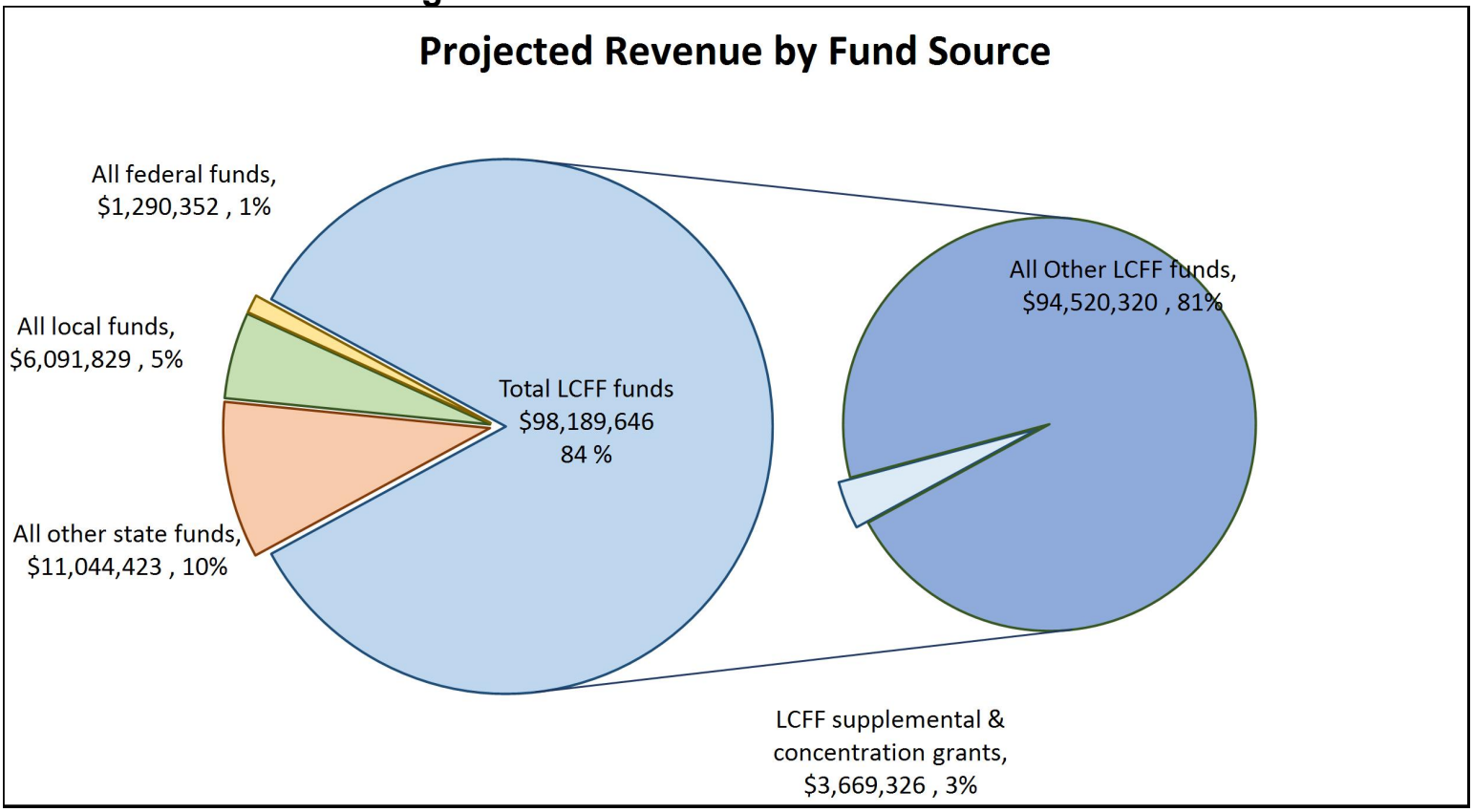
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lammersville Joint Unified School District
CDS Code: 3976760
School Year: 2026-27
LEA contact information:
Heather Sharp, Assistant Superintendent, Curriculum & Instruction
Gloria Grijalva, Assistant Superintendent, Business Services
knicholas@lammersvilleusd.net
(209) 836-7400

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 Lammersville Joint 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 Lammersville Joint Unified School District is $116,616,250, of which $98,189,646 is Local Control Funding Formula (LCFF), $11,044,423 is other state funds, $6,091,829 is local funds, and $1,290,352 is federal funds. Of the $98,189,646 in LCFF

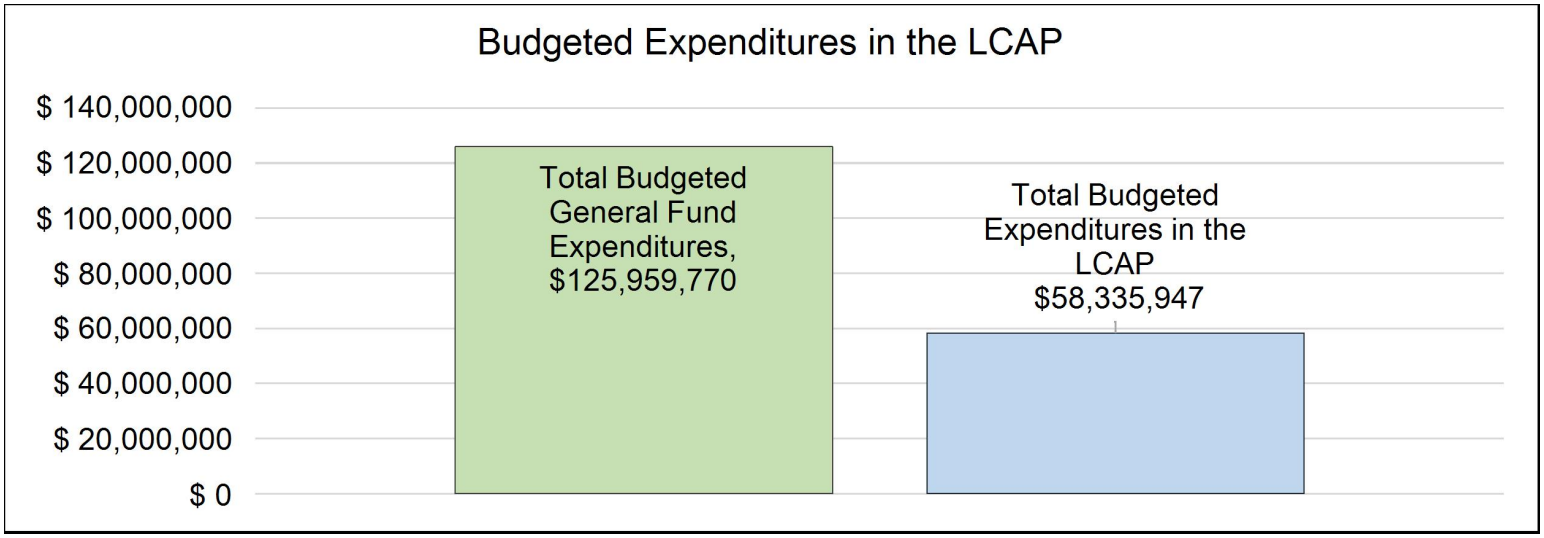
Funds, $3,669,326 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Lammersville Joint 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: Lammersville Joint Unified School District plans to spend $125,959,770 for the 2026-27 school year. Of that amount, $58,335,947 is tied to actions/services in the LCAP and $67,623,823 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

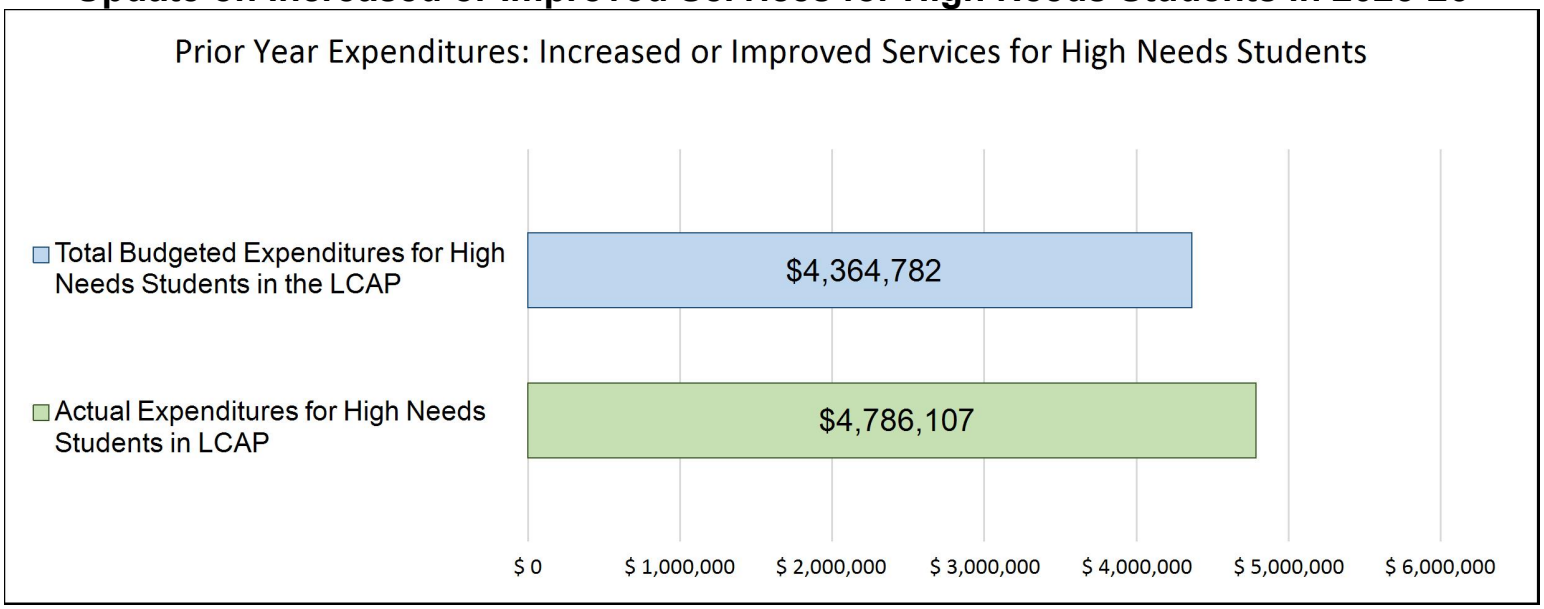
General fund budget expenditures not shown in the LCAP are general operating costs such maintenance, facilities and contracts with service providers. Most funding pass through to school sites such as Lottery, supply and athletic allocations and many other costs are not included. Salaries and benefits for administrators, managers, non-academic support staff and substitutes are also not included in the plan. Finally, contributions to other funds are not included in the LCAP

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

In 2026-27, Lammersville Joint Unified School District is projecting it will receive $3,669,326 based on the enrollment of foster youth, English learner, and low-income students. Lammersville Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lammersville Joint Unified School District plans to spend $5,054,309 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 Lammersville Joint 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 Lammersville Joint 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, Lammersville Joint Unified School District's LCAP budgeted $4,364,782 for planned actions to increase or improve services for high needs students. Lammersville Joint Unified School District actually spent $4,786,107 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $421,325 had the following impact on Lammersville Joint Unified School District's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lammersville Joint Unified School District	Heather Sharp, Assistant Superintendent, Curriculum & Instruction Gloria Grijalva, Assistant Superintendent, Business Services	hsharp@lammersvilleusd.net ggrijalva@lammersvilleusd.net (209) 836-7400

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.

Lammersville Joint Unified School District (LUSD) is in the city of Mountain House which was incorporated in 2024 and is located in the far western, rural portion of San Joaquin County. Originally founded in 1876, it consists of six TK-8 elementary schools, two K-8 elementary schools and one high school. In 2018-19, LUSD was recognized as a Distinguished School District and Mountain House High School was recognized as a Distinguished School. In 2022, Lammersville Elementary and Hansen Elementary were recognized as California Distinguished Schools. In 2025, Bethany Elementary, and Cordes Elementary were also recognized as a Distinguished School. Additionally, in 2024, Mountain House High School was recognized as a National Blue-Ribbon School. LUSD has approximately 373.2 teachers and 8,219 students from diverse backgrounds in the 2025-26 school year. There has been substantial residential development in the District in recent years, with correspondingly substantial increases in enrollment. Much of the District's historical enrollment hails from farms, dairies, or small ranches. More recently the development is suburban single- and multi-family residences.

The quality of the District's Educational Program has attracted a moderate number of inter district transfer students. Enrollment is demographically diverse, with 2025 CA Dashboard data indicating 9.8% of English Learners (EL) and over 36 languages spoken by district students. Overall, the student population is comprised of 13% Hispanic/Latino, 11.1% Low Income, 6.8% Students with Disabilities, 0.1% Foster Youth, 0.1% Homeless, 4.2% African American, 57.9% Asian, 6% Filipino, 11% White, and 4.9% reporting Two or More Races.

The Mission of the Lammersville Unified School District, as a collaborative partnership of families, community members and staff, is to graduate all students with the knowledge and ability to make good choices, to act responsibly, to eventually enter the workforce in a profession of their choice, and to continue lifelong learning. To accomplish this, LUSD will celebrate literacy, problem solving, and building a successful future by ensuring that all first graders can read and comprehend at grade level, that all fourth graders can read and write at grade level, that all eighth graders are proficient or proficiency prepared for Algebra, and that all twelfth graders graduate college and career ready.

Reflections: Annual Performance

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

Lammersville Joint Unified has demonstrated both successes and challenges in its annual performance, as reflected in the California School Dashboard and local data.

Successes:

Academic Achievement: The district has shown strong performance in both English Language Arts (ELA) and Mathematics. In ELA, the district is 70 points above the standard, with an increase of 9.4 points. In Mathematics, the district is 59.6 points above the standard, with an increase of 9.2 points. These results can be connected to LCAP actions focused on providing high-quality instructional materials and support, as well as professional development for teachers in implementing academic standards. The LCAP emphasizes a full implementation and sustainability approach to providing instructional materials aligned with adopted academic standards.

Graduation Rate: The district boasts a high graduation rate of 98.8%. This success aligns with LCAP goals focused on ensuring access to a broad course of study and providing support for students to meet graduation requirements.

Chronic Absenteeism: Chronic absenteeism has remained stable, decreasing slightly from 7.4% in 2024 to 7.2% in 2025. The California School Dashboard identifies this performance as maintained, reflecting sustained progress following prior reductions. This stability suggests that the district's continued focus on fostering a positive school climate, strengthening student connectedness, and implementing supports such as Positive Behavior Interventions and Supports (PBIS) continues to contribute to consistent attendance outcomes, as reflected in local climate survey data.

Challenges and Areas for Improvement:

English Learner Progress: English Learner Progress remains an area requiring focused attention. The percentage of English learners making progress declined from 53.9% to 47.8%, representing a 6.1% decrease. This trend underscores the need to strengthen and more consistently implement actions outlined in the LCAP related to English Language Development. In response, the district will continue to prioritize targeted supports for English learners, including enhanced professional learning for staff to improve instruction aligned to English Language Arts Standards, intentional regrouping and intervention, and the effective use of designated ELD instructional time. These efforts

are intended to improve instructional coherence and better support English learners in making sustained progress toward language proficiency.

