed up for a 75.6% completion rate.	In 25-26, 2 elementary schools and 1 high school offered Parent Education Workshops with 76 parents successfully completing the workshops classes out of 110 parents signed up for a 69.1% completion rate.	In 2026-2027, LUSD will increase PIQE completion rate to 80% or more with over 300 parents enrolled.	In 2025-2026, the difference from baseline for the PIQE participation is as follows: 116 less parents involved in PIQE 97 less parent completed the programs at 3 sites (down 2 sites) Completion percentage rate difference of -.7.4%
2.6	Local indicator- Parent Square Communications	In 2023-2024, Parent Square indicates 9,569 total users. Of those total users, 94.8% receive the text, email, or app information.	As of April 2025, Parent Square indicates 9,972 total users. Of those total users, 97% receive text,	As of April 2026, Parent Square indicates 10,36 parent users. Of those total users, 97.7% receive text,	By2026-2027, Parent Square will show that over 98% of our users receive messages.	In 2026, difference from Parent Square user percent is + 2.9% compared to baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Currently we have no contact information for 280 families across the district.	email, or app information. Currently we have no contact information for 18 families across the district.	email, or app information. Currently we have no contact information for 42 families across the district	We also want to reduce the no contact information to under 100 families across the district.	
2.7	State indicator- Chronic Absenteeism	2022-2023 Chronic Absenteeism rates are as follows: All students- 32.2% EL students-33.1% Foster Youth- 42.6% Homeless- 48.2% African American//Black-25.6% Hispanic-35.3% American Indian- 68.8%	2023-2024 Chronic Absenteeism rates are as follows: All students-22% EL-(decline 11.4%)21.7% Foster Youth-(decline 10.3%) 32.3% LTEL-(decline 9.3%) 32.3% Homeless-(decline 17%) 31.2% African American/Black-(decline of 1.3%) 24.3%	2024-2025 Chronic Absenteeism rates are as follows: All students-23.6% EL-24.6% Foster Youth-22.9% LTEL-25.5% Homeless-37.3% African American/Black22.9% Hispanic-25.5% American Indian36.7%	2026-2027 Chronic Absenteeism rates are as follows: All students- 16% EL students-16% Foster Youth- 20% Homeless- 24% African American//Black-12% Hispanic-18% American Indian-37%	2024-2025 Chronic Absenteeism rate differences from baseline are as follows: All students-decrease 8.6% EL-decrease 8.5% Foster Youth-decrease 19.7% LTEL-decrease 16.1% Homeless-decrease 10.9% African American/Black-decrease 2.7%% Hispanic-decrease 9.8% American Indian-decrease 32.1%
2.8	Local data- Chronically Absent Students	Local data as of beginning of April 2024 shows the following Chronic Absent rates: All students- 18.7% EL students-21% Foster Youth- 22.6% Homeless- 30.0%	Local data as of end of April 2025 indicates the following Chronic Absent rates: All students-20.9% EL students-23.1%	Local data as of beginning of April 2026 shows the following Chronic Absent rates: All students- 19% EL students-21.06%	In 2026-2027, local attendance data at beginning of April will show the following Chronic Absent rates or lower: All students- 9.7% EL students-11%	Difference from baseline in Chronic Absent local data: All increase by .3% EL increase by 0.06% Foster increase by 1.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American//Black-20.0% Hispanic-20.3%	Foster Youth-16.7% Homeless- 31.2% African American//Black-no data Hispanic-no data	Foster Youth-24.38% Homeless- 29.73% African American//Black-19.34% Hispanic-20.36%	Foster Youth-11.6% Homeless- 15.0% African American//Black-10.0% Hispanic-10.3%	Homeless decrease by .27% African American/Black decrease by .76% Hispanic increase by 0.06%
2.9	Data Quest Data- Drop out rates	2022-2023 Dropout data is as follows: All students: 30 Dropouts Hispanic: 24 Dropouts White: 5 Dropouts Two or more races: 1 Dropout In 2022-2023, Middle School had 1 dropout.	2023-2024 Dropout data is as follows (no ethnicity data available): All students: 53 African/American: 1 Hispanic/Latino: 41 White: 9 Two or more races: 1 SED: 48 EL: 23 SED: 22 Foster: 2 Homeless: 13	2024-2025 Dropout data is as follows: All students: 22 African/American: 0 Hispanic/Latino: 16 White: 3 Two or more races: 1 SED: 22 EL: 9 SED: 5 Foster: 0 Homeless: 12 No students from Middle Schools	2026-2027 Dropout rates will be less than the following: All:10 dropouts Hispanic/Latino: 7 dropouts White: 2 dropouts Two or more races-1 dropout In 2026-2027, LUSD will have no dropouts.	Difference from baseline in Data Quest Drop out rates: All students decrease by 8 students African American decrease by 1 student Hispanic/Latino decreased by 8 students White decreased by 2 students
2.10	State indicator-Graduation rate	2022-2023 Dashboard data shows LUSD graduation rates as follows: All Students-91.4% Students with Disabilities- 78.9% English Learners-79.6% Hispanic- 90.2% Homeless- 80.8% SED- 90.2%	2024 Dashboard data shows LUSD graduation rates as follows: All Students-(maintained -.9%) 90.5% Students with Disabilities-(maintained -.2%) 78.7%	2025 Dashboard data shows LUSD graduation rates as follows: All Students92.1% Students with Disabilities- 80.0% English Learners84% LTEL- 91.2% Hispanic-91.5%	2026-2027 Dashboard data will shows LUSD graduation rates to increase above the following rates: All Students-96% Students with Disabilities- 90% English Learners-90%	Difference from baseline for graduation rates: All: +.6% SWD: +1.1% EL +4.4% Hispanic +1.3% LTEL +35.2% Homeless: - .6% SED : +.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White-94.8%	English Learners- (declined 10.5%) 69% LTEL- (declined 13.1%) 69.1% Hispanic- (declined 1.2%) 89% Homeless- (maintained -.5%) 80.3% SED- (declined 1.7%) 88.6% White- (declined 1.4%) 93.4%	Homeless-80.2% SED-90.3% White- 94.8%	Hispanic- 95% Homeless- 90% SED- 95% White-98%	White shows no difference
2.11	State indicator-Pupil suspension rate	2022-2023 Dashboard data shows LUSD suspension rates as follows: All students-5.3% African American-10.5% Students with Disabilities-8.7% English Learners-4.3% Foster Youth- 13.% Hispanic- 5.6% SED-6.4%	2023-2024 Dashboard data shows LUSD suspension rates as follows: All students- (declined .5%) 4.9% African American- (declined 1.6%) 9% Students with Disabilities- (declined .3%) 8.4% English Learners- (maintained -.1%) 4.2% Foster Youth- (increase 3.5%) 16.7% Hispanic- (declined .5%) 5.1%	2024-2025 Dashboard data shows LUSD suspension rates as follows: All students- 4.1% African American4.3% Students with Disabilities- 7.1% English Learners4.1% Foster Youth12.1% Hispanic- 4.4% SED-5.0%	In 2026-2027, suspension rates will be lower than: All- 3% African American-5% Students with Disabilities-4% English Learners-4% Foster Youth-6% Hispanic-2% SED-3%	Difference from baseline for suspension data: All overall maintained African American decreased .5% Hispanic maintained White maintained Total students expelled decreased by 7 students Total students who are SED expelled decreased by 7 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	State indicator-Pupil expulsion rates	2022-2023 LUSD Expulsion rate from Data Quest reports: All students- .1% African American-.5% Hispanic/Latino- .1% White-.1% Total students expelled-12 Total students expelled SED- 12	2023-2024 Data Quest Data for LUSD Expulsion rates is as follows: All students- .1% African American-0% Hispanic/Latino-.1% White-0% Total students expelled- 8 Total students expelled SED-8 Total students expelled SWD-4 Homeless-1	2024-2025 Data Quest Data for LUSD Expulsion rates is as follows: All students- .1% African American0% Hispanic/Latino-.1% White-.1% Total students expelled- 5 Total students expelled SED-5 Total students expelled SWD-0 Homeless-1	In 2026-2027, Expulsions will decrease to below 6 per school year.	2023-2024 Data Quest Data for LUSD Expulsion difference from baseline is as follows: All students- 0% African American--.5%% Hispanic/Latino-0% White-0% Total students expelled decreased by 4 students Total students expelled that were SED decreased by 4 students
2.13	Local data- California Healthy Kid Survey results- students	In 2022-2023, student survey results indicated they felt connected to school at the following percentages: 6th Grade- 64% 7th Grade-46% 9th Grade-45% 11th Grade-46% In addition, the following percent of students agreed they had caring adult relationships: 6th Grade- 60% 7th Grade-52% 9th Grade-44% 11th Grade-36%	In 2024-2025, student survey results indicated they felt connected to school at the following percentages: 6th Grade- 62% 7th Grade-48% 9th Grade-46% 11th Grade-54% In addition, the following percent of students agreed they had caring adult relationships: 6th Grade- 58%	In 2025-2026, student survey results indicated they felt connected to school at the following percentages: 6th Grade- 69% 7th Grade- 57% 9th Grade- 52% 11th Grade-52% In addition, the following percent of students agreed they had caring adult relationships: Elementary- 57%	In 2026-2027, the CHKS results will indicate more than 80% of our students in all grade levels will feel connected to school and caring adults.	Difference in baseline for 2024-2025, student survey results indicated they felt connected to school at the following percentages: 6th Grade- +5% 7th Grade-+11% 9th Grade-+7% 11th Grade-+6% In addition, the following percent of students agreed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7th Grade-53% 9th Grade-53% 11th Grade-60%	Middle School-58% High School- 58%		they had caring adult relationships: Middle school-+1% Middle School-+6% High School -+18%
2.14	Local data- educational partner input in surveys	In 2022-2023 CHKS Parent survey, 319 parents responded to the survey which is 3.7%. No other surveys were collected by District Level team	In 2024-2025 CHKS Parent Survey, 296 parents responded to the survey which is 2.96%.	In 2025-2026 CHKS Parent Survey, 176 parents responded to the survey which is 2.04%	By 2026-2027, LUSD will have 40% or more of the parents respond to one or more surveys.	Difference from baseline for 2025-2026 parent input is -.1.66%

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.

Overall, this goal was carried out as intended. Here is a brief overview of each action:

Action 2.1 Parent/Community Outreach-Fully Implemented: Our Communications Program Specialist increased district communications through Parent Square and social media platforms, updated our district webpage as requested through educational partners, and communicated with the public regularly to include Board Meeting Highlights, District activities, policies, and progress toward goals. In addition, an added monthly newsletter was sent to Educational Partners highlighting work from all departments within the District. Further, due to Bond Measure passing and moving forward with proposed Workforce Housing Project, quarterly updates have been shared from these two committees.

Action 2.2 School/Home Connections and Translators-Fully Implemented: District Liaisons and translators consistently communicated with all educational partners to ensure dissemination of information, connect families to school resources, and to provide interpretation support. LUSD had a vacancy for one Liaison position at the beginning of the year which was filled at the mid-year point. Our 8 identified community schools continued to support families with needed resources through their Community Schools Program Specialists and our Outreach Liaisons.

Action 2.3 Shared Governance with Educational Partners-Fully Implemented: All schools and district personnel held regularly scheduled governance meetings to build effective partnerships and develop cohesive plans of action to improve services to students. Parent attendance at meetings like LCAP Advisory and DELAC declined significantly, however, we have great parent engagement at functions like Literacy Nights, STEM Nights, and carnivals. which involve student/parent interaction with fun activities.

Action 2.4 Workshops/Resources for Parents-Partially Implemented: In 25-26, 2 elementary schools and 1 high school offered Parent Education Workshops with 76 parents successfully completing the workshops classes out of 110 parents signed up for a 69.1% completion rate.

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.

Goal 2 had projected budget of $1,392,431 but expended estimated actuals total $1,047,663. The following major differences are noted according to actions:

Action 2.1 Parent Community Outreach- underspent $199,329.57 due to change of Director position to Program Specialist and lower estimated expenses.

Action 2.3 Shared Governance with Educational Partners- underspent by $27,691.80 because less expenditures than estimated for our DELAC and LCAP Advisory from decrease in materials costs and personnel.

Action 2.4 Workshops/Resources for Parents- underspent by $25,812 due to use of different funding source for PIQE program and having less programs offered.

Overall LUSD underspent by a total of $344,768 for this goal.

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

Overall, this goal is developed to inform parents and increase engagement. Local data from surveys and state/local data shows increases in student engagement at our schools. Parent meetings have enabled us to develop a cohesive focus on goals that are actionable and to be consistent about two-way communication opportunities.

Action 2.1 Parent Community Outreach-
Effective: As of April 2026, Parent Square indicates 10,36 parent users. Of those total users, 97.7% receive text, email, or app information. Currently we have no contact information for 42 families across the district. Further, our District website continues to receive updates regularly. Educational partner input has reported that the website in more accessible and user friendly. In addition, LUSD regularly shares site and district information through social media platforms which is updated 3 times per week.

Action 2.2 School/Home Connections and Translators-

Effective: Liaisons and translators have made contact with families over 18,000 times to support , attended over 275 SSTs/504s, interpreted over 4350 IEPs/conferences/attendance meetings, conducted over 176 home visits, and assisted over 480 families, connecting them to resources. Further, 2025-2026 CHKS Parent Survey reports the following data for agreeing that schools support communication with parents about school difference from baseline: All- +15%, Elementary- +12%, Middle School- +18%, High School- +3%

Action 2.3 Shared Governance with Educational Partners
Effective: LUSD held 146 ELAC/DELAC, SSC/LCAP Advisory meetings, 16 District Leadership Meetings, 38 Superintendent Committee Meetings, and 42 Parent Nights focused on Literacy, Math, College/Career, STEM, and Culture Building. Further, 2025-2026 CHKS Parent Survey reports the following data for agreeing that schools actively seek input of parents difference from baseline: All- +15%, Elementary- +11%, Middle School- +17%, High School- +12%

Action 2.4 Workshops/Resources for Parents-
Effective: In 25-26, 2 elementary schools and 1 high school offered Parent Education Workshops with 76 parents successfully completing the workshops classes out of 110 parents signed up for a 69.1% completion rate. Increase of 4 schools added to Community Schools Grant for a total of 8 schools in LUSD participating. Community Schools Program Specialist and Outreach Liaisons continue to connect families to outside resources. Shared community partners have grown as a result of the Community Schools Programs.

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.

Overall, LUSD will continue to focus on our broad goal to effectively communicate and build capacity of shared governance with educational partners by developing agency, with the planned metrics and target outcomes. The following changes will be made to specific actions:

Action 2.1: LUSD will continue utilizing Parent Square with increased services agreements for family communication regarding attendance and use for conference scheduling.

Action 2.2: As LUSD continues to see declines in LCAP Advisory and DELAC, suggestions made by educational partners for changes include holding meetings at different school sites, joining ELACs 3 times per year to hold LCAP input sessions, and holding LCAP meetings at different times. In addition, LCAP Advisory Meetings will be formatted differently to address key communication areas requested through Educational Partners.

Action 2.4: While the structure of PIQE works for some school sites, input shows other workshops would have higher interest from parents. Through input, changes in workshop structures and content will be made to meet the interests of parents.

