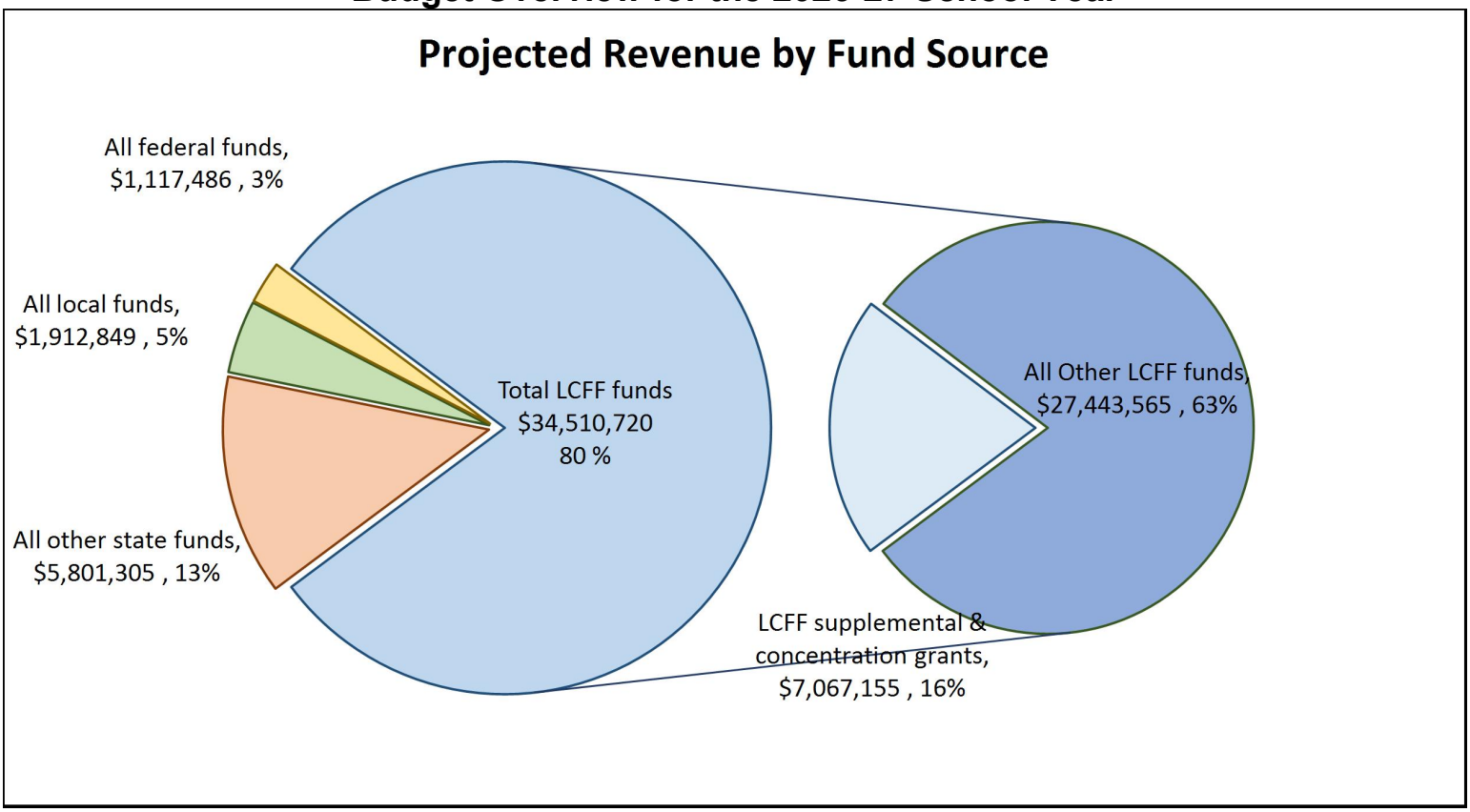
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Linden Unified School District
CDS Code: 39-68577
School Year: 2026-27
LEA contact information:
Scott McGregor
Superintendent
smcgregor@lindenusd.com
209-887-3894

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 Linden Unified School District expects to receive in the coming year from all sources.

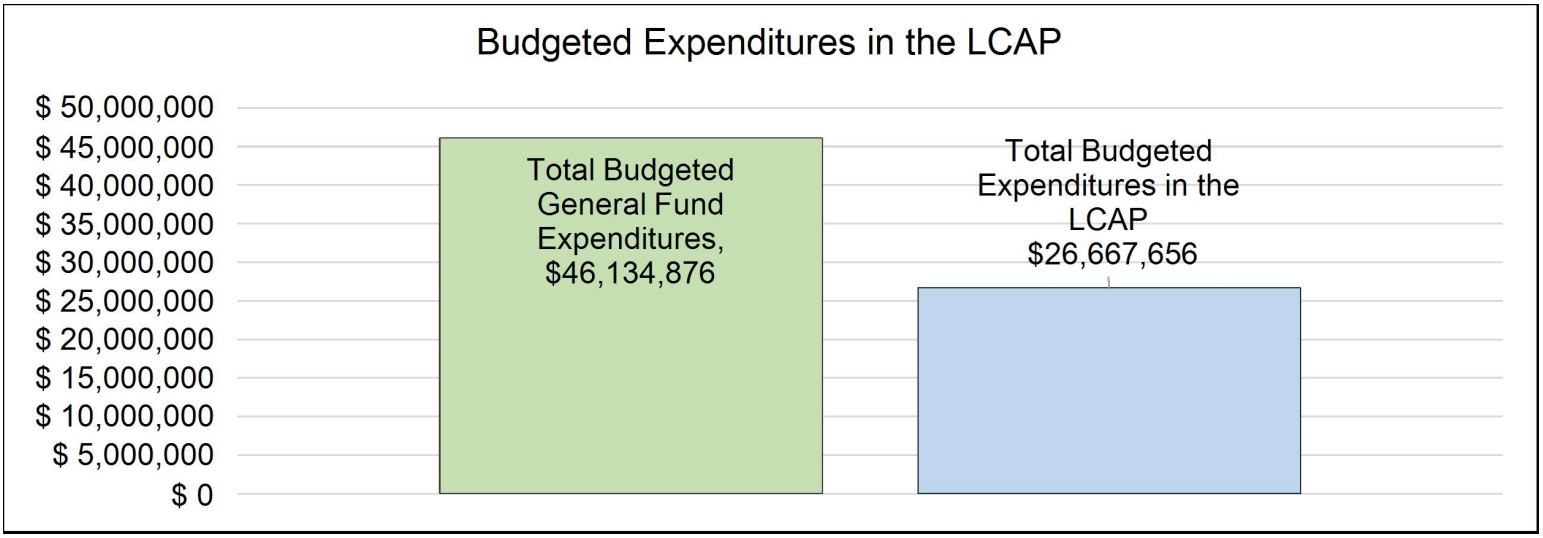
The text description for the above chart is as follows: The total revenue projected for Linden Unified School District is $43,342,360, of which $34,510,720 is Local Control Funding Formula (LCFF), $5,801,305 is other state funds, $1,912,849 is local funds, and $1,117,486 is federal funds. Of the $34,510,720 in LCFF Funds, $7,067,155 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Linden 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: Linden Unified School District plans to spend $46,134,876 for the 2026-27 school year. Of that amount, $26,667,656 is tied to actions/services in the LCAP and $19,467,220 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

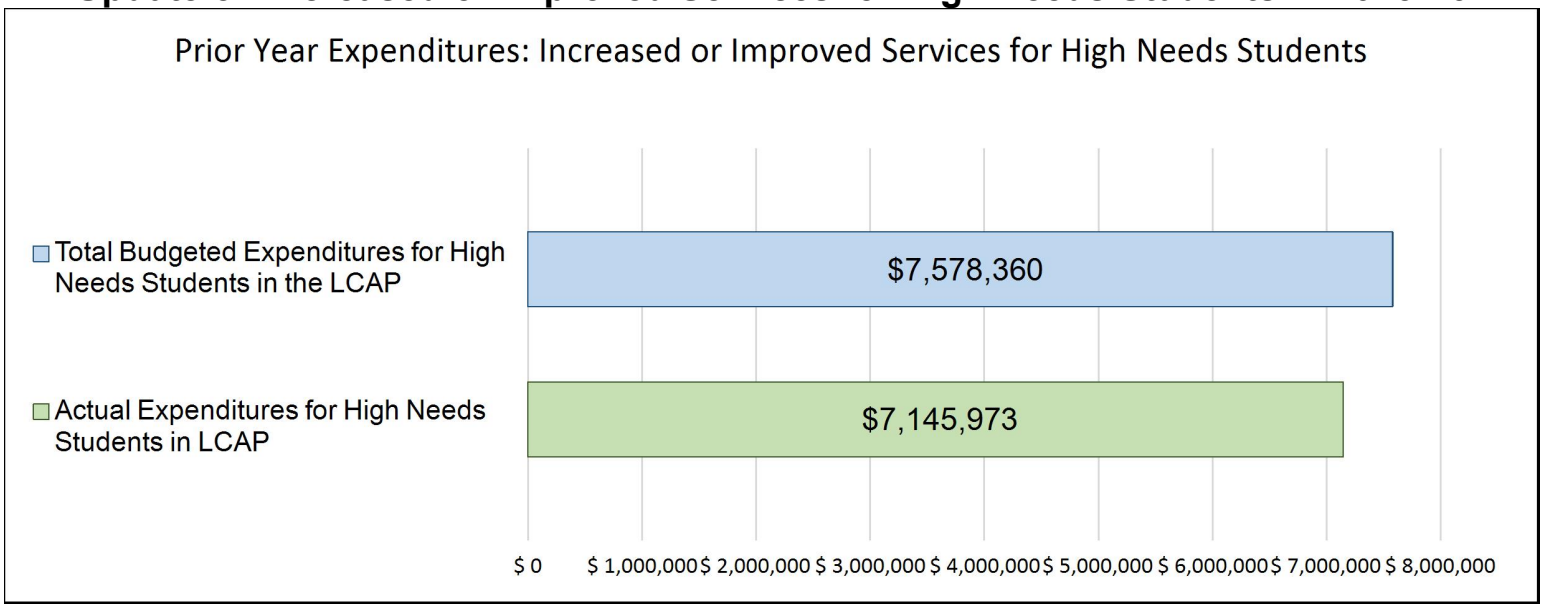
In addition to the actions and services identified in the LCAP, the General Fund is used to support the ongoing operational needs of Linden Unified School District. These expenditures include costs such as utilities, maintenance and operations of district facilities, transportation, core business and administrative services, afterschool program support, insurance premiums, and other districtwide expenses necessary to keep schools and programs operating effectively. This is not intended to be a complete list, but rather a summary of the types of General Fund expenditures that support daily District operations outside of the specific LCAP actions.

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

In 2026-27, Linden Unified School District is projecting it will receive $7,067,155 based on the enrollment of foster youth, English learner, and low-income students. Linden Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Linden Unified School District plans to spend $7,409,271 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 Linden 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 Linden 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, Linden Unified School District's LCAP budgeted $7,578,360 for planned actions to increase or improve services for high needs students. Linden Unified School District actually spent $7,145,973 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $432,387 had the following impact on Linden Unified School District’s ability to increase or improve services for high needs students:

The variance between budgeted and actual expenditures in 2025–26 was mainly the result of unfilled positions and changes to how certain actions were implemented. While the District continued to provide many supports for high-needs students, some planned services were reduced in scope or carried out by existing staff due to staffing limitations.

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
Linden Unified School District	Scott McGregor Superintendent	smcgregor@lindenusd.com 209-887-3894

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.

Linden is an unincorporated community located on Highway 26 about 10 miles east of Stockton. The Linden Unified School District was established in 1964. Prior to that, the area's children were served by Linden High School and 8 feeder elementary school districts. Today, the district encompasses 160 square miles serving 2,339 students. Most of our students are Hispanic/Latino (65.8%) and White (27.4%). Majority of our students are Socioeconomically Disadvantaged (72.6%), 19.7% are English Learners. Students with Disabilities comprise 13.6% of the student body. The district does not have significant Foster Youth (0.5%) and Homeless (0.7%) populations. (Data Source: Fall 2025 California School Dashboard, accessed on February 7, 2026).

Students are served through a combination of programs and school configurations. LUSD includes a TK-4th grade school (Linden Elementary School), 5th - 8th grade school (Waterloo School), two TK-8 schools (Glenwood & Waverly Schools), an alternative high school (PRIDE High School) and one comprehensive high school (Linden High School). The high school provides college prep and career technical education opportunities, allowing students to be college ready while simultaneously completing a technical program.

PRIDE High School has been identified to receive the Equity Multiplier Funding.

Reflections: Annual Performance

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

According to the 2025 California School Dashboard and local data, Linden Unified School District is most proud of an increase of 12.6 points in Mathematics, increase of 4.4% in English Learner Progress, increase of 7.6% on the College/Career indicator, high graduation rate, and increase of 2.2 points in Science (2025 CA Dashboard). There were slight decline in English Language Arts of 3.4 points, slight increase in Chronic Absenteeism of 0.7%, and a slight increase in Suspensions of 0.5%. The areas that LUSD is most proud of were areas of focus for the year. When focusing on the areas of growth, the other areas declined. We will continue to have actions aligned to all areas to ensure all areas are improving.