Suspension Rates: The suspension rate increased slightly from 1.9% in 2024 to 2.1% in 2025. The California School Dashboard identifies this performance as maintained, indicating that the change is not statistically significant. Despite this overall stability, suspension rates continue to be higher for specific student groups. The district remains focused on addressing these disparities through the continued implementation of Positive Behavior Interventions and Supports (PBIS) and restorative practices, with an emphasis on improving student behavior supports, strengthening school climate, and reducing reliance on exclusionary discipline.

Disparities in Outcomes: The data reveals disparities in outcomes for certain student groups. For example, in ELA, students with disabilities are 59.7 points below the standard and long term English learners are 53.5 points below the standard. In Mathematics, several student groups are performing below the standard, including African American students (32.6 points below), Hispanic Students (24.4 points below), long-term English learners (71.7 points below), and students with disabilities (69 points below). These gaps are being addressed in the LCAP through targeted support and intervention strategies, as well as monitoring enrollment by focus group to ensure access to a broad course of study.

Future Directions:

To further improve outcomes, the district will:

Enhance support for English Learners: By strengthening implementation of English Language Development strategies and providing targeted interventions.

Strengthen PBIS and restorative practices: To address suspension rates and improve school climate, with a focus on equitable implementation across all student groups.

Focus on targeted support for underperforming student groups: By providing additional resources and interventions for students with disabilities, African American students, and socioeconomically disadvantaged students.

Continue to monitor student progress and adjust strategies: Using data to inform decision-making and ensure continuous improvement. The district will also utilize an additional survey method to capture information at different times during the academic year

In alignment with the district's commitment to addressing the ongoing impacts of the COVID-19 pandemic, Lammersville Joint Unified School District is utilizing the Learning Recovery Emergency Block Grant (LREBG) to support student learning, mental health, and overall well-being. The balance of the funds is $2,796,471. Additional funding is expected in the fall of 2026. A comprehensive needs assessment was conducted to inform the use of these funds. The needs assessment highlighted the necessity for additional support in literacy, particularly in early grades, and the importance of addressing barriers to learning, including social-emotional well-being.

To effectively respond to these identified needs, the district will implement Action 1.11, "Additional Interventions and Support." This action will strategically utilize LREBG funds for curricular materials and support, additional staffing, and summer school programs. This approach allows for flexibility in addressing specific student needs as they evolve, while remaining focused on the key areas identified in the needs assessment. This action directly aligns with the identified needs in the assessment, specifically the need to provide early intervention and literacy programs, integrate pupil supports to address other barriers to learning, and provide staff supports and training. Additionally, evidence-based research shows that increasing opportunities and support for students during the summer session outside of the regular school year helps to prevent learning loss and increases the ability for students to retain academic knowledge and even improve academic outcomes for students who have been poorly performing, a factor that can positively influence Metric 5.A. In addition, the district will implement Action 1.12 to support students experiencing homelessness. This action utilizes LREBG funding to provide resources that address immediate needs such as school supplies, transportation, food, and clothing—critical supports that remove barriers to learning and ensure equitable access to education. Over the three-year grant period, $12,000 will be allocated each year to sustain this targeted assistance. When additional money is available, additional funds may be allocated. This action complements the district's broader recovery strategy by directly supporting vulnerable student populations and ensuring their basic needs are met, reinforcing the overall goals of learning recovery, early intervention, and expanded learning opportunities.

Based on review of the 2023 California School Dashboard data for Lammersville Unified and our school sites, areas of low performance have been identified and actions to address these needs are identified below.

English Language Arts: Wicklund Elementary (Students with Disabilities) LUSD (Students with Disabilities) (Action 1.8)

English Learner Progress: Sebastian Questa Elementary (English Learners) (Action 1.9)

Chronic Absenteeism: Altamont Elementary (English Learners, Hispanic, Students with Disabilities); Sebastian Questa Elementary (African American, Socioeconomically Disadvantaged); (Action. 1.6)

Suspension: Altamont Elementary (African American); Hansen Elementary (African American): Lammersville Elementary (white); Sebastian

Questa Elementary (Students with Disabilities); (Action 2.3)

Reflections: Technical Assistance

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

NA

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.

Lammersville has no schools 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.

NA

Monitoring and Evaluating Effectiveness

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

NA

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 Bargaining Units Other School Personnel	School site staff meetings (annually) School Site Council (annually) District Advisory Committee Meetings (3 annually) District English Learner Advisory Committee (3 annually) Electronic survey- teachers (Fall)
Principals Administrators	Cabinet meetings (weekly) Council of Directors meetings (2 times a month) Administrator meetings (2 times a year) District Advisory Committee Meetings (3 annually) District English Learner Advisory Committee (4 annually)
Parents Families Community Members	Monthly School Foundation meetings (annually) School Site Council (annually) English Learner Advisory Committee (3 annually) Electronic survey (Fall) District Advisory Committee Meetings (3 annually) District English Learner Advisory Committee (4 annually) District Parent Advisory Committee (3 annually)
Students	Student Leadership clubs Electronic surveys (Fall)
SELPA	SELPA program specialist involved in meeting to review needs and goals for Special Education students and how these are addressed in LCAP.
LUSD Governing Board	LCAP Mid-Year Report to LUSD Governing Board (February)

Educational Partner(s)	Process for Engagement
	LCAP Public Hearing (June) LCAP Presentation for Adoption & Presentation of the Local Indicators (June)

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

Throughout the year-long engagement process, Lammersville Joint Unified School District continued to actively collaborate with educational partners to review and refine the LCAP. Through presentations and discussions with staff, parent groups, ELAC, PTA/PTA foundations, school site councils, leadership students, and district committees, partners were provided meaningful opportunities to review draft goals, metrics, actions, and student outcome data related to academic achievement, school climate, attendance, student supports, and access to programs. Feedback received this year affirmed many of the District's current priorities while also identifying areas for continued refinement, including increased academic and behavioral supports, continued implementation of PBIS and attendance interventions, improved communication with families, expanded enrichment and real-world learning opportunities, more affordable access to field trips and transportation, support for student and staff wellness, and continued attention to technology access and appropriate technology use. Educational partners also emphasized the importance of strong professional development, consistency across classrooms and school sites, support for English Learners and families, access to after-school clubs and childcare options, and expanded opportunities that connect students to college, career, science, arts, athletics, and other extracurricular experiences. In response to this feedback, the District strengthened and adjusted actions across the plan. Feedback related to classroom consistency, professional development, instructional resources, intervention supports, and hands-on learning opportunities is reflected in Goal 1 through continued attention to conditions of learning, instructional quality, equitable access to resources, and support for effective classroom implementation. Feedback regarding PBIS, attendance, student safety, behavioral supports, student and staff wellness, English Learner supports, and family access to services is embedded in Goal 2 through actions focused on academic, social-emotional, behavioral, and student service supports. Feedback emphasizing clearer communication, multilingual outreach, parent involvement, and more inclusive opportunities for educational partner input is addressed in Goal 3 through continued efforts to strengthen family engagement, communication systems, and transparency across the District. In addition, feedback related to technology access, appropriate use of AI, digital tools, typing readiness, enrichment opportunities, athletics, arts, field trips, and college and career connections is incorporated into Goal 4 through actions that support 21st century learning, student engagement, enrichment, and expanded access to meaningful learning experiences. This iterative process ensures that the LCAP remains a living document, shaped by ongoing data review and authentic educational partner engagement. As a result, this year's plan continues to be more targeted, more equitable, and better aligned with the District's mission to meet the evolving needs of all students and families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Systematic Closure of the Opportunity Gaps: All students will graduate the LUSD school system College and Career ready through a coordinated/articulated instructional program that teaches each student the skills of communication, citizenship, critical thinking, collaboration, and creativity. Technology-focused facilities and programs will be a priority with the intent of creating a district-wide 1:1 learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (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.

This goal was developed with input from all educational partners, who affirmed the need for students to graduate with technology skills requisite to today's college and career opportunities. Furthermore, all educational partners believe students should leave LUSD with communication, citizenship, critical thinking, collaboration and creativity skills to contribute thoughtfully as a citizen of our society. The actions within this goal are designed to promote student achievement by assessing student qualitative and quantitative data, followed by a rigorous analysis and action. Staff will monitor and evaluate actions by collecting and analyzing specific data including attendance, drop out rates, suspension rates, and formative and summative assessments designed to identify student success in real time. Particular focus is given to students who have not met standard and unduplicated pupils: EL, Socioeconomically disadvantaged and foster students. In addition, educational partner feedback will be solicited throughout the year, providing evidence of the impact of the actions on student outcomes. The goal will be achieved when the actions and metrics and desired outcomes enumerated below are fully implemented, analyzed and presented to all educational partners. This goal was created to foster and monitor equitable opportunities and outcomes for all student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.A	The percentage of teachers appropriately	84.2% 2023 CALPADS	75.4% 2024 CALPADS	74% 2025 CALPADS	86%	-10.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assigned and fully credentialed in subject areas, and, for the pupils they are teaching.					
1.B	The percentage of pupils who have sufficient access to standards-aligned instructional materials.	100% 2023 SARC	100% 2024 SARC	100% 2025 SARC	100%	0%
1.C	Percentage of school facilities are maintained in good repair.	100% 2023 District FIT Report	100% 2024 FIT Report	100% 2025 FIT Report	100%	0%
4.A	Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP and CAST) Percentage of students in grades 3-11 whose performance on the Measures of Academic Performance (MAP) assessment is equivalent to level 3 or higher on CAASPP	2023 CAASPP: ELA All Students: 73.11% Black/African American: 48.36% White: 65.43% Hispanic: 50.65% English Learners: 32.4% Socioeconomically Disadvantaged: 48.65% Students with Disabilities: 20.31% Long Term English Learners: 17.14% Math All Students: 70.32% Black/African	2024 CAASPP: ELA - All Students: 74.34% Black/African American: 50.30% White: 62.65% Hispanic: 53.28% English Learners: 28.36% Socioeconomically Disadvantaged: 50.98% Students with Disabilities: 19.79% Long Term English Learners: 12.73% Math - All Students: 69.49% Black/African	2025 CAASPP: ELA - All Students: 75.71% Black/African American: 44.65% White: 67.81% Hispanic: 53.12% English Learners: 23.96% Socioeconomically Disadvantaged: 48.09% Students with Disabilities: 20.51% Long Term English Learners: 11.63% Math - All Students: 71.74% Black/African	CAASPP: ELA All Students: 76% Black/African American: 54% White: 71% Hispanic: 56% English Learners: 38% Socioeconomically Disadvantaged: 54% Students with Disabilities: 26% Long Term English Learners: 23% Math All Students: 73% Black/African	2025 CAASPP ELA - All Students: +2.6% Black/African American: -3.71% White: +2.38% Hispanic: +2.47% English Learners: -8.44% Socioeconomically Disadvantaged: -0.56% Students with Disabilities: +0.20% Long Term English Learners: -5.51% Math - All Students: +1.42% Black/African