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	Parent/Community Outreach	In order to foster new and deeper partnerships with Educational Partners, the Communications Specialist will increase outreach to all parents in their primary language via electronic means, flyers, newsletters, meetings, brochures, etc. Administrators, teachers, and support staff will utilize Parent Square for all electronic communication to increase parent, family, and community engagement for all TK-12 families and students. The District webpage will be maintained by IT Department, in conjunction with District Leadership and translators, to ensure up to date information such as upcoming events, calendars, services, menus, department information, and district plans are easily accessible to our Educational Partners. Further, the Director of Communication and Engagement, along with other leadership, will seek educational partner input through the use of surveys, meetings, empathy interviews, etc. to support and create a collaborative environment where educational partners are empowered in the governance of schools and the district.	$250,332.00	Yes
2.2	School/Home Connections and Translators	District and Home School Community Liaisons and Outreach Consultants will help support student daily attendance at school by personally contacting at-promise students, specifically students of low income households, English learners, foster and homeless youth, connect families with schools, encourage attendance at parent education events, refer families to district/school programs, and connect them with community organizations to access available resources. In addition, they will help with translation and interpreter supports as needed within school and district meetings such as IEPs, parent teacher conferences, family nights, etc. District translators/interpreters and our Hmong bilingual paraeducator will serve the community by providing language access to families through simultaneous and consecutive interpretation at district and school site meetings, translation of all public documents including our website, and on-site interpretation for families visiting any of our site locations. We continue to refine processes to maximize our ability to provide language access and ensure we are doing so in a way that is responsive to the needs of our families. As a result of this refinement and need, we also contract with Babble Translation Services to ensure we have available translators for all languages within our community.	$960,503.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Shared Governance with Educational Partners	District and site leaders will provide a variety of opportunities for families, students, staff, and the community to reflect on and discuss school and district priorities and data. LUSD will expand parent, student, and staff representation from underrepresented student populations, as appropriate, in the following school and district committees: site ELACs, DELAC, Wellness Committee, Safety Committee, LUSD Equity Committee, School Site Councils, Community Schools Focus Groups, CTE Advisory Committees, PTSOs, African American Parent Advisory Council, Superintendent Committees (Curriculum & Instruction, Facilities, Finance, Safe and Supportive Schools, Student Behavior, LCAP Advisory) and Special Education Parent Advisory Council. District and site leaders will provide training and support for DELAC and ELAC members. to include childcare, translators, and the minute taker for DELAC meetings. LUSD leadership will increase informal opportunities for educational partners to dialogue with site and district administrators (i.e. coffee with the principal, Community Connects Forums, visibility and accessibility of administrators on school campuses and at school events).	$1,859.00	Yes
2.4	Workshops/Resources for Parents	Adult Education leadership, in partnership with school sites and Parent Institute for Quality Education (PIQE), will offer Parent Education Workshops as remote/hybrid options to support parent preference and availability. Parent workshops will emphasize building skills and knowledge to support student success. District staff also supports work produced by the Early Learning Network through the First Five Grant to support students prenatal to third grade (PN-3). School staff aides in evaluation measures by assisting in the conduction of assessments to determine a child's school readiness and to support language/literacy rich opportunities.	$1,312.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maple High School aims to equip all students with the academic knowledge, practical skills, and mindsets necessary to successfully transition into post-secondary education or enter the workforce after graduation as measured through increased participation in career exploration activities by at least 20%, improved academic performance in core subjects aligned with state standards by 15%, and a 25% increase in the creation of individualized post-graduation plans by students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This 3-year LCAP Equity Multiplier Focus Goal was developed based on following District information and metrics from the 2023 CA Dashboard Data as follows:

Dashboard data indicates Maple High School (MHS) was very low on the State College and Career indicator. MHS created this focus goal to address the specific needs and strengths identified through comprehensive data collection and Educational Partner input. The aim is to ensure that all students are well-prepared for life after graduation, whether they choose to pursue postsecondary education or enter the workforce directly.
Educational Partners indicated better communication and involvement, and the need for resources such as transportation and translation services. Survey results indicated that parents value the small class sizes and individualized attention but also emphasized the need for increased support services and practical skill development. Students expressed a desire for more engaging, real-world learning experiences, such as internships and career preparation activities. They also identified boredom in class as an issue and wanted more lively, hands-on learning opportunities. In addition, staff identified the need for increased access to mental health care, physical health care, and other social services for students to ensure successful transitions into college or workforce after graduation.
As a result of this input, the following strategies became the focus for the Equity Multiplier Goal
-mental health, physical health, and social services, which are critical for student well-being and academic success,
-more opportunities to learn practical skills like resume writing, interviewing, and financial literacy to be better prepared for the workforce,
-more internships and field trips to make learning more engaging and relevant, while connecting students with mentors and resources for college admissions, financial aid, job applications, and other transition processes coupled with additional transportation services to allow students to participate in after-school activities and access services beyond school hours,
-ensuring all students create personalized plans for further education or employment.

-building students' ability to overcome challenges and persist through setbacks while fostering critical thinking, problem-solving, communication, collaboration, digital literacy, and time management

In 2024, MHS CA Dashboard data continues to show this focus goal is needed as evidenced by the following metrics:
ELA, Math, CCI are red
Subgroups showing red: ELA- All, Hispanic, SED; Math-All, Hispanic, SED

In 2025, MHS Ca Dashboard data shows the following identified needs:

ELA Indicator is Red with Hispanic and SED students in red. Math Indicator is orange with Hispanic group in red and SED in orange. Science indicator is orange with SED subgroup in the orange level. Only 28.6% of students at MHS progressed one ELPI level showing a need for better integrated ELD opportunities.
Suspension Indicator shows MHS is red (very low) with Hispanic and SED in red.
Educational Partner input highlights the following areas of need:
-Student disengagement and chronic absenteeism
-Need for increased student voice and relationship-based instruction with career exploration and workforce readiness experiences
-Concerns regarding behavior escalation and lack of student connection to school. Input calls for student-centered approaches that lead to careers.
-Need for stronger advisory systems and classes that also support students in their engagement focused on mentorship and family connection
-Professional development needs related to Big Picture Learning, restorative practices, and Universal Design for Learning (UDL)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Data- CCI Indicator	Based on 2022-2023 Dashboard, MHS has1% students graduate prepared	In 2024, MHS had 11% of students graduate college and career prepared	In 2025, MHS had 18% of students graduate college and career prepared Hispanic shows 21.2% prepared (+7.5%) SED shows 19.1% prepared (+7.2%)	Based on Dashboard date for 2026-2027, MHS will have 40% students graduate prepared	Difference from baseline. in 2023, MHS had an increase in 17% of students graduate college and career prepared. Hispanic shows 21.2% prepared (+7.5%) SED shows 19.1% prepared (+7.2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Local Data-Concurrent Enrollment	In 2023-2024, MHS has 10% of students taking 1 or more concurrent enrollment course	In 2024, MHS has 10% of students taking 1 or more concurrent enrollment course	In 2025, MHS has 10% of students taking 1 or more concurrent enrollment course	In 2026-2027, MHS will have 50% or more students taking 1 or more concurrent enrollment courses	There is no difference in baseline for concurrent enrollment.
3.3	Local Data-FAFSA completion	In 2023-2024, MHS had 5% of students complete the FAFSA	In2024, MHS has 22% of students complete the FAFSA	In 2025, MHS has 23% of students complete the FAFSA In 2025,	In 2026-2027, MHS will have 55% of students in grades 12 complete the FAFSA	The difference between 2025 and baseline shows an increase in 18% of students completing FAFSA.
3.4	Local Data-internships	In 2023-2024, MHS has 0 student internships/mentorships	In 2024, MHS has 1 student internships/mentorships	In 2025, MHS has 5 student internships/mentorships	In 2026-2027, MHS will have at least 40% of 11th and 12th graders engaged in internship/mentorship activities	In 2025, MHS has increased mentorships by 5 student compared to baseline.
3.5	State Data-CAASPP Math	In 2022-2023, MHS 11th graders had 4% of students meeting standard Hispanic had 0% meet/exceed standard SED had 0% meet/exceed standard	In 2024, MHS 11th graders had 0% of students meeting standard	In 2025, MHS 11th graders had 3% of students meeting standard Hispanic had 0% meeting or exceeding standard SED had 1.49% meeting/exceeding standard	In 2026-2027, MHS 11th graders will have at least 40% of students meeting standard	In 2025, MHS shows a decrease by 1% of students meeting standard in CAASPP Math compared to baseline. Hispanic remains unchanged SED increased 1.49%
3.6	State Data-CAASPP ELA	In 2022-2023, MHS 11th graders had 15.39%% of students	In 2024, MHS 11th graders had 4% of	In 2025, MHS 11th graders had 9.34% of students	In 2026-2027, MHS 11th graders will have at least	In 2025, MHS has a decrease of 6.05% of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meeting/exceed standard Hispanic had 13.34% meet/exceed standard SED had 15.25% meet/exceed standard	students meeting/ exceed standard Hispanic had 4% meet/exceed standard SED had 4.69% meet/exceed standard	meeting/exceeding standard; Hispanic had 5.17% meet/exceed standard SED had 8.95% meet/exceed standard	45% of students meeting standard	meeting standard in CAASPP ELA compared to baseline Hispanic had decrease of 8.17% meet/exceed standard SED had decrease of 6.3% meet/exceed standard
3.7	Local Data-Absenteeism	In 2022-2023, MHS had 66% of students are chronic or severely absent	In 2024, MHS had 30% of students are chronic or severely absent	In 2025, MHS had 30% of students are chronic or severely absent	In 2026-2027, MHS will have less than 30% of students chronic or severely absent	In 202, MHS has a decrease in chronic or severely absent students by 36%.
3.8	District Math Benchmark Assessment	In 2023-2024, MHS had 25% of students meeting/exceeding standard in our district math benchmark assessment	In 2024, MHS had 58% of students meeting/exceeding standard in our district math benchmark assessment	In 2025, MHS had 46% of students meeting/exceeding standard in our district math benchmark assessment	In 2026-2027, MHS will have 65% of students meeting/exceeding standard in our district math benchmark assessment	In 2025, MHS had 11% more students meet/exceed standard in Math benchmark assessment than baseline.
3.9	District ELA Benchmark Assessment	In 2023-2024, MHS had 22% of students meeting/exceeding standard in our district ELA benchmark assessment	In 2024, MHS had 38% of students meeting/exceeding standard in our district ELA benchmark assessment	In 2025, MHS had 40% of students meeting/exceeding standard in our district ELA benchmark assessment	In 2026-2027, MHS will have 60% of students meeting/exceeding standard in our district ELA benchmark assessment	In 2025, MHS had 18% more students meet/exceed standard in ELA benchmark assessment than baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	CHKS- Caring Adult Relationships/ Scholl Connectedness	In 2025-2026 CHKS, 64% of students report having caring adult relationships and 70% report feeling connected to school.			In 2026-2027 CHKS, 74% of students report having caring adult relationships and 80% report feeling connected to school.	Baseline established this year.
3.11	Ca Dashboard- Suspension	In 2024-2025, MHS had 8.1% suspended of all students (increased by 6.6%), Hispanic has 8.4% (increased 6.4%), SED has 7.3% (increased by 6.4%), White has 8.6% (Increased by 8.6%)			In 2026-2027, MHS will have a suspension rate for all students below 1.8%, Hispanic will decrease to 2.0%, SED will decrease to 1.5%, SWD will decrease to less than 1.8%	Baseline established this year with new metric added
3.12	Ca Dashboard- Graduation Rate	In 2025, 87.4% of all students graduated which increased 1.6% from previous year. Hispanic has 91.1% graduated, increased by 6.7% SED graduated 87% with increase of 1.4%			In 2026-2027, all students will increase by 3.6% for 91% graduating. Hispanic graduates will increase by 1% SED graduates will increase by 1.5%	Baseline established this year with new metric added.
3.13	CA Dashboard- Science	In 2025, MHS achieved 19.6 points for all students, increasing by 7.9 points SED achieved 19.4 points, increasing by 9.5 points			In 2026-2027, all students will achieve 35 points SED will achieve 35 points.	Baseline established this year with this metric being added.

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.

Overall, the focus on post-graduation of career and college ready was implemented. Despite challenges in staffing and changes in planned implementation, this goal proved to be effective. . Here is a brief overview of each action:

Action 3.1- Professional Learning:-Fully Implemented: Innovation Academy pilot classrooms reported approximately 73% increases in student connectedness, attendance, and engagement measures based on local student feedback and participation tracking. Increased participation in experiential learning opportunities including robotics competitions, college and career readiness experiences, and community-based literacy and advisory activities

Action 3.2- College and Career Counseling Services-Fully implemented: Strong emphasis placed on integrating college and career readiness into daily instruction and advisory time showing increased career mentorships, expansion of community-based learning opportunities and career exploration activities occurred throughout the campus.

Action 3.3-Well-being and emotional, behavior support-counseling services through Los Compadres—Not Implemented

Action 3.4-Bilingual Liaison Services: Fully Implemented: Many events occurred due to liaison services which included Innovation Academy Meetings, Community School Meetings, Family Night Events showing approximately 50-60 family members attending regularly.

Overall, the actions under this goal were successful in supporting college and career readiness and strengthening trusting relationships.

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.

The following are the material differences in budgeted expenditures and estimated actual expenditures for each action within this goal:
Action 3.1- Professional Learning:- underspent based on budgeted amount by $4,937.77 due to use of Community Schools Funds

Action 3.2- College and Career Counseling Services-overspent by $3,147.57 due to increased salary/benefits.

Action 3.3-Well-being and emotional, behavior support-not implemented

Action 3.4-Bilingual Liaison Services: overspent $3,843.30 for increased hourly pay to support family events.

Overall material differences for this goal show LUSD overspent by $2,053.10.

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

Overall, MHS Educational Partners feel this goal has been effective based on increased achievement and decreased behavior and chronic absences. Each action has been analyzed for effectiveness:

Action 3.1- Professional Learning: Professional Learning:
Effective based on 2025 CHKS, Maple Students increased in academic motivation by 4% compared to the previous year. In addition, increases in student mentorships from baseline to 2026 are 4 students. State CCI indicator increased by 10% from baseline. In 2025, MHS had 11% more students meet/exceed standard in Math benchmark assessment than baseline, and 18% more students meet/exceed standard in ELA benchmark assessment compared to baseline. Staff survey feedback demonstrated approximately a 20% increase in staff understanding of learner-centered instructional practices and student engagement strategies following professional development implementation.

Action 3.2- College and Career Counseling Services-
Effective- College and Career Counseling Services- The difference between 2025 and baseline shows an increase in 18% of students completing FAFSA. Difference from baseline for CCI Indicator shows an increase in 17% of students graduate college and career prepared.

Action 3.3-Well-being and emotional, behavior support- Discontinued action

Action 3.4- Bilingual Liaison Services: Effective: In 2025-2026 CHKS, 64% of students report having caring adult relationships and 70% report feeling connected to school. This is mirrored in parent input through surveys and from input meetings.

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

Action 3.1- MHS will continue with Big Picture Consulting but decrease in consulting amounts and focus energy on the full implementation of Innovation Academy model based on Big Picture Model Schools and be funded through Community Schools Funds. As a result this action is no longer part of the Equity Multiplier Goal.

Action 3.2- increasing need for counseling services for college and career, and changing implementation of programs, led to adding an additional counselor which will fully be funded through Equity Multiplier Funds.

Action 3.3- This action will be discontinued as written.

Action 3.4- This action will continue, but be funded with Community Schools Funds, so no longer part of the Equity Multiplier Goal, as the need for translators is for the community functions related to Community Schools Plan. All other translation services are provided by district and show up in Goal 2 Action 2.

Added metric 3.10 from CHKS for MHS. Added metric 3.11, 3.12, and 3.13 from Ca Dashboard

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	Professional Learning	Staff will engage in professional learning, through the use of consultants, to improve instructional pedagogy, engagement strategies, and increase relevancy in courses for students as measured by attendance rates and academic indicators.	$0.00	No
3.2	College and Career Counseling Services	College and Career Counseling services will be provided to actively transition students from the school to college or the workforce through organizing mentorships, college information activities, and coordinating services to ensure workforce and college connections are provided to students.	$230,675.00	No
3.3	Well-being and emotional, behavior support	Consultants from Los Compadres will engage students in social emotional instruction and the focus on student well-being as measured by suspension rates and attendance. This goal is discontinued for the 2025-2026 school year.	$0.00	No
3.4	Bilingual Liaison Services	A Bilingual Liaison will support with outreach for families to connect our families to resources, including being available for translation and interpreter services for family meetings, to ensure students and families are receiving access to information about college and careers in their primary language. This goal has been added for the 25-26 school year.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Bob Forinash and Mission Valley teachers will increase student attendance and student engagement by connecting students to caring adults, offering social and emotional education, and offering high–interest, experiential learning opportunities as measured by an 10% increase in attendance and 5% decrease in suspensions.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This 3-year LCAP Equity Multiplier Focus Goal was developed based on following District information and metrics from the 2023 CA Dashboard Data as follows:

Dr. Bob Forinash Community Day School (BFCDS) and Mission Valley Independent Study School (MV) offer educational opportunities to many unique students who need extra support to overcome barriers to learning. BFCDS has our most at-promise students, with 100% socioeconomically disadvantaged students. While BFCDS students have had extensive histories of disciplinary issues, both BFCDS and MV students have academic struggles and social challenges. Both groups report low connectedness to school (for varying reasons) and BFCDS has high chronic absenteeism which hinders their ability to prepare for college and career paths. As such, these students require targeted support due to their distinct academic and social-emotional needs. Data indicates low academic performance. BFCDS shows high suspension rates. These data points suggest that both school climates struggle to engage in learning.
Both schools' needs assessment survey indicated a lack of materials and staff, as well as the need for mental health and social services. BFCDS Educational Partners also stated the need for more staff to ensure the well-being and safety of students. Input from all educational partners highlighted the necessity for:
-improved engagement strategies and practical skill development,
-daily social-emotional learning (SEL) support and interventions
-professional learning in core academic areas to support the student's academic growth better and address learning gaps, and
-high-interest, experiential learning opportunities such as field trips and real-world educational opportunities designed to pique student interest in college and career possibilities.