Learning Recovery Emergency Block Grant: Linden Unified School District still has $635,252 left to spend. Additional funds may be received in Fall 2026. San Joaquin County Office of Education facilitated the district needs analysis session. The results of the needs assessment are as follows:

1. Additional School Social Worker to support the pupil engagement (improve attendance), school climate (safety and school connectedness). Goal 2 Action 2.13: Additional School Social Worker to support pupil engagement (improve attendance) and school climate (safety and school connectedness). This action is allowable according to C: Integrating evidence-based pupil supports to address other barriers to learning such as mental health services. Research from the U.S. Department of Education and the National Association of Social Workers shows that school social workers play a critical role in improving student attendance and engagement by addressing barriers such as mental health, family crisis, and trauma. Their presence is strongly linked to reductions in chronic absenteeism and improvements in school connectedness. Metrics: 5B focusing on EL, SED, FY, SWD, HIS, and WH and 6C focusing on 5th grade, 6-8 grades, and 9-12 grades. LREBG Amount: $147,410.

2. Math intervention program to support growth in mathematics across all grade levels. Goal 1 Action 1.25: Implementation of Mathematics Intervention Program to support mathematics academic scores. This action is allowable according to Bii: Learning recovery programs and materials designed to accelerate pupil academic proficiency. Evidence from the Institute of Education Sciences (IES) supports that small-group, targeted math intervention, especially when delivered with progress monitoring, significantly accelerates achievement in K–12 students. Studies have shown growth of up to two grade levels in one year with structured math intervention programs. Metrics: 4A Local focusing on grades 3-12 math, 4A State focusing on EL, SWD, and SED and 4H focusing on EL and SED. LREBG Amount: $14,653.

3. English Language Arts Intervention program to support growth in English Language Arts across all grade levels. Goal 1 Action 1.26: Implementation of English Language Arts Intervention Program to support ELA academic scores. This action is allowable according to Bii: Learning recovery programs and materials designed to accelerate pupil academic proficiency. The What Works Clearinghouse identifies high-dosage ELA tutoring and structured reading interventions as effective for improving foundational reading and comprehension. Interventions that align with phonics, vocabulary, and fluency practices are especially effective for socioeconomically disadvantaged students. Metric 4A Local focusing on grades 6-12 ELA, 4A State focusing on EL, SWD, and SED and 4H focusing on EL and SED. LREBG Amount: $136,200.

4. English Learner Program Management and Teaching Tools to manage English Learner data and provide targeted strategies to improve ELPAC scores and to improve reclassification rate. Goal 1 Action 1.27: Implementation of English Learner Program Management and Teaching Tools program. This action is allowable according to Bii: Learning recovery programs and materials designed to accelerate pupil English language proficiency. The National Center for English Language Acquisition recommends data-driven EL programs that use formative assessment tools and targeted instruction. Research shows that when EL strategies are integrated with real-time data, districts increase their reclassification rates and boost ELPAC performance. Metric 4E and 4F focusing on ELs. LREBG Amount: $ 71,006.

5. High School Credit Recovery Program to improve graduation rates. Goal 1 Action 1.28: Implementation of high school credit recovery program. This action is allowable according to D: Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. According to research from the American Institutes for Research (AIR), credit recovery programs — especially those with blended or flexible models — can reduce dropout rates and improve graduation outcomes, particularly for students with interrupted academic histories or barriers to learning. Metric 5E focusing on SED. LREBG Amount: $ 216,900.

6. Learning recovery materials designed to accelerate both pupil academic proficiency and English language proficiency. Goal 1 Action 1.29: Purchase and use learning recovery materials designed to accelerate both pupil academic proficiency and English language proficiency. This action is allowable according to Bii: Learning recovery programs and materials designed to accelerate pupil academic proficiency. Learning acceleration strategies that pair targeted instructional materials with scaffolded supports have been shown to be more effective than remediation (TNTP, 2021). The use of evidence-based literacy and language materials can simultaneously advance English language proficiency and academic success. Metrics: 4A Local focusing on grades 5-8, 4A State focusing on EL and SWD, and 4F focusing on EL. LREBG Amount: $ 49,083.

The following are challenges that appeared on the 2023 CA Dashboard:

Schools that received the lowest performance level on one or more state indicators:
Glenwood (Chronic Absenteeism)
Linden Elementary (Chronic Absenteeism)
Linden High (Mathematics)
PRIDE High (Suspension)
Waterloo (Chronic Absenteeism, Suspension)
Waverly (Chronic Absenteeism)

Student groups within the district that received the lowest performance level on one or more state indicators:
English Learners (Chronic Absenteeism, Mathematics)
Socioeconomically Disadvantaged (Chronic Absenteeism)
Students with Disabilities (Chronic Absenteeism, Suspension)
Hispanic (Chronic Absenteeism)

White (Chronic Absenteeism)

Student groups within schools that received the lowest performance level on one or more state indicators:
Glenwood: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Linden Elementary: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Linden High: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
PRIDE High: Socioeconomically Disadvantaged
Waterloo: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Waverly: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic

To improve Chronic Absenteeism on the CA Dashboard, Goal 2 includes the following actions will be implemented: 2.7 (Health) and 2.12 (Alternative Attendance Programs).

To improve Suspension on the CA Dashboard, in Goal 2 the following actions will be implemented: Action 2.4 (School Safety Personnel) and Action 2.5 (Mental Health/Social Emotional Support).

To improve English Language Arts, in Goal 1 the following actions will be implemented: Action 1.3 (Academic Assessment Systems), 1.4 (Expanded Learning Opportunities providing ASSIST), and 1.6 (PD Days & ongoing professional development).

To improve Mathematics, in Goal 1 the following actions will be implemented: Action 1.4 (Expanded Learning Opportunities providing ASSIST), Action 1.20 (Math Acceleration Path), Action 1.23 (Additional High School Mathematics Teacher), and Action 1.24 (Math Professional Development).

Reflections: Technical Assistance

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

Linden Unified School District does not qualify for Technical Assistance with the progress on the 2025 California School Dashboard.

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.

Linden Unified School District does not have any schools that are identified for Comprehensive Support and Improvement (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.

Linden Unified School District does not have any schools that are identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Linden Unified School District does not have any schools that are identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Monthly School site staff meetings, District electronic mail (April), School Site Council (Quarterly)
Principals/Managers	Monthly Management meetings, District electronic mail (April), School Site Council (Quarterly)
District Administrators	Weekly Cabinet meetings, Monthly Management meetings, District electronic mail (April)
Other school personnel	Monthly Department meetings, District electronic mail (April)
Local Bargaining Units	ALE: Monthly School site staff meetings, Bargaining Unit meetings, District electronic mail (April) CSEA: Monthly Department meetings, Bargaining Unit meetings, District electronic mail (April)
Parents/Community	Monthly Parent Teacher Club meetings, School Site Council meetings (Quarterly), ParentSquare communications (Feb, Mar, April, May), Electronic surveys (February), Board of Trustee meetings (Monthly).
Students	Student Leadership clubs, Electronic surveys (February)
PRIDE High School (Equity Multiplier Recipient)	Weekly school site staff meetings, Parent conferences, Quarterly School Site Council meetings, WASC Parent Committee Meeting (October), Student meetings (Weekly)
District English Learner Advisory Committee (DELAC)	Quarterly DELAC meetings
District Advisory Committee (DAC) - Includes all the above partners together as a committee	Two meetings - February and May 2026
LUSD Board of Trustees	Mid-year LCAP update, Public Hearing and Adoption

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

LUSD's Educational Partners reviewed the metrics and actions and provided feedback.

All Educational Partners believe that Goal #1 should not be revised and the actions should continue. The metrics are showing that the actions are working and need more time.

Goal #2 was influenced in the following way:
1. Action 2.12 (Alternative Attendance Programs) was requested to be removed as it has not been implemented the prior two years. Because of barriers with transportation and staffing, this action will continue to be inactive if not removed.