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American: 37.01% White: 59.84% Hispanic: 40.37% English Learners: 41.34% Socioeconomically Disadvantaged: 43.52% Students with Disabilities: 25.30% Long Term English Learners: 25.71% 2023 CAST 2023 CAST-All Students: 59.25% Black/African American: 30% White: 42.26% Hispanic: 34.33% English Learners: 13.33% Socioeconomically Disadvantaged: 31.95% Students with Disabilities: 14.94% Long Term English Learners: 7.14% 2024 Winter MAP	American: 33.53% White: 57.67% Hispanic: 40.14% English Learners: 31.36% Socioeconomically Disadvantaged: 37.23% Students with Disabilities: 20.92% Long Term English Learners: 14.55% 2024 CAST 2024 CAST- All Students: 60.81% Black/African American: 29.76% White: 51.48% Hispanic: 35.93% English Learners: 8.62% Socioeconomically Disadvantaged: 31.83% Students with Disabilities: 13.89% Long Term English Learners: 4.76% 2025 Winter MAP	American: 37.89% White: 60.47% Hispanic: 39.18% English Learners: 30.77% Socioeconomically Disadvantaged: 41.82% Students with Disabilities: 19.56% Long Term English Learners: 9.52% 2025 CAST 2025 CAST- All Students: 65.95% Black/African American: 33.33% White: 59.72% Hispanic: 36.11% English Learners: 15.89% Socioeconomically Disadvantaged: 39.19% Students with Disabilities: 14.28% Long Term English Learners: 15.79% 2026 Winter MAP	American: 43% White: 65% Hispanic: 46% English Learners: 47% Socioeconomically Disadvantaged: 49% Students with Disabilities: 31% Long Term English Learners: 32% CAST CAST-All Students: 66% Black/African American: 36% White: 48% Hispanic: 40% English Learners: 19% Socioeconomically Disadvantaged: 38% Students with Disabilities: 20% Long Term English Learners: 13% MAP	American: +0.88% White: +0.63% Hispanic: -1.19% English Learners: -10.57% Socioeconomically Disadvantaged: -1.7% Students with Disabilities: -5.74% Long Term English Learners: -16.19% 2025 CAST CAST-All Students: +6.7% Black/African American: +3.33% White: +17.46% Hispanic: +1.78% English Learners: +2.56% Socioeconomically Disadvantaged: +7.24% Students with Disabilities: -0.66% Long Term English Learners: +8.65% 2026 Winter MAP:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: 55.82% Black/African American: 28.03% White: 42.09% Hispanic: 30.44% English Learners: 18.32% Socioeconomically Disadvantaged: 27.65% Students with Disabilities: 22.68% Math: 63.66% Black/African American: 31.09% White: 47.14% Hispanic: 34.50% English Learners: 40.11% Socioeconomically Disadvantaged: 34.86% Students with Disabilities: 31.41% 2024 Winter Local Assessment Results	ELA: 61.17% Black/African American: 37.77% White: 44.88% Hispanic: 39.63% English Learners: 13.47% Socioeconomically Disadvantaged: 38.19% Students with Disabilities: 18.03% Math: 64.83% Black/African American: 31.97% White: 46.6% Hispanic: 39.31% English Learners: 33.76% Socioeconomically Disadvantaged: 34.82% Students with Disabilities: 24.69% 2025 Winter Local Assessment Results	ELA: 72% Black/African American: 39% White: 59% Hispanic: 50% English Learners: 26% Socioeconomically Disadvantaged: 51% Students with Disabilities: 25% Math: 74% Black/African American: 41% White: 54% Hispanic: 46% English Learners: 50% Socioeconomically Disadvantaged: 48% Students with Disabilities: 33% 2026 Winter Local Assessment Results	ELA: 61% Black/African American: 34% White: 48% Hispanic: 36% English Learners: 24% Socioeconomically Disadvantaged: 33% Students with Disabilities: 28% Math: 69% Black/African American: 37% White: 53% Hispanic: 40% English Learners: 46% Socioeconomically Disadvantaged: 40% Students with Disabilities: 37%	ELA: +16.18% Black/African American: +10.97% White: +16.91% Hispanic: +19.56% English Learners: +7.68% Socioeconomically Disadvantaged: +23.35% Students with Disabilities: +2.32% Math: +10.34% Black/African American: +9.91% White: +6.86% Hispanic: +11.5% English Learners: +9.89% Socioeconomically Disadvantaged: +13.14% Students with Disabilities: +1.59%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.B	Percentage of students who meet CSU/UC a-g college entrance requirements	All Students: 72.4% Black/African American: 54.2% White: 63.2% Hispanic: 47% English Learners: 28.6% Socioeconomically Disadvantaged: 54.3% Students with Disabilities: 25% Fall 2023 School Dashboard	All Students: 68.5% Black/African American: 32.3% White: 48.3% Hispanic: 46.8% English Learners: 34.5% Socioeconomically Disadvantaged: 48.3% Students with Disabilities: 17.2% Fall 2024 School Dashboard	All Students: 68.8% Black/African American: 33.3% White: 57.3% Hispanic: 39.7% English Learners: 32.5% Socioeconomically Disadvantaged: 46% Students with Disabilities: 10.5% Fall 2025 School Dashboard	All Students: 75% Black/African American: 60% White: 69% Hispanic: 53% English Learners: 34% Socioeconomically Disadvantaged: 60% Students with Disabilities: 31%	All Students: -3.6% Black/African American: -20.9% White: -5.9% Hispanic: -7.3% English Learners: +3.9% Socioeconomically Disadvantaged: -8.3% Students with Disabilities: -14.5%
4.C	Percentage of pupils who successfully complete a course sequence or program of study that aligns with SBE-approved career technical education standards and frameworks.	All Students: 39.9% Black/African American: 12.5% White: 24.1% Hispanic: 28.8% English Learners: 20% Socioeconomically Disadvantaged: 27.7% Students with Disabilities: 8.3% Long Term English Learners: 6.7%*	All Students: 36.2% Black/African American: 12.9% White: 23.3% Hispanic: 31.2% English Learners: 3.4% Socioeconomically Disadvantaged: 25% Students with Disabilities: 20.7% Long Term English Learners: 6.7%	All Students: 50.5% Black/African American: 38.9% White: 34.8% Hispanic: 16.4% English Learners: 12.5% Socioeconomically Disadvantaged: 31% Students with Disabilities: 18.4% Long Term English Learners: 10%	Students: 46% Black/African American: 18% White: 30% Hispanic: 36% English Learners: 26% Socioeconomically Disadvantaged: 33% Students with Disabilities: 14% Long Term English Learners: 12%	All Students: +10.6% Black/African American: +26.4% White: +10.7% Hispanic: -12.4% English Learners: -7.5% Socioeconomically Disadvantaged: -3.3% Students with Disabilities: +10.1% Long Term English Learners: +3.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall 2023 School Dashboard, College/Career Measure Report *2024 Data	Fall 2024 School Dashboard, College/Career Measure Report	Fall 2025 School Dashboard, College/Career Measure Report		
4.D	Percentage of students who completed A to G requirements (4B) and CTE Pathway (4C)	All Students: 35.9% Black/African American: 12.5% White: 17.2% Hispanic: 19.7% English Learners: 11.4% Socioeconomically Disadvantaged: 20.2% Students with Disabilities: 5.6% Long Term English Learners: 0%* Fall 2023 School Dashboard, UC/CSU Requirements and CTE Pathway Completion Report *2024 Data	All Students: 29.9% Black/African American: 6.5% White: 10% Hispanic: 22.1% English Learners: 0% Socioeconomically Disadvantaged: 16.4% Students with Disabilities: 10.3% Long Term English Learners: 0% Fall 2024 School Dashboard, UC/CSU Requirements and CTE Pathway Completion Report	All Students: 43.5% Black/African American: 19.4% White: 27% Hispanic: 11% English Learners: 7.5% Socioeconomically Disadvantaged: 20.6% Students with Disabilities: 7.9% Long Term English Learners: 0% Fall 2025 School Dashboard, UC/CSU Requirements and CTE Pathway Completion Report	All Students: 41% Black/African American: 18% White: 25% Hispanic: 26% English Learners: 17% Socioeconomically Disadvantaged: 26% Students with Disabilities: 11% Long Term English Learners: 6%	All Students: +7.6% Black/African American: +6.9% White: +9.8% Hispanic: -8.7% English Learners: -3.9% Socioeconomically Disadvantaged: +0.4% Students with Disabilities: +2.3% Long Term English Learners: 0.0%
4.E	Percentage of EL students who make progress toward English proficiency	All English Learners: 55.8% 2023 CA School	All English Learners: 53.9% 2024 CA School	All English Learners: 47.8% 2025 CA School	All English Learners 61%	All English Learners: -8.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of EL students who score level 3- Moderately Developed or level 4- Well Developed (proficient) on the Summative ELPAC	Dashboard Level 3: 40.78% Level 4: 34.79% 2022-23 Summative ELPAC	Dashboard Level 3: 40.31% Level 4: 33.53% 2023-24 Summative ELPAC	Dashboard Level 3: 40.4% Level 4: 30.6% 2024-25 Summative ELPAC	Level 3: 46% Level 4: 40%	Level 3: -0.38% Level 4: -4.19%
4.F	Percentage of English Learners who meet LUSD standards to be redesignated as Fluent English Proficient.	All English Learners: 21.8% 2022-23 Summative ELPAC, MAP, SIS	All English Learners: 26.1% 2023-2024 Summative ELPAC, MAP, SIS	All English Learners: 30.4% 2024-2025 Summative ELPAC, MAP, SIS	All English Learners 27%	All English Learners: +8.6%
4.G	Percent of students who pass an AP exam with a score of 3 or higher.	All Students: 73% Black/African American: 2% White: 10% Hispanic: 4% English Learners: 1% Socioeconomically Disadvantaged: 4% Students with Disabilities: 0% 2022-23 College Board Report & SIS	All Students: 74% Black/African American: 22.5% White: 48.8% Hispanic: 50.7% English Learners: 0.8% Socioeconomically Disadvantaged: 40.5% Students with Disabilities: 0.5% 2023-24 College Board Report & SIS	All Students: 80.31% Black/African American: 64.71% White: 82.35% Hispanic: 85.71% English Learners: 50% Socioeconomically Disadvantaged: 85.71% Students with Disabilities: 0% 2024-25College Board Report & SIS	All Students: 76% Black/African American: 8% White: 16% Hispanic: 10% English Learners: 7% Socioeconomically Disadvantaged: 10% Students with Disabilities: 6%	All Students: +7.31% Black/African American: +62.71% White: +72.35% Hispanic: +81.71% English Learners: -49.0% Socioeconomically Disadvantaged: +81.71% Students with Disabilities: +0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.H	Percentage of 11th grade students who demonstrate college preparedness by meeting/exceeding standard on the CAASPP exam in English Language Arts and Math	ELA All Students: 78.52% Black/African American: 58.33% White: 65.45% Hispanic: 61.97% English Learners: 5.88% Socioeconomically Disadvantaged: 54.67% Students with Disabilities: 17.64% Long Term English Learners: <11 students (no data) Math All Students: 62.07% Black/African American: 29.16% White: 53.71% Hispanic: 35.62% English Learners: 12.5% Socioeconomically Disadvantaged: 44% Students with Disabilities: 6.25% Long Term English Learners: <11	ELA - All Students: 74.01% Black/African American: 48.39% White: 61.25% Hispanic: 47.30% English Learners: 9.09% Socioeconomically Disadvantaged: 49.37% Students with Disabilities: 4.55% Long Term English Learners: <11 students (no data) MATH - All Students: 60.11% Black/African American: 19.35% White: 57.50% Hispanic: 28.77% English Learners: 5% Socioeconomically Disadvantaged: 30.77% Students with Disabilities: 0% Long Term English Learners: <11	ELA - All Students: 80.79% Black/African American: 42.31% White: 77.27% Hispanic: 60% English Learners: 11.12% Socioeconomically Disadvantaged: 63.23% Students with Disabilities: 12.5% Long Term English Learners: <11 students (no data) MATH - All Students: 66.54% Black/African American: 29.62% White: 57.15% Hispanic: 26.08% English Learners: 22.23% Socioeconomically Disadvantaged: 39.13% Students with Disabilities: 6.25% Long Term English Learners: <11	ELA All Students: 81% Black/African American: 64% White: 71% Hispanic: 67% English Learners: 11% Socioeconomically Disadvantaged: 60% Students with Disabilities: 23% Long Term English Learners: <11 students (no data) Math- All Students: 68% Black/African American: 35% White: 59% Hispanic: 41% English Learners: 18% Socioeconomically Disadvantaged: 50% Students with Disabilities: 12% Long Term English	ELA - All Students: +2.27% Black/African American: -16.02% White: +11.82% Hispanic: -1.97% English Learners: +5.24% Socioeconomically Disadvantaged: +8.56% Students with Disabilities: -5.14% Long Term English Learners: <11 students (no data) Math - All Students: +4.47% Black/African American: +0.46% White: +3.44% Hispanic: -9.54% English Learners: +9.73% Socioeconomically Disadvantaged: -4.87% Students with Disabilities: -0.0% Long Term English

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students (no data) 2023 CAASPP	students (no data) 2024 CAASPP	students (no data) 2025 CAASPP	Learners: <11 students (no data)	Learners: <11 students (no data)
5.A	Percentage of pupils attending school daily on average.	All Students: 96.0% Black/African American: 94.9% White: 89.9% Hispanic: 94.4% English Learners: 94.6% Socioeconomically Disadvantaged: 94.0% Students with Disabilities: 94.0% 2022-23 SIS	All Students: 96.2% Black/African American: 95.2% White: 95.5% Hispanic: 94.8% English Learners: 95.4% Socioeconomically Disadvantaged: 95% Students with Disabilities: 94.5% 2023-24 SIS	All Students: 95.8% Black/African American: 94.9% White: 94.9% Hispanic: 93.9% English Learners: 94.9% Socioeconomically Disadvantaged: 93.9% Students with Disabilities: 94.5% Long Term English Learners: 92.5% 2024-25 SIS	All Students: 98% Black/African American: 95.7% White: 96% Hispanic: 95.6% English Learners: 95.4% Socioeconomically Disadvantaged: 94.8% Students with Disabilities: 94.8%	All Students: -0.2% Black/African American: 0.0% White: +5% Hispanic: +0.4% English Learners: +0.3% Socioeconomically Disadvantaged: -0.1% Students with Disabilities: +0.5%
5.B	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 they are enrolled in school.	All Students: 10.3% Black/African American: 16.6% White: 12.6% Hispanic: 17% English Learners: 4.1% Socioeconomically Disadvantaged: 20.9% Students with Disabilities:	All Students: 7.6% Black/African American: 13.9% White: 10.0% Hispanic: 13.1% English Learners: 9.5% Socioeconomically Disadvantaged: 17.6% Students with Disabilities:	All Students: 7.5% Black/African American: 10.5% White: 9.3% Hispanic: 15.1% English Learners: 7.9% Socioeconomically Disadvantaged: 17% Students with Disabilities:	All Students: 7% Black/African American: 10% White: 6% Hispanic: 11% English Learners: 7% Socioeconomically Disadvantaged: 13% Students with Disabilities:	All Students: -2.8% Black/African American: -6.1% White: -3.3% Hispanic: -1.9% English Learners: +3.8% Socioeconomically Disadvantaged: -3.9% Students with Disabilities:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.8% 2022-23 Data Quest Fall 2023 CA School Dashboard	14.4% 2023-24 Data Quest Fall 2024 CA School Dashboard	14.2% 2024-25 Data Quest Fall 2025 CA School Dashboard	11%	-2.6%
5.C	Middle School Dropout Rate- the percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school.	0% 2022-23 CALPADS	0% 23-24 CALPADS	0% 24-25 CALPADS	0%	0%
5.D	High School Dropout Rate- the percentage of pupils in grades 9 - 12 who stop coming to school and who do not enroll in another school.	0% 2022-23 CALPADS	0% 23-24 CALPADS	0% 24-25 CALPADS	0%	0%
5.E	High School Graduation Rate-the percentage of pupils in the four-year cohort who meet LUSD graduation requirements.	98.7% Black/African American: 91.7% White: 100% Hispanic: 100% English Learners: 100% Socioeconomically Disadvantaged: 97.9% Students with Disabilities: 91.7% Fall 2023 CA School Dashboard	Overall: 98.6% Black/African American: 100% White: 98.3% Hispanic: 100% English Learners: 89.7% Socioeconomically Disadvantaged: 97.4% Students with Disabilities: 89.7% Fall 2024 CA School Dashboard	Overall: 98.8% Black/African American: 97% White: 98% Hispanic: 100% English Learners: 97.5% Socioeconomically Disadvantaged: 100% Students with Disabilities: 92.1% Fall 2025 CA School Dashboard	100% Black/African American: 100% White: 100% Hispanic: 100% English Learners: 100% Socioeconomically Disadvantaged: 100% Students with Disabilities: 100%	Overall: +0.1% Black/African American: +5.3% White: -2.0% Hispanic: 0% English Learners: -2.5% Socioeconomically Disadvantaged: -2.1% Students with Disabilities: -0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.A 7.B 7.C	All students have access to and were enrolled in a broad course of study as indicated in Education Code 51210, including electives, advanced courses, visual and performing arts, Health Education, Career Technical Education. Verified by CALPADS and the master schedule. Percentage of socioeconomically disadvantaged students enrolled in high school compared to enrollment in specific courses. Percentage of English learners enrolled in high school compared to enrollment in specific courses. Percentage of students with dissabilities enrolled in high school compared to enrollment in specific courses. Percentage of foster students enrolled in high school compared to	Socioeconomically Disadvantaged students enrolled in: High School: 13% CTE Classes: 8.4% AP Classes: 2.8% Early College: 0% English Learners enrolled in: High School: 3.3% CTE Classes: 2.3% AP Classes: 0.7% Early College: 0% Students With Disabilities enrolled in: High School: 3.8% CTE Classes: 1.9% AP Classes: 0.7%	Socioeconomically Disadvantaged students enrolled in: High School: 12.2% CTE Classes: 7.3% AP Classes: 3.8% Early College: 0% English Learners enrolled in: High School: 3.3% CTE Classes: 1.6% AP Classes: 0.4% Early College: 0% Students with Disabilities enrolled in: High School: 3.8% CTE Classes: 1.2% AP Classes: 0.6%	Socioeconomically Disadvantaged students enrolled in: High School: 12.6% CTE Classes: 53.59% AP Classes: 18.3% Early College: 0% English Learners enrolled in: High School: 2.9% CTE Classes: 33.33% AP Classes: 2.78% Early College: 0% Students with Disabilities enrolled in: High School: 5.2% CTE Classes: 33.33% AP Classes: 0.79%	Socioeconomically Disadvantaged students enrolled in: High School: N/A CTE Classes: 19% AP Classes: 14% Early College: 18% English Learners enrolled in: High School: N/A CTE Classes: 8% AP Classes: 9% Early College: 6% Students With Disabilities enrolled in: High School: N/A CTE Classes: 8% AP Classes: 6%	Socioeconomically Disadvantaged students enrolled in: High School: -0.4% CTE Classes: +45.19% AP Classes: +15.5% Early College: +0.00% English Learners enrolled in: High School: -0.4% CTE Classes: +31.03% AP Classes: +2.08% Early College: +0.00% Students with Disabilities enrolled in : High School: +1.4% CTE Classes: +31.43% AP Classes: +0.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrollment in specific courses.	Early College: 0% Foster students enrolled in: High School: *% CTE Classes: *% AP Classes: *% Early College: *% 2023-24 End of Year Student Information System {SIS} * = fewer than 30 students	Early College: 0% Foster students enrolled in: High School: *% CTE Classes: *% AP Classes: *% Early College: *% 2024-2025 Student Information System * = fewer than 30 students	Early College: 0% Foster students enrolled in: High School: *% CTE Classes: *% AP Classes: *% Early College: *% 2024-2025 Student Information System * = fewer than 30 students	Early College: 6% Foster students enrolled in: High School: N/A CTE Classes: N/A AP Classes: N/A Early College: N/A	Early College: +0.00% Foster students enrolled in: High School: *% CTE Classes: *% AP Classes: *% Early College: *% * = fewer than 30 students
8	Percentage of high school students with a grade point average (GPA) of 3.0 or higher. Percentage of high school students who receive one or more D/F grade annually.	GPA All Students 87.6% Black/African American: 5.4% White: 18.7% Hispanic: 9.8% English Learners: 2.4% Socioeconomically Disadvantaged: 9% Students with Disabilities:	GPA All Students: 80.16% Black/African American: 48.07% White: 67.56% Hispanic: 55.48% English Learners: 47.37% Socioeconomically Disadvantaged: 57.86 % Students with Disabilities:	GPA All Students: 80.55% Black/African American: 53.25% White: 69.4.% Hispanic: 54.33% English Learners: 54.33% Socioeconomically Disadvantaged: 53.59% Students with Disabilities:	GPA All Students 90% Black/African American: 11% White: 24% Hispanic: 15% English Learners: 8% Socioeconomically Disadvantaged: 15% Students with Disabilities:	GPA All Students: -7.05% Black/African American: +47.85% White: +50.7% Hispanic: +44.53% English Learners: +51.93% Socioeconomically Disadvantaged: +44.59% Students with Disabilities:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7% 2022-23, Semester 2, SIS D/F grade Overall 14.9% Black/African American: 2.3% White: 4.4% Hispanic: 3.8% English Learners: 1.4% Socioeconomically Disadvantaged: 3.8% Students with Disabilities: 2.4% 2022-23, Semester 2, SIS	58.14% 2023-24, Semester 2 SIS D / F Overall: 14% Black/African American: 3% White: 4% Hispanic: 4% English Learners: 1% Socioeconomically Disadvantaged: 4% Students with Disabilities: 1% 2023-24 Semester 2 SIS	51.14% Long Term English Learners: 50% 2024-25, Semester 2 SIS D / F Overall: 15% Black/African American: 33% White: 21% Hispanic: 33% English Learners: 35% Socioeconomically Disadvantaged: 35% Students with Disabilities: 26% Long Term English Learners: 33% 2024-25 Semester 2 SIS	13% D/F grade Overall 8% Black/African American: 1% White: 2% Hispanic: 2% English Learners: 1% Socioeconomically Disadvantaged: 2% Students with Disabilities: 1%	+44.14% D/F grade Overall: +0.1% Black/African American: +30.7% White: +16.6% Hispanic: +29.2% English Learners: +33.6% Socioeconomically Disadvantaged: +31.2% Students with Disabilities: +23.6%