To address the diverse learning needs of their students, the staff at both schools believe that building strong, positive relationships with caring adults is crucial. This approach is not just about increasing student engagement and attendance, but also about making the students feel seen, heard, and supported. By focusing on connecting students to caring adults, offering social and emotional education, and providing high-interest, experiential learning opportunities, BFCDS and MV aim to create a nurturing and structured environment that addresses the

comprehensive needs of its students. Support in this endeavor is invaluable, as it is essential for fostering a safe, engaging, and supportive educational experience, ultimately leading to better academic and social outcomes for these highly at-risk students.

In 2024, BFCDS CA Dashboard data continues to show this focus goal is needed as evidenced by the following metrics: Red for suspension rate with the following subgroups also red for suspension rate: All, Hispanic, SED

In 2024, MVCA Dashboard data continues to show this focus goal is needed as evidenced by the following metrics: Red for ELA and Math. The following subgroups are red for the following indicators:
ELA- All, SED
Math- All, SED

In 2025, MV Ca Dashboard data shows the following needs:
Math Indicator is orange, showing a gain of 10.9 points; SED subgroup is also in orange; growth progress indicator shows minimal progress for all students, Hispanic students, and SED students.
ELA Indicator is orange, showing a gain of 6.9 points; SED subgroup is in red showing a decline of 12.3 points; ELA growth progress indicator shows minimal progress for all students, Hispanic, and SED.
ELPI indicator shows all EL students maintained their level-not increasing.
Chronic Absenteeism is orange indicating an increase in 10.9% with Hispanic and SED subgroups in the red, both increasing chronic absenteeism by over 11%

In 2025, BFCDS Ca Dashboard data shows the following needs:
Suspension Indicator shows a decline of 23.1% with 17.2% suspended at least one day, placing this indicator in orange. Hispanic and SED students showed declines in suspension over 23%.
Local data indicates chronic absenteeism concerns.

For both MV and BFCDS, Educational partner input was as follows: provide hands-on learning experiences, focus on literacy, and continue to offer opportunities for interaction including focused SEL learning. Parents have agreed that students need coping skills and social interactions to build social emotional skills. BFCDS Educational Partner input also voiced the need for more restorative approaches and alternatives to suspensions that help students learn life lessons. BFCDS also emphasized the need for increased instructional pathways regarding tobacco and drug education, character building, and trauma informed education. MV emphasized the need for character building, developing a sense of belonging, and authentic learning experiences. Both schools also have given input to strengthen literacy efforts for improved academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local Data-Suspension	In 2022-2023, Bob Forinash had 19 suspensions. Due to population, 100% of the suspensions were socioeconomically disadvantaged students; Mission Valley had 0 suspensions	In 2024-2025, Mission Valley had 0 suspensions. BFCDS had 13 suspensions as of May 2025.	In 25-26, Bob Forinash had 4 suspensions. Mission Valley had 0.	In 2026-2027 , Bob Forinash will have 8 or less suspensions. Mission Valley will continue to have 0 suspensions	In 2025/26, BFCDS decreased suspensions by 15. MV remained the same
4.2	Local Data-Expulsion	In 2022-2023, Bob Forinash had 9 expulsions. Mission Valley had 0 expulsions	In 2024-2025, Mission Valley had 0 expulsions; as of May 2025, BFCDS has 20 expulsions.	In 25-26, Bob Forinash had 0 expulsions. Mission Valley had 0 expulsions	In 2026-2027, Bob Forinash will have 3 or less expulsions Mission Valley will continue to have 0 expulsions	In 2025/26, BFCDS decreases expulsions by 9. MV remained the same
4.3	Local Data- Attendance	In April 2023-2024, Bob Forinash attendance rate is 66% while Mission Valley attendance rate is BFCDS High Chronic Absent rate in April for all: 74.1% Black: 50% English Learner: 100% Hispanic: 78.3% Homeless: 66.7% SED: 73.1% BFCDS Middle School Chronic Absent rate in April is 100% in all categories	In April 2025, Mission Valley attendance rate is 93%; Chronic Absenteeism is at 14.5%; BFCDS attendance rate is 68%; Chronic Absenteeism is 87%	In April 26, Bob Forinash attendance rate was 68.2%.Mission Valley attendance rate was 90.8% In 25-26 Mid-Year, Bob Forinash High Chronic Absent Rate: All: 75% English Learner: 60% Black: 100% Hispanic: 70.31% Homeless - 100%	In April 2026-2027, Bob Forinash attendance rate will be 80% or higher while Mission Valley attendance rate will continue to be 100% BFCDS High School Chronic Absent rate in April has decreased to the following percent or below: all: 40% Black: 25%	In April 2026, MV shows an increase in chronically absent by 29.02%. BFCDS increased in chronically absent by .9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MV Chronic Absent rate in April is 0% for all students and categories		SED: 75% MV Chronic Absent rate: 29.02%	English Learner: 50% Hispanic: 40% Homeless: 33% SED: 35% BFCDS Middle School Chronic Absent rate in April will decrease to 40% or less in all categories MV Chronic Absent rate will continue to be 0% for all students and categories.	
4.4	Local Data-Student and Parent Survey	In Fall 2024-2025 school year, BFCDS and MV schools will establish baseline in: school connectedness and meaningful participation.	Fall survey 24-25, MV had 12.8% participation with 0% feeling connected to school. BFCDS had 76% participation with 44.4% feeling connected to school	Fall survey 25-26, BFCDS had 57% participation with 65.6% feeling connected to school.	In 2026-2027, BFCDS and MV will show at least 80% or more students and parents feel connected to the school and find there are meaningful opportunities for participation through survey results.	Survey data shows BFCDS Students decreasing participation in the survey by 19% with a difference of 22.2% feeling connected to school.
4.5	State Data- CAASPP ELA	In 2022-2023, MV shows 99.2 points below standard or all students SED shows 99.8 points below standard	In 2024, CAASPP ELA scores for Mission Valley show 26% met or exceed standard, with 143.1 points below standard	In 25, CAASPP ELA, Dr. Bob Forinash CDS had 0% students meet/exceed standard for ELA.	By 2026-2027, MV will show improved status on the indicator with students less than 50 points below the standard.	In 2025, difference in baseline for MV CAASPP ELA shows decrease of 37.1 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		No data given for BFCDS	Scores for BFCDS show 0% met or exceeded standard	In 25 CAASPP ELA, Mission Valley shows all students are136.3 points below standard SED declined 12.3 points to be 151.6 points below standard No subgroup data provided due to small student group numbers for BFCDS		MV SED shows decrease of 51.8 points below standard BFCDS remains the same.
4.6	State Data-CAASPP Math	In 2022-2023, MV was red on the Math indicator and showed all students below standard by 137.9 points. No student groups could be reported due to small group size.	In 2024, CAASPP Math scores for Mission Valley show 11.54% met or exceeded standard, with 183.6 points below standard. Scores for BFCDS show 0% met or exceeded standard	In 25 CAASPP ELA, Dr. Bob Forinash CDS had 0% students meet/exceed standard for Math . In 25 CAASPP Math, Mission Valley had 10% students meet/exceed standard , and 172.7 points below standard	By 2026-2027, MV will show improved status on the indicator with students less than 65 points below the standard.	In 2024, CAASPP Math for MV shows increase of 10% of students meeting standard but dropped in standard performance by 34.8 points. BFCDS remains the same
4.7	State Data-Chronic Absenteeism Indicator	In 2022-2023, MV was yellow on the Chronic Absenteeism indicator, showing 19% chronically absent; SED was orange on indicator	In 2024, MV was green on Chronic Absenteeism indicator showing 8% chronically absent, decreasing 11.1%	In 2025, MV was orange on Chronic Absenteeism indicator showing 18.8% chronically absent,	In 2026-2027, MV will be green or above on the Chronic Absenteeism indicator, showing	In 2025, MV is orange on indicator, showing a decrease of .2% (considered maintaining)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic was yellow on indicator	SED was green on indicator Hispanic was yellow on indicator	SED was red on indicator Hispanic was red on indicator	less than 5% chronically absent;	
4.8	State Data- Suspension Rate	In 2022-2023, BFCDS was red on the Suspension Rate indicator showing 34% of students suspended at least one day with Hispanic and SED in red Hispanic shows 34.9% suspended SED shows 37.2% suspended No suspensions for MV	In 2023-2024, BFCDS was red on the Suspension Rate Indicator showing 40.4% suspended at least one day, increasing 6.4%. Hispanic and SED subgroups in red. No suspensions for MV	In 2024-2025, BFCDS was orange on the Suspension Rate Indicator showing 17.2% suspended at least one day. Hispanic declined 23.7% at 16.3% suspended SED declined by 23% at 18.2% suspended No suspensions for MV	In 2026-2027, BFCDS will show yellow or better on the Suspension Rate indicator with less than 10% of students suspended at least one day; Hispanic and SED will rise to at least a yellow on the indicator.	In 2025, Suspensions for BFCDS decreased 16.6% for all students Decrease of 11.2% for Hispanic Decrease of 19% for SED No suspensions for MV
4.9	District Benchmark Assessment Data	In Fall 2024-2025 school year, BFCDS and MV schools will establish baseline in LSAP and NWEA	March 2025 Mission Valley: LSAP ELA passing scores for Unit 4: 2nd grade: 67% 3rd grade: 57% 4th grade: 38% 5th grade: 50% 6th grade: 25% 7th grade: 23% 8th grade: 47%	March 2026 Mission Valley: LSAP ELA passing scores for Unit 3: 2nd grade: 0% 3rd grade: 100% 4th grade: 83% 5th grade: 100% 6th grade: 75% 7th grade: 33% 8th grade: 60%	In 2026-2027, BFCDS and MV will be participating in District Benchmark Assessments and have at least 50% of student meeting or exceeding standards for LSAP; NWEA- students will meet or exceed Reading Fluency Standards and show growth on MAP.	Student percent passing LSAP data difference by grade: 2nd: decrease 67% 3rd: increase by 43% 4th: increase 45% 5th: increase 50% 6th: increase 50% 7th: increase 10% 8th: increase 13%

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.

Overall implementation of Goal 4 happened with changes made due to staffing differences. The planned versus actual implementation are as follows:
Action 4.1-Mental Health and Social Emotional Well-Being- Partially Implemented Added LUSD staff, by hiring another counselor to support SEL at BFCDS and MV but this hiring did not happen until the middle of the school year. After the new counselor started, SEL instruction for all students happened weekly, online virtually for MV and in person for BFCDS.

Action 4.2- Home School Connections- implemented: Liaison continues to connect with families through phone calls, in-person meetings, and home visits.

Action 4.3- Professional Learning Communities-Fully Implemented: Staff had extra hours for planning to ensure individual student needs were met. During staff planning times, teachers and paraeducators worked together to develop individual pathways for student learning. CTE electives worked to include math and ELA standards into their course to improve academic outcomes. For MV, staff were available for extra office hours to support individual students and families.

Action 4.4- Professional Learning/Instruction and Materials- Implemented: All staff engaged in UDL and Restorative approaches training multiple times throughout the year. Teachers also engaged in STEM trainings to better incorporate STEM activities into lessons for those hands-on approaches to learning. Material purchases to support STEM and CTE, along with ecology education through the garden added community involvement as well, as families were encouraged to join students for some of the lessons throughout the year.

Action 4.5- Educational Partner Involvement and Communication- Implemented with changes: Parent communication predominantly made in person or by phone call versus electronic sources, lowering material costs. In both MV and BFCDS, parents come regularly to informal gatherings, class sessions and individualized parent/staff meetings thus eliminating the need for print materials. In-person community events mainly happened during the day time as families joined students in learning activities so they would know what their children were learning and how to support them.

Despite staffing transitions implementation of Goal 4 led to improvements in student experiences and opportunities, particularly through the increased focus on restorative practices, SEL, and hands-on, relevant instruction.

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.

Below are the listed actual material differences for each action within Goal 4:

Action 4.1-Mental Health and Social Emotional Well-Being- overspent by $146,388.34 because of an extra counselor being hired to support BFCDS. Funding for this came from CSI funding.

Action 4.2- Home School Connections- Underspent by $3, 801.67

Action 4.3- Professional Learning Communities-- underspent by $30,149.78 due to utilizing alternate funding sources.

Action 4.4- Professional Learning/Instruction and Materials-overspent by $104,814.62 due to contracting services for professional learning, traveling for Alternate Education Conference, and project-based materials for STEM, ecology science through the garden, and CTE courses.

Action 4.5- Educational Partner Involvement and Communication-underspent by $28,157.00 due to no purchase of Class Dojo and material costs for family meetings being expended through Community Schools Grant.

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

Below you will find the description of effectiveness of the specific actions and metrics indicating progress toward the goal:
Action 4.1-Mental Health and Social Emotional Well-Being- Effective: Fall survey 25-26, BFCDS had 57% participation with 65.6% feeling connected to school.

Action 4.2- Home School Connections- Partially Effective- Liaison conducted 28 home visits to offer support services and discuss attendance issues, made 50 plus parent calls, worked with families and Community Schools Program Specialist to connect families to outside resources. Held quarterly family meetings and partnered with FSA, Be Well, C4 Lompoc, and CADA. Student survey results show an increase in school connectedness by 29% mirroring parent input.

Action 4.3- Professional Learning Communities-Partially Effective-District LSAP Assessments show substantial progress for students at MV. BFCDS did not show significant gains. PLC meetings focused on building connections, increasing hands-on lessons, and improving academic outcomes through standards alignment.

Action 4.4- Professional Learning/Instruction and Materials-Partially Effective-Increases in overall grade percentages as follows: A- 22.6%, B-13%, C-10.5%, D-7.3%. Students have repeatedly shared through surveys and empathy interviews that they prefer hands-on activities, experiential learning, and career connections in their lessons.

Action 4.5- Educational Partner Involvement and Communication-Not Effective: Chronic Absenteeism and local attendance shows MV increased in chronically absent by 29.02%. BFCDS increased in chronically absent by .9%. While communication is predominately one on one, the site fails to connect with multiple families as attendance at events shows only about 1/5 of the parents involved.

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 in overall planned goal, metrics and target outcomes will not change. Actions within the goal below will change to reflect current practice and planned future practice as follows:

Action 4.2- Discontinued through Equity Multiplier Funds but will continue home school connections through different staffing.

Action 4.3- Discontinued through Equity Multiplier Funds but will continue through different staffing. Changes in implementation to include more structure to the PLC process to ensure focus on at-promise students.

Action 4.5- Educational Partner Involvement and Communication-Discontinue this goal with Equity Multiplier Funds and support with other staffing and funding source.

Changes in goal 4 also involve funding amounts and resources. Ending CSI funds and another change in administration and staff will change implementation and effectiveness.