Goal #3 (Equity Multiplier Focus Goal) was influenced in the following way:
1. Action 3.1 (Support Personnel) was requested to be removed as it was not implemented or effective for the school year. Recruiting for this specialized position was difficult.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The actions within this goal are designed to engage students in rigorous learning opportunities maximizing every student's potential to be college, career, and life ready. These learning opportunities are provided by highly qualified staff, rigorous curriculum, and a variety of courses and CTE pathways. We will achieve this through data analysis at all grade levels and in all significant student groups using various state and local assessments for every learner to be successful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the pupils they are teaching.	95.8% 2023-24 Local	98.24% 2023-24 CalSAAS	97.5% 2024-25 CalSAAS	97%	+ 1.7%
1B	Percentage of students who have sufficient access to standards-	100%	100%	100%	100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned instructional materials for every student.	2023-24 Williams Report to the board and SARC	2024-25 Williams Report to the board and SARC	2025-26 Williams Report to the board and SARC		
2AB	Self reflection rating on Questions related to Implementation of SBE Adopted Academic & Performance Standards including how programs (LCFF Priority 2A) and services will enable ELs to access the CC academic content standards and ELD Standards (LCFF Priority 2B) Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	Q1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 3 Mathematics: 3 Next Generation Science Standards: 3 History/Social Science: 4 Q2. Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 3 Science: 5 History/Social Science: 4 Q5. Rating for success at engaging with teachers and school administrators during	Q1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 3 Mathematics: 3 Next Generation Science Standards: 4 History/Social Science: 5 Q2. Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 3 Science: 5 History/Social Science: 5	Q1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 3 Mathematics: 3 Next Generation Science Standards: 4 History/Social Science: 5 Q2. Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 3 Science: 5 History/Social Science: 5	Q1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5 Q2. Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Science: 5 History/Social Science: 4	Q1. Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: No change ELD: No change Mathematics: No change Next Generation Science Standards: +1 History/Social Science: +1 Q2. Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: No change ELD: No change Mathematics: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered. Identifying professional learning needs of all teachers and individual teachers: 3 Providing support for teachers on the standards they have not yet mastered: 3 2023-24 Local Indicator Self Reflection Tool	Q5. Rating for success at engaging with teachers and school administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered. Identifying professional learning needs of all teachers and individual teachers: 3 Providing support for teachers on the standards they have not yet mastered: 4 2024-25 Local Indicator Self Reflection Tool	Q5. Rating for success at engaging with teachers and school administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered. Identifying professional learning needs of all teachers and individual teachers: 4 Providing support for teachers on the standards they have not yet mastered: 4 2025-26 Local Indicator Self Reflection Tool	Q5. Rating for success at engaging with teachers and school administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered. Identifying professional learning needs of all teachers and individual teachers: 5 Providing support for teachers on the standards they have not yet mastered: 5	Science: No change History/Social Science: +1 Q5. Rating for success at engaging with teachers and school administrators during the school year (including summer) focusing on professional learning needs of individual teachers and providing support for teachers on the standards they have not yet mastered. Identifying professional learning needs of all teachers and individual teachers: +1 Providing support for teachers on the standards they have not yet mastered: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Local	Local district benchmark assessment results Reading DRA - Percentage of students meeting all reading benchmarks on end of 2nd trimester local assessments. Lexile Reading (STAR) - Percentage of students at Level 3 or 4 on the end of 2nd trimester STAR benchmark to determine if students are on track for state testing (CA CAASPP). College & Career Readiness Lexile (NWEA) - Percentage of students scoring a 1300+ on the Winter MAP assessment. District Math Assessment - Percentage of students scoring a 70% or higher on the 2nd trimester DMA.	2023-24 Reading DRA (by grade level) K: 53% 1: 64% 2: 72% 3: 76% 4: 74% 5: 89% 2023-24 Lexile Reading (STAR) 6th Grade - 65% 7th Grade - 58% 8th Grade - 57% 2023-24: College & Career Readiness Lexile Measure - (NWEA) 9th Grade - 47% 10th Grade - 49% 11th Grade - 49% 12th Grade - 55% 2023-24: K-2 DMA Math: 78.5% 2023-24: Grades 3-12 NWEA Math Growth: 49% 3: 52%	2024-25 Reading DRA (by grade level) K: 65% 1: 71% 2: 67% 3: 77% 4: 75% 5: 81% 2024-25 Lexile Reading (STAR) 6th Grade - 69% 7th Grade - 71% 8th Grade - 81% 2024-25: College & Career Readiness Lexile Measure - (NWEA) 9th Grade - 52% 10th Grade - 48% 11th Grade - 38% 12th Grade - 57% 2024-25: K-2 DMA Math: 77.8% 2024-25: Grades 3-12 NWEA Math Growth: 52%	2025-26 Reading DRA (by grade level) K: 69% 1: 73% 2: 75% 3: 79% 4: 70% 5: 82% 2025-26 Lexile Reading (STAR) 6th Grade - 70% 7th Grade - 71% 8th Grade - 75% 2025-26: College & Career Readiness Lexile Measure - (NWEA) 9th Grade - 46% 10th Grade - 47% 11th Grade - 56% 12th Grade - 61% 2025-26: K-2 DMA Math: 82.5% 2025-26: Grades 3-12 NWEA Math Growth: 54%	Reading DRA (by grade level) K: 70% 1: 70% 2: 70% 3: 80% 4: 80% 5: 90% Lexile Reading (STAR) 6th Grade - 70% 7th Grade - 70% 8th Grade - 70% College & Career Readiness Lexile Measure - (NWEA) 9th Grade - 70% 10th Grade - 70% 11th Grade - 70% 12th Grade - 70% K-2 DMA Math: 80% Grades 3-12 NWEA Math Growth: 60% 3: 60% 4: 60%	Reading DRA (by grade level) K: + 16% 1: + 9% 2: + 3% 3: + 3% 4: - 4% 5: - 7% Lexile Reading (STAR) 6th Grade: + 5% 7th Grade: + 13% 8th Grade: + 18% College & Career Readiness Lexile Measure - (NWEA) 9th Grade: - 1% 10th Grade: - 2% 11th Grade: + 7% 12th Grade: + 6% K-2 DMA Math: + 4% Grades 3-12 NWEA Math Growth: + 5% 3: + 6% 4: + 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Grades 3-12 NWEA Math - Percentage of students showing growth (meeting growth targets) on the Winter MAP Math assessment. K-8 District Writing Assessment - Percentage of students scored 3 or higher on the end of 2nd trimester district writing rubric.	4: 42% 5: 36% 6: 38% 7: 51% 8: 51% 9: 52% 10: 58% 11: 57% 12: 66% 2023-24 K-8 DWA: 54.1%	3: 60% 4: 52% 5: 45% 6: 42% 7: 46% 8: 65% 9: 56% 10: 53% 11: 48% 12: 62% 2024-25 K-8 DWA: 50.2%	3: 58% 4: 59% 5: 46% 6: 44% 7: 45% 8: 55% 9: 70% 10: 54% 11: 52% 12: 49% 2025-26 K-8 DWA: 56.3%	5: 60% 6: 60% 7: 60% 8: 60% 9: 60% 10: 60% 11: 60% 12: 70% K-8 DWA: 70%	5: + 10% 6: + 6% 7: - 6% 8: + 4% 9: + 18% 10: - 4% 11: - 5% 12: - 17% K-8 DWA: + 2.2%
4A - State	Percentage of students met or exceeded grade level standards in English Language Arts, Mathematics and Science results. EL: English Learner SED: Low socio-economically disadvantaged SWD: Students with Disabilities	CAASPP: ELA: 37.73% EL: 8.43% SED: 32.25% SWD: 15.56% Math: 25.15% EL: 6.41% SED: 19.01% SWD: 13.34% CAST: Science 21.20% EL: 2.32% SED: 19.32% 2023 State Results	CAASPP: ELA: 39.8% EL: 8.95% SED: 33.26% SWD: 16.31% Math: 25.27% EL: 11.68% SED: 20.33% SWD: 13.66% CAST: Science 20.62% EL: 1% SED: 15.66% 2024 State Results	CAASPP: ELA: 38.6% EL: 10.43% SED: 33.75% SWD: 18.67% Math: 29.75% EL: 10.34% SED: 25.34% SWD: 16.97% CAST: Science 23.32% EL: 2.50% SED: 19.44% 2025 State Results	CAASPP: ELA: 45% EL: 10% SED: 40% SWD: 20% Math: 30% EL: 10% SED: 25% SWD: 18% CAST: Science 25% EL: 10% SED: 25% Foster Youth: N/A	CAASPP: ELA: + 0.87% EL: + 2% SED: + 1.5% SWD: + 3.11% Math: + 4.6% EL: + 3.93% SED: + 6.33% SWD: + 3.63% CAST: Science + 2.12% EL: + 0.18% SED: + 0.12% Foster Youth: N/A
4B	Percentage of students who meet A-G requirement completion.	Overall: 48.7% EL: 22.2% SED: 44.3%	Overall: 31% EL: 10% SED: 24.3%	Overall: 40.1% EL: 13.3% SED: 31.8%	Overall: 50% EL: 30% SED: 50%	Overall: - 8.6% EL: - 8.9% SED: -12.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall 2023 CA School Dashboard, College/Career Report	Met UC/CSU Requirements and CTE Pathway Completion Report	Fall 2025 CA School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report		
4C	Percentage of pupils who successfully complete a course sequence or program of study that aligns with SBE-approved career technical education (CTE) standards and frameworks.	Overall: 43.9% EL: 33.3% SED: 38.6% Fall 2023 CA School Dashboard, College/Career Report	Overall: 51.1% EL: 40% SED: 50% Met UC/CSU Requirements and CTE Pathway Completion Report	Overall: 51.8% EL: 40% SED: 46.2% Fall 2025 CA School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report	Overall: 50% EL: 40% SED: 40%	Overall: + 7.9% EL: + 6.7% SED: + 7.6%
4D	Percentage of pupils who have successfully completed both A-G requirements AND CTE courses.	Overall: 23.8% Fall 2023 CA School Dashboard	Overall: 17.9% Met UC/CSU Requirements and CTE Pathway Completion Report	Overall: 26.1% Fall 2025 CA School Dashboard, Met UC/CSU Requirements and CTE Pathway Completion Report	30%	Overall: + 2.3%
4E	Percent of pupils making progress toward English proficiency based on individual ELPAC results.	2022-23: 48.4% of English Learners are making progress Fall 2023 CA School Dashboard	2023-24: 43.7% of English Learners are making progress Fall 2024 CA School Dashboard	2024-25: 48.2% of English Learners are making progress Fall 2025 CA School Dashboard	60%	English Learners: - 0.2%
4F	EL reclassification rate - Percentage of English Learner pupils who meet	2022-23: 8.56% Reclassification rate (Local Data)	Reclassification rate (Local Data) - 13.9%	Reclassification rate (Local Data) - 20.8%	10% Reclassification rate	Reclassification Rate: + 12.24 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements to be reclassified as Fluent English Proficient. Percentage of English Learner pupils who scored Level 3 or Level 4 on the Summative ELPAC.	2022-23: 58.07% Level 3 or Level 4 on Summative ELPAC (ELPAC)	2023-24: 52.45% Level 3 or Level 4 on Summative ELPAC (ELPAC)	2024-25: 57.24% Level 3 or Level 4 on Summative ELPAC (ELPAC)	60% Level 3 or Level 4 on Summative ELPAC	Level 3 or 4 on ELPAC: - 0.83%
4G	Percentage of students scoring a 3 or higher on one AP test.	Overall: 60.9% EL: 0% SED: 5.5% 2022-23 College Board	Overall: 73% EL: 5% SED: 0% 2023-24 College Board	Overall: 51% EL: 5% SED: 0% 2024-25 College Board	Overall: 70% EL: 10% SED: 10%	Overall: - 9.9% EL: + 5% SED: - 5.5%
4H	Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math.	ELA: 44.03% EL: 0% SED: 40.42% Math: 12.50% EL: 0% SED: 10% 2022-23 CAASPP	ELA: 56.83% EL: 12.5% SED: 51.56% Math: 11.95% EL: 0% SED: 6.26% 2023-24 CAASPP	ELA: 44.31% EL: 6.67% SED: 38.02% Math: 16.38% EL: 0% SED: 11.57% 2024-25 CAASPP	ELA: 50% EL: 10% SED: 45% Math: 20% EL: 10% SED: 20%	ELA: + 0.28% EL: + 6.67% SED: -2.4% Math: + 3.88% EL: 0% SED: + 1.57%
5E	Percentage of pupils who meet LUSD graduation requirements.	Overall: 98.9% EL: 100% SED: 98.6% Fall 2023 CA School Dashboard	Overall: 96.7% EL: 90% SED: 96.1% Fall 2024 CA School Dashboard	Overall: 98.6% EL: 93.3% SED: 98.3% Fall 2025 CA School Dashboard	Overall: 99% EL: 100% SED: 99%	Overall: - 0.3% EL: - 6.7% SED: - 0.3%
7A	Percentage of students who have access to high school broad course of study through meetings with counseling staff to	Overall: 100% EL: 100% SED: 100%	Overall: 100% EL: 100% SED: 100%	Overall: 100% EL: 100% SED: 100%	Overall: 100% EL: 100% SED: 100%	Overall: No change EL: No change SED: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	review course completion status and college/career opportunities and update the student academic four-year plan.	2023-24 four-year academic plan	2024-25 four-year academic plan	2025-26 four-year academic plan		
7BC	Percentage of English Learners, Socio-Economically Disadvantaged, Foster Youth, and students with special needs are enrolled in a CTE course as measured by student course enrollment. EL: English Learner SED: Low socio-economically disadvantaged FY: Foster Youth SWD: Students with Disabilities	All: 63% EL: 70% SED: 74% FY: 63% SWD: 78% 2023-24 Student Information System (Aeries)	All: 65% EL: 68% SED: 67% FY: 60% SWD: 74% 2024-25 Student Information System (Aeries)	All: 72% EL: 60% SED: 69% FY: 88% SWD: 82% 2025-26 Student Information System (Aeries)	All: 75% EL: 80% SED: 80% FY: 70% SWD: 80%	All: +9% EL: -10% SED: -5% FY: +25% SWD: +4%
8	Percentage of pupils meeting prepared on the College/Career Indicator All Students - All English Learner - EL Socio-Economically Disadvantaged - SED HIS - Hispanic WH - White SWD - Students with Disabilities	All: 56.6% EL: 25.9% SED: 52.1% HIS: 53.0% WH: 59.7% SWD: 20% Fall 2023 CA Dashboard	All: 47.8% EL: 16.7% SED: 43.4% HIS: 47.2% WH: 46.2% SWD: 21.4% Fall 2024 CA Dashboard	All: 55.4% EL: 26.7% SED: 50.9% HIS: 51.5% WH: 61.3% SWD: 16.7% Fall 2025 CA Dashboard	All: 65% EL: 35% SED: 60% HIS: 60% WH: 65% SWD: 30%	All: - 1.2% EL: + 0.8% SED: - 1.2% HIS: - 1.5% WH: + 1.6% SWD: - 3.3%

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.

Linden Unified School District was able to fully implement 26 out of 29 actions as planned. The following actions were fully implemented and implemented successfully: Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, and 1.29.

The following actions were challenges for LUSD:

LUSD did not implement Action 1.14 - Provide professional development for Next Generation Science Standards (NGSS) implementation and lab materials to provide students access to standards-aligned instructional materials. Because LUSD recently adopted NGSS curriculum, the cost of the professional development was included in the purchasing contract allowing no additional cost to the district. LUSD purchased lab materials last year and did not need to replenish any equipment/lab materials. Even though this action was not implemented this year, it will continue to be an action next year.

LUSD partially implemented Action 1.16 - Provide professional development opportunities for teachers not meeting standards per evaluations. Teachers not meeting standards will receive an action plan. This action will be implemented for those teachers receiving action plans to improve teaching practices. Even though this action was partially implemented, it needs to continue to improve teaching practices and support continuous improvement.

LUSD partially implemented Action 1.17 - Assignment Committee. This committee met one time for a professional development on credentials and understanding appropriate credentials and course assignments specifically at the high school. Even though this action was partially implemented, it needs to continue in order to focus on appropriate and correctly assigned courses with corresponding teachers that hold those credentials.

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.

Linden Unified School District applied a materiality threshold of +/- $50,000, as well as identifying actions with no expenditures, to determine material variances between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.02 – Technology Devices
Variance: Overspent by $149,260
The variance was due to enrollment coming in higher than projected, which required the district to purchase additional devices to support an additional kindergarten class.

Action 1.04 – Extended Learning Opportunities

Variance: Underspent by $50,530
The variance was due to extended learning program costs coming in lower than originally projected. STEM Camp was taken over by the Expanded Learning Program and incorporated as part of the program's 30 intersession days, reducing the need for separate expenditures under this action.

Action 1.06 – PD Days & Ongoing Professional Development
Variance: Underspent by $103,184
The variance was due to lower-than-anticipated professional development costs. Some training activities were provided through lower-cost options, adjusted based on staff needs, or delivered using existing internal resources.

Action 1.11 – CTE
Variance: Overspent by $109,568
The variance was due to the reclassification of a position that had been miscoded in the position control system.

Action 1.12 – ELD
Variance: No Expenditure Recorded
No expenditures were recorded for this action. The ELD professional development planned under this action was deferred for one year so the district could maintain its focus on math during the curriculum adoption process.

Action 1.14 – NGSS
Variance: No Expenditure Recorded
No expenditures were recorded for this action. NGSS-related implementation and/or professional development activities were deferred or addressed through existing resources, resulting in no direct costs being charged to this action.

Action 1.16 – Teacher Support
Variance: No Expenditure Recorded
The action was not needed this year, as all teaching staff met performance standards, eliminating the need for supplemental support.

Action 1.17 – Assignment Committee
Variance: No Expenditure Recorded
No costs were incurred by the committee this year.

Action 1.18 – Additional Programs
Variance: Underspent by $71,032
The variance was due to lower-than-anticipated costs for additional VAPA programs. Program needs were met with fewer expenditures than originally budgeted, and some costs were reduced, shifted, or not needed during the year.

Action 1.19 – All Teachers Except CTE, AVID & VAPA
Variance: Overspent by $313,478

The variance was due to a 2.3% COLA increase to salaries, as well as teachers moving across columns on the salary schedule due to completed units.

Action 1.24 – Math Professional Development
Variance: Underspent by $59,134
The variance was due to professional development being covered under a different action, which allowed funding from this action to be moved and used elsewhere.

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

Linden Unified School District determined that 29 out of 29 actions were effective in making progress towards the goal.

Actions 1.3 (Academic Assessment Systems), 1.4 (Extended Learning Opportunities), 1.5 (MTSS Conferences), 1.6 (PD Days & ongoing professional development), and 1.22 (Specialized Certificated Staff): These actions were effective. After analyzing the local data, there continues to be successes in the fifth year of implementation with the reading initiative for K-8. Kindergarten through 3rd grade received small group, direct instruction. 4th through 8th grade received immediate targeted interventions. The data is showing significant growth when looking at the difference from baseline column. Per Metric 4A (Local), the highest grade level gains were in Kindergarten (+16%), 1st grade (+9%), 2nd grade (+3%), 3rd grade (+3%), 6th grade (+5%), 7th grade (+13%), and 8th grade (+18%). Per Metric 4A (State), there were gains in ELA CAASPP (+0.87%) and Math CAASPP (+4.6%).

Action 1.12 (ELD) was effective when analyzing LUSD's reclassification rate. This gain was 12.24% for a total of 20.8% (Metric 4F). There was a gain of 11th grade English Learner students on the 11th grade CAASPP ELA of 6.67%.