Goal Analysis [2025-26]

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

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

Overall, the actions outlined in Goal 1 twelve (12) out of twelve (12) were implemented with a high level of fidelity and continued alignment to the District's focus on closing opportunity gaps and ensuring all students are prepared for college and career. The District maintained its commitment to providing standards-aligned curriculum, ensuring access to instructional materials and safe facilities, expanding college and

career pathways, and monitoring student progress through multiple assessment measures. Ongoing efforts included strategic support for students through targeted interventions, expansion of Career Technical Education (CTE) and Advanced Placement (AP) opportunities, and continued emphasis on improving student attendance and engagement. These actions were supported through regular progress monitoring, data analysis, and feedback from educational partners to inform continuous improvement.

A key enhancement to implementation in Year 2 was the expansion of targeted academic support in English Language Arts through the addition of intervention specialists at the K–8 level. The District hired and trained teachers to serve in these roles, focusing specifically on students identified as significantly below grade-level expectations in reading, as measured by the reading difficulties screener. Students identified as one or more years below grade level participated in structured, small-group intervention utilizing a phonics-based instructional approach designed to address foundational gaps in decoding and reading fluency. This targeted support represents a more systematic and responsive approach to early literacy intervention and is intended to accelerate student progress by addressing skill deficits at their root.

At the same time, the District continues to navigate broader systemic challenges related to English Language Arts curriculum adoption. Due to delays at the state level in the adoption of updated ELA frameworks, the District has been limited in its ability to move forward with the selection and implementation of new core instructional materials fully aligned to the most current standards and research. As a result, the District has focused on supplementing existing curriculum with targeted instructional strategies and interventions, such as the phonics-based supports described above, to better meet student needs while awaiting updated state guidance.

While most actions were implemented as planned, the District continues to experience challenges related to staffing, particularly in recruiting and retaining fully credentialed teachers (Action 1.5). This has required flexibility in staffing assignments and increased investment in training and professional development to support instructional quality. Additionally, while expanded access to advanced coursework and interventions has shown positive outcomes in several areas, persistent achievement gaps among specific student groups—particularly English Learners and Long-Term English Learners—highlight the need for continued refinement of instructional strategies and supports.

Overall, the District has successfully sustained the core components of Goal 1 while strengthening its approach through more targeted and strategic interventions, particularly in early literacy. These efforts position the District to continue making progress toward closing opportunity gaps, though ongoing attention to staffing challenges, curriculum alignment, and subgroup performance will remain critical moving forward.

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.

In reviewing the expenditures for Goal 1, several actions had material differences between budgeted and estimated actual expenditures of greater than 10%. These differences were primarily related to staffing cost variances, budget coding adjustments, increased staffing and material needs, unspent site allocations, and the timing of expenditures across fiscal years.

Action 1.3 reflected a material difference, with estimated actual expenditures of $3,348 compared to the budgeted amount of $48,723. This variance was due to substitute and hourly costs for the Blended Learning Academy being charged to a different budget. As a result, those costs were not fully reflected in this action’s estimated actual expenditures.

Action 1.4 had estimated actual expenditures of $856,332 compared to the budgeted amount of $521,596. This material difference was primarily due to a budgeting error related to classified coach costs. The amount budgeted did not accurately reflect the expected cost of classified coaches, which was more consistent with prior-year expenditures.

Action 1.5 exceeded the budgeted amount, with estimated actual expenditures of $45,449,004 compared to a budget of $40,425,518. This variance was due to increased staffing costs, including additional teachers and aides in Special Education, as well as associated benefit costs.

Action 1.6 had estimated actual expenditures of $41,920 compared to the budgeted amount of $51,055. This material difference was due to site attendance incentive budgets not being fully spent during the year.

Action 1.11 reflected a material difference, with estimated actual expenditures of $1,090,194 compared to the budgeted amount of $1,278,584. This variance was primarily due to LREBG-funded summer school staffing costs being split between fiscal years, as well as intervention teachers being budgeted at higher step-and-column placements than the actual staff placements.

Action 1.12 had estimated actual expenditures of $5,891 compared to the budgeted amount of $12,000. This difference was due to actual expenditures for direct supports for students experiencing homelessness being lower than originally projected based on identified student needs during the year.

Collectively, the material differences in Goal 1 reflect a combination of staffing cost increases, expenditure timing across fiscal years, unspent site-level allocations, lower-than-projected direct service expenditures, and adjustments in how planned costs were ultimately recorded.

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

The District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

Action 1.1 – Student Progress Check through Assessments
Effectiveness of Action: 3
Metric(s): 4.A
Analysis Statement:
This action focuses on monitoring student academic achievement through multiple assessment measures. Year 2 data indicates continued overall growth in ELA, increasing from 73.11% at baseline to 75.71%, demonstrating a +2.6 percentage point gain. Math performance also shows improvement, increasing from 70.32% to 71.74% (+1.42%).
However, subgroup performance reveals mixed results. While White students (+2.38%) and Hispanic students (+2.47%) improved in ELA, Black/African American students (-3.71%), English Learners (-8.44%), and Long-Term English Learners (-5.51%) declined compared to baseline.

Additionally, local assessment data shows strong gains from baseline, with ELA (+16.18%) and Math (+10.34%) increases, suggesting that progress monitoring systems are effectively identifying and supporting student growth in real time.
Overall, this action remains effective in tracking student progress and informing instruction, though additional attention is needed to address persistent subgroup disparities.

Action(s): 1.2 – Specific Programs for High School Students
Effectiveness of Action(s): 2
Metric(s): 4.A, 4.B, 4.C, 4.D, 4.G, 7.A
Analysis Statement:
This action provides high school students with access to a comprehensive set of college and career readiness opportunities, including credit recovery, Advanced Placement (AP), Career Technical Education (CTE), and dual enrollment through partnerships such as San Joaquin Delta College. As previously noted, supports related to dual enrollment have been integrated into this broader action to streamline services and more effectively align resources with student needs.
Year 2 data demonstrates strong progress in expanding access to and success in advanced coursework and career pathways. The percentage of students completing a CTE pathway increased from 39.9% to 50.5% (+10.6%), with significant gains across multiple subgroups, including Black/African American (+26.4%), White students (+10.7%) and Students With Disabilities (+10.1%). Additionally, the percentage of students completing both A-G requirements and a CTE pathway increased (+7.6%), and AP exam pass rates rose to 80.31%, representing a +7.31% increase from baseline. Enrollment data (Metric 7.A) also indicates expanded access to advanced coursework for unduplicated pupils, particularly in CTE and AP courses.
Despite these successes, A-G completion rates (Metric 4.B) remain below baseline overall (-3.6%), with declines among several subgroups, including Hispanic (-7.3%) and Socioeconomically Disadvantaged students (-8.3%). Additionally, while these programs contribute to college and career readiness outcomes, their impact on overall academic proficiency as measured by CAASPP (Metric 4.A) remains inconsistent across student groups.
Overall, this action is somewhat effective. It is successfully expanding access to advanced academic and career pathways and improving outcomes in targeted areas such as AP and CTE; however, additional focus is needed to strengthen alignment between these programs and overall academic achievement, particularly in improving A-G completion rates and closing subgroup performance gaps.

Action 1.3 – Implementation of the Common Core State Standards and Curriculum
Effectiveness of Action: 3
Metric(s): 1.B, 1.C
Analysis Statement:
This action ensures that all students have access to standards-aligned instructional materials and safe, well-maintained facilities. Year 2 data confirms that 100% of students have access to instructional materials (Metric 1.B) and 100% of facilities are maintained in good repair (Metric 1.C).
These consistent outcomes demonstrate full implementation and continued effectiveness of this action in supporting foundational conditions for student learning.

Action 1.4 – Maintain Career Technical Education (CTE)

Effectiveness of Action: 3
Metric(s): 4.C, 7.A
Analysis Statement:
This action supports the expansion and maintenance of CTE programs. Year 2 data shows significant growth in CTE pathway completion, increasing from 39.9% to 50.5% (+10.6%), with substantial gains across multiple subgroups, including Black/African American (+26.4%), White students (+10.7%) and Students With Disabilities (+10.1%).
Additionally, enrollment data indicates increased access to CTE courses for unduplicated pupils, including a substantial rise in participation among Socioeconomically Disadvantaged students (+45.19%) and English Learners (+31.03%).
These outcomes demonstrate that this action is effectively expanding access to career pathways and improving student participation and completion in CTE programs.

Action 1.5 – Maintain and Hire Teaching, Administration, and Support Staff
Effectiveness of Action: 1
Metric(s): 1.A
Analysis Statement:
This action focuses on ensuring that teachers are appropriately assigned and fully credentialed. Year 2 data shows a continued decline from baseline, decreasing from 84.2% to 74%, representing a -10.2 percentage point drop and further movement away from the Year 3 target of 86%.
This downward trend indicates that recruitment, hiring, and credentialing challenges persist and are impacting the district's ability to meet this foundational condition. This decline reflects broader statewide and national educator shortages, which continue to limit the availability of fully credentialed teachers and impact districts' ability to ensure all staff are appropriately assigned. The District continues to engage in proactive recruitment practices, including participation in job fairs and cultivating pathways for individuals to become fully credentialed in high-need areas; when fully credentialed candidates are not available, the District assigns qualified staff and provides targeted training and ongoing professional development to ensure students receive high-quality instruction.

Action 1.6 – Incentives for Increasing Student Attendance
Effectiveness of Action: 3
Metric(s): 5.A, 5.B
Analysis Statement:
This action focuses on improving student attendance. Year 2 data shows that average daily attendance remains relatively stable at 95.8%, slightly below the baseline of 96.0% (-0.2%), but still within a strong range.
More significantly, chronic absenteeism has decreased from 10.3% at baseline to 7.5% (-2.8%), indicating meaningful improvement. Subgroup data also reflects reductions in chronic absenteeism for most student groups.
These results indicate that attendance strategies are effective, particularly in reducing chronic absenteeism, though continued efforts are needed to increase overall daily attendance rates.

Action: 1.7 – This action was combined with action 1.2 in last year's LCAP.

Action 1.8 – Provide Strategic Support to Meet Academic Needs of Students

Effectiveness of Action: 3
Metric(s): 4.A, 4.H, Local Assessment Data
Analysis Statement:
This action focuses on targeted academic interventions and support systems. Year 2 data shows continued overall improvement in ELA (+2.6%) and Math (+1.42%), as well as strong gains in local assessment performance (ELA +16.18%, Math +10.34%).
Additionally, 11th grade college readiness (Metric 4.H) improved in both ELA (+2.27%) and Math (+4.47%) overall, with notable gains among English Learners in Math (+9.73%) and Socioeconomically Disadvantaged students in ELA (+8.56%).
However, subgroup disparities remain, particularly for Black/African American students in ELA (-16.02%) and Hispanic students in Math (-9.54%) (Metric 4.H).
Overall, this action is effective in driving academic growth, particularly through targeted interventions and progress monitoring, though continued refinement is needed to address equity gaps.

Action 1.9 – Additional Support for English Learners (ELs), Foster, and Low-Income Students

Effectiveness of Action: 2
Metric(s): 4.A, 4.E, 4.F
Analysis Statement:
This action provides targeted support for unduplicated pupils. Year 2 data shows mixed results. While reclassification rates improved significantly (21.8% to 30.4%, +8.6%), indicating success in supporting English Learners toward proficiency, overall English Learner progress on ELPAC declined from 55.8% to 47.8% (-8.0%).
CAASPP results also show continued gaps for English Learners and Long-Term English Learners, with declines in ELA performance (-8.44% and -5.51% respectively).
These results suggest that while some systems of support (such as reclassification processes) are effective, broader academic outcomes for EL students have not yet improved at the desired level. As noted previously, these outcomes may lag behind implementation efforts, and continued focus is needed to strengthen instructional strategies and supports.