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	Mental Health and Social Emotional Well-Being	Contracted counseling personnel will provide social emotional education opportunities for at-promise students, specifically our socioeconomically disadvantaged, EL, Foster Youth, Homeless, and Hispanic and students with disabilities, utilizing our District approved Social Emotional curriculum. In addition, the counselor will perform individual counseling services and work with families to ensure students feel safe to attend school. Change in 2025-2026 to include professional learning and implementation of restorative practices	$120,539.00	No
4.2	Home School Connections	Outreach Liaison will make phone calls and home visits for severe and chronically absent at-promise students, specifically our socioeconomically disadvantaged, EL, Foster Youth, Homeless, students with disabilities, and Hispanic. The Outreach Liaison will connect resources to families based on individual needs.	$0.00	No
4.3	Professional Learning Communities	Staff will collaborate weekly to align their teaching/syllabus' with the Lompoc Standards Alignment Project to determine the most effective materials to help Hispanic students, socioeconomically disadvantaged, EL students, students with disabilities, Foster Youth, Homeless, and those with chronic absenteeism achieve success for each grade level via scaffolding so they will be able to access college and career pathways.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Furthermore, after completing the Illuminate assessments, NWEA MAP ELA and Math Assessments, and informal and formal assessments, utilizing a professional learning community model, the teachers will adjust instruction accordingly to drive instruction to increase student achievement.		
4.4	Professional Learning/ Instruction and Materials	Staff will engage in professional learning, through the use of consultants, to improve instructional pedagogy, engagement strategies, and increase relevancy in courses for students as measured by attendance rates and academic indicators. Staff will increase integration of Science, Technology, Engineering, Art, and Math (STEAM) in Individual Learning/Lesson plans, as well as purchasing new technology, hands-on materials to ensure students, including Hispanic students, ELL students, students with disabilities, and those with chronic absenteeism, are equipped with 21st century skills and be college and career-ready. Paraeducators will be added to support learning in small groups.	$58,991.00	No
4.5	Educational Partner Involvement and Communication	In order to meet the needs of at-promise students and their families, staff will engage Educational Partners through offering educational information nights every quarter, distribute surveys to gather input and create home/school connections, and utilize Class Dojo to enhance home/school communication. Staff will utilize services from translators and bilingual liaisons to ensure offerings in multiple languages, as well as provide extra supervision to provide child-care services as needed. Change in 2025-2026- eliminate Class Dojo and replace with Parent Square	$0.00	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
$$22,503,108	$2,070,658

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
22.513%	0.037%	$35,684.58	22.550%

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:** Literacy Achievement **Need:** When administering diagnostic reading assessments in 2023, 53% K students, 65% 1st grade students, 80% 2nd grade students, and 80% 3rd grade students are in intervention (below or far below standard) for reading. In root cause analysis, foundational reading skills were identified as a need, along	Hiring Literacy Specialists to facilitate diagnostic reading assessments and reading intervention will provide ELs and students scoring below or far below standard in reading with targeted, supported time supplemental to classroom instruction to develop their literacy skills and catch up to the reading levels of their peers. Data shows that our ELs and students who are SED are currently scoring below or far below standard in reading at higher rates than students who are White and non-SED, and therefore will need access to these	Screener, Diagnostic Reading Assessment and progress monitoring through NWEA/Dibels/Core Phonics (metric 1.8), in addition to overall improvement on common assessments

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
	with systematic processes to advance foundational reading such as teacher training, scope and sequence of phonics instruction, and ensuring LUSD ensures instructional materials and practices following Science of Reading approaches. While this is prevalent in all our elementary schools, this action is specifically focused on increasing reading achievement for our at-promise students, specifically students of low income households, English learners, Foster Youth, Homeless Youth, students will disabilities, African American and Hispanic student groups. In addition this goal (training specifically) will intentionally focus on Independent Study students at Mission Valley. **Scope:** LEA-wide	additional literacy supports more frequently. Given this, this action is specifically focused on increasing reading achievement for our at-promise students, specifically students of low income households, English learners, Foster Youth, Homeless youth, students with disabilities, African American and Hispanic student groups, and students in Independent Study at Mission Valley. However, the additional literacy supports in this action will be provided to any students who are reading below standard, hence this action is LEA-wide.)	
1.2	**Action:** Mental Health Services for Whole Child and Family **Need:** Data from Dashboard regarding Chronic Absenteeism and Suspensions indicate a need for SEL instruction, specifically as follows: District-wide American Indian/Alaskan Native, Hapgood, La Canada, La Honda, Miguelito, LVMS, VMS. Specific Schools with specific subgroups as follows: Hapgood White students, La Canada and La Honda white and homeless youth, Miguelito SWD, LVMS EL and white, VMS SWD and students with two or more races. Further, more intense services	LUSD believes that SEL instruction and training will ultimately change systems at schools to support students' social-emotional development which will ultimately increase attendance, sense of belonging, improve behavior, and ultimately increase academic success. Mental health services, including screenings, help develop tailored interventions plans to build resilience and coping skills. This supports our at-promise student groups: SED, EL, Foster, and Homeless by overcoming barriers so they can be well-adjusted individuals. This is LEA-wide to ensure all students' mental and social needs are being met.	Chronic Absenteeism Dashboard Data (metric 1.16); Attendance Data (metric 1.17); Suspension and Expulsion Data - all data disaggregated to specific subgroups and races (metric 1.20,1.21) CHKS (metric 1.22), SEL Universal Screener data (metric 1.26), and SEL academy data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	are needed when looking at site qualitative data on discipline referrals, SST information, and needs expressed from families. Further data from California Healthy Kids Survey indicates that the majority of students do not feel connected to school nor do they feel that they have a caring adults to reach out to when needed. **Scope:** LEA-wide		
1.3	**Action:** New Teacher/New Administrator Supports **Need:** This goal is principally directed toward teachers at schools with high UDP percentages where teacher retention has been difficult based on LUSD comparability reports each year. LUSD is faced with the challenge of staffing fully credentialed and experienced teachers, specifically at our schools with high UDP populations. LUSD will support newly-hired teachers with an instructional coach in an effort to retain and build competency and effectiveness. **Scope:** LEA-wide	Individualized coaching to support new teachers and administrators is an evidence-based practice that is individualized, improves instructional practice, which leads to improved student learning especially for our at-promise students: SED, SWD, EL, Foster and Homeless. In addition, having a coach helps new teachers and administrators get support and connects them with knowledgeable leaders in the district which fosters a culture of trust and collaboration. This is LEA-wide due to the need to support new teachers throughout our district.	Non-reelect teacher data along with qualitative survey data from new teachers, new administrator vacancy data (metric 1.1)
1.4	**Action:** TK and K Support Aides/Teachers **Need:**	Because LUSD recognizes TK/K students need focused support provided to meet their social-emotional needs as well as their academic needs, LUSD believes providing TK/K support staff will	KSEP data, Foundational Reading data (metric 1.8),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Research shows that children who grow up in poverty are at elevated risk for school adjustment difficulties at the transition into TK and kindergarten; as well as in demonstrating delays in learning behaviors and emergent literacy skills. In addition, children growing up in poverty also exhibit high rates of social difficulties and disruptive behavior problems. This goal is specifically aligned to the needs for the following at-promise student groups: SED, EL, Foster Youth, Homeless Youth, Hispanic, African American, SWD. In addition, this goal principally focuses on the following schools with subgroups: Ruth EL and SWD; La Canada SWD; La Honda SED; Fillmore SED; Los Berros Hispanic, SED, SWD; **Scope:** Schoolwide	improve services to students of poverty, Foster Youth, Homeless students, and students who are English Learners. With 8 out of 9 of our schools qualifying for schoolwide Title I programs, LUSD recognizes the need for additional support during these foundational years in school. Feedback from our educational partners indicates that a smaller groups of students, with highly trained staff, provides for a more personalized class environment in order to better impact the academic outcomes for English learners, foster youth, and socioeconomically disadvantaged students. This is school-wide to address our specific needs at elementary schools, to be pro-active in providing aligned supports, and to ensure we provide concentrated supports to students just starting school.	
1.5	**Action:** Book Access for students **Need:** 69% of our student population are identified as part of an at-promise student group. Our CAASPP scores indicate 45.8% of students are reading at a low performance level, and this rate increases for our unduplicated pupils. For example, 51.84% of SED students did not meet standard on the CAASPP. Evidence from multiple library impact studies concluded that many at-promise students have limited access to reading materials. Research has shown that students who live in poverty	By ensuring our libraries will have high-interest, culturally relevant books that will engage students as readers and learners, and using our librarians to gather input from students about the types of books and materials they want to read, LUSD will increase book access for our students and increase student engagement with reading, thereby improving our students' reading scores. While this goal is written to address the identified need for at-promise student groups, this strategy will be implemented LEA-wide.	NWEA (metric 1.8 as update); CAASPP;

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
	perform poorly on reading tests because they have little access to books at home and in their communities. This goal was written to address the identified need for the following at-promise groups: SED, SWD, EL, Foster Youth, Hispanic, African American, Homeless; In addition to all students at Mission Valley and LVMS In addition, this goals specifically addresses need at the following schools with at-promise groups: Ruth EL and SWD; La Canada SWD; La Honda SED; Fillmore SED; Los Berros Hispanic, SED, SWD; Mission Valley All; LVMS Hispanic, EL, SED; VMS EL, SWD; CHS Hispanic, SED, SWD; LHS Filipino, EL, SED, SWD; MHS- All, Hispanic, SED **Scope:** LEA-wide		
1.6	**Action:** Support Services for Special Education Programs **Need:** LUSD wants to ensure the successful implementation of a comprehensive Special Education program by providing support to teachers, staff, and students with disabilities to ensure their academic, social, and emotional needs are met effectively. Current dashboard data indicates that SWD needs for support in ELA district-wide in addition to specific schools: Ruth, La Canada, La Honda, Los Berros VMS, CHS, and LHS; Math support for SWD is district-wide along with specific	Support from our Special Education Team will better equip our Special Education Teachers who co-teach, offer in-class support, or who run small group pull-out instruction. LUSD's intention of this goal is to support students and staff to ensure our at-promise students get the best programs available so the students can be successful in school. In addition, we would like to insure we are building capacity with our teachers and supporting their individual needs at sites so we can retain our teaching staff. This strategy is LEA-wide due to the high need to support our fairly new Special Education teachers that are distributed throughout all district schools.	CA Dashboard- all indicators; LRE% (metric 1.23);Basic Services- # of Sp Ed teachers without credential (metric 1.1)

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
	schools: Ruth, La Canada, Miguelito, VMS, CHS, LHS, VMS, CHS; support socially for SWD is evident through suspension data district-wide and also for the following schools: LVMS, VMS, LHS; chronic absenteeism for SWD for Miguelito, VMS; SWD- La Honda **Scope:** LEA-wide		
1.8	**Action:** Deans to Support Student Engagement **Need:** Based on Chronic Absenteeism Dashboard data along with local referral/discipline data, more support was needed at sites to ensure support systems were in place. This strategy addresses Absenteeism and Suspension Indicator for the following student groups: American Indian/Alaskan Native, White, Homeless, SWD, Foster, African Americans, Hispanic, Filipino, EL, and SED. This strategy also addresses the specific needs of student groups at the following schools: La Honda-Homeless; Fillmore-white; LVMS- White, EL, SWD; Hapgood-All, White; La Canada-All, White, Homeless; La Honda-All, White, Homeless; Miguelito- All, SWD; LVMS-White, EL; **Scope:** Schoolwide	Deans will support PBIS, Restorative Approaches, and focus on reducing chronically absent students by connecting with students and families at the sites, developing behavioral systems of support, and support overall instruction. We have specifically placed deans at elementary schools and secondary schools with high amounts of at-promise students.	Dashboard Chronic Absenteeism, local attendance (1.17) Suspensions along with local referrals

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
1.9	**Action:** Increase Elementary Tier I instructional supports through planning and collaboration **Need:** LUSD recognizes a need for planning time and collaboration built into the day to ensure instruction meets the needs of our diverse learners. There is a need to build in this time through the day at elementary schools because they are not afforded a prep time during the work day like our secondary teachers. In addition, the 4-6 elementary teachers have more instructional minutes without this planning support time, which is why LUSD built in this time in their weekly schedules. This strategy allows planning for our at-promise student, predominately to support ELA and Math for all diverse learners, SED, EL, LTEL, Foster, Homeless, Hispanic, African American, SWD This goal specifically addresses the following schools and subgroups for academic performance indicators: Ruth-EL, SWD, ALL, Hispanic, SED; La Canada-SWD; La Honda-SWD; Fillmore-SED, Hispanic, EL; Los Berros- Hispanic, SED, SED; Miguelito-SWD; LVMS- Hispanic, LTEL, SED **Scope:** Schoolwide	Allowing time for focused planning and collaboration ensures teachers will be well planned to facilitate instruction that is designed for all student to access. This is school-wide because only elementary schools will receive PE support to ensure planning/collaboration time.	PFT and Learning Walk qualitative data
1.10	**Action:**	Experiential learning provides multifaceted benefits that enhance academic, personal, and social development. It makes learning dynamic,	Chronic Absenteeism (metric 1.16), local attendance (metric 1.17),

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
	Experiential Learning Supports- During Instructional Day/Year and After School Expanded Learning **Need:** According to research, poverty limits children's exposure to diverse experiences (e.g., museums, books), narrowing their schema and making new material less accessible and harder to integrate cognitively, limiting prior, background knowledge. LUSD's unduplicated pupil percent, predominately made up of SED, is 69% which demonstrates the need for relevant, real-world experiential learning connections. Experiential learning builds background knowledge (vocabulary, content familiarity, context) which is vital for reading comprehension, math reasoning, and learning abstract concepts. In addition, experiential learning increases engagement, critical thinking, and collaboration with peers. Data specifically pinpointed for this strategy includes state indicators for Absenteeism and Suspensions. While this action is principally directed toward LUSD's at-promise student groups, with 69% of our students in the district, this strategy will be implemented LEA-wide. This is specifically targeted toward at-promise groups as follows: African American, SWD, SED, Hispanic, Two or more races, Filipino, White, Homeless and Foster Youth, American Indian/Alaskan Native, EL, LTEL This will specifically aid in supporting the following schools' subgroups: Bob Forinash- all, Hispanic, SED; Fillmore- White; La Honda- Homeless, White; LVMS- White, EL, SWD;	relevant, and engaging, preparing students not just for exams but for real-life challenges and opportunities. Experiential learning actively involves students in the learning process, making it more engaging compared to passive forms of learning, connecting real-world experiences that can spark interest and motivation by showing students the practical applications of what they are learning, reducing behavioral issues and absenteeism.	suspension indicator (metric 1.20)

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
	VMS- Filipino, Hispanic, Two or more races, White, SED, SWD; LHS- SED, African American, Two or more races, White, SWD; Hapgood- All, White; La Canada- All, Homeless; Ruth- SWD; Fill-SWD; CHS- EL, LTEL, Homeless, SED,SWD **Scope:** LEA-wide		
1.11	**Action:** Curriculum and Instruction Services **Need:** LUSD wants to ensure equitable access to high-quality education and necessary resources for all students, with a particular focus on at-promise pupils, specifically English Learners, foster and homeless youth, students with special needs, and low-income students, and particular races to include African American, American Indian/Alaskan Native, and Hispanic. These students often face significant barriers to academic success, including gaps in foundational skills, limited access to technology, and insufficient support structures. The strategy aims to address these challenges by providing comprehensive support to teachers and administrators in implementing the California State Content and Performance Standards and integrating technology effectively. This strategy specifically focuses on the identified need of academic achievement in Math and ELA, and it targets the following	By offering professional development and ongoing support, the C&I Team ensures that teachers and administrators are well-equipped to deliver instruction aligned with state standards and integrate technology. This directly benefits at-promise students by improving the overall quality of instruction they receive. The use of common assessments and PLC systems helps in creating a cohesive and consistent instructional framework. These systems promote collaboration among educators, ensuring that best practices are shared and implemented across the district. For at-promise students, this means more consistent and effective instructional strategies that cater to their specific needs. By addressing these areas comprehensively on a LEA-wide basis, the strategy aims to create a supportive and effective educational environment for all students, with a particular emphasis on ensuring that at-promise students receive the instruction, resources, and support they need to thrive academically.	CAASPP ELA and Math (metrics 1.5 and 1.9); ELPI (metric 1.6); Early Reading (metric 1.8)