Actions 1.1 (Informational/Instructional Technology), 1.2 (Technology devices), 1.8 (AP), 1.9 (AP Training), 1.10 (AVID), 1.11 (CTE), 1.13 (High School Counselors/Academic Intervention Specialist), 1.14 (NGSS), 1.15 (College Career Readiness Staff), 1.18 (Additional Programs), 1.19 (All teachers except AVID, CTE and VAPA), 1.20 (Math Accelerated Pathway), 1.23 (Additional Math High School Teacher), and 1.24 (Math Professional Development): These actions were effective and are designed to provide students access to Career Technical Pathway completions, A-G requirement completion, AP scores of 3 or higher, meeting LUSD graduation requirements, and monitor student completion of CTE pathway and A-G requirements. Pupils successfully completing a Career Technical Education Pathway (Metric 4C) gained 7.9%, percentage of students scoring a 3 or higher on one AP test (Metric 4G) was 51%, students meeting LUSD graduation requirements (Metric 5E) total 98.6%, and pupils who have successfully completed both A-G requirements and CTE courses (Metric 4D) gained 2.3% for a total 26.1%. Per Metric 7A (Broad Course Access), 100% of students have four year academic plans at the high school. Per Metric 7BC (EL/SWD access to CTE), 60% of English learners and 82% of students with disabilities are enrolled in a high school CTE course in addition to the required courses to meet their needs. In addition, 100% of students have access to standards aligned instructional materials (Metric 1B - Standards aligned materials access).

Action 1.16 (Teacher Support) and 1.17 (Assignment Committee) were effective and were designed to focus on teachers assigned to the subject area(s) aligned with credentials. 97.5% of teachers were appropriately assigned and fully credentialed in the subject area(s) and for the pupils they are teaching. This is an increase of 1.7% from baseline (Metric 1A).

Actions 1.21 (Special Education) was effective per Metric 8 showing 16.7% of Students with Disabilities met prepared on the College/Career Indicator.

When diving deeper in the data to determine the effectiveness or ineffectiveness of actions that are aligned to Increasing and Improving Services, the following was reviewed:
Action 1.2 (Technology Devices): According to Metric 4A State ELA, there was a growth of +6.67%. This action is effective.
Action 1.3 (Academic Assessment Systems): According to Metric 4A State ELA, there was a growth of +0.87%; 4A State Math, growth of +4.6%; 4A State CAST, growth of +2.12%. Overall, this action is effective.
Action 1.4 (Extended Learning Opportunities): According to Metric 5E Graduation Rate, there is a decline of -0.3%, however, the overall graduation rate is 98.6% which is high; Metric 4A - State ELA, there was a growth of +0.87%; 4A State Math, growth of +4.6%; 4A State CAST, growth of +2.12%. Overall, this action is effective.
Action 1.5 (MTSS Conferences): According to Metric 4A State ELA, there was a growth of +0.87%; 4A State Math, growth of +4.6%; 4A State CAST, growth of +11.46%. Overall, this action is effective.
Action 1.6 (PD Days and ongoing professional development): According to Metric 4A State ELA, there was a growth of +0.87%; 4A State Math, growth of +4.6%; 4A State CAST, growth of +2.12%. Overall, this action is effective.
Action 1.7 (PSAT/SAT): According to Metric 4B A-G Completion, there was growth of + 9.1% from the prior year. Overall, this action is effective.
Action 1.10 (AVID): According to Metric 8 (percentage of pupils meeting prepared on the CCI), There was an overall decline -0.2%. The overall data is a total of 55.4%. Because over half of the students are prepared in this dashboard indicator, we determine this action is effective.
Action 1.13 (High School Counselors/Academic Intervention Specialist): According to Metric 8 (percentage of pupils meeting prepared on the CCI), There was an overall decline -1.2%. The overall data is a total of 55.4%. Because over half of the students are prepared in this dashboard indicator, we determine this action is effective.
Action 1.15 (College Career Readiness Staff): According to Metric 8 (percentage of pupils meeting prepared on the CCI), There was an overall decline -1.2%. The overall data is a total of 55.4%. Because over half of the students are prepared in this dashboard indicator, we determine this action is effective.
Action 1.18 (Additional Programs): According to Metric 8 (percentage of pupils meeting prepared on the CCI), There was an overall decline -1.2%. The overall data is a total of 55.4%. Because over half of the students are prepared in this dashboard indicator, we determine this action is effective.
Action 1.23 (Additional Math High School Teacher): According to Metric 4H (Percentage of students meeting/exceeding CAASPP 11th grade math), there was growth of +3.88%. We determine this action is effective.
Action 1.25 (Math Intervention Program - LREBG): According to Metric 4A Local (Percentage of grades 3-12 students meeting NWEA Winter MAP growth targets), there was a growth of +5%; 4A State Math, growth of +4.6%; and Metric 4H (Percentage of students meeting/exceeding CAASPP 11th grade math), there was growth of +3.88%. We determined this action is effective.
Action 1.26 (ELA Intervention Program - LREBG): According to Metric 4A Local (K-5 District Reading Assessment data and grades 6-8 STAR data), there was growth 7 of the 9 grade levels (+16%, +9%, +3%, +3%, +5%, +13%, +18%). According to Metric 4A State ELA, there was a growth of +0.87%. According to Metric 4H (Percentage of students meeting/exceeding CAASPP 11th grade English Language Arts), there was a growth of 0.28%. We determined this action is effective.

Action 1.27 (English Learner Program Management - LREBG): According to Metric 4E (Percent of pupils making progress toward English proficiency based on individual ELPAC results), there was a slight decline of -0.2%. According to Metric 4F (Percentage of English Learner pupils who scored a 3 or 4 on the ELPAC), there is a decrease of -0.83%. However, Metric 4F (EL Reclassification rate) shows a significant growth of +12.24%. Because of the significant growth in reclassification, this action is determined this action is effective.
Action 1.28 (High School Credit Recovery Program - LREBG): According to Metric 5E (Percentage of pupils who meet LUSD graduation requirements), there was a slight decrease of - 0.3%. However, the overall graduation rate is 98.6%. Because the graduation rate continues to be high, we determine this action to be effective.
Action 1.29 (Learning Recovery - LREBG): According to Metric 4A Local (Percentage of grades 3-12 students meeting NWEA Winter MAP growth targets), there was a growth of +5%. According to Metric 4A Local (K-5 District Reading Assessment data and grades 6-8 STAR data), there was growth 7 of the 9 grade levels (+16%, +9%, +3%, +3%, +5%, +13%, +18%). According to Metric 4E (Percent of pupils making progress toward English proficiency based on individual ELPAC results), there was a slight decline of -0.2%. According to Metric 4F (Percentage of English Learner pupils who scored a 3 or 4 on the ELPAC), there is a decrease of -0.83%. However, Metric 4F (EL Reclassification rate) shows a significant growth of +12.24%. Because of the growth in local data and reclassification rate, we determined this action to be effective.

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

There are no changes made to the planned goal, metrics, or target outcomes for the coming year.

The following actions were changed as a result from reflections and prior practice:

Action 1.12 - now includes the following additional language to the action "address the unique needs of LTELs". The prior year language only stated "LTELs".

On LREBG actions (1.25, 1.26, 1.27, 1.28, and 1.29), we updated funding in the action's description.

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	Information/Instructional Technology (IT)	Provide technology infrastructure and IT staff for students and staff to access standards-aligned instructional materials.	$513,183.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Technology Devices	Provide technology devices for students and staff to access other targeted instructional intervention materials. Provide hotspot devices and internet connection services to families not having internet access at home to access curriculum and other targeted instructional materials.	$356,701.00	Yes
1.3	Academic Assessment Systems	Technology Assessment Platforms for students to use each trimester/quarter/semester to measure academic growth and achievement (e.g. STAR, NWEA).	$23,000.00	Yes
1.4	Extended Learning Opportunities	Provide students with extended learning opportunities and interventions before and after school and during summer school (Linden Success Shop/ASSIST), Credit Recovery for high school to improve graduation rate). Provide after school additional English Language Development (ELD) and additional Language Acquisition for English Learners including transportation to support language acquisition and English proficiency. Provide busing for all intra- and extra- curricular activities including paying enrollment fees for 5th Grade Science Camp, outdoor educational field-trips.	$636,665.00	Yes
1.5	MTSS Conferences	Provide teachers release time to discuss student academic, behavior, and social emotional data every trimester to support student's needs and develop targeted interventions.	$27,958.00	Yes
1.6	PD Days & on-going professional development	Provide 3 professional development days (non student contact) days for ongoing curricular initiatives, diversity training, technology, equitable grading, and student data driven initiatives. Also provide on-going professional development for teachers and paraeducators through out the year with focus on improved student academic performance.	$58,211.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	PSAT/SAT	Administer PSAT to 9th and 10th grade students and SAT to 11th and 12th grade students to provide opportunities for students towards college and career readiness.	$11,500.00	Yes
1.8	AP	Administer Advanced Placement (AP) testing including fees so unduplicated students have access.	$18,000.00	Yes
1.9	AP Training	Provide Advanced Placement (AP) training to applicable staff to strengthen the AP program.	$7,862.00	No
1.10	AVID	Continue support of the AVID district wide program including salary for a full time AVID teacher, compensation for college tutors, and Summer AVID Institute training for the teachers. Maintain access and opportunity for AVID for grades K-12 to improve academic success and graduation rates.	$156,091.00	Yes
1.11	CTE	Support and fund career readiness programs and maintain 7 existing Career Technical Education (CTE) pathways to improve graduation rates.	$1,198,713.00	Yes
1.12	ELD	Provide professional development and materials focusing on Designated and Integrated English Language Development to improve EL and address the unique needs of LTEL students make progress toward English proficiency and increase the EL reclassification rate.	$34,000.00	Yes
1.13	High School Counselors/Academic Intervention Specialist	Maintain two high school counselors, one high school intervention specialist and support staff to support students meeting graduation requirements to support the percentage of pupils who demonstrate college preparedness and improve graduation rates.	$543,703.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	NGSS	Provide professional development for Next Generation Science Standards (NGSS) implementation and lab materials to provide students access to standards-aligned instructional materials.	$5,000.00	No
1.15	CCR Staff	Maintain College and Career Readiness staff to support advising of K-12 students for college and career readiness and to support the percentage of pupils who demonstrate college preparedness.	$117,179.00	Yes
1.16	Teacher Support	Provide professional development opportunities for teachers not meeting standards per evaluations.	$1,200.00	No
1.17	Assignment Committee	Committee of Assignment (Administrators and Teachers) will review credential assignments to ensure LUSD has highly qualified teachers.	$1,200.00	No
1.18	Additional Programs	Support Visual And Performing Arts and Expanded Learning Programs principally directed for high needs students to support other pupil outcomes.	$289,200.00	Yes
1.19	All teachers except CTE, AVID & VAPA	Base Program includes all teachers except CTE, AVID & VAPA.	$11,069,131.00	No
1.20	Math Acceleration Path	Math Acceleration Pathway - Zero Period for 8th grade students to accelerate in Math and support percentage of pupils who demonstrate college preparedness.	$42,222.00	No
1.21	Special Education	Special education services are provided to students based on their individual identified need. These interventions are designed to help learners with special needs achieve a higher level of personal self-	$4,815,922.00	No

Action #	Title	Description	Total Funds	Contributing
		sufficiency and success in school beyond what is available in the traditional classroom.		
1.22	Specialized Certificated Staff	Reading & Literacy Specialist (TOSA) to support implementation of district academic initiatives (Foundational Reading, Professional Learning Communities, Board adopted curriculum implementations and coaching) to improve academic data, curriculum implementation, provide professional learning and support teachers and paraeducators.	$148,589.00	Yes
1.23	Additional Math High School Teacher	Additional Math High School Teacher to lower class sizes to improve CAASPP Math scores and Graduation Rates.	$102,607.00	Yes
1.24	Math Professional Development	Provide professional development in mathematics for all grade level teachers and paraeducators. The professional development will include math academic vocabulary to support English learners during Designated English Language Development (ELD) required time. This professional development will include individual math coaching from SJCOE for grades 6-12 math teachers.	$9,483.00	Yes
1.25	Math Intervention Program (LREBG)	Implementation of Mathematics Intervention Program to support mathematics academic scores. Evidence from the Institute of Education Sciences (IES) supports that small-group, targeted math intervention, especially when delivered with progress monitoring, significantly accelerates achievement in K–12 students. Studies have shown growth of up to two grade levels in one year with structured math intervention programs (Metrics: 4A Local, 4A State and 4H). 2026-27: $14,653	$14,653.00	No

Action #	Title	Description	Total Funds	Contributing
1.26	ELA Intervention Program (LREBG)	Implementation of English Language Arts Intervention Program to support ELA academic scores. The What Works Clearinghouse identifies high-dosage ELA tutoring and structured reading interventions as effective for improving foundational reading and comprehension. Interventions that align with phonics, vocabulary, and fluency practices are especially effective for socioeconomically disadvantaged students (Metrics: 4A Local, 4A State, and 4H). 2026-27: $138,200	$136,200.00	No
1.27	English Learner Program Management (LREBG)	Implementation of English Learner Program Management and Teaching Tools program. The National Center for English Language Acquisition recommends data-driven EL programs that use formative assessment tools and targeted instruction. Research shows that when EL strategies are integrated with real-time data, districts increase their reclassification rates and boost ELPAC performance (Metrics: 4E and 4F). 2026-27: $71,006	$71,006.00	No
1.28	High School Credit Recovery Program (LREBG)	Implementation of high school credit recovery program. According to research from the American Institutes for Research (AIR), credit recovery programs — especially those with blended or flexible models — can reduce dropout rates and improve graduation outcomes, particularly for students with interrupted academic histories or barriers to learning (Metric 5E). 2026-27: $216,900	$216,900.00	No
1.29	Learning Recovery (LREBG)	Purchase and use learning recovery materials designed to accelerate both pupil academic proficiency and English language proficiency. Learning acceleration strategies that pair targeted instructional materials with scaffolded supports have been shown to be more effective than remediation (TNTP, 2021). The use of evidence-based literacy and	$49,083.00	No