Action 1.10 – Provide Adequate Facilities and Instructional Materials
Effectiveness of Action: 3
Metric(s): 1.B, 1.C
Analysis Statement:
This action ensures that all students have access to instructional materials and safe facilities. Year 2 data confirms that 100% of students have access to standards-aligned materials and that all facilities are maintained in good repair.
These results demonstrate continued effectiveness and full implementation of this action.

Action 1.11 – Learning Recovery Emergency Block Grant Academic Recovery Supports
Effectiveness of Action: 3
Metric(s): 5.A
Analysis Statement:

This action focuses on accelerating learning recovery and addressing learning gaps through LREBG-funded interventions, staffing, materials, support services, and summer school opportunities. Year 2 data shows that average daily attendance remained relatively stable at 95.8%, slightly below the baseline of 96.0% (-0.2%).
Subgroup data shows mixed but generally stable results. White students increased from 89.9% to 94.9% (+5.0%), English Learners increased from 94.6% to 94.9% (+0.3%), and Students with Disabilities increased from 94.0% to 94.5% (+0.5%). Black/African American students remained unchanged at 94.9%.
Overall, this action is effective because attendance remained strong and generally stable while the District expanded access to learning recovery supports. Continued attention is needed to strengthen engagement for student groups showing slight declines and to monitor the impact of LREBG-funded supports on both attendance and academic recovery.

Action 1.12 – Learning Recovery Emergency Block Grant Supports for Students Experiencing Homelessness
Effectiveness of Action: 3
Metric(s): 5.A
Analysis Statement:
This action focuses on reducing barriers to school participation for students experiencing homelessness by providing supports such as school supplies, transportation, food, clothing, and other resources. Year 2 data shows that average daily attendance remained relatively stable at 95.8%, slightly below the baseline of 96.0% (-0.2%).
While Metric 5.A does not include a separate attendance rate for students experiencing homelessness, related subgroup data shows that attendance remained stable or improved for several student groups that may also experience barriers to school access. English Learners increased from 94.6% to 94.9% (+0.3%), Students with Disabilities increased from 94.0% to 94.5% (+0.5%).
Overall, this action is effective because it directly supports the conditions necessary for students experiencing homelessness to attend school consistently and remain connected to learning. Continued monitoring is needed, particularly if student group-specific attendance data for students experiencing homelessness becomes available in future years.

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

No Changes

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	Student Progress Check through Assessments	Monitor students' academic achievement on MAP and CAASPP assessments.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Monitor academic progress of students in significant student groups through CAASPP and MAP Assessment scores: Hispanic, African American, English Learners, Low Income, Foster Youth, and Students with Disabilities, and Long Term English Learners. CAASPP, MAP and curriculum embedded assessment scores will be used to guide instruction and individualized strategic support through ELA/ELD Curriculum Materials and Math Units. CAASPP, MAP, and other district identified assessments to get a baseline data on students' Math readiness in the beginning of the school year GATE Assessment for student identification.		
1.2	Specific Programs for the High School Students and Partnership with San Joaquin Delta College	Use grades, CAASPP, and MAP scores to determine high school students needing support to complete the A-G requirements Additional academic support to students through Success Period Credit recovery opportunity during Summer School for the high school students who received a D or an F Grade Alternative Education Program for students for credit recovery Online and Hybrid programs to provide alternative ways for students to receive education AP, PSAT, SAT, ACT assessments and Early College Program for the high school students to prepare for college Project Lead the Way and Career Pathways to prepare students for careers Continue Partnership with San Joaquin Delta College to offer advanced core and elective classes for the high school students to receive high	$1,512,128.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school and college credit. Provide financial assistance for tuition or materials to unduplicated students. Additional Career Technical Education classes for the high school students to receive Certification at Delta College. Utilize counselors to promote the partnership and access to San Joaquin Delta College Early College Program.		
1.3	Implementation of the Common Core State Standards and Curriculum	Continue to implement ELA/ELD curriculum to provide students access to the Common Core State Standards (CCSS) Continue implementation of the Math Units to provide students access to the Common Core State Standards (CCSS) Provide curriculum and adequate instructional materials to all students including additional e-books for upper grades students	$10,500.00	No
1.4	Maintain Career Technical Education (CTE)	Institutionalize High School 9-12 grades CTE Programs through Project Lead the Way (PLTW): - Biomedical Sciences, Engineering, Computer Science, and other programs such as Culinary Arts and CTE Pathways. Continue implementation of CTE program at 6-8 grade levels through PLTW- Robotics and Automation, Design and Modeling, Electrons, Green Architect, and Medical Detectives pilot Institutionalize CTE through Project Lead the Way (PLTW): K5 grades PLTW- Introductory Launch Program for some of the classes, and provide iPads and other technology Additional pathways include: visual and performing arts, academic, sports, and other extracurricular opportunities to the students	$102,959.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Maintain and Hire Teaching, Administration, and Support Staff	Teachers are appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching Instructional Assistants are highly qualified as measured by their education level or proficiency exam Provide accurate ratio of staff members to meet students' needs	$43,037,869.00	No
1.6	Incentives for Increasing Student Attendance	Attendance incentives to whole class, individual students, and schoolwide to increase student attendance and decrease drop-out rates	$40,500.00	No
1.7	Action Combined with 1.2	Action Combined with 1.2		
1.8	Provide Strategic Support to meet Academic needs of the Students	Identification of student achievement goals with Measurable Reading at 1st, Writing at 4th, Math at 8th and College & Career Ready at 12th grade Academic support, interventions, and enrichment through programs such as Edgenuity online, etc. After school interventions for Low Income, English Learners, and Foster Youth as needed Response to Intervention (RTI) program for at risk students - Foster Youth Additional academic support with D and F grades through SUCCESS! period	$709,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Additional Support for English Learners (ELs), Foster, and Low Income Students	Small group instruction for students in the focus area subgroups during and after school English Language Performance Assessments for California (ELPAC) to monitor EL progress English Language Development (ELD) and interventions during class and during elective time to address the academic needs of English Learners and Long Term English Learners Additional support to English Learners including Long Term English Learners by Bilingual Instructional Assistant through push in Redesignation of the students and monitoring of student progress through MAP data and ongoing in class performance College and career counseling to meet the needs of English Learner, low income and foster youth	$781,920.00	Yes
1.10	Provide adequate facilities and instructional materials	Ongoing monitoring and maintenance of the facilities Provide adequate instructional materials and resources for all students	$4,232,101.00	No
1.11	Interventions and support	This action is specifically designed to utilize Learning Recovery Emergency Block Grant (LREBG) funding to accelerate learning recovery and address learning recovery gaps. To achieve this, the action will provide additional interventions and support for students through various means, including staffing, materials, and support services. Summer school programs will be offered to provide targeted instructional time and support for students needing academic assistance. Intervention teachers will be employed to provide focused support and interventions to students, particularly in the areas of literacy and mathematics.In addition to tracking student academic outcomes, the district will monitor Metric 5.A (Average Daily Attendance)	$1,176,069.00	No

Action #	Title	Description	Total Funds	Contributing
		as an indicator of student engagement and access to learning opportunities. Research shows that improved attendance can reflect the impact of targeted interventions in supporting student re-engagement and addressing barriers to participation in core instruction and extended learning time. This metric will complement academic progress monitoring and help assess the broader effectiveness of learning recovery efforts. In Year 1,spent $1,096,085 LREBG, In Year 2, we will spend $1,188,069. In Year 3, we will spend $1,608,402		
1.12	Additional Needs	This action will utilize Learning Recovery Emergency Block Grant (LREBG) funding to support students experiencing homelessness by providing resources to address immediate needs, such as school supplies, transportation, food, and clothing. In Year 1, we will spend $12,000. In Year 2, we will spend $12,000. In Year 3, we will spend $12,000. The effectiveness of this action will be measured in part by Metric 5.A, which tracks student attendance rates. Research shows that by addressing basic needs and reducing barriers to school access, the district aims to improve consistent school attendance for students experiencing homelessness, thereby supporting their overall academic engagement and success.	$12,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Instruction and Curriculum Efficacy: Lammersville Unified School District is committed to the systematic development of instructional leadership and teaching excellence in all classrooms by identifying, implementing, and institutionalizing research validated practices district wide.	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 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in the spirit of great first time teaching and delivery of exceptional content to all learners. Developing great instructional leaders and teachers is achieved through ongoing improvement; improvement resplendent with professional learning and collaboration for teachers and the leaders of teachers. The basic premis of goal 2 is to realize that all educators can learn and improve their craft. With regular professional learning opportunities, exceptional content and professional development, LUSD believes our educators can provide teaching that is exceptional for all learners. Classroom environment is a critical component of good teaching and as such, continued professional development will aide in the reduction of student behavioral incidents including a reduction in suspensions and expulsions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.A	The percentage of teachers appropriately assigned and fully credentialed in subject areas, and, for the pupils they are teaching.	84.2% 2023 CALPADS	75.4% 2024 CALPADS	74% 2025 CALPADS	86%	-10.2%
1.b.1 Local	The percentage of pupils (1st-12th grades) who have 1:1 access to	100% 2022-23 School Year Destiny	100% 2024-2025 School Year Destiny	100% 2024-2025 School Year Destiny	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	District chromebooks K-12. The percentage of certificated staff who have 1:1 access to District device TK-12.	Inventory 100% 2022-23 School Year Destiny Inventory	Inventory 100% 2024-2025 School Year Destiny Inventory	Inventory 100% 2024-2025 School Year Destiny Inventory		
1.b.2 Local	The percentage of pupils with access to standards aligned digital tools: Gooru (5-8) Lexia (K-2) ST Math (K-4)	Gooru: 100% Lexia: N/A ST Math: 100% Digital Platform Roster Numbers (percent of total students in respective grade ranges) 2022-23	Gooru: 100% Lexi: 100% ST Math: 100% Digital Platform Roster Numbers (percent of total students in respective grade ranges) 2024-2025	Gooru: 100% Lexia: 100% ST Math: 100% Digital Platform Roster Numbers (percent of total students in respective grade ranges) 2024-25	Gooru: 100% Lexia: 100% ST Math: 100%	Gooru: 0% Lexia: 0% ST Math: 0%
2.A 2.B	Meet or exceed the district standard by implementation of the best instructional processes through collaboration between teachers and administration to maintain an appropriate learning environment in classrooms, demonstrate knowledge of the subjects teachers teach, design highquality learning experiences for the students, constantly assess student progress and adapt instruction to	Standard Measurable Objectives: Meet: 53% Exceed: 26% Student Engagement: Meet: 47% Exceed: 36%. 2023-24 Instructional Rounds observation sheet data for classrooms observed meet or	Standard Measurable Objectives: Meet: 49% Exceed: 38% Student Engagement: Meet: 39% Exceed: 46%. 2024-25 Instructional Rounds observation sheet data for classrooms observed meet or	Standard Measurable Objectives: Meet: 38% Exceed: 44% Student Engagement: Meet: 40% Exceed: 47% 2025-26 Instructional Rounds observation sheet data for classrooms observed meet or	Standard Measurable Objectives: Meet: 60% Exceed: 32% Student Engagement: Meet: 53% Exceed: 42%.	Standard Measurable Objectives Meet: -15% Exceed: +18% Student Engagement: Meet: -7% Exceed: +11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	promote student achievement, and, continuously develop and improve as professional educators. Institutionalization of district instructional strategies and delivery of standards for efficacy of instruction tied to great lesson design and delivery. Identification and analysis of effective instruction based on district leadership team practice of “Walking and Talking Instruction” as measured by longitudinal tracking of strategy implementation through Instructional Rounds-based observation sheets.	exceed the district standard for each scheduled walk for Standard and Measurable Objectives (SMOs)	exceed the district standard for each scheduled walk for Standard and Measurable Objectives (SMOs)	exceed the district standard for each scheduled walk for Standard and Measurable Objectives (SMOs)		
2.a.1 Local	The number of teacher participants in Blended Learning Academy	11 teachers 2022-23 School Year	10 Teachers 2023-24 School Year	22 Teachers 2024-25 School Year	20 teachers	+ 11 Teachers
6.A	Percentage of students who are suspended at least once during the academic year.	All Students: 1.5% Black/African American: 3.5% White: 2.7% Students with Disabilities: 2.5%	All Students: 1.9% Black/African American: 6.8% White: 2.8% Students with Disabilities: 5%	All Students: 2.1% Black/African American: 8.6% White: 4.3% Students with Disabilities: 5.2%	All Students: 1.0% Black/African American: 1.5% White: 1.5% Students with Disabilities: 1.5%	All Students: +0.6% Black/African American: +5.1% White: +1.6% Students with Disabilities: +2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 CA School Dashboard	2023-24 CA School Dashboard	2024-25 CA School Dashboard		
6.B	Percentage of students who are expelled from the district during the academic year.	0.04% 2022-23 SIS	0% 2023-2024 SIS	0% 2024-25 SIS	0%	-.04%
4.A	Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP and CAST) Percentage of students in grades 3-11 whose performance on the Measures of Academic Performance (MAP) assessment is equivalent to level 3 or higher on CAASPP	2023 CAASPP: ELA- All Students: 73.11% Black/African American: 48.36% White: 65.43% Hispanic: 50.65% English Learners: 32.4% Socioeconomically Disadvantaged: 48.65% Students with Disabilities: 20.31% Long Term English Learners: 17.14% Math- All Students: 70.32% Black/African American: 37.01% White: 59.84% Hispanic: 40.37% English Learners: 41.34% Socioeconomically	2024 CAASPP: ELA - All Students: 74.34% Black/African American: 50.30% White: 62.65% Hispanic: 53.28% English Learners: 28.36% Socioeconomically Disadvantaged: 50.98% Students with Disabilities: 19.79% Long Term English Learners: 12.73% Math - All Students: 69.49% Black/American American: 33.53 White: 57.67% Hispanic: 40.14% English Learners: 31.36% Socioeconomically	2025 CAASPP: ELA - All Students: 75.71% Black/African American: 44.65% White: 67.81% Hispanic: 53.12% English Learners: 23.96% Socioeconomically Disadvantaged: 48.09% Students with Disabilities: 20.51% Long Term English Learners: 11.63% Math - All Students: 71.74% Black/African American: 37.89% White: 60.47% Hispanic: 39.18% English Learners: 30.77% Socioeconomically	CAASPP: ELA- All Students: 76% Black/African American: 54% White: 71% Hispanic: 56% English Learners: 38% Socioeconomically Disadvantaged: 54% Students with Disabilities: 26% Long Term English Learners: 23% Math-All Students: 73% Black/African American: 43% White: 65% Hispanic: 46% EnglishLearners: 47% Socioeconomically	2025 CAASPP ELA - All Students: +2.6% Black/African American: -3.71% White: +2.38% Hispanic: +2.47% English Learners: -8.44% Socioeconomically Disadvantaged: -0.56% Students with Disabilities: +0.20% Long Term English Learners: -5.51% Math - All Students: +1.42% Black/African American: +0.88% White: +0.63% Hispanic: -1.19% English Learners: -10.57% Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged: 43.52% Students with Disabilities: 25.30% Long Term English Learners: 25.71% 2023 CAST- All Students: 59.25% Black/African American: 30% White: 42.26% Hispanic: 34.33% English Learners: 13.33% Socioecononically Disadvantaged: 31.95% Students with Disabilities: 14.94% Long Term English Learners: 7.14% 2024 Winter MAP ELA-All Students: 55.82% Black/African American: 28.03% White: 42.09% Hispanic: 30.44% English Learners:	Disadvantaged: 37.23% Students with Disabilities: 20.92% Long Term English Learners: 14.55% 2024 CAST - All Students: 60.81% Black/African American: 29.76% White: 51.48% Hispanic: 35.93% English Learners: 8.62% Socioeconomically Disadvantaged: 31.83% Students with Disabilities: 13.89% Long Term English Learners: 4.76% 2025 Winter MAP ELA-All Students:61.17% Black/African American: 37.77% White: 44.88% Hispanic: 39.63% English Learners:	Disadvantaged: 41.82% Students with Disabilities: 19.56% Long Term English Learners: 9.52% 2024 CAST- All Students: 65.95% Black/African American: 33.33% White: 59.72% Hispanic: 36.11% English Learners: 15.89% Socioeconomically Disadvantaged: 39.19% Students with Disabilities: 14.28% Long Term English Learners: 15.79% 2026 Winter MAP ELA-All Students: 72% Black/African American: 39% White: 59% Hispanic: 50% English Learners:	Disadvantaged: 49% Students with Disabilities: 31% Long Term English Learners: 32% CAST- All Students: 66% Black/African American: 36% White: 48% Hispanic: 40% English Learners: 19% Socioecononically Disadvantaged: 38% Students with Disabilities: 20% Long Term English Learners: 13% MAP ELA-All Students: 61% Black/African American: 34% White: 48% Hispanic: 36% English Learners:	Disadvantaged: -1.7% Students with Disabilities: -5.74% Long Term English Learners: -16.19% 2025 CAST CAST-All Students: +6.7% Black/African American: +3.33% White: +17.46% Hispanic: +1.78% English Learners: +2.56% Socioeconomically Disadvantaged: +7.24% Students with Disabilities: -0.66% Long Term English Learners: +8.65% 2026 Winter MAP: ELA: +16.18% Black/African American: +10.97% White: +16.91%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18.32% Socioeconomically Disadvantaged: 27.65% Students with Disabilities: 22.68% Math: 63.66% Black/African American: 31.09% White: 47.14% Hispanic: 34.50% English Learners: 40.11% Socioeconomically Disadvantaged: 34.86% Students with Disabilities: 31.41% 2024 Winter Local Assessment Results	13.47% Socioeconomically Disadvantaged: 38.19% Students with Disabilities: 18.03% Math: 64.83% Black/African American: 31.97% White: 46.6% Hispanic: 39.31% English Learners: 33.76% Socioeconomically Disadvantaged: 34.82% Students with Disabilities: 24.69% 2025 Winter Local Assessment Results	26% Socioeconomically Disadvantaged: 51% Students with Disabilities: 25% Math: 74% Black/African American: 41% White: 54% Hispanic: 46% English Learners: 50% Socioeconomically Disadvantaged: 48% Students with Disabilities: 33% 2026 Winter Local Assessment Results	24% Socioeconomically Disadvantaged: 33% Students with Disabilities: 28% Math: 69% Black/African American: 37% White: 53% Hispanic: 40% English Learners: 46% Socioeconomically Disadvantaged: 40% Students with Disabilities: 37%	Hispanic: +19.56% English Learners: +7.68% Socioeconomically Disadvantaged: +23.35% Students with Disabilities: +2.32% Math: +10.34% Black/African American: +9.91% White: +6.86% Hispanic: +11.5% English Learners: +9.89% Socioeconomically Disadvantaged: +13.14% Students with Disabilities: +1.59%