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
	groups: African American, EL, LTEL, Foster Youth, Hispanic, Homeless, SED, SWD; with focus on all students at: Mission Valley (MV), LVMS, Ruth, and Fillmore In addition this strategy focuses on the following subgroups at these schools: Ruth-EL, SWD, Hispanic, SED; La Canada-SWD; La Honda-SWD; Fillmore- SED, Hispanic, EL; Los Berros- Hispanic, SED, SWD; LVMS- Hispanic, EL, SED; VMS- EL, SWD, Hispanic, SED; CHS- Hispanic, SED, SWD; LHS- Filipino, Hispanic, EL, SED, SWD; Miguelito- SWD; MV-SED; LVMS- Hispanic, LTEL, SED; MHS--All, SED, Hispanic **Scope:** LEA-wide		
1.12	**Action:** Technology Learning Opportunities **Need:** The identified need in this strategy is to enhance the integration of technology into the curriculum to support the development of digital literacy skills and provide personalized learning experiences. This need is particularly critical for at-promise student groups such as socioeconomically disadvantaged students, English Learners, students with disabilities, Foster Youth, Homeless Youth, and key race groups like African American and Hispanic students. These students often lack access to technology and digital resources at home, face challenges in traditional learning environments, and require differentiated	By working with the District Ed Tech Specialist, teachers can integrate technology into their curriculum to develop students' digital literacy. This includes learning to use technology tools effectively, critically evaluating online information, and practicing responsible digital citizenship. For at-promise students, acquiring these skills is crucial for academic success and future career opportunities. Technology integration helps bridge the digital divide, ensuring that at-promise students gain essential 21st-century skills. Because the use of adaptive learning platforms allows instruction to be tailored to each student's individual level and pace, this strategy is LEA-wide. This personalized approach ensures that socioeconomically disadvantaged students, English Learners, and other at-promise groups receive the support they need to succeed.	CAASPP ELA and Math (metrics 1.5 and 1.9); ELPI (metric 1.6); Early Reading (metric 1.8)

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
	instructional strategies to meet their diverse educational needs. This strategy specifically focuses on the identified need of academic achievement in Math and ELA, and it targets the following groups: African American, EL, LTEL, Foster Youth, Hispanic, Homeless, SED, SWD; with focus on all students at: Mission Valley (MV), LVMS, Ruth, and Fillmore In addition this strategy focuses on the following subgroups at these schools: Ruth-EL, SWD, Hispanic, SED; La Canada-SWD; La Honda-SWD; Fillmore- SED, Hispanic, EL; Los Berros- Hispanic, SED, SWD; LVMS- Hispanic, EL, SED; VMS- EL, SWD, Hispanic, SED; CHS- Hispanic, SED, SWD; LHS- Filipino, Hispanic, EL, SED, SWD; Miguelito- SWD; MV-SED; MHS- SED, Hispanic, All; LVMS- Hispanic, LTEL, SED, CHS-Hispanic **Scope:** LEA-wide	LUSD Engineers, Computer Network Technicians, and Site Technology Support Assistants ensure that technology infrastructure is reliable and functional. This support is essential for maintaining uninterrupted access to digital learning tools, which is particularly important for at-promise students who may not have reliable technology access at home. Lastly, data-driven decisions help tailor interventions and instructional strategies to meet the specific needs of at-promise students which is why having the available technology and infrastructure is imperative.	
1.13	**Action:** Professional Learning Communities/ Professional Learning **Need:** LUSD wants to ensure equitable access to high-quality education and necessary resources for all students, with a particular focus on at-promise pupils, specifically English Learners, foster and homeless youth, students with special needs, and low-income students, and particular races to include African	The use of standards alignment (LSAP) and PLC systems helps in creating a cohesive and consistent instructional framework. These systems promote collaboration among educators, ensuring that best practices are shared and implemented across the district. For at-promise students, this means more consistent and effective instructional strategies that cater to their specific needs. By addressing these areas comprehensively on a LEA-wide basis, the strategy aims to create a supportive and effective educational environment for all students, with a particular emphasis on	Keeping Effective Teachers (metric 1.1)CAASPP ELA and Math (metrics 1.5 and 1.9); ELPI (metric 1.6); Early Reading (metric 1.8), Professional Learning Day staff attendance (metric 1.30)

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
	American, American Indian/Alaskan Native, and Hispanic. These students often face significant barriers to academic success, including gaps in foundational skills, limited access to technology, and insufficient support structures. The strategy aims to address these challenges by providing appropriate evidence-based professional learning and developing the collective efficacy of all staff through the PLC process. This strategy specifically focuses on the identified need of academic achievement in Math and ELA, and it targets the following groups: African American, EL, LTEL, Foster Youth, Hispanic, Homeless, SED, SWD; with focus on all students at: Mission Valley (MV), LVMS, Ruth, and Fillmore In addition this strategy focuses on the following subgroups at these schools: Ruth-EL, SWD, Hispanic, SED; La Canada-SWD; La Honda-SWD; Fillmore- SED, Hispanic, EL; Los Berros- Hispanic, SED, SWD; LVMS- Hispanic, EL, SED; VMS- EL, SWD, Hispanic, SED; CHS- Hispanic, SED, SWD; LHS- Filipino, Hispanic, EL, SED, SWD; Miguelito- SWD; MV-SED; La Honda SED, SWD; LVMS-LTEL, Hispanic, SED; MHS-All, SED, Hispanic **Scope:** LEA-wide	ensuring that at-promise students receive the instruction, resources, and support they need to thrive academically.	
1.14	**Action:** Guidance Alignment to increase rates of UC/CSU A-G Completion and College Career Readiness	Providing credit recovery sections and programs during school, after school, on Saturdays, and during breaks ensures that students who have fallen behind have ample opportunities to catch up	A-G course access (metric 1.12); CTE access (metric 1.13); Graduation Rate (metric 1.19)

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: Many at-promise students lack awareness and preparation for college and career opportunities, including the requirements for UC/CSU A-G completion. These students often have limited access to work-based learning experiences and industry-aligned equipment that can enhance their career readiness. There is a need for robust support systems to guide these students through the college application process, financial aid applications, and career planning. Many at-promise students require additional academic support and opportunities to recover credits to stay on track for graduation and college eligibility. This strategy is principally identified to ensure course access to English Learners, LTEL, SED, SWD, Foster, and Homeless Youth at CHS, LHS, and MHS **Scope:** Schoolwide	and addresses systemic barriers to provide targeted support to improve college and career readiness outcomes. This is particularly important for English Learners, students with disabilities, homeless youth and specific race groups like African American and Hispanic students who may face more significant barriers to staying on track for graduation and have the need for consistent support and stability to ensure they meet academic achievement markers and plan for their future. This strategy at a school-wide basis will ensure equitable access to resources and opportunities that may otherwise be unavailable, such as work-based learning experiences and financial aid information.	
1.18	**Action:** Alternate Pathway Access **Need:** Traditional classroom settings may not accommodate the diverse learning styles and life circumstances of our most at-promise student groups, including socioeconomically disadvantaged students, English Learners, students with disabilities, Foster Youth, and Homeless Youth. They need resources to	This strategy addresses the diverse and significant needs of at-promise students by providing flexible, individualized, and supportive learning environments. By implementing evidence-based interventions and offering tailored educational plans, these programs equip at-promise students with the tools, confidence, and motivation needed for academic and social success, ultimately helping to bridge the gap between these students and their more advantaged peers. This is offered as a school-wide basis because Mission Valley	Suspension of BFCDS (local metric); Attendance of BFCDS (local metric) Early Reading (1.8)

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
	build confidence, motivation, and social skills. Mission Valley (MV) Independent Study (K-8), Bob Forinash Community Day School (BFCDS)(7-12), and high school independent study programs offer flexible scheduling and learning environments tailored to the needs of at-promise students. These programs can adapt to students' life circumstances, allowing them to balance education with other responsibilities or challenges through flexible learning environments and individualized support. This strategy specifically addresses the needs of MV and BFCDS focused on academic achievement, Suspension, Chronic Absenteeism indicators **Scope:** Schoolwide	Independent Study and Bob Forinash Community Day School offer alternative pathways of support that students who attend these schools desperately need.	
1.20	**Action:** Inclusive Learning Practices **Need:** Students with disabilities, who could also be part of other at-promise student groups, need to be in an inclusive environment that supports their learning within the least restrictive setting, promoting inclusion with their peers. Implementation of UDL principles is designed to create flexible learning environments which will accommodate diverse learning needs tailored to ensure students get rigorous work with the appropriate scaffolds. In addition this strategy provides evidence-based training and provides students access to services and	This comprehensive strategy addresses the specific needs of students with disabilities while fostering an inclusive and supportive environment across the LEA. By providing professional development, enhancing instructional practices, and building strong community partnerships, the action plan ensures that all students benefit from improved educational practices and support systems. This holistic approach not only elevates the educational experience for students with disabilities but also promotes equity, inclusion, and excellence throughout the entire district.	Least Restrictive Environment (metric 1.23), CAASPP ELA (metric 1.5; CAASPP Math (metric 1.9); Ca Dashboard Suspension (metric 1.20)

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
	environments that support their social and emotional development. This strategy is designed to meet the needs of students with disabilities, and is intended to address District ELA, Math, and Suspension indicators for them. In addition this will address ELA, Math, and Suspensions for students with disabilities at the following schools: Ruth, La Canada, La Honda, Los Berros, CHS, LHS, VMS, Miguelito, and LVMS **Scope:** LEA-wide		
1.21	**Action:** Safe Supportive Learning Environments **Need:** LUSD schools with higher at-promise student populations have higher reported referrals and suspension. The leading causes of referrals and suspensions are related to fighting and having drugs/vaping substances on campus. Parent surveys indicate the highest need is for more supervision on campuses, especially at Title I schools. While this strategy is principally directed toward schools with high UDP percentages, this strategy will be implemented LEA-wide. This strategy specifically addresses the CA Dashboard Suspension indicator and addresses the following specific student groups: African American, Hispanic, Homeless, SWD, Foster Youth and White.	This strategy comprehensively addresses the needs of at-promise students while promoting a safe, supportive, and inclusive learning environment across the entire LEA. By enhancing supervision, strengthening support systems, and fostering community partnerships, the action plan ensures that all students benefit from improved safety, well-being, and academic support.	Ca Dashboard Suspensions (metric 1.20); CHKS (metric 1.22), Graduation Rate (1.19)

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
	In addition this LEA-wide action addresses needs from the following schools and subgroups of students: La Honda-Homeless; Fillmore-White; CHS-EL, LTEL, Homeless; LVMS- White, EL, LTEL, SWD; VMS- Filipino, Hispanic, Two or more races, White, SED, SWD; BFCDS-Hispanic, SED; LHS-African American, Two or more races, White, SWD, LTEL This strategy specifically addresses identified need at BFCDS and VMS **Scope:** LEA-wide		
1.22	**Action:** Health and Well-being **Need:** Feedback from our nurses, health staff, and Title 1 information indicates that our unduplicated students have disproportionally acute health service needs when compared to non-duplicated pupils. This includes providing medical for students during the school day that they might not have access to outside of the school setting. This strategy supports school attendance and reduces chronic absenteeism across the district and is specifically designed to focus on the following student groups at the following locations: American Indian/Alaskan Native-district; White-Hapgood, La Canada, La Honda, LVMS; Homeless at La Canada and La Honda; SWD at Miguelito and VMS;	Well-trained health staff can better identify and manage health issues, leading to improved health outcomes for students district-wide. Prompt and effective health interventions help minimize health-related absences, ensuring that students can spend more time in the classroom and stay engaged in their learning. In addition, ensuring students are compliant with immunizations and managing health issues on-site helps maintain a healthy school environment, reducing the spread of illnesses and contributing to better overall student attendance and performance. By promoting preventive health measures, such as immunizations, the district reduces the risk of disease outbreaks, benefiting the entire school community, and working closely with families to address health needs builds trust and strengthens the relationship between the school and the community.	Ca Dashboard Chronic Absenteeism (metric 1.16) and local school attendance (metric 1.17)

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
	English Learners at LVMS; Two or more races at VMS In addition this action benefits all students at the following schools: Hapgood, La Canada, La Honda, Miguelito, LVMS, VMS **Scope:** LEA-wide		
1.23	**Action:** Improved Student Absenteeism **Need:** LUSD recognizes a need for interventions that are specifically tailored to address the unique challenges faced by at-promise student groups, such as students from low-income households, English learners, foster youth, homeless youth, and students with disabilities, who often face significant barriers like transportation issues, lack of family support, homelessness, health issues, and socio-emotional challenges that contribute to chronic absenteeism. There is a need for interventions such as mental health support, academic tutoring, and basic needs assistance to ensure they can attend school regularly, along with continuous tracking and support systems which are necessary to identify absenteeism early and intervene effectively. This strategy supports school attendance and reduces chronic absenteeism across the district and is specifically designed to focus on the following student groups at the following locations: American Indian/Alaskan Native-district; White-Hapgood, La Canada, La	This strategy effectively addresses the needs of at-promise student groups by removing barriers to attendance and providing tailored support. The coordinated efforts of district and school staff, combined with the use of data-driven tools and comprehensive interventions, ensure that all students, especially those at risk of chronic absenteeism, receive the necessary support to succeed. This approach not only benefits the targeted at-promise students but also enhances the overall learning environment and academic outcomes for the entire LEA. The strategy provides a multi-tiered system of support that includes academic, behavioral, and emotional interventions, ensuring that all students' needs are met comprehensively. By addressing both academic and non-academic barriers to attendance, the LEA promotes the holistic development of students, preparing them for long-term success.	Ca Dashboard Chronic Absenteeism (metric 1.16) and local school attendance (metric 1.17)

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
	Honda, LVMS; Homeless at La Canada and La Honda; SWD at Miguelito and VMS; English Learners at LVMS; Two or more races at VMS In addition this action benefits all students at the following schools: Hapgood, La Canada, La Honda, Miguelito, LVMS, VMS **Scope:** LEA-wide		
1.24	**Action:** Math Achievement **Need:** LUSD CAASPP Math scores indicate 20.49% of all students met or exceeded standards for 2023, while only 15.16% SED, 4.97% EL students, and 0% Foster Youth met or exceeded standards. Students often find it challenging to connect abstract math concepts to real-life applications, making it harder for them to understand and retain what they learn. Many at-promise students, including those from low-income households, English learners, foster youth, homeless youth, and students with disabilities, often struggle with self-confidence in math, based on student perception surveys conducted by LUSD in 2023. This lack of confidence can hinder their performance and engagement. At-promise students need access to high-quality math instruction and curriculum that align with the latest educational standards and frameworks to ensure they are well-prepared for future academic and career opportunities. In	This strategy effectively addresses the identified needs of at-promise student groups by building math confidence, providing high-quality instruction and curriculum, and supporting college readiness. The coordinated efforts of district leadership, teachers, and external partners create a comprehensive support system that benefits all students. By fostering a supportive and engaging learning environment and promoting a college-going culture, the LEA ensures that all students, especially those at promise, are well-prepared for future academic and career success.	CAASPP Math (metric 1.9);

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
	addition, underrepresented, first-generation college students, and low-income students require additional support to navigate the college application process and succeed in higher education. This strategy is specifically intended to address need shown in Ca Dashboard CAASPP Math data and local LSAP Math data, and while principally directed toward at-promise students, in light of overall math performance, this strategy will be LEA-wide. In addition, this is a focused strategy to address the following District groups: African American, Hispanic, English Learners, Long Term English Learners, Homeless, SED, SWD, and all students at Ruth, Fillmore, and Mission Valley. This strategy also addresses specific groups of students at the following schools: Ruth-Hispanic, EL, SED, SWD; La Canada- SED; Fillmore- Hispanic, EL, SED; Los Berros-Hispanic, SED; Miguelito- SWD; MV-SED; VMS- Hispanic, EL, SED, SWD; CHS- SED, SWD; LHS-Hispanic, EL, SED, SWD; LVMS-Hispanic, LTEL, SED; La Honda-SED, SWD; Los Berros- SWD; MHS- All, Hispanic, SED; CHS-Hispanic **Scope:** LEA-wide		
1.27	**Action:** Increased Engagement through Safe Routes to School **Need:**	Providing transportation will encourage consistent attendance for chronically absent students. This will remove the barrier of how students can get to school in a safe manner. Providing transportation ensures a safe and supervised method for our	Ca Dashboard Chronic Absenteeism (metric 1.16) and local school attendance (metric 1.17); Ca Dashboard