Action #	Title	Description	Total Funds	Contributing
		language materials can simultaneously advance English language proficiency and academic success (Metric 4A Local, 4E and 4F). 2026-27: $47,079		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students, families, and community educational partners will be actively engaged to ensure learning in a physically and emotionally safe and positive environment for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The actions within this goal are designed to build and support educational partner engagement to promote a physically and emotionally safe and positive learning environment. We will monitor and evaluate student attendance and suspension data to measure the impact of the Positive Behavior Intervention Support and Restorative Practices and the School Resource Deputy. School facilities will be maintained in exemplary condition to contribute to the safe and positive learning environment for students and staff. Survey feedback, participation in Parent University, and ParentSquare will provide evidence of the communication between the district and families and the community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1C	Number and percentage of school facilities maintained in good repair or exemplary.	6 schools - 100% District Facilities Inspection Tool Reports, 2023-24	6 schools - 100% District Facilities Inspection Tool Reports, 2024-25	6 schools - 100% District Facilities Inspection Tool Reports, 2025-26	100%	No Change
3A	Self reflection on Parent and Family Engagement: Building Relationships (Question #4)	Q4 - 5 - Full Implementation and Sustainability	Q4 - 5 - Full Implementation and Sustainability	Q4 - 5 - Full Implementation and Sustainability	Q4 - 5 - Full Implementation and Sustainability	Q4 - No Change Q9 - +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rate the LEA's progress in developing multiple opportunities for the LEA and school to engage in 2-way communication between families and educator using language that is understandable and accessible to families. Seeking Input for Decision Making (Question #9) Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Q9 - 4 - Full Implementation 2023-24 Local Indicator, Self Reflection Tool	Q9 - 4 - Full Implementation 2024-25 Local Indicator, Self Reflection Tool	Q9 - 5 - Full Implementation and Sustainability 2025-26 Local Indicator, Self Reflection Tool	Q9 - 5 - Full Implementation and Sustainability	
3B	The percentage of parental participation in Parent University/Nights	Parent University/Nights Attendance:	Parent University/Nights Attendance:	Parent University/Nights Attendance:	Parent University/Nights Attendance:	Parent University/Nights Attendance:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for low-income, English learner, and foster youth pupils.	Glenwood: 48% EL: 34% SED: 46% Foster Youth: N/A Linden Elementary: 47% EL: 37% SED: 51% Foster Youth: N/A Waterloo: 77% EL: 68% SED: 62% Foster Youth: 25% Waverly: 49% EL: 38% SED: 46% Foster Youth: N/A 2023-24 Event Attendance Sheets	Glenwood: 49% EL: 42% SED: 45% Foster Youth: N/A Linden Elementary: 64% EL: 52% SED: 61% Foster Youth: N/A Waterloo: 70% EL: 62% SED: 58% Foster Youth: 0% Waverly: 56% EL: 51% SED: 62% Foster Youth: N/A 2024-25 Event Attendance Sheets	Glenwood: 66.25% EL: 67% SED: 54% Foster Youth: N/A Linden Elementary: 71% EL: 61% SED: 73% Foster Youth: N/A Waterloo: 70% EL: 68% SED: 62% Foster Youth: 0% Waverly: 49% EL: 42% SED: 57% Foster Youth: N/A 2025-26 Event Attendance Sheets	Glenwood: 55% EL: 45% SED: 50% Foster Youth: N/A Linden Elementary: 55% EL: 45% SED: 60% Foster Youth: N/A Waterloo: 80% EL: 70% SED: 70% Foster Youth: 75% Waverly: 55% EL: 45% SED: 50% Foster Youth: N/A	Glenwood: + 18.25% EL: + 33% SED: + 8% Foster Youth: N/A Linden Elementary: + 24% EL: + 24% SED: + 22% Foster Youth: N/A Waterloo: - 7% EL: No Change SED: No Change Foster Youth: N/A Waverly: No change EL: + 4% SED: + 11% Foster Youth: N/A
3C	Percentage of families participating in IEP/504 process as indicated from parent participation section on IEP/504 plans.	100% of families participating in IEP/504 process 2023-24 Special Education Information System (SEIS)	100% of families participating in IEP/504 process 2024-25 Special Education Information System (SEIS)	100% of families participating in IEP/504 process 2025-26 Special Education Information System (SEIS)	100%	No Change
5A	Percentage of students attending school daily on average.	93.2%	93.6%	94.08%	95%	+ 0.88%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 P2 Report, Student Information System (Aeries)	2024-25 P2 Report, Student Information System (Aeries)	2024-25 P2 Report, Student Information System (Aeries)		
5B	Percentage of students K-12 identified as chronically absent pupils who are absent from school 10% or more for the total number of days that are enrolled in school. EL: English Learner SED: Low socio-economically disadvantaged FY: Foster Youth SWD: Students with Disabilities HIS: Hispanic WH: White	All: 24.5% EL: 23.8% SED: 28% FY: 39.1% SWD: 28.9% HIS: 25.4% WH: 22.6% 2022-23 DataQuest	All: 16.4% EL: 14.1% SED: 18.7% FY: 31.6% SWD: 23.5% HIS: 17.7% WH: 13.4% 2023-24 DataQuest	All: 16% EL: 14.2% SED: 18.5% FY: 37.5% SWD: 17.8% HIS: 17.1% WH: 11.7% 2024-25 DataQuest	All: 10% EL: 10% SED: 10% FY: 10% SWD: 10% HIS: 10% WH: 10%	All: - 8.5% EL: - 9.6% SED: - 9.5% FY: - 1.6% SWD: - 11.1% HIS: - 8.3% WH: - 10.9%
5C	The percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school.	Grades 7 or 8: 0.5% 2022-23 Student Information System (Aeries)	Grades 7 or 8: 0.5% 2023-24 Student Information System (Aeries)	Grades 7 or 8: 0.27% 2024-25 Student Information System (Aeries)	0%	- 0.23%
5D	The percentage of pupils in grades 9-12 who stop coming to school and who do not enroll in another school.	Grades 9-12: 1.00% Class of 2023 DataQuest	Grades 9-12: 2.2% Class of 2024 DataQuest	Grades 9-12: 0.5% Class of 2025 DataQuest	0%	- 0.5%
6A	Percentage of pupils who are suspended at	Overall: 4.6% EL: 5.2%	Overall: 2% EL: 1.7%	Overall: 2.5% EL: 3.7%	Overall: 2% EL: 2%	Overall: - 2.1% EL: - 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	least once during the academic year. EL: English Learner SED: Low socio-economically disadvantaged FY: Foster Youth SWD: Students with Disabilities HIS: Hispanic WH: White	SED: 5.2% FY: 27.3% SWD: 7.9% HIS: 5.1% WH: 3.6% 2023 CA School Dashboard	SED: 2.6% FY: 20% SWD: 4.1% HIS: 2.2% WH: 1.7% 2024 CA School Dashboard	SED: 2.7% FY: 9.5% SWD: 4.3% HIS: 2.8% WH: 1.7% 2025 CA School Dashboard	SED: 2% FY: 10% SWD: 2% HIS: 2% WH: 2%	SED: - 2.5% FY: - 17.8% SWD: - 3.6% HIS: - 2.3% WH: - 1.9%
6B	Percentage of students who are expelled from the district during the academic year.	Overall: 0.4% EL: 0.7% SED: 0.5% Foster Youth: 0% 2022-23 DataQuest	Overall: 0.1% EL: 0% SED: 0.1% Foster Youth: 0% 2023-24 DataQuest	Overall: 0.2% EL: Not available SED: Not available Foster Youth: Not available 2024-25 DataQuest	Overall: 0% EL: 0% SED: 0% Foster Youth: 0%	Overall: - 0.2% EL: - 0.7% SED: - 0.5% Foster Youth: No Change
6C	Percentage of students, parents and teachers who feel the school is safe based on survey results. Percentage of students, parents and teachers who feel connected to school based on survey results.	Feel School is Safe: 5th grade students: 79% 6th - 8th grade students: 70.5% 9th - 12th grade students: 74.9% Families: 89.6% Teachers: 84.6% Feel Connected to Schools:	Feel School is Safe: 5th grade students: 78.3% 6th - 8th grade students: 74.2% 9th - 12th grade students: 74.4% Families: 92.3% Teachers: 83.7% Feel Connected to Schools:	Feel School is Safe: 5th grade students: 94.6% 6th - 8th grade students: 86.3% 9th - 12th grade students: 94.3% Families: 91.8% Teachers: 93.8% Feel Connected to Schools:	Feel School is Safe: 5th grade students: 85% 6th - 8th grade students: 80% 9th - 12th grade students: 80% Families: 92% Teachers: 90% Feel Connected to Schools:	Feel School is Safe: 5th grade students: + 15.6% 6th - 8th grade students: + 15.8% 9th - 12th grade students: +19.4% Families: + 2.2% Teachers: + 9.2 % Feel Connected to Schools:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th grade students: 73.7% 6th - 8th grade students: 66.6% 9th - 12th grade students: 58.2% Families: 88.5% Teachers: 79.4% * Spring 2024, Local student and family survey	5th grade students: 65.6% 6th - 8th grade students: 63.2% 9th - 12th grade students: 59.1% Families: 83.4% Teachers: 77% * Spring 2025, Local student and family survey	5th grade students: 69.5% 6th - 8th grade students: 76% 9th - 12th grade students: 84.7% Families: 87.1% Teachers: 87.6% * Spring 2026, Local student and family survey	5th grade students: 78% 6th - 8th grade students: 75% 9th - 12th grade students: 65% Families: 90% Teachers: 85%	5th grade students: - 4.2% 6th - 8th grade students: + 9.4% 9th - 12th grade students: + 26.5% Families: - 1.4% Teachers: + 8.2%

Goal Analysis [2025-26]

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

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

Linden Unified School District was able to fully implement 12 out of 13 actions as planned. The following actions were fully implemented and implemented successfully: Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.13.

The following action was a challenge for LUSD:

LUSD did not implement Action 2.12 - Implement Saturday School, before school, and after school attendance programs to reduce chronic absenteeism. Because LUSD is a rural school district, it was difficult to coordinate transportation for students as the transportation department is short staffed. It was also difficult to recruit certificated staff to implement Saturday school and before school programs. This is the second year this action has not been implemented. LUSD Educational Partners requested this action to be removed for 2025-26.

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.

Linden Unified School District applied a materiality threshold of +/- $50,000, as well as identifying actions with no expenditures, to determine material variances between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.02 – Translation/Interpretation Support
Variance: Underspent by $63,208

The variance was due to lower-than-projected translation and interpretation support costs, as well as a position remaining unfilled for several months.

Action 2.03 – Facilities
Variance: Underspent by $66,418
The variance was due to facilities-related costs coming in lower than originally budgeted, as well as staffing changes in the maintenance department.

Action 2.04 – School Safety Personnel
Variance: Underspent by $138,808
The variance was due to a shift in plans for adding additional positions. As a result, funds originally budgeted for this action were moved and used elsewhere.

Action 2.10 – Student Services
Variance: Underspent by $167,356
The variance was due to student services costs coming in lower than originally projected. Actual expenditures were impacted by staffing, service levels, and/or program costs that were lower than anticipated.

Action 2.11 – Transportation
Variance: Overspent by $70,088
The variance was due to higher-than-projected transportation costs. Increased costs included staffing, fuel, maintenance, repairs, contracted services, and other operational needs necessary to provide student transportation.

Action 2.12 – Alternative Attendance Programs
Variance: No Expenditure Recorded
No expenditures were recorded for this action. Implementation was delayed due to challenges with staffing and scheduling logistics. This action has been closed for the following year.

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

Linden Unified School District determined that 12 out of 13 actions were effective in making progress towards Goal 2.

When diving deeper in the data to determine the effectiveness or ineffectiveness of actions that are aligned to Increasing and Improving Services, the following was reviewed:
Action 2.1 (Parent University): According to Metric 3B, there was an overall attendance of 59.5% attendance of TK-8 English Learner families and 61.2% attendance of TK-8 Students Economically Disadvantaged families. This action is effective.
Action 2.2 (Translation/Interpretation Support): According to Metric 3A, LUSD self-reflection on Parent and Family Engagement rating is a 5 (highest score possible). According to Metric 3B, English Learner participation in Parent University (Action 2.1) has increased 30%. This action is effective.

Action 2.3 (Facilities): According to Metric 1C, 6 schools have a rating of "good repair or exemplary" status on the District Facilities Inspection Tool Reports. This is 100% of LUSD schools. This action is effective.
Action 2.4 (School Safety Personnel): According to Metric 6A & 6B, there was an overall decrease of -2.1% of suspensions and a decrease of -0.2% of expulsions. This action is effective.
Action 2.5 (Mental Health/Social Emotional Support): According to Metric 5B, there was an overall decrease -8.5% in chronic absenteeism. This action is effective.
Action 2.6 (School/Home Communication): According to Metric 3A, there was no change. It is important to note that each area in this metric has the highest possible score of 5 (Full Implementation and Sustainability). This action is effective.
Action 2.7 (Health): According to Metric 5B, there was an overall decrease -8.5% in chronic absenteeism. This action is effective.
Action 2.8 (School Climate): According to Metric 6A & 6B, there was an overall decrease -2.1% of suspensions and a decrease of -0.2% of expulsions. This action is effective.
Action 2.9 (Health & Safety): According to Metric 5B, there was an overall decrease -8.5% in chronic absenteeism. This action is effective.
Action 2.10 (Student Services): According to Metric 6A & 6B, there was an overall decrease -2.1% of suspensions and a decrease of -0.2% of expulsions. According to Metric 5B, there was an overall decrease -8.5% in chronic absenteeism. This action is effective.
Action 2.11 (Transportation): According to Metric 5B, there was an overall decrease -8.5% in chronic absenteeism. This action is effective.
Action 2.13 (Additional School Social Worker - LREBG): According to Metric 5B, there was an overall decrease -8.5% in chronic absenteeism. Metric 6C, there is an increase with students feeling safe at school (5th grade: +15.6%; grades 6-8: + 15.8%; grades 9-12: + 19.4%). Also, in Metric 6C, students feel connected at school (5th grade overall: 69.5%; grades 6-8: + 9.4%; grades 9-12: +26.5%). This action is effective.