Goal Analysis [2025-26]

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

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

The District implemented the planned actions for this goal by providing professional development to staff (Action 2.1), continuous monitoring and improvement of classroom instruction (Action 2.2), focusing on student and staff wellness and safety (Action 2.3), meeting the needs of Low Income, English Learners, and Foster Youth (Action 2.4), and providing 21st-century classroom learning experiences (Action 2.5). The implementation focused on improving instructional leadership and teaching excellence in all classrooms by identifying, implementing, and

institutionalizing research-validated practices district-wide. In summary, implementing the articulated goal involved providing professional learning, monitoring instruction, supporting wellness and safety, addressing the needs of specific student groups, and integrating technology in the classroom.
The District experienced notable successes in implementing this goal, particularly in providing access to technology and maintaining a focus on wellness. One highlight of the implementation process was the continued use of technology tools in the K-8 grades to support learning in Math and ELA. 5 of 5 actions were implemented as described in the LCAP. There were no challenges in the implementation of this goal.

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.

Within Goal 2, three actions demonstrated material differences between budgeted and estimated actual expenditures of greater than 10%. These differences were primarily related to salary and benefit increases, lower-than-projected professional development costs, and delayed technology expenditures.

Action 2.1 exceeded the budgeted amount, with estimated actual expenditures of $1,724,188 compared to the budgeted amount of $1,516,592. This material difference was primarily due to a 3% salary increase across the board, as well as the associated increase in benefit costs.

Action 2.2 reflected a material difference, with estimated actual expenditures of $23,034 compared to the budgeted amount of $74,445. This variance was due to lower-than-anticipated substitute costs for the district's "Walking and Talking" professional development sessions, as well as lower food and hospitality costs than originally projected.

Action 2.5 also experienced a material difference, with estimated actual expenditures of $118,676 compared to the budgeted amount of $549,000. This difference was due to planned expenditures for 1:1 student devices being encumbered; however, vendor shipment has been delayed until July 2026. As a result, the full cost of the planned device purchase was not reflected in the current year's estimated actual expenditures.

Collectively, the material differences in Goal 2 reflect a combination of increased salary and benefit costs, lower-than-projected professional development expenses, and the timing of planned technology purchases due to delayed vendor shipment.

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

The District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal Two helped make progress towards the District's goal:

Action 2.1 – Provide Professional Development to Staff

Effectiveness of Action: 3
Metrics: 4.A
Analysis Statement:
This action remains focused on improving student academic outcomes by strengthening instructional practices through sustained professional development, including PLC collaboration, curriculum implementation support, and targeted training across content areas.
Year 2 CAASPP results show continued growth at the all-student level in ELA (74.34% to 75.71%) and Math (69.49% to 71.74%), along with notable gains in CAST (60.81% to 65.95%), indicating improved science instruction and alignment. These gains suggest that ongoing professional learning and instructional alignment efforts are having a positive impact on core content areas.
MAP data, however, presents a more variable picture. We continue to show strong gains in this area. Performance remains above baseline levels, suggesting that while instructional practices are improving, consistency of implementation and student performance may still be stabilizing.

Action: 2.2 - Continuous Monitoring and Improvement of Classroom Instruction
Effectiveness of Action: 3
Metric(s): 2.A, 2.B
Analysis Statement: This action involves monitoring the implementation of Common Core State Standards through "Walking and Talking Instruction."
Metrics 2.A and 2.B relate to instructional rounds data.
Metric 2.A (Standard Measurable Objectives) shows a change in implementation, with "Meet" decreasing from 49% to 38% and "Exceed" increasing from 38% to 44%.
Metric 2.B (Student Engagement) shows a change in implementation, with "Meet" increasing from 39% to 40% and "Exceed" increasing from 46% to 47%.
While the "Meet" percentages decreased slightly for Standard and Mesurable Objectives and incresed slightly in Student Engagement, the increase in the "Exceed" percentages indicates a positive shift towards higher-quality implementation with the total percentage increasing overall in "Meet" or above. Monitoring classroom instruction is essential for ensuring effective implementation of standards and maintaining a positive learning environment. This action is effective.

Action: 2.3 - Focus on Student and Staff Wellness and Safety
Effectiveness of Action: 2
Metrics: 6.A, 6.B
Analysis Statement: This action is designed to support a positive school climate through wellness initiatives, safety programs, and behavior support systems.
While prior year data showed an increase in suspension rates, Year 2 data indicates that suspension rates have stabilized (2.1%), aligning with the state’s designation of “maintained.” This suggests that while the District has prevented further increases, additional progress in reducing suspensions has not yet been realized.
Expulsion rates remain at or near zero, continuing a positive trend and indicating that schools are effectively utilizing alternatives to exclusionary discipline practices.

Overall, the data suggests that this action continues to be somewhat effective. While systems are in place and extreme disciplinary outcomes remain low, additional focus is needed on proactive behavioral supports, early intervention, and consistent implementation of restorative practices to further reduce suspension rates and improve overall school climate.

Action 2.4 – Meeting the Needs of Low Income, English Learners, and Foster Youth
Effectiveness of Action: 2
Metrics: 4.A
Analysis Statement:
This action provides targeted supports for unduplicated students through academic interventions, counseling, and bilingual instructional services.
Year 2 CAASPP results indicate mixed outcomes. While overall student performance improved, English Learners experienced continued declines in ELA (28.36% to 23.96%) and only modest gains in Math, remaining significantly below their peers. Long-Term English Learners also continue to demonstrate persistently low performance.
MAP data shows some improvement from baseline levels for these groups, particularly in Math, but results remain inconsistent across content areas and student groups.
These trends indicate that while supports are in place, they are not yet producing consistent or sufficient outcomes for unduplicated students. The continued gap between these student groups and the all-student population highlights the need for more intensive, targeted, and differentiated supports.
As a result, this action is rated as Somewhat Effective. Continued focus on designated and integrated ELD, targeted intervention programs, and progress monitoring will be critical to improving outcomes for these student groups.

Action 2.5 – Provide 21st Century Classroom Learning Experiences through Cutting Edge Technology and Online Curriculum
Effectiveness of Action: 3
Metrics: 1.b.1
Analysis Statement:
This action focuses on ensuring equitable access to technology and integrating digital tools into classroom instruction.
Year 2 data indicates that 100% of students continue to have 1:1 access to District-issued Chromebooks, and 100% of certificated staff have access to instructional devices, maintaining full implementation from baseline through Year 2.
Additionally, student access to key digital instructional platforms (e.g., Gooru, Lexia, ST Math) remains at or near 100%, ensuring that all students have access to standards-aligned digital tools to support learning.
These outcomes demonstrate full implementation and sustained access to technology across the District. As a result, this action continues to be effective. Future work should focus on deepening instructional integration and measuring the impact of technology use on student learning outcomes, beyond access alone.

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.

As a result of reflections on prior practice, there are no changes made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Professional Development to Staff	Institutionalize Professional Learning Communities (PLC) at the district, level, leadership teams at the site level school, and collaboration team at grade level Continue to provide New Teacher Academy and BTSA training to new teachers in the school district Ongoing professional development and implementation for the ELA/ELD curriculum to meet the academic needs of English Learners and Long Term English Learners Professional Development for Math Curriculum and Units for TK-12 Continue to provide instructional strategies training to implement Common Core State Standards at all grade levels Next Generation Science Standards professional development AERIES and other trainings AP Institutes for high school teachers Instructional leadership, positive school culture, and anti bullying trainings for the administrators and other staff as needed Project Lead the Way and Career Technical Education trainings for the staff Weekly collaboration by the TK-8 grade teachers and daily collaboration for the high school teachers Safety and wellness trainings and activities for the staff	$1,956,729.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Continuous Monitoring and Improvement of Classroom Instruction	Grade and/or subject level collaborations Monitoring of the implementation of CCSS • Walking and Talking Instruction to monitor: Standards and Measurable Objectives (SMOs) Student Engagement Strategies Collaboration between the Teachers Union and administration on classroom instruction and evaluation processes	$69,303.00	No
2.3	Focus on Student and Staff Wellness and Safety	Student, employee relations and recognitions Districtwide wellness activities- Relay Recess, Farmers Market, health fair, and other activities to reinforce physical fitness and nutrition School Resource Deputy (SRD) to promote safe campuses Anti-bullying Challenge Day Program for 7th- 12th grade students Character Counts Program and positive behavior reinforcement for K-8 grade students to promote positive behavior DARE, health and physical education classes, and Every 15 Minute program Parent involvement to reduce negative student behavior conduct Emergency preparedness programs drills, table top exercises, and trainings Train teachers on effective classroom strategies for managing student behavior including restorative practices, CPI and other external trainings.	$2,606,603.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Meeting the needs of Low Income, English Learners, and Foster Youth	Provide ongoing professional development to teachers and support staff to document and meet the needs of low income, English Learners, Long Term English Learners, and Foster Youth. Provide counseling services to the students as needed Provide career readiness related counseling services to the 9- 12 grade Unduplicated Pupils Provide support to general education classroom teachers for student academics and behaviors ELD services by teachers and bilingual instructional assistants enable ELs to access CCSS and ELD standards and meet their academic needs.	$579,213.00	Yes
2.5	Provide 21st Century Classroom learning experiences through cutting edge technology and online curriculum	1:1 Chromebooks for all K-12 high school students and TK 1:3 chromebooks Online Curriculum for K-12 students Learning Management System 6-12 grade Mastery Learning Model Use of Google Classroom, Docs, and Drive Blended Learning professional development for the teachers to provide 21st Century Classroom learning experiences to the students iPads and Laptops for the Project Lead the Way Classes Online Strategic Support through ELA/ELD adopted curriculum, Lexia, ST Math, Gooru, etc. Accelerated Reader Program	$504,558.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	21st Century Outcomes and Stakeholder Communication: Lammersville Unified School District will provide its community with a high quality education, fostering positive parent relationships, in a system that is focused on a 21st Century educational program, that supports and includes a rapidly expanding student population.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The actions within this goal are designed to promote staff and student well-being, two way communication with parent/guardian partners and provide a safe and welcoming school environment. Educational partner feedback and data analysis will provide evidence of the impact of the goal and commensurate actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.A 3.B 3.C	Self reflection rating on Parent and Family Engagement: Building Relationships, Question #4 Seeking Input for Decision Making # 9 and #11 (Local Indicator, Priority 3 Reflection Tool)	Question #4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language	Question #4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language	Question #4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language	Question #4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language	Question #4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating Scale (lowest to highest): 1 –Exploration and Research Phase; 2 –Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	that is understandable and accessible to families. 4- Full Implementation Question #9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making 4- Full Implementation Question #11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing	that is understandable and accessible to families. 4- Full Implementation Question #9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making 4- Full Implementation Question #11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing	that is understandable and accessible to families. 4- Full Implementation Question #9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making 4- Full Implementation Question #11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing	that is understandable and accessible to families. 5- Full Implementation & Sustainability Question #9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making 5- Full Implementation & Sustainability Question #11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing	that is understandable and accessible to families. 0 point difference Question #9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making 0 point difference Question #11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		strategies to reach and seek input from any underrepresented groups in the school community. 4 - Full Iimplementation 2023-24 Local Indicator, Self	strategies to reach and seek input from any underrepresented groups in the school community. 4 - Full Iimplementation 2024-2025 Local Indicator, Self	strategies to reach and seek input from any underrepresented groups in the school community. 4 - Full Iimplementation 2025-2026 Local Indicator, Self	strategies to reach and seek input from any underrepresented groups in the school community. 5- Full Implementation & Sustainability	strategies to reach and seek input from any underrepresented groups in the school community. 0 point difference
3.b.1 Local	Number of logins into SIS by parents/guardians/educational partners during academic school year. Number of District website visits by parents/guardians/educational partners during academic school year.	129,141 2022-23 SIS 14,616 2022-23 Website Analytics	158,289 2023-2024 SIS 10,181 2023-2024 Website Anaytics	178,400 2024-2025 SIS 225,356 2024-2025 Website Anaytics	135,000 # of logins into SIS 15,000 # of website visits	+49,259 +210,740
3.a.1 Local	Number of TK-12 parents who attended the following: General school meeting Attended a school or class event	Number of TK-12 parents who attended the following: General school meeting: 87% Attended a school or class event: 69% Fall 2023-24	Number of TK-12 parents who attended the following: General school meeting: 58% Attended a school or class event: 94% 2024-2025 Local	Number of TK-12 parents who attended the following: General school meeting: 51% Attended a school or class event: 93% 2025-2026 Local	Number of TK-12 parents who attended the following: General school meeting 90% Attended a school or class event 75%	Number of TK-12 parents who attended the following: General school meeting: -36% Attended a school or class event: +24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CHKS	Survey Results	Survey Results		
3.c.1 Local	Parental involvement from parents/guardians of students exceptional needs. Percentage of parents who agree they had input in the IEP process.	100% End of Year 2023-2024 SEIS	99.82% End of Year 2024-2025 SEIS	100% End of Year 2025-2026 SEIS	100%	0%
6.C	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: Students: 73.5% Parents: 89% Teachers: 89% Feel Connected to School: Students: 64.75% Parents: 77% Teachers: 91% 2023-24 Surveys	Feel School is Safe: Students: 82% Parents: 88% Teachers: 86% Feel Connected to School Students: 73.6% Parents:90% Teachers: 87% 2024-2025 Surveys	Feel School is Safe: Students: 85 % Parents: 73% Teachers: 94% Feel Connected to School Students: 83% Parents: 92% Teachers: 92% 2025-2026 Surveys	Feel School is Safe: Students: 79% Parents: 92% Teachers: 92% Feel Connected to School: Students: 70% Parents: 80% Teachers: 92%	Feel School is Safe: Students: +11.5% Parents: -16% Teachers: +5% Feel Connected to School Students: +18.25% Parents: +15% Teachers: +1%
5.B	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 they are enrolled in school.	All Students: 10.3% Black/African American: 16.6% White: 12.6% Hispanic: 17% English Learners: 14.1% Socioeconomically Disadvantaged: 20.9%	All Students: 7.6% Black/African American: 13.9% White: 10.0% Hispanic: 13.1% English Learners: 9.5% Socioeconomically Disadvantaged: 17.6%	All Students: 7.5% Black/African American: 10.5% White: 9.3% Hispanic: 15.1% English Learners: 7.9% Socioeconomically Disadvantaged: 17%	All Students: 7% Black/African American: 10% White: 6% Hispanic: 11% English Learners: 7% Socioeconomically Disadvantaged: 13%	All Students: -2.8% Black/African American: -6.1% White: -3.3% Hispanic: -1.9% English Learners: +3.8% Socioeconomically Disadvantaged: -3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 16.8% 2022-23 Data Quest	Students with Disabilities: 14.4% 2023-24 Data Quest	Students with Disabilities: 14.2% 2024-25 Data Quest	Students with Disabilities: 11%	Students with Disabilities: -2.6%