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
	SED, EL, Foster, and Homeless student groups fall withing the 20.1% or higher of these students are chronically absent. Further, schools with high levels of chronically absent students could benefit from transportation: Hapgood, Cabrillo High School, Vandenberg Middle School, and Maple High School predominantly. Each of these schools are identified as schoolwide Title I programs. In addition, each of these schools have significant high rates of minor to major discipline incidents prior and after school. Our educational partners have requested this transportation to increase attendance and keep children safe. **Scope:** LEA-wide	students to get to and from school and will greatly benefit our UPP students.	Suspensions (metric 1.20); CHKS (metric 1.22); local minor/major discipline data
2.1	**Action:** Parent/Community Outreach **Need:** There is a need to increase the active participation of parents and community members, especially from marginalized groups, in school activities and decision-making processes which will build trust and foster a collaborative environment where all educational partners feel empowered and involved. By providing communication in parents' primary languages through various means (electronic, flyers, newsletters, meetings, brochures), the strategy ensures that all families, particularly those of English	The strategy of enhancing communication and engagement efforts addresses the identified needs of at-promise student groups by ensuring effective and inclusive communication, fostering engagement and collaboration, and improving information accessibility. Clear and consistent communication across the district ensures that all stakeholders are informed and engaged, reducing confusion and misinformation and increasing input on district plans and programs ensures that the district is continuously evolving to meet the diverse needs of its students and families. Building trust and collaboration between the school, families, and community members creates a supportive environment for students which will contribute to a supportive and inclusive educational environment that benefits the entire LEA.	CHKS parent involvement (metric 2.1), CHKS seeking parent input (metric 2.2), and CHKS parent involvement (metric 2.3), Parent Square (metric 2.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, receive information they can understand and act upon. This strategy focuses on state priority 3: Parental Involvement and Family Engagement **Scope:** LEA-wide		
2.2	**Action:** School/Home Connections and Translators **Need:** Personalized outreach is necessary to identify and address barriers many at-promise students, such as those from low-income households, English learners, foster and homeless youth, have that can impede regular school attendance. These students and their families often require support in accessing school programs and community resources to overcome challenges related to attendance. Outreach and Home School Liaisons will encourage families to attend parent education events, which can provide valuable information and support for helping their children succeed in school and make informed decisions about their children's education. This strategy predominately influences the need to reduce Chronic Absenteeism and focuses on the following schools and subgroups: District-wide- American Indian/Alaskan Native, all at Hapgood (focus on White), La Canada (focus on White and Homeless), La Honda (focus on White and Homeless), Miguelito (focus on SWD), LVMS	This strategy addresses the identified needs of at-promise student groups by providing personalized attendance support, enhancing language access, and boosting family engagement. These efforts contribute to creating a more inclusive, supportive, and effective educational environment that benefits the entire LEA.	Chronic Absenteeism (metric 2.7), School attendance (metric 2.8), Parent Surveys (2.14)

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
	(focus on White and EL), VMS (focus on Two or more races, SWD) **Scope:** LEA-wide		
2.3	**Action:** Shared Governance with Educational Partners **Need:** LUSD sees a need in providing training and support for parents and community members to effectively participate and contribute to discussions necessary for impactful involvement as well as to ensure diverse representation in committees and councils. Many families of at-promise students face barriers that prevent them from participating in school and district meetings, such as language barriers, lack of childcare, and inflexible work schedules, therefore creating an environment that supports participation through translation services, childcare, and accessible meeting times is crucial for meaningful engagement. In addition, there is a need for stronger, more direct communication channels between families, students, staff, and administrators to build trust and collaboration. Committees like the Special Education Parent Advisory Council and Community Schools Focus Groups provide targeted forums to address the specific needs and concerns of these communities. By developing various meetings with families, the ultimate goal of LUSD is to work in a partnership to solve our concern of low student engagement and suspensions.	This strategy addresses the identified needs of at-promise student groups by promoting inclusive representation, accessible participation, and effective communication and engagement. These efforts contribute to a more equitable, supportive, and effective educational environment that benefits the entire LEA. Creating an inclusive and supportive environment for all students, especially those at-promise, helps improve academic and social outcomes, contributing to the district's overall success.	CHKS- Parent Involvement (metric 2.1), DELAC (metric 2.4), Suspensions (metric 2.11), Chronic Absenteeism (metric 2.7)

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 strategy focuses on state priority 3: Parental Involvement and Family Engagement, chronic absenteeism, and school suspension data. In addition, this strategy addresses needs from the following schools and subgroups: District-wide- African American, SWD, Foster Youth, VMS, and BFCDS, La Honda-Homeless; Fillmore-White, EL; LVMS-While, EL LTEL,SWD; VMS-Filipino, Hispanic, LTEL, Two or more races, White, SED, SWD; BFCDS-Hispanic, SED; LHS- African American, Two or more races, White, SWD; CHS-EL, LTEL, Homeless, SED, SWD; LHS- LTEL; **Scope:** LEA-wide		
2.4	**Action:** Workshops/Resources for Parents **Need:** This strategy is principally directed toward Title I schools and early childhood centers located on Title I school facilities. Combining parent education with early childhood support creates a holistic approach to student success, addressing both academic and non-academic factors that contribute to learning. Early engagement of parents in their children's education is crucial for long-term academic success, particularly for at-promise groups. This strategy focuses attention to building collaborative partnerships with parents which will foster engagement by students and	Engaging parents early in their children's education journey fosters a collaborative approach to learning, setting the stage for continued involvement throughout their schooling. Regular engagement with parents builds trust and strengthens the relationship between families and schools, fostering a more inclusive and supportive school community. This strategy, offered district-wide, addresses the identified needs of at-promise student groups by enhancing parental involvement and education through flexible, accessible workshops, and by supporting early childhood development through targeted assessments and interventions. In addition, PIQE has been offered at high UPP sites within our district to ensure extra support to those student populations and their families.	PIQE (metric 2.5), Parent Surveys (metric 2.14), Suspensions (metric 2.11), Chronic Absenteeism (metric 2.7)

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
	families and reduce behavioral issues through offering parent education workshops. This strategy focuses on state priority 3: Parental Involvement and Family Engagement, chronic absenteeism, and school suspension data. In addition, this strategy addresses needs from the following schools and subgroups: District-wide- African American, SWD, Foster Yout, Homeless, VMS, and BFCDS, La Honda-Homeless, SWD; Fillmore-White, EL; LVMS-While, EL SWD; VMS-Filipino, Hispanic, LTEL, Two or more races, White, SED, SWD; BFCDS-Hispanic, SED; LHS- African American, Two or more races, White, SWD; CHS-EL, LTEL,Homeless, SED, SWD; LHS- LTEL **Scope:** Schoolwide		

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:** Focused Supports for At-Promise Students During Instructional Day **Need:**	By having specialized, individual/small group support provided by a bilingual paraeducator will aide in the development of content knowledge and language development at the same time. Homeless and Foster Liaison support will provide connectedness to families and support.	CAASPP Academic Achievement ELA and Math for English Learners along with ELPI; All California Dashboard Indicators, attendance

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Based on data, there is a clear learning gap comparing English learners to English only peers, therefore English Learners need extra support services provided during core academic instruction. Additionally Foster and Homeless students show disparity data in CCI, Attendance, Academics, and course access. English Learners need additional instructional support in small group settings to reinforce core subject learning, particularly in ELA and Math where performance is notably low. Along this line, LUSD is determined to work in partnership with families and supporting parents/guardians and the whole family unit to ensure students' needs are met so students can come to school ready to learn. In addition, we want to ensure effective communication with our Educational Partners in their primary language. Addressing these identified needs will help create a supportive and inclusive educational environment, ensuring that all students, especially second language learners, homeless, and foster youth, have the resources and support necessary to succeed academically and behaviorally. This strategy is specifically written to ensure we meet the needs of the following at-promise student groups: EL, Foster, Homeless, Hispanic- principally for ELA, Math, Absenteeism , Suspension, ELPI, and CCI Indicator ; Specific schools: Ruth LVMS, MV, VMS, Fillmore, Los Berros, CHS, LHS, Miguelito; VMS- EL **Scope:**	This action addresses the needs of our EL, Long Term English Learners, Hispanic, Foster, and Homeless students by ensuring academic support, engaging all educational partners, providing resources to students and families, and supporting behavior and attendance through positive family connections.	(metric 1.17), CHKS (metric 1.22) and State Seal of Biliteracy (metric 1.24)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.15	**Action:** Student Access to College Preparation Exams **Need:** Many at-promise students cannot afford the costs associated with college entrance exams (SAT, ACT) and Advanced Placement (AP) exams, which are critical for college admissions and qualifying for scholarships. These students often require additional academic support to perform well on standardized tests and rigorous coursework, because at-promise students may face systemic barriers, including limited access to resources and guidance that are crucial for navigating the college admissions process. Identified need is our CCI indicator where it is lower at schools with higher SED populations; Foster Youth, and English Learners **Scope:** Limited to Unduplicated Student Group(s)	By addressing these identified needs, the strategy ensures that at-promise students have equitable access to the resources and opportunities necessary for college readiness and success. Eliminating financial barriers, providing access to merit-based scholarships, and offering tailored academic support collectively contribute to higher college enrollment and completion rates among at-promise student groups.	AP enrollment and pass rate (metric 1.25); CCI (metric 1.11)
1.16	**Action:** Student access to Programs to support College and Career Readiness **Need:** At-promise student groups, including socioeconomically disadvantaged students, English Learners, students with disabilities, Foster Youth, and Homeless Youth often need additional academic support to succeed in rigorous courses and develop the skills	This strategy comprehensively addresses the identified needs of at-promise students by providing structured academic support, increasing college awareness and motivation, and ensuring consistent implementation of the AVID program. By doing so, it enhances their chances of completing A-G courses, applying to colleges, and succeeding in higher education. These sections are designed to support at-promise students by providing targeted interventions and personalized assistance, ensuring they can keep up with A-G	CCI indicator (metric 1.11) and local A-G enrollment (metric 1.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	necessary for college readiness. Many at-promise students lack exposure to college environments and need motivation and guidance to see college as a viable and attainable goal. In addition, consistent, structured support is essential to help these students navigate their academic paths and overcome personal and educational challenges. Furthermore, teachers and staff need ongoing training to effectively support at-promise students and implement programs. AVID elective sections provide structured academic support, focusing on organization, study skills, critical thinking, and academic resilience. This directly addresses the need for academic support and skills development, helping at-promise students succeed in their coursework. Identified need is our CCI indicator and local A-G enrollment for our at-promise subgroups. **Scope:** Limited to Unduplicated Student Group(s)	course requirements. In addition, professional development provides teachers with the latest instructional strategies and tools to better support at-promise students in their academic journey. College field trips expose at-promise students to college environments, helping them envision themselves in higher education settings. This experience can be particularly motivating for socioeconomically disadvantaged students, Foster Youth, and Homeless Youth, who may not otherwise have these opportunities.	
1.17	**Action:** Implementation of Expanded Learning Opportunities **Need:** At-promise student groups, such as socioeconomically disadvantaged students, English Learners, students with disabilities, Foster Youth, and Homeless Youth, have several critical needs. These students often require additional academic support to keep	By providing academic intervention and acceleration during summer, winter, and spring breaks, the program helps at-promise students catch up or advance in their studies. This support is crucial for socioeconomically disadvantaged students, Foster Youth, Homeless Youth, English Learners, and students with disabilities who might need additional help to keep pace with the curriculum. This strategy addresses the holistic needs of at-promise students by providing extended learning opportunities that encompass	School Attendance (metric 1.17), CCI (metric 1.11)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	up with their peers and avoid falling behind, especially during breaks when regular school is not in session. High school students, particularly those at risk of not graduating on time, need opportunities to recover credits and stay on track for graduation. Opportunities for social interaction are crucial, especially for students who may experience isolation or lack stable peer relationships. For students with disabilities, maintaining academic progress during extended breaks is essential to prevent regression. To ensure holistic development, students need access to enrichment activities that promote creativity, physical activity, and social skills. This strategy specifically focuses on the identified need of academic achievement in Math and ELA, and it targets the following groups: African American, EL, Foster Youth, Hispanic, Homeless, SED, SWD; with focus on all students at: Mission Valley (MV), LVMS, Ruth, and Fillmore In addition this strategy focuses on the following subgroups at these schools: Ruth-EL, SWD, Hispanic, SED; La Canada-SWD; La Honda-SWD; Fillmore- SED, Hispanic, EL; Los Berros- Hispanic, SED, SWD; LVMS- Hispanic, EL, SED; VMS- EL, SWD, Hispanic, SED; CHS- Hispanic, SED, SWD; LHS- Filipino, Hispanic, EL, SED, SWD; Miguelito- SWD; MV-SED; **Scope:** Limited to Unduplicated Student Group(s)	academic support, enrichment, recreation, socialization, and nutrition. By prioritizing at-promise students during breaks, the program helps mitigate learning loss, promote academic success, and support overall well-being, ensuring these students remain engaged and on track for future success. Offering credit recovery opportunities during breaks helps high school students, particularly those at risk of not graduating on time, to make up for missed or failed courses. This is vital for foster youth and homeless youth who may have experienced disruptions in their education.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.19	**Action:** Expanded Learning Programs Support for well-maintained, secure, productive learning environments **Need:** By ensuring that schools can remain open during extended hours, including before and after school, and on Saturdays, the strategy addresses the need for additional learning and enrichment opportunities for at-promise students. These programs help bridge the academic gap for socioeconomically disadvantaged students, English Learners, and students with disabilities. Ensuring that school facilities are clean, safe, and well-maintained to support extended learning hours guarantees at-promise student groups, such as socioeconomically disadvantaged students, English Learners, students with disabilities, Foster Youth, and Homeless Youth get critical needs met through access to before-school, after-school, and weekend programs that provide academic support, enrichment activities, and socialization. In addition, this strategy ensures opportunities for parents and families to engage in their children's education through education programs and engagement activities. Availability of custodial and grounds services will ensure that extended learning programs can operate smoothly without disruptions. This strategy specifically focuses on the identified need of academic achievement in Math and ELA, and it targets the following groups: African American, EL, LTEL, Foster	This strategy directly addresses the identified needs of at-promise student groups by ensuring that school facilities can support expanded learning and engagement programs. By maintaining evening custodians and weekend grounds workers, the district can provide a clean, safe, and supportive environment that promotes student learning and engagement. This approach helps create an equitable distribution of resources and support across all school sites, ensuring that at-promise students have the opportunities and environments they need to succeed academically and socially.	Facilities use (metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Youth, Hispanic, Homeless, SED, SWD; with focus on all students at: Mission Valley (MV), LVMS, Ruth, and Fillmore In addition this strategy focuses on the following subgroups at these schools: Ruth-EL, SWD, Hispanic, SED; La Canada-SWD; La Honda-SWD; Fillmore- SED, Hispanic, EL; Los Berros- Hispanic, SED, SWD; LVMS- Hispanic, EL, SED; VMS- EL, SWD, Hispanic, SED; CHS- Hispanic, SED, SWD; LHS- Filipino, Hispanic, EL, SED, SWD; Miguelito- SWD; MV-SED; La Honda-SED, SWD; Los Berros- SWD; LVMS- Hispanic, SED, LTEL; MHS- All, SED, Hispanic **Scope:** Limited to Unduplicated Student Group(s)		
1.25	**Action:** Language Instruction **Need:** English learners (ELs) require targeted and high-quality designated and integrated English Language Development (ELD) to acquire proficiency in English and meet academic standards along with consistent access to the core curriculum with integrated ELD support to ensure they can fully participate in all academic subjects. LUSD recognizes the need to focus specifically on ELs to ensure we close the gap on course access and graduation rates. Systematic development of academic vocabulary is crucial for ELs to understand and use subject-specific language effectively which is why teachers need ongoing	Enhanced professional development for teachers improves instructional quality across the LEA, benefiting all students, including ELs while using data to inform instruction helps identify students who need additional support, leading to targeted interventions that improve overall student outcomes. Contracting with SBCEO to support and coach school ELD teachers, particularly with Newcomers and long-term ELs, provides specialized support to help these students progress toward graduation, college, and career readiness. Principals will ensure that ELs receive at least 30 minutes of high-quality daily designated ELD focused on ELD Standards and ELPAC preparation, addressing the need for consistent language development, and by integrating ELD throughout the school day, ELs will have continuous language support across all subjects,	CAASPP ELA (metric 1.5); CAASPP Math (metric 1.9); ELPI (metric 1.6); EL RFEP and LTEL RFEP (metric 1.15); CTE (metric 1.13)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	professional development on evidence-based instructional strategies to support ELs effectively. This strategy is specifically intended to address need shown in Ca Dashboard CAASPP Math and ELA data and local LSAP Math and ELA data along with Dashboard ELPI and RFEP data for our district EL students. In addition this strategy focuses on the following schools who have learning gaps in their EL population which ultimately limits ELs ability to be college and career ready: Ruth, LVMS, LHS, VMS, CHS, and Fillmore **Scope:** Limited to Unduplicated Student Group(s)	enhancing their ability to access and engage with the core curriculum. In addition, the DLI program not only supports ELs but also enriches the educational experience for all students, promoting cultural understanding and language skills that are valuable in a global society. Continuing the development and implementation of the DLI program from transitional kindergarten through twelfth grade promotes bilingualism and biliteracy, enhancing the educational experience for ELs.	