The following action was determined to be ineffective:

Action 2.12 (Alternative Attendance Programs): According to Metric 5B, there was an overall decrease -8.1% in chronic absenteeism. This action was not implemented due to transportation staffing shortages and limited availability of certificated personnel. This constrained the LEA's ability to provide extended learning time for students with high absenteeism. This action was ineffective because it was not implemented. Because of this action not being implemented, Educational Partners requested this action be removed for 2026-27.

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

There are no changes made to the planned goal, metrics, or target outcomes for the coming year.

The following actions were changed as a result from reflections and prior practice:

Action 2.12 - (Alternative Attendance Programs - Implement Saturday School, before school, and after school attendance programs to reduce chronic absenteeism) is removed from this goal per the request of Educational Partners.

On LREBG action 2.13, we updated funding in the action's description.

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 University	Provide parent education events addressing topics such as: attendance, health, academic supports/technology, mental health/social emotional support and prevention to improve connecting families to LUSD schools.	$9,000.00	Yes
2.2	Translation/interpretation support	Provide four full time translators (TK-8). These positions will provide outreach to Spanish speaking families (personal phone calls, personal outreach). Full time bilingual paraeducators are provided for all school sites.	$306,299.00	Yes
2.3	Facilities	Provide safe and clean facilities to improve school safety.	$2,027,160.00	No
2.4	School Safety Personnel	Improve school site safety and climate by providing a School Resource Deputy to support reduction in chronic absenteeism rates and campus supervisors to increase safety and security at school sites.	$341,680.00	Yes
2.5	Mental Health/Social Emotional Support	Provide five social workers (four TK-8, one high school) to focus on mental health/social emotional support for students, staff and families, pupil engagement (improve attendance), school climate (safety and school connectedness).	$837,225.00	Yes
2.6	School/Home Communication	Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication using ParentSquare to improve school connectedness.	$25,082.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Health	Provide a District Wellness Coordinator and a Licensed Vocational Nurse (LVN) to provide direct services to students to increase school attendance rates and decrease chronic absenteeism.	$340,131.00	Yes
2.8	School Climate	Support, and provide professional development on Positive Behavior Intervention Support (PBIS) and Restorative Practices to decrease suspension and expulsion rate.	$124,031.00	Yes
2.9	Health & Safety	Safety materials aligned to District Safety Plan (Board Adopted). Continue to train staff in CPR/First aid and defibrillation.	$25,234.00	Yes
2.10	Student Services	Director of Child Welfare & Attendance, Teaching Assistant Principals and support staff to monitor attendance, chronic absenteeism, suspensions and expulsions for all schools principally directed with English Learners, low income students, and Foster Youth.	$930,015.00	Yes
2.11	Transportation	Transportation services to and from school to lower chronic absenteeism for low socioeconomically disadvantaged, English learner, and Foster Youth students.	$822,689.00	Yes
2.12	Alternative Attendance Programs	This action was determined to be removed for 2026-27.	$0.00	
2.13	Additional School Social Worker (LREBG)	Additional School Social Worker to support pupil engagement (improve attendance) and school climate (safety and school connectedness). Research from the U.S. Department of Education and the National Association of Social Workers shows that school social workers play a critical role in improving student attendance and engagement by addressing barriers such as mental health, family crisis, and trauma. Their	$147,410.00	No

Action #	Title	Description	Total Funds	Contributing
		presence is strongly linked to reductions in chronic absenteeism and improvements in school connectedness (Metric: 5B and 6C). 2026-27: $147,410		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2027, PRIDE High School will reduce the suspension rate of socioeconomically disadvantaged students by 7% and Hispanic students by 5% by implementing targeted intervention programs, support personnel, and receiving staff professional development. In addition, by June 2027, PRIDE High School will increase student course completion for various employment trades by implementing hands-on course work to become career ready.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed because PRIDE High School was identified as a school receiving the Equity Multiplier funding. We prioritized this goal after consultation with Educational Partners and review of data showing the area of need for this goal is to address the high percentage of suspensions and course access.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6A	Percentage of PRIDE High School who are suspended at least once during the academic year.	Overall: 12.1% HIS: 10% EL: 11.1% SED: 12.7% Foster Youth: N/A Fall 2023 CA School Dashboard	Overall: 0% HIS: 0% EL: 0% SED: 0% Foster Youth: N/A Fall 2024 CA School Dashboard	Overall: 7.9% EL: 0% SED: 8.6% Foster Youth: N/A Fall 2025 CA School Dashboard	Overall: 5% EL: 5% SED: 5% Foster Youth: N/A	Overall: - 4.2% HIS: - 10% EL: - 2.5% SED: - 4.1% Foster Youth: N/A
Local	Percentage of PRIDE High School students who completed at least one employment career	Overall: 0% HIS: 0% EL: 0% SED: 0% Foster Youth: N/A	N/A	Overall: 84% HIS: 45% EL: 42% SED: 54%	Overall: 50% HIS: 50% EL: 50% SED: 50% Foster Youth: N/A	Overall: +84% HIS: +45% EL: +42% SED: +54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	trade course during the academic year.	Aeries Student Information System		Foster Youth: 50% Aeries Student Information System		Foster Youth: +50%

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.

Linden Unified School District and PRIDE High School fully implemented 3 out of the 4 actions. The following actions were fully implemented and implemented successfully: Actions 3.2, 3.3, and 3.4.

The following action was a challenge for LUSD and PRIDE High School:

Action 3.1 (Support Personnel) was not implemented. This position remained open and was not filled the entire school year. Because this position was a bilingual paraeducator to support the school, this position needs a unique skill set. It was difficult to recruit any applicants for this position. Educational Partners requested this action needs to be removed from Goal 3.

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

Linden Unified School District applied a materiality threshold of +/- $50,000, as well as identifying actions with no expenditures, to determine material variances between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.01 – Support Personnel
Variance: No Expenditure Recorded
No expenditures were recorded for this action because the position was unable to be filled, and the district pivoted mid-year. This action has been closed for the following year.

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

Linden Unified School District and PRIDE High School determined that 3 of the 4 actions were effective.

Action 3.1 (Support Personnel) - This position was difficult to recruit and fill the entire school year. This action was determined to be ineffective. Educational Partners requested this action to be removed from the goal.

Action 3.2 (Professional Development) - Through professional development on behavior and social emotional support, PRIDE saw decrease of - 4.2% suspensions (per Metric 6A - Percentage of PRIDE High School who are suspended at least once during the academic year). This action was determined to be effective.

Action 3.3 (School Climate) - Through implementation and support for PBIS and Restorative Practices, PRIDE saw decrease of - 4.2% suspensions (per Metric 6A - Percentage of PRIDE High School who are suspended at least once during the academic year). This action was determined to be effective.

Action 3.4 (Employment Trade Courses) - Due to the purchase and implementation of trade courses, PRIDE saw increase of 84% of students completed one trade course during the academic year. This action was determined to be effective.

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 - (Support Personnel - One Full Time (0.75) bilingual paraeducator to implement Positive Behavior Intervention Support (PBIS) and Restorative Practices to decrease suspension and address the needs of PRIDE High School students) is removed from this goal per the request of Educational Partners.

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	Support Personnel	This action was determined to be removed for 2026-27.	$0.00	
3.2	Professional Development	Provide on-going professional development through out the year with focusing on the academic, behavior, and social emotional support for the student population (continuation schools like PRIDE High School).	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	School Climate	Implement and support on Positive Behavior Intervention Support (PBIS) and Restorative Practices programs to decrease suspension rates at PRIDE High School focusing on the unique needs of the students enrolled in PRIDE High School.	$5,000.00	No
3.4	Employment Trade Courses	Purchase and implement hands on in person employment career trade course curriculum and materials to align with student interest and post high school career trade employment.	$46,538.00	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
$7,067,155	$729,540

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
25.990%	1.258%	$332,584.92	27.248%

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
1.2	**Action:** Technology Devices **Need:** 2025 CAASPP ELA: All: 38.6% EL: 10.43% SED: 33.75% Foster Youth: N/A	Technology devices include chromebooks, laptops and hotspots. These devices are needed to access targeted intervention curriculum at school and at home for unduplicated students who do not have personal devices and internet access at home to access their education. By having this access, more unduplicated students will meet or exceed standard on the CAASPP ELA assessment.	LCAP Metric 4A State ELA

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 learner students and socio economically disadvantaged students who are meeting or exceeding standard on the 2025 CAASPP English Language Arts is lower than the percentage of all students. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to maximize their impact for ELA Assessments for all students.	
1.3	**Action:** Academic Assessment Systems **Need:** 2025 CAASPP ELA: All: 38.6% EL: 10.43% SED: 33.75% Foster Youth: N/A Mathematics: All: 29.75% EL: 10.43% SED: 25.34% CAST: All: 23.32% EL: 2.50% SED: 19.44% English learner students and socio economically disadvantaged students who are meeting or exceeding standard on the 2025 CAASPP English Language Arts,	Academic assessment systems are needed to measure academic growth and achievement as local assessments to support pupil achievement focusing on unduplicated student groups. Through data review and discussion, school sites are able to make targeted decisions to provide intervention supports to meet the needs of unduplicated students. More unduplicated students will meet or exceed standard on the CAASPP ELA, Math and Science assessment. This action is being provided on an LEA-wide basis to increase pupil academic achievement for all students.	LCAP Metric 4A - State ELA, Math, CAST

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
	Mathematics, and Science are lower than the percentage of all students. **Scope:** LEA-wide		
1.4	**Action:** Extended Learning Opportunities **Need:** LUSD 2025 Overall Graduation Rate: 98.6% EL: 93.3% SED: 98.3% Foster Youth: N/A English learner students are graduating at a lower rate than all students. 2025 CAASPP ELA: All: 38.6% EL: 10.43% SED: 33.75% Foster Youth: N/A Mathematics: All: 29.75% EL: 10.43% SED: 25.34% CAST: All: 23.32% EL: 2.50% SED: 19.44%	Unduplicated student groups need extended learning opportunities and interventions before school, after school, and summer school. By providing transportation and these additional opportunities to unduplicated students, assessment data and graduation rates will improve. This action is being provided on an LEA-wide basis to maximize the impact in increasing pupil achievement and graduation rate for all students.	LCAP Metric 5E - Graduation Rate LCAP Metric 4A - State

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 learner students and socio economically disadvantaged students are scoring below the overall percentage on the 2025 CAASPP English Language Arts assessment, Math assessment, and Science assessment. **Scope:** LEA-wide		
1.5	**Action:** MTSS Conferences **Need:** 2025 CAASPP ELA: All: 38.6% EL: 10.43% SED: 33.75% Foster Youth: N/A Mathematics: All: 29.75% EL: 10.43% SED: 25.34% CAST: All: 23.32% EL: 2.50% SED: 19.44% English learner students and socio economically disadvantaged students are scoring below the overall percentage on the 2025 CAASPP English Language Arts	To support pupil achievement focusing on significant student groups, teachers need release time to discuss these student's academic, behavior and social emotional data every trimester to develop actions to support their individual needs and develop targeted interventions to improve state assessment scores. This action is being provided on an LEA-wide basis to maximize the impact in increasing pupil achievement for all students.	LCAP Metric 4A - State

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	assessment, Math assessment, and Science assessment. **Scope:** Schoolwide		
1.6	**Action:** PD Days & on-going professional development **Need:** 2025 CAASPP ELA: All: 38.6% EL: 10.43% SED: 33.75% Foster Youth: N/A Mathematics: All: 29.75% EL: 10.43% SED: 25.34% CAST: All: 23.32% EL: 2.50% SED: 19.44% English learner students and socio economically disadvantaged students are scoring below the overall percentage on the 2025 CAASPP English Language Arts assessment, Math assessment, and Science assessment. **Scope:**	Teachers and paraeducators need ongoing professional development for curricular initiatives, diversity training, technology, equitable grading, and student data driven initiatives. By providing this training, staff will implement the practices based on the needs of unduplicated students to improve outcomes. This action is being provided on an LEA-wide basis to maximize the impact in increasing pupil achievement for all students.	LCAP Metric 4A - State

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** PSAT/SAT **Need:** 2025 A-G Completion Rate Overall: 40.1% EL: 13.3% SED: 31.8% Socioeconomically disadvantaged students and English learners scored below the overall A-G completion rate for 2025. **Scope:** Schoolwide	In order for unduplicated students to have the opportunity to take the PSAT/SAT assessments, the fees associated with these assessments are paid by the district. This ensures that all unduplicated 9th, 10th, and 11th grade students have access to the assessments leading to college and career readiness. As part of the college going culture, more unduplicated students will meet the A-G requirements. This action is being provided on a schoolwide basis to maximize the impact for Overall A-G Completion Rate for all high school students.	LCAP Metric 4B
1.8	**Action:** AP **Need:** Percentage of students scoring a 3 or higher on one AP test All: 51% EL: 5% SED: 0% Foster Youth: N/A English learner students and socio economically disadvantaged students are	In order for unduplicated students to have the opportunity to take the AP assessments, the fees associated with these assessments are paid by the district. This ensures that all unduplicated 9th, 10th, and 11th grade students have access to the assessments leading to college and career readiness. As part of the college going culture, more unduplicated students will score a 3 or higher on one AP test. This action is being provided on a schoolwide basis to maximize the impact for the percentage of students scoring a 3 or higher on one AP test for all high school students.	LCAP Metric 4G