Goal Analysis [2025-26]

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

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

The District implemented the planned actions for this goal by providing cutting-edge technology (Action 3.1), communicating with parents and community members (Action 3.2), increasing parent involvement (Action 3.3), recruiting parents of students in focus groups (Action 3.4), and promoting parent participation of individuals with exceptional needs (Action 3.5). The implementation focused on providing its community with a high-quality education, fostering positive parent relationships, and supporting a 21st-century educational program. In summary, implementing the articulated goal involved utilizing technology, maintaining communication, increasing parent involvement, and supporting diverse needs. The District experienced notable successes in implementing this goal, particularly in the area of providing cutting-edge technology. One highlight of the implementation process was the maintenance of the parent portal, district, and school websites, and social media presence, contributing to effective communication with the community. However, the District continues to experience challenges in securing consistent parent participation in school and district meetings, committees, and councils. Despite ongoing efforts to communicate the importance of educational partner engagement, have site administrators personally reach out to parents and families, identify individuals to participate in site and district-level groups, provide meals and childcare, and share information through communication methods and languages accessible to families, parent participation remains an area of continued need. The District will continue to refine its outreach strategies and explore additional ways to reduce barriers and create meaningful opportunities for families to provide input and participate in decision-making processes.

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

Goal 3 includes several actions with material differences between budgeted and estimated actual expenditures, primarily due to the timing of technology repairs and replacements, renewal costs being paid over multiple fiscal years, parent engagement expenses, site-level parent recruitment spending, and increased transportation costs for students receiving Special Education services.

Action 3.1 had budgeted expenditures of $227,500 and estimated actual expenditures of $175,798. This material difference is due to the timing of technology repairs and replacements, some of which may not be completed before June 30, 2026.

Action 3.2 had budgeted expenditures of $83,328 and estimated actual expenditures of $59,318. This variance is primarily due to the Kelvin renewal being budgeted as a three-year renewal, while the actual costs are being paid one year at a time across multiple fiscal years.

Action 3.3 was not originally budgeted, but had estimated actual expenditures of $8,719. These costs were associated with Parent Project supplies and other expenses connected to parent engagement activities.

Action 3.4 had budgeted expenditures of $8,000 and estimated actual expenditures of $1,971. This material difference is connected to parent recruitment efforts at the site level, with actual spending coming in lower than originally projected.

Action 3.5 had budgeted expenditures of $90,500 and estimated actual expenditures of $687,613. This significant variance is due to additional Special Education transportation costs within Mountain House resulting from an increased number of riders. The original budget also did not include excess transportation costs associated with County riders.

These material differences in Goal 3 illustrate the changing nature of technology implementation, family engagement, and student support services. Actual expenditures were influenced by the timing of purchases and repairs, multi-year renewal structures, site-level engagement needs, and the increasing demand for specialized transportation services.

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

The District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.
The actions outlined in Goal Three helped make progress towards the District's goal:

Action: 3.1 - Provide Cutting Edge Technology to the Students and Staff by following the Technology Sustainability Plan
Effectiveness of Action: 3
Metric(s): 3.A 3.B 3.C, 3.b.1
This action focuses on providing technology access, maintaining digital platforms, and leveraging those tools to enhance family engagement.
Metrics 3.A, 3.B, and 3.C (Local Indicators for Parent and Family Engagement) continue to reflect strong implementation. The District maintained a rating of "Full Implementation" across all areas in Year 2, demonstrating sustained capacity to engage families in advisory groups and decision-making processes.
Metric 3.b.1 shows continued growth in parent engagement through digital platforms. Parent/guardian SIS logins increased from 158,289 in Year 1 to 178,400 in Year 2, indicating increased use of the platform for accessing student information and communication.
Additionally, district website visits increased significantly from 10,181 to 225,356, representing a substantial expansion in how families access district information. This sharp increase suggests that families are not only maintaining engagement but expanding their use of digital tools to stay informed.
Overall, the data indicates that technology systems are not only fully implemented but increasingly utilized by families. This action continues to be effective, with strong evidence that digital tools are supporting meaningful and sustained engagement with educational partners.

Action: 3.2 - Communication with Parents and Community Members
Effectiveness of Action: 3
Metric(s): 3.A 3.B 3.C
This action focuses on maintaining and strengthening communication channels between the District and families.
As reflected in Action 3.1, Local Indicator data (Metrics 3.A, 3.B, 3.C) continues to show “Full Implementation” in Year 2, indicating that systems for communication and engagement remain strong and consistent.
The sustained high ratings demonstrate that families continue to have access to meaningful opportunities to engage with the District, provide input, and receive information in accessible ways. In combination with increased usage of communication platforms (as evidenced by SIS and website data), this suggests that communication strategies are both effective and widely utilized.
Overall, this action remains effective, with continued strong implementation and evidence of increased engagement across multiple communication platforms.

Action: 3.3 — Increase Parent Involvement at the District and Site Level
Effectiveness of Action: 2
Metric(s): 3.A.1, 6.C
Analysis Statement:
This action focuses on increasing parent involvement through participation in meetings, events, and school-community engagement efforts. Year 2 data shows mixed results, indicating that the action was somewhat effective. For Metric 3.A.1, parent participation in school or class events increased significantly, rising from 69% at baseline to 93% in Year 2, an increase of 24 percentage points. This suggests that families are highly willing to participate in school-based events and activities that are connected to their children’s experiences. However, participation in general school meetings declined from 87% at baseline to 51% in Year 2, a decrease of 36 percentage points, indicating that formal meeting participation remains a significant area of need.
Metric 6.C also shows mixed but generally positive results related to school safety and connectedness. The percentage of students who feel school is safe increased from 73.5% to 85%, an increase of 11.5 percentage points, and teachers who feel school is safe increased from 89% to 94%, an increase of 5 percentage points. However, parent perception of school safety declined from 89% to 73%, a decrease of 16 percentage points, which suggests the District needs to better understand and address parent concerns related to safety. In the area of school connectedness, results were strong across all groups. Students who feel connected to school increased from 64.75% to 83%, an increase of 18.25 percentage points; parents increased from 77% to 92%, an increase of 15 percentage points; and teachers increased slightly from 91% to 92%, an increase of 1 percentage point.
Overall, this action is rated as Somewhat Effective because the District saw strong gains in parent participation at school and class events, as well as improved connectedness among students, parents, and teachers. However, the significant decrease in parent attendance at general school meetings and the decline in parent perception of school safety indicate that additional work is needed. Moving forward, the District will continue efforts to increase parent participation in meaningful engagement opportunities, strengthen communication around school safety, and explore additional strategies to reduce barriers to parent involvement in school and district-level meetings.

Action: 3.4 - Recruit parents of students in the Focus Area Student Groups
Effectiveness of Action: 3
Metric(s): 5.B

This action focuses on increasing engagement among parents of unduplicated student groups, with the goal of improving student outcomes such as attendance.
Metric 5.B shows continued improvement in chronic absenteeism in Year 2. The percentage of chronically absent students decreased slightly from 7.6% to 7.5%, representing a sustained reduction from the baseline of 10.3%.
Subgroup data also reflects positive trends. Black/African American students improved from 13.9% to 10.5%, White students from 10.0% to 9.3%, and Students with Disabilities from 14.4% to 14.2%. While some groups, such as Hispanic students, showed a slight increase (13.1% to 15.1%), overall chronic absenteeism remains significantly lower than baseline levels.
These results suggest that outreach and engagement efforts targeting families of focus student groups are contributing to improved attendance outcomes, although continued attention is needed to ensure consistency across all subgroups.
Overall, this action is effective, as demonstrated by sustained reductions in chronic absenteeism and continued engagement of targeted student populations.

Action: 3.5 - Promote parent participation of individuals with exceptional needs
Effectiveness of Action: 3
Metric(s): 3.c.1
This action focuses on supporting and engaging parents of students with exceptional needs, particularly through participation in the IEP process.
Metric 3.c.1 shows that 100% of parents of students with exceptional needs report that they had input in the IEP process, an increase from 99.82% in Year 1 and consistent with the baseline of 100%.
This sustained high level of engagement demonstrates that systems and practices supporting parent participation in special education processes are strong, consistent, and effective.
Overall, this action continues to be effective, with full participation indicating meaningful collaboration between families and school staff.

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

No changes.

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	Provide Cutting Edge Technology to the Students and Staff by following the	Parent Portal for mass emails and phone calls District and school websites and social media	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Technology Sustainability Plan	Develop, implement, and revise the Technology Sustainability Plan to update hardware and software based on students' needs		
3.2	Communication with Parents and Community Members	Use of District and site surveys to glean parent and student input Ongoing and consistent communication at the district and site level with the parents and community members Robo calls and mass emails by the district and all school sites for major events Update district and school websites on an ongoing basis Use District Website, video live streaming of meetings, social media, and other ways to communicate with the parents and community members	$75,163.00	No
3.3	Increase Parent Involvement at the district and site level	Recruit parents and community members to actively participate in: District Advisory Committee (DAC), District Parent Advisory Committee (DPAC), District Facilities Committee, District English Language Advisory Committee (DELAC), District Gate/Arts/ Music Committee, School Site Councils, School Foundations and Parent Teacher Association, Wellness, Safety Committee and other site and district level committees, programs, and events	$25,500.00	No
3.4	Recruit parents of students in the Focus Area Student	Make additional efforts to recruit parents representing unduplicated pupil groups to serve on by personally inviting parents and holding meetings at different times based on parents' needs:	$14,803.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Groups- ELs, Low Income, and Foster Youth	District Advisory Committee (DAC) School Site Council, Parent Organizations such as Foundations, PTA, etc. District English Language Advisory Committee (DELAC) English Language Advisory Committee (ELAC) District Parent Advisory Committee (DPAC) Childcare for parent/guardian workshops/meetings		
3.5	Promote parent participation of individuals with exceptional needs	Provide workshops to support education and awareness for students with exceptional needs Individual 504, SST, and/or IEP meetings to monitor progress and develop educational goals and plans for the students Provide Transportation for students with disabilities per their Individualized Educational Program (IEP) and supplement high school activities	$689,000.00	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
$3,669,326	$0

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
3.889%	0.000%	$0.00	3.889%

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:** Specific Programs for the High School Students and Partnership with San Joaquin Delta College **Need:** Students struggle academically in core content areas (English, math, science, and social studies). These students need to be identified, so teachers can intervene. English Learners,	Review of MAP data allows for monitoring of proficiency and need for English Learners, Foster Youth, and Low Income students. These students are monitored by teachers, counselors, and administrators for early intervention and support. This action provides targeted interventions through SUCCESS! period, credit recovery opportunities, online pathways, and summer school. Students receive early intervention and support from counselors to aide in success. It is provided on a	4A Percentage of students in grades 3-11 who meet or exceed standards on MAP grade level assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth, and Low Income students underperform in ELA, Math, and Science on standardized assessments, CAASPP and CAST, when compared with the overall outcomes of Mountain House High School students. Percentage of students in grades 3-11 whose performance on the Measures of Academic Performance (MAP) assessment is equivalent to level 3 or higher on CAASPP ELA All Students 72% English Learners 26% Foster Youth *% Low Income 51% Math All Students 74% English Learners 50% Foster Youth *% Low Income 48% * = less than 30 students **Scope:** Schoolwide	schoolwide basis because students other than English Learners, Foster Youth, and low income students struggle academically. Said interventions are used for all students. The action is being provided on an school-wide basis to maximize the impact in increasing student academic outcomes for all students. This is the most effective use of funds because it helps to guide program development and identify student needs.	
1.8	**Action:** Provide Strategic Support to meet Academic needs of the Students **Need:**	Review of MAP and CAASPP data allows for monitoring of proficiency and need for English Learners, Foster Youth, and Low Income students. This action provides targeted interventions at Mountain House High School through SUCCESS! period, credit recovery opportunities, online	4A Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP and 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
	Students struggle academically in core content areas (English, math, science, and social studies). These students need to be identified, so teachers can intervene. English Learners, Foster Youth, and Low Income students underperform in ELA, Math, and Science on standardized assessments, CAASPP and CAST, when compared with the overall student outcomes of Lammersville Unified School District. ELA All Students 75.71% English Learners 23.96% Foster Youth *% Low Income 48.09% Math All Students 71.74% English Learners 30.77% Foster Youth *% Low Income 41.82% CAST: All Students 65.95% English Learners 15.89% Foster Youth *% Low Income 39.19% Percentage of students in grades 3-11 whose performance on the Measures of Academic Performance (MAP) assessment is equivalent to level 3 or higher on CAASPP ELA	pathways, summer school and classroom interventions. K-8 interventions for ELA include: Lexia and Lexia strategic support lessons (K-8), Lexia English (3rd-12 grade English Learners), Steps to Advance (3rd-6th grades), Specialized Program Individualizing Reading (SPIRE), and small group or whole group reteach. K-8 interventions for math include: Focused Math Intervention, ST Math, Gooru, and small group or whole group reteach. Interventions are provided on an LEA-wide basis because students other than English Learners, Foster Youth, and low income students struggle academically. Said interventions are used for all students. The actions above are the most effective use of funds to meet the academic needs of English Learners, Foster Youth, and Low Income students. Academic support and/or language intervention are critical to student achievement. Response to Intervention is research-based and proven to improve student outcomes.	