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

N/A

Additional Concentration Grant Funding

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

LUSD currently has 12 out of 16 schools that have an enrollment of 60% or higher of the students who are at-promise (low income, EL, Foster and Homeless Youth) as follows: Hapgood, Ruth, BFCDS, La Canada, La Honda, Fillmore, LHS, LVMS, MHS, Miguelito, MV, and VMS. LUSD has provided additional staff who provide direct services in the following ways:
Additional Literacy Specialist at our largest elementary school with high UPP %: Hapgood (Goal/Strategy: 1.1)

Additional Safety Liaison at high school with high UPP: LHS (Goal/Strategy: 1.21)
Additional hours for Library Tech at our largest elementary school with high UPP%: Hapgood (Goal/Strategy: 1.5)
Additional SEL Counselor for large population with high UPP%: Hapgood and LHS (Goal/Strategy: 1.2)
Additional Outreach Consultants for LVMS and LHS: (Goal/Strategy:2.2)

Furthermore, school sites receive allocations of concentration grant funds based on their number of unduplicated pupils which allows them to use their resources for their school's needs based on their Needs Assessment. This methodology has allotted funding to provide services for more Student Supervision (Goal/Strategy 1.22), Health Services (Goal/Strategy 1.21), and Bilingual Paraprofessionals (Goal/Strategy 1.7), and Outreach Liaison hours (Goals/Strategy 2.2)

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	1:61.74	1:55.29
Staff-to-student ratio of certificated staff providing direct services to students	1:18.96	1:18.59

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	$99,954,153	$22,503,108	22.513%	0.037%	22.550%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$28,159,117.00	$13,661,064.00	$0.00	$3,660,596.00	$45,480,777.00	$34,399,000.00	$11,081,777.00

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	Literacy Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools; Target Specific subgroups as follows: Ruth English Learners; Ruth,La Canada, Los Berros and La Honda students with disabilities, Los Berros and Fillmore socioeconomically disadvantaged, and Los Berros Hispanic TK-6	Ongoing	$1,443,794.00	$2,524.00	$1,287,883.00	$0.00	$0.00	$158,435.00	$1,446,318.00	
1	1.2	Mental Health Services for Whole Child and Family	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,758,816.00	$503,159.00	$4,206,387.00	$2,017,487.00	$0.00	$1,038,101.00	$7,261,975.00	
1	1.3	New Teacher/New Administrator Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$941,746.00	$201,231.00	$7,052.00	$896,109.00	$0.00	$239,816.00	$1,142,977.00	
1	1.4	TK and K Support Aides/Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary SchoolsElementary	Ongoing	$466,787.00	$0.00	$466,787.00	$0.00	$0.00	$0.00	$466,787.00	

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
							Schools TK/KTK/K									
1	1.5	Book Access for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$785,483.00	$31,266.00	$816,749.00	$0.00	$0.00	$0.00	$816,749.00	
1	1.6	Support Services for Special Education Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,623,095.00	$336,012.00	$1,276,883.00	$682,224.00	$0.00	$0.00	$1,959,107.00	
1	1.7	Focused Supports for At-Promise Students During Instructional Day	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$750,366.00	$67,926.00	$349,465.00	$34,079.00	$0.00	$434,748.00	$818,292.00	
1	1.8	Deans to Support Student Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools, LVMS, and LHS TK-12	Ongoing	$1,545,642.00	$0.00	$1,545,642.00	$0.00	$0.00	$0.00	$1,545,642.00	
1	1.9	Increase Elementary Tier I instructional supports through planning and collaboration	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-6	Ongoing	$1,106,986.00	$2.00	$1,106,988.00	$0.00	$0.00	$0.00	$1,106,988.00	
1	1.10	Experiential Learning Supports- During Instructional Day/Year and After School Expanded Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$35,052.00	$435,992.00	$441,044.00	$0.00	$0.00	$30,000.00	$471,044.00	
1	1.11	Curriculum and Instruction Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$841,686.00	$2,876.00	$599,096.00	$155,862.00	$0.00	$89,604.00	$844,562.00	
1	1.12	Technology Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,212,549.00	$800,017.00	$2,356,351.00	$656,215.00	$0.00	$0.00	$3,012,566.00	
1	1.13	Professional Learning Communities/ Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$43,610.00	$200,164.00	$95,208.00	$123,879.00	$0.00	$24,687.00	$243,774.00	
1	1.14	Guidance Alignment to increase rates of UC/CSU A-G Completion and College Career Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CHS,LHS, MHS, Bob Forinash 9-12	Ongoing	$3,317,058.00	$367,230.00	$2,838,890.00	$504,796.00	$0.00	$340,602.00	$3,684,288.00	

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	1.15	Student Access to College Preparation Exams	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: MHS, LHS, CHS	Ongoing	$3,692.00	$50,000.00	$53,692.00	$0.00	$0.00	$0.00	$53,692.00	
1	1.16	Student access to Programs to support College and Career Readiness	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: VMS, CHS, MHS, LHS, LVMS, La Canada	Ongoing	$303,111.00	$123,842.00	$362,009.00	$0.00	$0.00	$64,944.00	$426,953.00	
1	1.17	Implementation of Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,536,183.00	$5,639,011.00	$9,819.00	$8,165,375.00	$0.00	$0.00	$8,175,194.00	
1	1.18	Alternate Pathway Access	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mission Valley Independent Study, Bob Forinash Community Day School, CHS and LHS Independent Study Programs TK-12	Ongoing	$1,267,733.00	$15,595.00	$1,276,550.00	$0.00	$0.00	$6,778.00	$1,283,328.00	
1	1.19	Expanded Learning Programs Support for well-maintained, secure, productive learning environments	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,669,200.00	$0.00	$1,669,200.00	$0.00	$0.00	$0.00	$1,669,200.00	
1	1.20	Inclusive Learning Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$23,609.00	$0.00	$23,609.00	$0.00	$0.00	$0.00	$23,609.00	
1	1.21	Safe Supportive Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,049,385.00	$389,551.00	$2,438,936.00	$0.00	$0.00	$0.00	$2,438,936.00	

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	1.22	Health and Well-being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,820,613.00	$14,463.00	$1,835,076.00	$0.00	$0.00	$0.00	$1,835,076.00	
1	1.23	Improved Student Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$59,200.00	$59,200.00	$0.00	$0.00	$0.00	$59,200.00	
1	1.24	Math Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$17,200.00	$0.00	$17,200.00	$0.00	$0.00	$0.00	$17,200.00	
1	1.25	Language Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,486.00	$74,374.00	$1,486.00	$0.00	$0.00	$74,374.00	$75,860.00	
1	1.26	School Site Allocations to meet Students' Specific Needs at each school.	All	No			All Schools	Ongoing	$535,327.00	$1,117,953.00	$550,065.00	$0.00	$0.00	$1,103,215.00	$1,653,280.00	
1	1.27	Increased Engagement through Safe Routes to School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Hapgood, Cabrillo High School, Vandenberg Middle School, and Maple High School	Ongoing	$882,571.00	$441,398.00	$1,323,969.00	$0.00	$0.00	$0.00	$1,323,969.00	
2	2.1	Parent/Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$109,578.00	$140,754.00	$180,207.00	$14,833.00	$0.00	$55,292.00	$250,332.00	
2	2.2	School/Home Connections and Translators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$952,257.00	$8,246.00	$960,503.00	$0.00	$0.00	$0.00	$960,503.00	
2	2.3	Shared Governance with Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,859.00	$0.00	$1,859.00	$0.00	$0.00	$0.00	$1,859.00	
2	2.4	Workshops/Resources for Parents	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: La Canada, Miguelito, La Honda, Hapgood, Ruth,	Ongoing	$1,312.00	$0.00	$1,312.00	$0.00	$0.00	$0.00	$1,312.00	

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
							Fillmore, and LHS TK-6,9-12									
3	**3.1**	Professional Learning	All Students with Disabilities SED, EL, Homeless, Foster, Hispanic	No			Specific Schools: MHS 10-12	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.2**	College and Career Counseling Services	All Students with Disabilities SED, EL, Homeless, Foster, Hispanic	No			Specific Schools: MHS 10-12	Ongoing	$230,675.00	$0.00	$0.00	$230,675.00	$0.00	$0.00	$230,675.00	
3	**3.3**	Well-being and emotional, behavior support	All Students with Disabilities SED, EL, Homeless, Foster, Hispanic	No			Specific Schools: MHS 10-12	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.4**	Bilingual Liaison Services	All English Learners; Hispanic	No			Specific Schools: MHS 10-12 grades	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.1**	Mental Health and Social Emotional Well-Being	All Students with Disabilities socioeconomically disadvantaged, EL, Foster Youth, Homeless, and Hispanic	No			Specific Schools: Bob Forinash Community Day School and Mission Valley Independent Study School K-12	1 Year	$120,539.00	$0.00	$0.00	$120,539.00	$0.00	$0.00	$120,539.00	
4	**4.2**	Home School Connections	All Students with Disabilities socioeconomically disadvantaged, EL, Foster Youth, Homeless, and Hispanic and students with disabilities	No			Specific Schools: Bob Forinash Community Day School and Mission Valley Independent Study School K-12	1 Year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.3**	Professional Learning Communities	All Students with Disabilities socioeconomically disadvantaged, EL,	No			Specific Schools: Bob Forinash Communit	1 Year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
			Foster Youth, Homeless, and Hispanic				y Day School and Mission Valley Independent Study School K-12									
4	**4.4**	Professional Learning/ Instruction and Materials	All Students with Disabilities socioeconomically disadvantaged, EL, Foster Youth, Homeless, and Hispanic	No			Specific Schools: Bob Forinash Community Day School and Mission Valley Independent Study School K-12	1 Year	$0.00	$58,991.00	$0.00	$58,991.00	$0.00	$0.00	$58,991.00	
4	**4.5**	Educational Partner Involvement and Communication	All Students with Disabilities Hispanic students, socioeconomically disadvantaged, EL students, students with disabilities, Foster Youth, Homeless	No			Specific Schools: Bob Forinash Community Day School and Mission Valley Independent Study School K-12	1 Year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$99,954,153	$22,503,108	22.513%	0.037%	22.550%	$27,609,052.00	0.000%	27.622 %	**Total:**	$27,609,052.00
								LEA-wide Total:	$17,927,212.00
								Limited Total:	$2,445,671.00
								Schoolwide Total:	$7,236,169.00

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**	Literacy Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools; Target Specific subgroups as follows: Ruth English Learners; Ruth,La Canada, Los Berros and La Honda students with disabilities, Los Berros and Fillmore socioeconomically disadvantaged, and Los Berros Hispanic TK-6	$1,287,883.00	
1	**1.2**	Mental Health Services for Whole Child and Family	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,206,387.00	

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	1.3	New Teacher/New Administrator Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,052.00	
1	1.4	TK and K Support Aides/Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK/K	$466,787.00	
1	1.5	Book Access for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$816,749.00	
1	1.6	Support Services for Special Education Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,276,883.00	
1	1.7	Focused Supports for At-Promise Students During Instructional Day	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$349,465.00	
1	1.8	Deans to Support Student Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools, LVMS, and LHS TK-12	$1,545,642.00	
1	1.9	Increase Elementary Tier I instructional supports through planning and collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-6	$1,106,988.00	
1	1.10	Experiential Learning Supports- During Instructional Day/Year and After School Expanded Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$441,044.00	
1	1.11	Curriculum and Instruction Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$599,096.00	
1	1.12	Technology Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,356,351.00	
1	1.13	Professional Learning Communities/ Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,208.00	

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	1.14	Guidance Alignment to increase rates of UC/CSU A-G Completion and College Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CHS,LHS, MHS, Bob Forinash 9-12	$2,838,890.00	
1	1.15	Student Access to College Preparation Exams	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: MHS, LHS, CHS	$53,692.00	
1	1.16	Student access to Programs to support College and Career Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: VMS, CHS, MHS, LHS, LVMS, La Canada	$362,009.00	
1	1.17	Implementation of Expanded Learning Opportunities	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$9,819.00	
1	1.18	Alternate Pathway Access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mission Valley Independent Study, Bob Forinash Community Day School, CHS and LHS Independent Study Programs TK-12	$1,276,550.00	
1	1.19	Expanded Learning Programs Support for well-maintained, secure, productive learning environments	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,669,200.00	
1	1.20	Inclusive Learning Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,609.00	
1	1.21	Safe Supportive Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,438,936.00	
1	1.22	Health and Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,835,076.00	
1	1.23	Improved Student Absenteeism	Yes	LEA-wide	English Learners Foster Youth	All Schools	$59,200.00	

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 (%)
					Low Income			
1	1.24	Math Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,200.00	
1	1.25	Language Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,486.00	
1	1.27	Increased Engagement through Safe Routes to School	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Hapgood, Cabrillo High School, Vandenberg Middle School, and Maple High School	$1,323,969.00	
2	2.1	Parent/Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,207.00	
2	2.2	School/Home Connections and Translators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$960,503.00	
2	2.3	Shared Governance with Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,859.00	
2	2.4	Workshops/Resources for Parents	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: La Canada, Miguelito, La Honda, Hapgood, Ruth, Fillmore, and LHS TK-6,9-12	$1,312.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$43,094,381.00	$40,986,960.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Literacy Achievement	Yes	$1,449,156.00	$1,414,442
1	**1.2**	Mental Health Services for Whole Child and Family	Yes	$6,443,202.00	$6,425,191
1	**1.3**	New Teacher/New Administrator Supports	Yes	$1,429,470.00	$1,150,928
1	**1.4**	TK and K Support Aides/Teachers	Yes	$334,013.00	$323,626
1	**1.5**	Book Access for students	Yes	$801,052.00	$814,281
1	**1.6**	Support Services for Special Education Programs	Yes	$2,538,235.00	1,679,581
1	**1.7**	Focused Supports for At-Promise Students During Instructional Day	Yes	$796,308.00	$630,502
1	**1.8**	Deans to Support Student Engagement	Yes	$1,543,090.00	$1,267,686
1	**1.9**	Increase Elementary Tier I instructional supports through planning and collaboration	Yes	$1,128,610.00	$1,051,646
1	**1.10**	Experiential Learning Supports- During Instructional Day/Year and After School Expanded Learning	Yes	$433,017.00	$393,678
1	**1.11**	Curriculum and Instruction Services	Yes	$801,091.00	802,245

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	1.12	Technology Learning Opportunities	Yes	$3,410,489.00	$2,593,016
1	1.13	Professional Learning Communities/ Professional Learning	Yes	$1,464,705.00	$489,940
1	1.14	Guidance Alignment to increase rates of UC/CSU A-G Completion and College Career Readiness	Yes	$2,592,439.00	$3,340,358
1	1.15	Student Access to College Preparation Exams	Yes	$53,070.00	$51,756
1	1.16	Student access to Advancement Via Individual Determination (AVID) Programs to support College and Career Readiness	Yes	$382,213.00	$362,069
1	1.17	Implementation of Expanded Learning Opportunities	Yes	$6,106,354.00	$7,526,034
1	1.18	Alternate Pathway Access	Yes	$1,176,058.00	$1,429,781
1	1.19	Expanded Learning Programs Support for well-maintained, secure, productive learning environments	Yes	$1,621,523.00	$1,582,645
1	1.20	Inclusive Learning Practices	Yes	$13,563.00	$25,456
1	1.21	Safe Supportive Learning Environments	Yes	$2,411,743.00	$2,202,234
1	1.22	Health and Well-being	Yes	$1,619,900.00	$1,466,224
1	1.23	Improved Student Absenteeism	Yes	$63,375.00	$59,200
1	1.24	Math Achievement	Yes	$8,483.00	$45

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	1.25	Language Instruction	Yes	$17,347.00	$0
1	1.26	School Site Allocations to meet Students' Specific Needs at each school.	No	$1,577,386.00	$1,434,166
1	1.27	Increased Engagement through Safe Routes to School	Yes	$1,089,377.00	$834,739
2	2.1	Parent/Community Outreach	Yes	$394,777.00	$195,447
2	2.2	School/Home Connections and Translators	Yes	$943,983.00	$852,049
2	2.3	Shared Governance with Educational Partners	Yes	$27,859.00	$167
2	2.4	Workshops/Resources for Parents	Yes	$25,812.00	$0
3	3.1	Professional Learning	No	$5,557.00	$619
3	3.2	College and Career Counseling Services	No	$156,794.00	$159,942
3	3.3	Well-being and emotional, behavior support	No	$0.00	$0
3	3.4	Bilingual Liaison Services	No	$13,390.00	$17,233
4	4.1	Mental Health and Social Emotional Well-Being	No	$31,000.00	$177,388