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
	scoring below the overall percentage of students scoring a 3 or higher on one AP test. **Scope:** Schoolwide		
1.10	**Action:** AVID **Need:** Percentage of pupils meeting prepared on the College/Career Indicator: All: 55.4% EL: 26.7% SED: 50.9% According to the 2025 California Dashboard, lower percentage of English learner students and socio economically disadvantaged students are classified as prepared for College/Career compared to all LUSD high school students. **Scope:** LEA-wide	In order for unduplicated students to improve academic success to be college and career ready, the AVID program provides support, strategies, and resources to improve student achievement which leads more students to be prepared for college and career. This action is being provided on a LEA-wide basis to maximize the impact for percentage of pupils meeting "prepared" on the College/Career CA Dashboard indicator for students.	LCAP Metric 8
1.11	**Action:** CTE **Need:** Overall percentage of students completing one CTE pathway All: 51.8% EL: 40%	By providing a variety of CTE pathways, unduplicated students are more likely to complete at least one pathway because the pathways are designed based on student interest. This action is being provided on a schoolwide basis to maximize the impact access and	LCAP Metric 4C

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: 46.2% Foster Youth: N/A According to the 2025 California Dashboard, lower percentage of socio economically disadvantaged and English learner students are completing one CTE pathway than the overall high school student percentage. **Scope:** Schoolwide	completion of one CTE pathway for all high school students.	
1.13	**Action:** High School Counselors/Academic Intervention Specialist **Need:** Percentage of pupils meeting prepared on the College/Career Indicator: All: 55.4% EL: 26.7% SED: 50.9% According to the 2025 California Dashboard, lower percentage of English learner students and socio economically disadvantaged students are classified as prepared for College/Career compared to all LUSD high school students. **Scope:** Schoolwide	In order for unduplicated students to improve academic success to be college and career ready, the counselors provide support, strategies, monitoring course completion, grades and provide resources to increase the percentage of students to be prepared for college and career. This action is being provided on a LEA-wide basis to maximize the impact for percentage of pupils meeting "prepared" on the College/Career CA Dashboard indicator for students.	LCAP Metric 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
1.15	**Action:** CCR Staff **Need:** Percentage of pupils meeting prepared on the College/Career Indicator: All: 55.4% EL: 26.7% SED: 50.9% According to the 2025 California Dashboard, lower percentage of English learner students and socio economically disadvantaged students are classified as prepared for College/Career compared to all LUSD high school students. **Scope:** LEA-wide	In order for unduplicated students to be college and career ready, the CCR staff provide support and college/career resources and activities. This exposure to post high school opportunities will increase the percentage of students to be prepared for college and career. This action is being provided on a schoolwide basis to maximize the impact of pupils meeting prepared on the College/Career Indicator for all high school students.	LCAP Metric 8
1.18	**Action:** Additional Programs **Need:** Percentage of pupils meeting prepared on the College/Career Indicator: All: 55.4% EL: 26.7% SED: 50.9% According to the 2025 California Dashboard, lower percentage of English learner students and socio economically disadvantaged students are classified as prepared for	In order for unduplicated students to be college and career ready, VAPA programs provide opportunities for students to participate in visual and performing arts at no cost. This involvement in the program provides unduplicated students access to the resources and supplies necessary to fully participate. This action is being provided on a schoolwide basis to maximize the impact of pupils meeting prepared on the College/Career Indicator for all high school students.	LCAP Metric 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
	College/Career compared to all LUSD high school students. **Scope:** LEA-wide		
1.22	**Action:** Specialized Certificated Staff **Need:** 2025 CAASPP ELA: All: 38.6% EL: 10.43% SED: 33.75% Foster Youth: N/A English learner students and socio economically disadvantaged students are scoring below the overall percentage on the 2025 CAASPP English Language Arts assessment. **Scope:** LEA-wide	Reading and Literacy Specialist (TOSA) position to support targeted intervention curriculum implementation, provide professional learning and support teachers and paraeducators with English learner strategies, and develop targeted intervention groups for unduplicated students. This position collects and analyzes educational data for unduplicated students then coordinate and develop targeted intervention supports for unduplicated students. This action is being provided on an LEA-wide basis to increase pupil achievement for all students.	LCAP Metric 4A - State
1.23	**Action:** Additional Math High School Teacher **Need:** 11th Grade CAASPP Math All: 16.38% EL: 0% SED: 11.57%	Additional high school math teacher in the math department lowers class sizes (less students per class). By having less students in class, the math teachers are able to provide targeted intervention math instruction to unduplicated students. This action is being provided on a schoolwide basis at Linden High School to increase pupil	LCAP Metric 4H

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: N/A English learner students and socio economically disadvantaged students are scoring below the overall percentage on the 2025 CAASPP Math assessment for 11th grade students. **Scope:** Schoolwide	achievement in Mathematics for all 11th grade students.	
2.1	**Action:** Parent University **Need:** Educational partner feedback indicated we needed to include more topics regarding attendance, healthy habits, stress, and ParentSquare. Also, providing child care for these events would support attendance. Parent University/Nights Attendance: Glenwood: 66.25% EL: 67% SED: 54% Foster Youth: N/A Linden Elementary: 71% EL: 61% SED: 73% Foster Youth: N/A Waterloo: - 7% EL: No Change	Parent education events addressing topics such as: attendance, health, academic supports/technology, mental health/social emotional support and prevention to connect families to LUSD schools. The event topics were specific educational partner feedback from unduplicated student families. These events develop partnerships and support areas of need for unduplicated students to support strong engagement partnerships with school sites. This action is being provided on an LEA-wide basis to improve Educational partner engagement for all students.	LCAP Metric 3B

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: No Change Foster Youth: N/A Waverly: 49% EL: 42% SED: 57% Foster Youth: N/A English learner families and socioeconomically disadvantaged families are attending these events at a lower percentage than overall family attendance. **Scope:** LEA-wide		
2.4	**Action:** School Safety Personnel **Need:** Suspension rate All: 2.5% EL: 3.7% SED: 2.7% FY: 9.5% Expulsion rate All: - 0.2% EL: Not available SED: Not available Foster Youth: Not available According to the 2025 CA Dashboard, English learners and foster youth students have higher	Linden Unified School District is a rural school district that does not have access to a local police department. School Resource Deputy and campus supervisors provide community outreach and community resources that unduplicated students would not be able to access. Research states that unduplicated students can benefit from student engagement relationships, positive interactions, and counseling from law enforcement and security officials as youth to support their unique needs and perceptions of law enforcement officials. This action is being provided on an LEA-wide basis to improve suspension and expulstion rates for all students.	LCAP Metric 6A and 6B

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
	suspension rates than the overall district suspension rate. Socioeconomically disadvantaged expulsion rates are slightly lower to the overall district expulsion rates. **Scope:** LEA-wide		
2.5	**Action:** Mental Health/Social Emotional Support **Need:** Chronic Absenteeism (2025 Dashboard) All: 16% EL: 14.2% SED: 18.5% FY: 37.5% English learner students are chronically absent at a slightly lower rate than the overall district. **Scope:** LEA-wide	These positions provide specialized mental/social emotional supports, resources and outreach to improve chronic absenteeism rates. This is an area of need for unduplicated students to attend school. This action is being provided on an LEA-wide basis to improve chronic absenteeism rates for all students.	LCAP Metric 5B
2.6	**Action:** School/Home Communication **Need:** The LEA and school engage in 2-way communication between families and educators rating as a 5 (Full Implementation and Sustainability).	ParentSquare is the technology platform for school/home communication. This platform allows for language of preference to be implemented to ensure communication so unduplicated families can connect and have access to grades, direct communication from the teacher, and communication from the school. This enhances the parent-school partnership for unduplicated students.	LCAP Metric 3A

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
	As evidenced by: Contactable with ParentSquare: All 99.7% EL 98.1% SED 95.5% Foster Youth: 97.4% English learner, socio economically disadvantaged, and foster youth families are connecting to ParentSquare lower than the overall percentage of family connections. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to increase the 2-way communication between all families and educators.	
2.7	**Action:** Health **Need:** Chronic Absenteeism (2025 Dashboard) All: 16% EL: 14.2% SED: 18.5% FY: 37.5% English learner students are chronically absent at a slightly lower rate than the overall district. **Scope:** LEA-wide	These positions provide specialized health services, supports, resources and outreach to improve chronic absenteeism rates. This is an area of need for unduplicated students to attend school and stay healthy. This action is being provided on an LEA-wide basis to improve chronic absenteeism rates for all students.	LCAP Metric 5B
2.8	**Action:** School Climate	Research shows that Positive Behavior Intervention Support (PBIS), specialized strategies targeted to student needs and Restorative	LCAP Metric 6A and 6B

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: Suspension rate All: 2.5% EL: 3.7% SED: 2.7% FY: 9.5% Expulsion rate All: - 0.2% EL: Not available SED: Not available Foster Youth: Not available According to the 2025 CA Dashboard, English learners and foster youth students have higher suspension rates than the overall district suspension rate. Socioeconomically disadvantaged expulsion rates are slightly lower to the overall district expulsion rates. **Scope:** LEA-wide	Practices to decrease suspension and expulsion rates. Unduplicated students have unique needs that need specialized PBIS strategics, supports and access to Restorative Practices to target behaviors. This action is being provided on an LEA-wide basis to improve suspension rates for all students.	
2.9	**Action:** Health & Safety **Need:** Chronic Absenteeism (2025 Dashboard) All: 16% EL: 14.2% SED: 18.5% FY: 37.5% English learner students are chronically absent at a slightly lower rate than the overall district.	This action is targeted for specialized health and safety resources and community health resources. These specialized health and safety resources focus on the unique needs of unduplicated students to improve chronic absenteeism rates. This action is being provided on an LEA-wide basis to improve chronic absenteeism rates for all students.	LCAP Metric 5B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.10	**Action:** Student Services **Need:** Suspension rate All: 2.5% EL: 3.7% SED: 2.7% FY: 9.5% Expulsion rate All: - 0.2% EL: Not available SED: Not available Foster Youth: Not available According to the 2025 CA Dashboard, English learners and foster youth students have higher suspension rates than the overall district suspension rate. Socioeconomically disadvantaged expulsion rates are slightly lower to the overall district expulsion rates. Chronic Absenteeism (2025 Dashboard) All: 16% EL: 14.2% SED: 18.5% FY: 37.5% English learner students are chronically absent at a slightly lower rate than the overall district.	Student Services staff are needed to monitor chronic absenteeism, suspensions and expulsions. These positions develop specialized intervention plans and provide community outreach and resources connections for unduplicated students and their unique needs. This action is being provided on an LEA-wide basis to improve chronic absenteeism rates, attendance rates, decrease suspension and expulsion rates for all students.	LCAP Metric 6A and 6B LCAP Metric 5B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.11	**Action:** Transportation **Need:** Educational Partner Feedback from the prior year included transportation be provided for unduplicated students to allow equal access to improve attendance and expanded learning opportunities. Chronic Absenteeism (2025 Dashboard) All: 16% EL: 14.2% SED: 18.5% FY: 37.5% English learner students are chronically absent at a slightly lower rate than the overall district. **Scope:** LEA-wide	Linden Unified School District is a rural school district. Unduplicated families work long hours and don't have transportation for their children to attend school. This action will provide unduplicated students transportation to and from school to attend before and after school targeted interventions and improve attendance rates. This action is being provided on an LEA-wide basis to improve chronic absenteeism rates for all students.	LCAP Metric 5B

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
1.12	**Action:** ELD **Need:** 48.2% of English Learners are making progress (2025 CA Dashboard) 57.24% of English Learners scored Proficient on the Summative ELPAC 20.8% Reclassification rate (Local Data) Educational Partner input from teachers and administrators included more Professional Development for teachers with the ELD standards and ELD instructional strategies. **Scope:** Limited to Unduplicated Student Group(s)	Provide professional development and materials focusing on Designated and Integrated English Language Development to improve English Learner (EL) and Long Term English Learner (LTEL) students to make progress towards English proficiency and increase the EL reclassification rate. This action is directed for TK-12 English Learners only.	LCAP Metric 4E and 4F
1.24	**Action:** Math Professional Development **Need:** 2025 CAASPP Mathematics All: 29.75% EL: 10.34% SED: 25.34% Foster Youth: N/A	This action will provide professional development in mathematics for all grade level teachers that have English Learner students on their rosters. The professional development will include math academic vocabulary to support English learners during Designated English Language Development (ELD) required time. This action is directed for TK-12 English Learners only.	LCAP Metric 4E and 4F

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners have a lower percentage than all students with scoring a 3 or above on the CAASPP Mathematics assessment. **Scope:** Limited to Unduplicated Student Group(s)		
2.2	**Action:** Translation/interpretation support **Need:** Educational partner input from District English Learner Advisory Committee (DELAC) and prior year school site ELAC appreciate the translators/interpreters at every site so they can communicate with their child's school. **Scope:** Limited to Unduplicated Student Group(s)	Provide four full time translators (TK-8). These positions will provide outreach to Spanish speaking families (personal phone calls, personal outreach). Full time bilingual paraeducators are provided at all school sites. This action is directed for TK-12 English Learners only.	LCAP Metric 3A and 3B

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

Additional Concentration Grant Funding

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

In the prior year, the District used additional concentration grant funding to expand services by hiring translators and bilingual paraprofessionals under Goal 2, Action 2.2, to support English Learner students and families. For the current year, the District will use the additional concentration grant funding to maintain these previously added positions. Maintaining this bilingual staffing allows the District to

continue providing direct services to English Learner students, including instructional access, language development support, and improved communication with families at school sites with a high concentration of unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16.1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16.7

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	27,192,161	7,067,155	25.990%	1.258%	27.248%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$21,259,372.00	$4,350,088.00	$47,140.00	$1,011,056.00	$26,667,656.00	$22,843,629.00	$3,824,027.00