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
	All Students 72% English Learners 26% Foster Youth *% Low Income 51% Math All Students 74% English Learners 50% Foster Youth *% Low Income 48% * = less than 30 students **Scope:** LEA-wide		
2.1	**Action:** Provide Professional Development to Staff **Need:** Students need good first instruction in order to be successful ELA All Students 75.71% English Learners 23.96% Foster Youth *% Low Income 48.09% Math All Students 71.74% English Learners 30.77% Foster Youth *% Low Income 41.82%	Review of MAP and CAASPP data allows for monitoring of proficiency and need for English Learners, Foster Youth, and Low Income students. English Learners, Foster Youth, and Low Income students have unique needs that are more readily addressed by well-trained teachers. These unique needs involve academic, social emotional, and behavioral needs. Institutionalizing best practices with consistency across the district is critical for teacher collaboration and efficacy, resulting in an increase in student outcomes. Teacher collaboration focused on student outcomes allows for a more robust skill set to be developed. The action is being provided on an LEA-wide basis to maximize the impact in providing professional development to support good first instruction. The actions above are the most effective use of funds to meet the academic needs of English	4A Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP and CAST) and MAP data in grades 3-11.

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
	CAST: All Students 65.95% English Learners 15.89% Foster Youth *% Low Income 39.19% Percentage of students in grades 3-11 whose performance on the Measures of Academic Performance (MAP) assessment is equivalent to level 3 or higher on CAASPP ELA All Students 72% English Learners 26% Foster Youth *% Low Income 51% Math All Students 74% English Learners 50% Foster Youth *% Low Income 48% * = less than 30 students **Scope:** LEA-wide	Learners, Foster Youth, and Low Income students. Good first instruction is the first intervention for student support and critical to student achievement. Good first instruction is research-based and proven to improve student outcomes.	
2.4	**Action:** Meeting the needs of Low Income, English Learners, and Foster Youth **Need:**	Review of MAP and CAASPP data allows for monitoring of proficiency and need for English Learners, Foster Youth, and Low Income students. Professional development to teachers and support staff to monitor and meet the needs of low income, English Learners, and Foster Youth can be applied	4A Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Foster Youth, and Low Income students may have attendance, academic, and/or behavioral barriers that prevent them from independently accessing classroom instruction. ELA All Students 75.71% English Learners 23.96% Foster Youth *% Low Income 48.09% Math All Students 71.74% English Learners 30.77% Foster Youth *% Low Income 41.82% CAST: All Students 65.95% English Learners 15.89% Foster Youth *% Low Income 39.19% Percentage of students in grades 3-11 whose performance on the Measures of Academic Performance (MAP) assessment is equivalent to level 3 or higher on CAASPP ELA All Students 72% English Learners 26% Foster Youth *% Low Income 51%	to address the needs of all students. Counseling services, including career readiness counseling, provided to English Learners, Foster Youth, and Low Income students can benefit all students. Institutionaling best practices with consistency across the district is critical for teacher collaboration, efficacy, and student growth which aides in the development of support structures for low income, English Learners, and foster youth. The actions above are the most effective use of funds to meet the academic needs of English Learners, Foster Youth, and Low Income students. The action is being provided on an LEA-wide basis to maximize the impact in increasing positive student outcomes for all students.	and CAST) and MAP data 3-11.

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
	Math All Students 74% English Learners 50% Foster Youth *% Low Income 48% * = less than 30 students **Scope:** LEA-wide		
3.4	**Action:** Recruit parents of students in the Focus Area Student Groups- ELs, Low Income, and Foster Youth **Need:** Parent engagement in the education of students is an important component of building relationships with educational partners and particularly with parents/guardians of English Learners, Foster Youth, and Low Income students. There is a need to make events and/or meetings inviting and accessible to families while reducing any barriers preventing attendance (childcare, language, work schedules, etc.) 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 they are enrolled in school. All Students: 7.5%	Parent involvement decreases the chronic absenteeism of English Learners, Foster Youth, and Low Income students. LUSD continuously strives to engage all parents in the educational process of their children. LUSD will provide childcare, so families can attend meetings, consider days and times for events/meetings, and provide language services as needed. The action is being provided on an LEA-wide basis to maximize the impact in increasing parent and guardian participation for all students. The actions above are the most effective use of funds to increase parent engagement of English Learners, Foster Youth, and Low Income students.	5.B 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 they are enrolled in school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners: 7.9% Foster Youth *% Low Income 17% * = less than 30 students **Scope:** LEA-wide		

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
1.9	**Action:** Additional Support for English Learners (ELs), Foster, and Low Income Students **Need:** There is a disparity between the performance of all students compared to English Learners, foster youth, and low income students. Due to this disparity, small group instruction for students in the focus areas is needed to intervene and address areas of deficit. ELA All Students 75.71% English Learners 23.96%	Individualized support provided by teachers and aides allows students to receive intevention directly related to specific deficits. This includes ELD instruction using Journeys (K-2), ELD instruction (3-6), and Lexia English (3-12). English Learners in high school receive ELD via a specified period in the academic school day using newly adopted ELD curriculum English 3D. After school tutoring for English Learners, Foster students, and low income students.	4A Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP and CAST) and MAP 3-11.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Foster Youth *% Low Income 48.09% Math All Students 71.74% English Learners 30.77% Foster Youth *% Low Income 41.82% CAST: All Students 65.95% English Learners 15.89% Foster Youth *% Low Income 39.19% Percentage of students in grades 3-11 whose performance on the Measures of Academic Performance (MAP) assessment is equivalent to level 3 or higher on CAASPP ELA All Students 72% English Learners 26% Foster Youth *% Low Income 51% Math All Students 74% English Learners 50% Foster Youth *% Low Income 48% * = less than 30 students **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

N/A

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	$94,350,673	3,669,326	3.889%	0.000%	3.889%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$51,368,720.00	$6,467,714.00	$368,000.00	$131,513.00	$58,335,947.00	$54,796,954.00	$3,538,993.00

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	Student Progress Check through Assessments	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.2	Specific Programs for the High School Students and Partnership with San Joaquin Delta College	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mountain House High School	Ongoing	$1,478,057.00	$34,071.00	$1,512,128.00				$1,512,128.00	
1	1.3	Implementation of the Common Core State Standards and Curriculum	All	No			All Schools	Ongoing	$0.00	$10,500.00	$10,500.00				$10,500.00	
1	1.4	Maintain Career Technical Education (CTE)	All	No			All Schools	Ongoing	$74,459.00	$28,500.00	$102,959.00				$102,959.00	
1	1.5	Maintain and Hire Teaching, Administration, and Support Staff	All	No			All Schools	Ongoing	$43,037,869.00	$0.00	$39,999,531.00	$3,038,338.00			$43,037,869.00	
1	1.6	Incentives for Increasing Student Attendance	All	No			All Schools	Ongoing	$0.00	$40,500.00	$40,500.00				$40,500.00	
1	1.7	Action Combined with 1.2														
1	1.8	Provide Strategic Support to meet Academic needs of the Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$262,396.00	$446,633.00	$341,029.00	$0.00	$368,000.00		$709,029.00	
1	1.9	Additional Support for English Learners (ELs), Foster, and Low Income Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$474,006.00	$307,914.00	$650,407.00			$131,513.00	$781,920.00	

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	1.10	Provide adequate facilities and instructional materials	All	No			All Schools	Ongoing	$3,736,266.00	$495,835.00	$4,232,101.00				$4,232,101.00	
1	1.11	Interventions and support	All	No			All Schools	3 years	$1,155,069.00	$21,000.00	$0.00	$1,176,069.00			$1,176,069.00	
1	1.12	Additional Needs	Homeless Students	No			All Schools	3 years	$0.00	$12,000.00		$12,000.00			$12,000.00	
2	2.1	Provide Professional Development to Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,918,964.00	$37,765.00	$1,956,729.00				$1,956,729.00	
2	2.2	Continuous Monitoring and Improvement of Classroom Instruction	All	No			All Schools	Ongoing	$59,303.00	$10,000.00	$69,303.00				$69,303.00	
2	2.3	Focus on Student and Staff Wellness and Safety	All	No			All Schools	Ongoing	$2,015,452.00	$591,151.00	$1,053,296.00	$1,553,307.00			$2,606,603.00	
2	2.4	Meeting the needs of Low Income, English Learners, and Foster Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$577,113.00	$2,100.00	$579,213.00				$579,213.00	
2	2.5	Provide 21st Century Classroom learning experiences through cutting edge technology and online curriculum	All	No			All Schools	Ongoing	$0.00	$504,558.00	$504,558.00	$0.00			$504,558.00	
3	3.1	Provide Cutting Edge Technology to the Students and Staff by following the Technology Sustainability Plan	All	No			All Schools	Ongoing	$0.00	$200,000.00	$200,000.00				$200,000.00	
3	3.2	Communication with Parents and Community Members	All	No			All Schools	Ongoing	$0.00	$75,163.00	$75,163.00	$0.00			$75,163.00	
3	3.3	Increase Parent Involvement at the district and site level	All	No			All Schools	Ongoing	$0.00	$25,500.00	$25,500.00				$25,500.00	
3	3.4	Recruit parents of students in the Focus Area Student Groups-ELs, Low Income, and Foster Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,000.00	$6,803.00	$14,803.00				$14,803.00	
3	3.5	Promote parent participation of individuals with exceptional needs	All	No			All Schools	Ongoing	$0.00	$689,000.00	$1,000.00	$688,000.00			$689,000.00	

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
$94,350,673	3,669,326	3.889%	0.000%	3.889%	$5,054,309.00	0.000%	5.357 %	**Total:**	$5,054,309.00
								LEA-wide Total:	$2,891,774.00
								Limited Total:	$650,407.00
								Schoolwide Total:	$1,512,128.00

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	Specific Programs for the High School Students and Partnership with San Joaquin Delta College	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain House High School	$1,512,128.00	
1	1.8	Provide Strategic Support to meet Academic needs of the Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$341,029.00	
1	1.9	Additional Support for English Learners (ELs), Foster, and Low Income Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$650,407.00	
2	2.1	Provide Professional Development to Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,956,729.00	
2	2.4	Meeting the needs of Low Income, English Learners, and Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$579,213.00	
3	3.4	Recruit parents of students in the Focus Area Student	Yes	LEA-wide	English Learners Foster Youth	All Schools	$14,803.00	

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 (%)
		Groups- ELs, Low Income, and Foster Youth			Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$53,774,025.00	$59,236,848.00

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**	Student Progress Check through Assessments	No	$51,377.00	$48,809
1	**1.2**	Specific Programs for the High School Students and Partnership with San Joaquin Delta College	Yes	$1,091,516.00	$1,138,360
1	**1.3**	Implementation of the Common Core State Standards and Curriculum	No	$48,723.00	$3,348
1	**1.4**	Maintain Career Technical Education (CTE)	No	$521,596.00	$856,332
1	**1.5**	Maintain and Hire Teaching, Administration, and Support Staff	No	$40,425,518.00	$45,449,004
1	**1.6**	Incentives for Increasing Student Attendance	No	$51,055.00	$41,920
1	**1.7**	Action Combined with 1.2			
1	**1.8**	Provide Strategic Support to meet Academic needs of the Students	Yes	$459,862.00	$495,911
1	**1.9**	Additional Support for English Learners (ELs), Foster, and Low Income Students	Yes	$878,256.00	$852,664
1	**1.10**	Provide adequate facilities and instructional materials	No	$3,493,450.00	$3,481,184
1	**1.11**	Interventions and support	No	$1,278,584.00	$1,090,194

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Additional Needs	No	$12,000.00	$5,891
2	2.1	Provide Professional Development to Staff	Yes	$1,516,592.00	$1,724,188
2	2.2	Continuous Monitoring and Improvement of Classroom Instruction	No	$74,445.00	$23,034
2	2.3	Focus on Student and Staff Wellness and Safety	No	$2,311,962.00	$2,400,901
2	2.4	Meeting the needs of Low Income, English Learners, and Foster Youth	Yes	$600,761.00	$573,013
2	2.5	Provide 21st Century Classroom learning experiences through cutting edge technology and online curriculum	No	$549,000.00	$118,676
3	3.1	Provide Cutting Edge Technology to the Students and Staff by following the Technology Sustainability Plan	No	$227,500.00	$175,798
3	3.2	Communication with Parents and Community Members	No	$83,328.00	$59,318
3	3.3	Increase Parent Involvement at the district and site level	No	$0.00	$8,719
3	3.4	Recruit parents of students in the Focus Area Student Groups- ELs, Low Income, and Foster Youth	Yes	$8,000.00	$1,971
3	3.5	Promote parent participation of individuals with exceptional needs	No	$90,500.00	$687,613

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)
$3,529,978	$4,364,782.00	$4,786,107.00	($421,325.00)	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	Specific Programs for the High School Students and Partnership with San Joaquin Delta College	Yes	$1,091,516.00	$1,138,360		
1	1.8	Provide Strategic Support to meet Academic needs of the Students	Yes	$411,109.00	$495,911		
1	1.9	Additional Support for English Learners (ELs), Foster, and Low Income Students	Yes	$736,804.00	$852,664		
2	2.1	Provide Professional Development to Staff	Yes	$1,516,592.00	$1,724,188		
2	2.4	Meeting the needs of Low Income, English Learners, and Foster Youth	Yes	$600,761.00	$573,013		
3	3.4	Recruit parents of students in the Focus Area Student Groups- ELs, Low Income, and Foster Youth	Yes	$8,000.00	$1,971		

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)
$91,777,391	$3,529,978	0.00	3.846%	$4,786,107.00	0.000%	5.215%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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