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Home School Connections	No	$103,567.00	$99,765
4	4.3	Professional Learning Communities	No	$45,144.00	$14,994
4	4.4	Professional Learning/ Instruction and Materials	No	$13,072.00	$117,887
4	4.5	Educational Partner Involvement and Communication	No	$28,157.00	$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)
$22,248,233	$26,227,998.00	$24,673,907.78	$1,554,090.22	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	Literacy Achievement	Yes	$1,282,914.00	$1,254,755.51		
1	1.2	Mental Health Services for Whole Child and Family	Yes	$4,075,686.00	$4,040,949.12		
1	1.3	New Teacher/New Administrator Supports	Yes	$94,970.00	$1,892.88		
1	1.4	TK and K Support Aides/Teachers	Yes	$334,013.00	$323,625.70		
1	1.5	Book Access for students	Yes	$801,052.00	$814,280.98		
1	1.6	Support Services for Special Education Programs	Yes	$1,389,403.00	$985,702.44		
1	1.7	Focused Supports for At-Promise Students During Instructional Day	Yes	$475,106.00	$299,870.88		
1	1.8	Deans to Support Student Engagement	Yes	$1,543,090.00	$1,267,685.64		
1	1.9	Increase Elementary Tier I instructional supports through planning and collaboration	Yes	$1,099,315.00	$1,051,646.19		
1	1.10	Experiential Learning Supports- During Instructional Day/Year and After School Expanded Learning	Yes	$433,017.00	$368,592.32		
1	1.11	Curriculum and Instruction Services	Yes	$601,955.00	$564,522.16		

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	1.12	Technology Learning Opportunities	Yes	$2,471,268.00	$2,018,907.40		
1	1.13	Professional Learning Communities/ Professional Learning	Yes	$114,275.00	$74,942.05		
1	1.14	Guidance Alignment to increase rates of UC/CSU A-G Completion and College Career Readiness	Yes	$1,780,440.00	$2,681,013.58		
1	1.15	Student Access to College Preparation Exams	Yes	$53,070.00	$51,755.54		
1	1.16	Student access to Advancement Via Individual Determination (AVID) Programs to support College and Career Readiness	Yes	$325,304.00	$322,256.41		
1	1.17	Implementation of Expanded Learning Opportunities	Yes	$27,453.00	$9,868.57		
1	1.18	Alternate Pathway Access	Yes	$1,165,178.00	$1,348,798.74		
1	1.19	Expanded Learning Programs Support for well-maintained, secure, productive learning environments	Yes	$1,619,275.00	$1,582,644.91		
1	1.20	Inclusive Learning Practices	Yes	$13,563.00	$25,455.87		
1	1.21	Safe Supportive Learning Environments	Yes	$2,411,743.00	$2,195,857.95		
1	1.22	Health and Well-being	Yes	$1,619,900.00	$1,466,224.42		
1	1.23	Improved Student Absenteeism	Yes	$63,375.00	$59,200.00		
1	1.24	Math Achievement	Yes	$8,483.00	$44.73		
1	1.25	Language Instruction	Yes	$17,347.00	$0.00		
1	1.27	Increased Engagement through Safe Routes to School	Yes	$1,089,377.00	$834,739.23		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Parent/Community Outreach	Yes	$337,772.00	$178,821.02		
2	2.2	School/Home Connections and Translators	Yes	$943,983.00	$849,686.34		
2	2.3	Shared Governance with Educational Partners	Yes	$27,859.00	$167.20		
2	2.4	Workshops/Resources for Parents	Yes	$7,812.00	$0.00		

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)
$96,599,661	$22,248,233	2.548%	25.579%	$24,673,907.78	0.000%	25.542%	$35,684.58	0.037%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

LCAP Required Actions 2024 and 2025

ELA Indicator		Action(s)
LUSD	African American	1.1,1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19
LUSD	English Learner	1.1,1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.25
LUSD	Foster Youth	1.1,1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19
LUSD	Hispanic	1.1,1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19
LUSD	Homeless	1.1,1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19
LUSD	Socioeconomically Disadvantaged	1.1,1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19
LUSD	Students with Disabilities	1.1, 1.4, 1.5, 1.6, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20,
LUSD	Mission Valley	1.5, 1.7, 1.11, 1.12, 1.13, 1.18
LUSD	Lompoc Valley Middle School	1.5, 1.6, 1.11, 1.12, 1.13, 1.17, 1.19
Clarence Ruth	English Learner	1.1,1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.25
Clarence Ruth	Students with Disabilities	1.1,1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20,
La Canada	Students with Disabilities	1.1,1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20,
La Honda	Students with Disabilities	1.1, 1.4, 1.5, 1.6, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20,
Leonora Fillmore	Socioeconomically Disadvantaged	1.1,1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19
Los Berros	Hispanic	1.1, 1.4, 1.5, 1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19
Los Berros	Socioeconomically Disadvantaged	1.1, 1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19
Los Berros	Students with Disabilities	1.1, 1.4, 1.5, 1.6, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20
Mission Valley	All	1,5, 1.11, 1.12, 1.13, 1.17, 1.19,
Lompoc Valley Middle School	Hispanic	1.5, 1.6, 1.11, 1.12, 1.13, 1.17, 1.19
Lompoc Valley Middle School	English Learner	1.5, 1.7, 1.11, 1.12, 1.13, 1.17, 1.19, 1.25
Lompoc Valley Middle School	Socioeconomically Disadvantaged	1.5, 1.11, 1.12, 1.13, 1.17, 1.19
Vandenburg Middle School	English Learner	1.5, 1.7, 1.11, 1.12, 1.13, 1.17, 1.19, 1.25
Vandenburg Middle School	Students with Disabilities	1.5, 1.6, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20,
Cabrillo	Hispanic	1.5, 1.7, 1.11, 1.12, 1.13, 1.17, 1.19
Cabrillo	Socioeconomically Disadvantaged	1.5,1.11, 1.12, 1.13, 1.17, 1.19
Cabrillo	Students with Disabilities	1.5, 1.6, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20,
Lompoc High School	Filipino	1.5, 1.11, 1.12, 1.13, 1.17, 1.19
Lompoc High School	English Learner	1.5, 1.7, 1.11, 1.12, 1.13, 1.17, 1.19, 1.25
Lompoc High School	Socioeconomically Disadvantaged	1.5,1.11, 1.12, 1.13, 1.17, 1.19
Lompoc High School	Students with Disabilities	1.5, 1.6, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20,
Math Indicator		
LUSD	African American	1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
LUSD	Hispanic	1.7, 1.91.11, 1.12, 1.13, 1.17, 1.19, 1.24
LUSD	English Learner	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24, 1.25

LUSD	Homeless	1.7, 1.9, 1.11, 1.12, 1.17, 1.19, 1.24
LUSD	Socioeconomically Disadvantaged	1.9, 1.11, 1.12, 1.17, 1.19, 1.24
LUSD	Students with Disabilities	1.6, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20, 1.24
LUSD	Clarence Ruth	1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
LUSD	Leonora Fillmore	1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
LUSD	Mission Valley	1.11, 1.12, 1.13, 1.18, 1.24
Clarence Ruth	All	1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Clarence Ruth	Hispanic	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Clarence Ruth	English Learner	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24, 1.25
Clarence Ruth	Socioeconomically Disadvantaged	1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Clarence Ruth	Students with Disabilities	1.6, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20, 1.24
La Canada	Students with Disabilities	1.6, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20, 1.24
Leonora Fillmore	Hispanic	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Leonora Fillmore	English Learner	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Leonora Fillmore	Socioeconomically Disadvantaged	1.9,1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Los Berros	Hispanic	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Los Berros	Socioeconomically Disadvantaged	1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Miguelito	Students with Disabilities	1.6, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20, , 1.24
Mission Valley	Socioeconomically Disadvantaged	1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Vandenburg	Hispanic	1.7,1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Vandenburg	English Learner	1.7, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24, 1.25
Vandenburg	Socioeconomically Disadvantaged	1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Vandenburg	Students with Disabilities	1.6, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20, 1.24
Cabrillo	Socioeconomically Disadvantaged	1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Cabrillo	Students with Disabilities	1.6,1.11, 1.12, 1.13, 1.17, 1.19, 1.20, 1.24
Lompoc High School	Hispanic	1.7,1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Lompoc High School	English Learner	1.7,1.11, 1.12, 1.13, 1.17, 1.19, 1.24, 1.25
Lompoc High School	Socioeconomically Disadvantaged	1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Lompoc High School	Students with Disabilities	1.11, 1.12, 1.13, 1.17, 1.19, 1.20, 1.24
Suspension Indicator		
LUSD	African American	1.81.10, 1.21, 2.3, 2.4
LUSD	Students with Disabilities	1.6, 1.8, 1.10, 1.20, 1.21, 2.3, 2.4
LUSD	Vandenburg	1.10, 1.21, 2.3, 2.4
LUSD	Bob Forinash	1.10, 1.18, 1.21, 2.3, 2.4
La Honda	Homeless	1.8, 1.10, 1.21, 2.3, 2.4
Leonora Fillmore	White	1.81.10, 1.21, 2.3, 2.4
Lompoc Valley Middle School	White	1.81.10, 1.21, 2.3, 2.4

Lompoc Valley Middle School	English Learner	1.7, 1.8, 1.10, 1.21, 2.3, 2.4
Lompoc Valley Middle School	Students with Disabilities	1.6, 1.8, 1.10, 1.20, 1.21, 2.3, 2.4
Vandenburg	Filipino	1.10, 1.21, 2.3, 2.4
Vandenburg	Hispanic	1.7, 1.10, 1.21, 2.3, 2.4
Vandenburg	Two or More	1.10, 1.21, 2.3, 2.4
Vandenburg	White	1.10, 1.21, 2.3, 2.4
Vandenburg	Socioeconomically Disadvantaged	1.10, 1.21, 2.3, 2.4
Vandenburg	Students with Disabilities	1.6, 1.10, 1.20, 1.21, 2.3, 2.4
Bob Forinash	Hispanic	1.7, 1.10, 1.18, 1.21, 2.3, 2.4
Bob Forinash	Socioeconomically Disadvantaged	1.10, 1.18, 1.21, 2.3, 2.4
Lompoc High School	African American	1.8, 1.10, 1.21, 2.3, 2.4
Lompoc High School	Two or More	1.8, 1.10, 1.21, 2.3, 2.4
Lompoc High School	White	1.8, 1.10, 1.21, 2.3, 2.4
Lompoc High School	Students with Disabilities	1.8, 1.20, 1.21, 2.3, 2.4
Chronic Absenteeism Indicator		
LUSD	American Indian/Alaskan Native	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
LUSD	Arthur Hapgood	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
LUSD	La Canada	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
LUSD	La Honda	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
LUSD	Miguelito	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
LUSD	Lompoc Valley	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
LUSD	Vandenburg	1.2, 1.10, 1.22, 1.23, 2.2
Arthur Hapgood	White	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
La Canada	White	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
La Canada	Homeless	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
La Honda	White	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
La Honda	Homeless	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
Miguelito	SWD	1.2, 1.6, 1.8, 1.10, 1.22, 1.23, 2.2
Lompoc Valley	White	1.2, 1.8, 1.10, 1.22, 1.23, 2.2
Lompoc Valley	English Learner	1.2, 1.7, 1.8, 1.10, 1.22, 1.23, 2.2
Vandenburg	Two or More Races	1.2, 1.10, 1.22, 1.23, 2.2
Vandenburg	Students with Disabilities	1.2, 1.6, 1.10, 1.22, 1.23, 2.2
English Learner Progress Indicator		
Miguelito	English Learner	1.7, 1.25

Additions for 2025		
ELA		
LUSD	Maple High School	1.5, 1.6, 1.11, 1.12, 1.13, 1.17, 1.19, 3.1, 3.2, 3.4
La Canada	English Learner	1.5, 1.7, 1.11, 1.12, 1.13, 1.17, 1.19, 1.25
Leonora Fillmore	Students with Disabilities	1.5, 1.6, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20,
Mission Valley	All	1.5, 1.7, 1.11, 1.12, 1.13, 1.18, 4.1, 4.2, 4.3, 4.4, 4.5
Mission Valley	Socioeconomically Disadvantaged	1.5, 1.7, 1.11, 1.12, 1.13, 1.18, 4.1, 4.2, 4.3, 4.4, 4.5
Vandenberg Middle School	Hispanic	1.4, 1.5, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19
Maple High School	All	1,5, 1.11, 1.12, 1.13, 1.17, 1.19,
Maple High School	Hispanic	1.5, 1.6, 1.11, 1.12, 1.13, 1.17, 1.19
Maple High School	Socioeconomically Disadvantaged	1.5,1.11, 1.12, 1.13, 1.17, 1.19
Math		
LUSD	Long Term English Learners	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24, 1.25
LUSD	Maple High School	1.9, 1.11, 1.12, 1.17, 1.19, 1.24
La Honda	Socioeconomically Disadvantaged	1.9, 1.11, 1.12, 1.17, 1.19, 1.24
La Honda	Students with Disabilities	1.6, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20, 1.24
Los Berros	Students with Disabilities	1.6, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.20, 1.24
Mission Valley	Socioeconomically Disadvantaged	1.9, 1.11, 1.12, 1.17, 1.19, 1.24, 4.1, 4.2, 4.3, 4.4, 4.5
Lompoc Valley Middle School	Hispanic	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Lompoc Valley Middle School	Long Term English Learners	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Lompoc Valley Middle School	Socioeconomically Disadvantaged	1.9, 1.11, 1.12, 1.17, 1.19, 1.24
Cabrillo High School	Hispanic	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Maple High School	All	1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Maple High School	Socioeconomically Disadvantaged	1.9, 1.11, 1.12, 1.17, 1.19, 1.24
Maple High School	Hispanic	1.7, 1.9, 1.11, 1.12, 1.13, 1.17, 1.19, 1.24
Suspension		
LUSD	Foster Youth	1.10, 1.21, 2.3, 2.4
LUSD	Homeless	1.10, 1.21, 2.3, 2.4
LUSD	Bob Forinash	1.10, 1.21, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4
LUSD	Vandenberg Middle School	1.10, 1.21, 2.3, 2.4
Clarence Ruth	Students with Disabilities	1.6, 1.8, 1.10, 1.20, 1.21, 2.3, 2.4
La Honda	Students with Disabilities	1.6, 1.8, 1.10, 1.20, 1.21, 2.3, 2.4
Leonora Fillmore	English Learners	1.7, 1.8, 1.10, 1.21, 2.3, 2.4
Vandenberg Middle School	Long Term English Learners	1.10, 1.21, 2.3, 2.4
Cabrillo High School	English Learners	1.7, 1.8, 1.10, 1.21, 2.3, 2.4
Cabrillo High School	Long Term English Learners	1.7, 1.8, 1.10, 1.11, 1.21, 2.3, 2.4

Cabrillo High School	Homeless	1.10, 1.21, 2.3, 2.4
Cabrillo High School	Socioeconomically Disadvantaged	1.10, 1.21, 2.3, 2.4
Cabrillo High School	Students with Disabilities	1.6, 1.8, 1.10, 1.20, 1.21, 2.3, 2.4
Lompoc High School	Long Term English Learners	1.7, 1.8, 1.10, 1.21, 2.3, 2.4
Chronic Absenteeism Indicator		
No additions		
English Learner Progress Indicator		
LUSD	Vandenberg Middle School	1.7, 1.25
Vandenberg Middle School	English Learners	1.7, 1.25
College/Career Indicator		
LUSD	Foster Youth	1.15; 1.16; 1.17
LUSD	English Learners	1.15; 1.16; 1.17
LUSD	Maple High School	1.15; 1.16, 1.17, 3.1, 3.2, 3.4
Graduation Rate		
Lompoc High School	English Learners	1.5, 1.7, 1.11, 1.12, 1.13, 1.14, 1.17, 1.19, 1.21, 1.25
Lompoc High School	Long Term English Learners	1.5, 1.7, 1.11, 1.12, 1.13, 1.14, 1.17, 1.19, 1,21, 1.25