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	Information/Instructional Technology (IT)	All	No			All Schools	On-going	$309,863.00	$203,320.00	$513,183.00				$513,183.00	
1	1.2	Technology Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$356,701.00	$356,701.00				$356,701.00	
1	1.3	Academic Assessment Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$23,000.00	$23,000.00				$23,000.00	
1	1.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$331,660.00	$305,005.00	$600,090.00	$36,575.00			$636,665.00	
1	1.5	MTSS Conferences	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Glenwood, Waterloo, Waverly, Linden Elementary TK-8	On-going	$12,958.00	$15,000.00	$27,958.00				$27,958.00	
1	1.6	PD Days & on-going professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$31,411.00	$26,800.00	$58,211.00				$58,211.00	
1	1.7	PSAT/SAT	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Linden High School	On-going	$0.00	$11,500.00	$11,500.00				$11,500.00	

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
							and PRIDE High School 9, 10, 11									
1	**1.8**	AP	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Linden High School and PRIDE High School	On-going	$0.00	$18,000.00	$18,000.00				$18,000.00	
1	**1.9**	AP Training	All	No			Specific Schools: Linden HS	On-going	$3,862.00	$4,000.00	$7,862.00				$7,862.00	
1	**1.10**	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$118,921.00	$37,170.00	$156,091.00				$156,091.00	
1	**1.11**	CTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Linden High School	On-going	$1,165,563.00	$33,150.00	$1,198,713.00				$1,198,713.00	
1	**1.12**	ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$0.00	$34,000.00	$34,000.00				$34,000.00	
1	**1.13**	High School Counselors/Academic Intervention Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Linden High School	On-going	$543,703.00	$0.00	$530,570.00		$13,133.00		$543,703.00	
1	**1.14**	NGSS	All	No			All Schools	On-going	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	**1.15**	CCR Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$114,179.00	$3,000.00	$117,179.00				$117,179.00	

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	1.16	Teacher Support	All	No			All Schools	On-going	$1,200.00	$0.00	$1,200.00				$1,200.00	
1	1.17	Assignment Committee	All	No			All Schools	On-going	$1,200.00	$0.00	$1,200.00				$1,200.00	
1	1.18	Additional Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$289,200.00	$289,200.00				$289,200.00	
1	1.19	All teachers except CTE, AVID & VAPA	All	No			All Schools	On-going	$11,069,131.00	$0.00	$11,069,131.00				$11,069,131.00	
1	1.20	Math Acceleration Path	All	No			All Schools 8	On-going	$41,222.00	$1,000.00	$42,222.00				$42,222.00	
1	1.21	Special Education	Students with Disabilities	No			All Schools	On-going	$3,656,887.00	$1,159,035.00	$183,143.00	$3,621,723.00		$1,011,056.00	$4,815,922.00	
1	1.22	Specialized Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	On-going	$148,589.00	$0.00	$148,589.00				$148,589.00	
1	1.23	Additional Math High School Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Linden High School 9-12	On-going	$102,607.00	$0.00	$102,607.00				$102,607.00	
1	1.24	Math Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$5,483.00	$4,000.00	$9,483.00				$9,483.00	
1	1.25	Math Intervention Program (LREBG)	All	No			All Schools	2 Years	$0.00	$14,653.00		$14,653.00			$14,653.00	
1	1.26	ELA Intervention Program (LREBG)	All	No			All Schools	2 Years	$0.00	$136,200.00		$136,200.00			$136,200.00	
1	1.27	English Learner Program Management (LREBG)	All	No			All Schools	2 Years	$71,006.00	$0.00		$71,006.00			$71,006.00	
1	1.28	High School Credit Recovery Program (LREBG)	All	No			Specific Schools: Linden	2 Years	$0.00	$216,900.00		$216,900.00			$216,900.00	

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
							High School and PRIDE High School									
1	1.29	Learning Recovery (LREBG)	All	No			All Schools	2 Years	$0.00	$49,083.00		$49,083.00			$49,083.00	
2	2.1	Parent University	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$9,000.00	$9,000.00				$9,000.00	
2	2.2	Translation/interpretation support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$299,299.00	$7,000.00	$306,299.00				$306,299.00	
2	2.3	Facilities	All	No			All Schools	On-going	$1,534,301.00	$492,859.00	$2,027,160.00				$2,027,160.00	
2	2.4	School Safety Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$201,680.00	$140,000.00	$341,680.00				$341,680.00	
2	2.5	Mental Health/Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$836,225.00	$1,000.00	$837,225.00				$837,225.00	
2	2.6	School/Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$25,082.00	$25,082.00				$25,082.00	
2	2.7	Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$334,631.00	$5,500.00	$306,124.00		$34,007.00		$340,131.00	
2	2.8	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$124,031.00	$124,031.00				$124,031.00	
2	2.9	Health & Safety	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	$12,934.00	$12,300.00	$25,234.00				$25,234.00	

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
			Low Income			Low Income										
2	**2.10**	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$925,015.00	$5,000.00	$930,015.00				$930,015.00	
2	**2.11**	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$822,689.00	$0.00	$822,689.00				$822,689.00	
2	**2.12**	Alternative Attendance Programs							$0.00	$0.00	$0.00				$0.00	
2	**2.13**	Additional School Social Worker (LREBG)	All	No			Specific Schools: Linden High School and PRIDE High School	2 Years	$147,410.00	$0.00		$147,410.00			$147,410.00	
3	**3.1**	Support Personnel					Specific Schools: PRIDE High School		$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Professional Development	All	No			Specific Schools: PRIDE High School	1 Year	$0.00	$5,000.00		$5,000.00			$5,000.00	
3	**3.3**	School Climate	All	No			Specific Schools: PRIDE High School	1 Year	$0.00	$5,000.00		$5,000.00			$5,000.00	
3	**3.4**	Employment Trade Courses	All	No			Specific Schools: PRIDE High School	1 Year	$0.00	$46,538.00		$46,538.00			$46,538.00	

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
27,192,161	7,067,155	25.990%	1.258%	27.248%	$7,409,271.00	0.000%	27.248 %	**Total:**	$7,409,271.00
								LEA-wide Total:	$5,170,141.00
								Limited Total:	$349,782.00
								Schoolwide Total:	$1,889,348.00

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	**1.2**	Technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$356,701.00	
1	**1.3**	Academic Assessment Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,000.00	
1	**1.4**	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,090.00	
1	**1.5**	MTSS Conferences	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glenwood, Waterloo, Waverly, Linden Elementary TK-8	$27,958.00	
1	**1.6**	PD Days & on-going professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,211.00	

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	1.7	PSAT/SAT	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School and PRIDE High School 9, 10, 11	$11,500.00	
1	1.8	AP	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School and PRIDE High School	$18,000.00	
1	1.10	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,091.00	
1	1.11	CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School	$1,198,713.00	
1	1.12	ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$34,000.00	
1	1.13	High School Counselors/Academic Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School	$530,570.00	
1	1.15	CCR Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,179.00	
1	1.18	Additional Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$289,200.00	
1	1.22	Specialized Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	$148,589.00	
1	1.23	Additional Math High School Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Linden High School 9-12	$102,607.00	
1	1.24	Math Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$9,483.00	

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 (%)
2	2.1	Parent University	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
2	2.2	Translation/interpretation support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$306,299.00	
2	2.4	School Safety Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$341,680.00	
2	2.5	Mental Health/Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$837,225.00	
2	2.6	School/Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,082.00	
2	2.7	Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$306,124.00	
2	2.8	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,031.00	
2	2.9	Health & Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,234.00	
2	2.10	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$930,015.00	
2	2.11	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$822,689.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$25,179,817.00	$24,950,927.00

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**	Information/Instructional Technology (IT)	No	$500,469.00	$488,775.00
1	**1.2**	Technology Devices	Yes	$580,000.00	$729,260.00
1	**1.3**	Academic Assessment Systems	Yes	$65,000.00	$20,795.00
1	**1.4**	Extended Learning Opportunities	Yes	$600,175.00	$549,645.00
1	**1.5**	MTSS Conferences	Yes	$40,706.00	$24,796.00
1	**1.6**	PD Days & on-going professional development	Yes	$253,034.00	$149,850.00
1	**1.7**	PSAT/SAT	Yes	$16,000.00	$10,503.00
1	**1.8**	AP	Yes	$22,000.00	$17,425.00
1	**1.9**	AP Training	No	$36,030.00	$10,540.00
1	**1.10**	AVID	Yes	$192,509.00	$155,150.00

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	1.11	CTE	Yes	$978,886.00	$1,088,454.00
1	1.12	ELD	Yes	$10,000.00	$0.00
1	1.13	High School Counselors/Academic Intervention Specialist	Yes	$358,047.00	$369,598.00
1	1.14	NGSS	No	$5,000.00	$0.00
1	1.15	CCR Staff	Yes	$124,385.00	$127,376.00
1	1.16	Teacher Support	No	$3,670.00	$0.00
1	1.17	Assignment Committee	No	$1,377.00	$0.00
1	1.18	Additional Programs	Yes	$178,944.00	$107,912.00
1	1.19	All teachers except CTE, AVID & VAPA	No	$10,724,679.00	$11,038,157.00
1	1.20	Math Acceleration Path	No	$25,463.00	$23,671.00
1	1.21	Special Education	No	$3,847,924.00	$3,869,965.00
1	1.22	Specialized Certificated Staff	Yes	$138,512.00	$148,342.00

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	1.23	Additional Math High School Teacher	Yes	$88,413.00	$99,544.00
1	1.24	Math Professional Development	Yes	$70,695.00	$11,561.00
1	1.25	Math Intervention Program (LREBG)	No	$15,670.00	$32,500.00
1	1.26	ELA Intervention Program (LREBG)	No	$10,000.00	$17,542.00
1	1.27	English Learner Program Management (LREBG)	No	$74,465.00	$60,803.00
1	1.28	High School Credit Recovery Program (LREBG)	No	$0.00	$0.00
1	1.29	Learning Recovery (LREBG)	No	$68,288.00	$74,352.00
2	2.1	Parent University	Yes	$9,087.00	$2,656.00
2	2.2	Translation/interpretation support	Yes	$301,322.00	$238,114.00
2	2.3	Facilities	No	$2,039,045.00	$1,972,627.00
2	2.4	School Safety Personnel	Yes	$439,720.00	$300,912.00
2	2.5	Mental Health/Social Emotional Support	Yes	$971,249.00	$990,674.00
2	2.6	School/Home Communication	Yes	$20,500.00	$28,195.00

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)
2	**2.7**	Health	Yes	$346,413.00	$325,016.00
2	**2.8**	School Climate	Yes	$123,000.00	$112,386.00
2	**2.9**	Health & Safety	Yes	$66,210.00	$25,456.00
2	**2.10**	Student Services	Yes	$1,080,224.00	$912,868.00
2	**2.11**	Transportation	Yes	$529,397.00	$599,485.00
2	**2.12**	Alternative Attendance Programs	Yes	$7,339.00	$0.00
2	**2.13**	Additional School Social Worker (LREBG)	No	$137,529.00	$142,097.00
3	**3.1**	Support Personnel	No	$34,261.00	$0.00
3	**3.2**	Professional Development	No	$5,000.00	$5,091.00
3	**3.3**	School Climate	No	$5,000.00	$2,441.00
3	**3.4**	Employment Trade Courses	No	$34,180.00	$66,393.00

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)
$6,952,706.00	$7,578,360.00	$7,145,973.00	$432,387.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Technology Devices	Yes	$580,000.00	$729,260.00		
1	1.3	Academic Assessment Systems	Yes	$65,000.00	$20,795		
1	1.4	Extended Learning Opportunities	Yes	$600,175.00	$549,645.00		
1	1.5	MTSS Conferences	Yes	$40,706.00	$24,796.00		
1	1.6	PD Days & on-going professional development	Yes	$253,034.00	$149,850.00		
1	1.7	PSAT/SAT	Yes	$16,000.00	$10,503.00		
1	1.8	AP	Yes	$22,000.00	$17,425.00		
1	1.10	AVID	Yes	$192,509.00	$155,150.00		
1	1.11	CTE	Yes	$978,886.00	$1,088,454.00		
1	1.12	ELD	Yes	$10,000.00	$0.00		
1	1.13	High School Counselors/Academic Intervention Specialist	Yes	$358,047.00	$369,598.00		

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	1.15	CCR Staff	Yes	$124,385.00	$127,376.00		
1	1.18	Additional Programs	Yes	$178,944.00	$107,912.00		
1	1.22	Specialized Certificated Staff	Yes	$138,512.00	$148,342.00		
1	1.23	Additional Math High School Teacher	Yes	$88,413.00	$99,544.00		
1	1.24	Math Professional Development	Yes	$70,695.00	$11,561.00		
2	2.1	Parent University	Yes	$9,087.00	$2,656.00		
2	2.2	Translation/interpretation support	Yes	$301,322.00	$238,114.00		
2	2.4	School Safety Personnel	Yes	$439,720.00	$300,912.00		
2	2.5	Mental Health/Social Emotional Support	Yes	$971,249.00	$990,674.00		
2	2.6	School/Home Communication	Yes	$20,500.00	$28,195.00		
2	2.7	Health	Yes	$313,006.00	$325,016.00		
2	2.8	School Climate	Yes	$123,000.00	$112,386.00		
2	2.9	Health & Safety	Yes	$66,210.00	$25,456.00		
2	2.10	Student Services	Yes	$1,080,224.00	$912,868.00		
2	2.11	Transportation	Yes	$529,397.00	$599,485.00		
2	2.12	Alternative Attendance Programs	Yes	$7,339.00	$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)
$26,438,005	$6,952,706.00	1.989%	28.287%	$7,145,973.00	0.000%	27.029%	$332,584.92	1.258%

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 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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