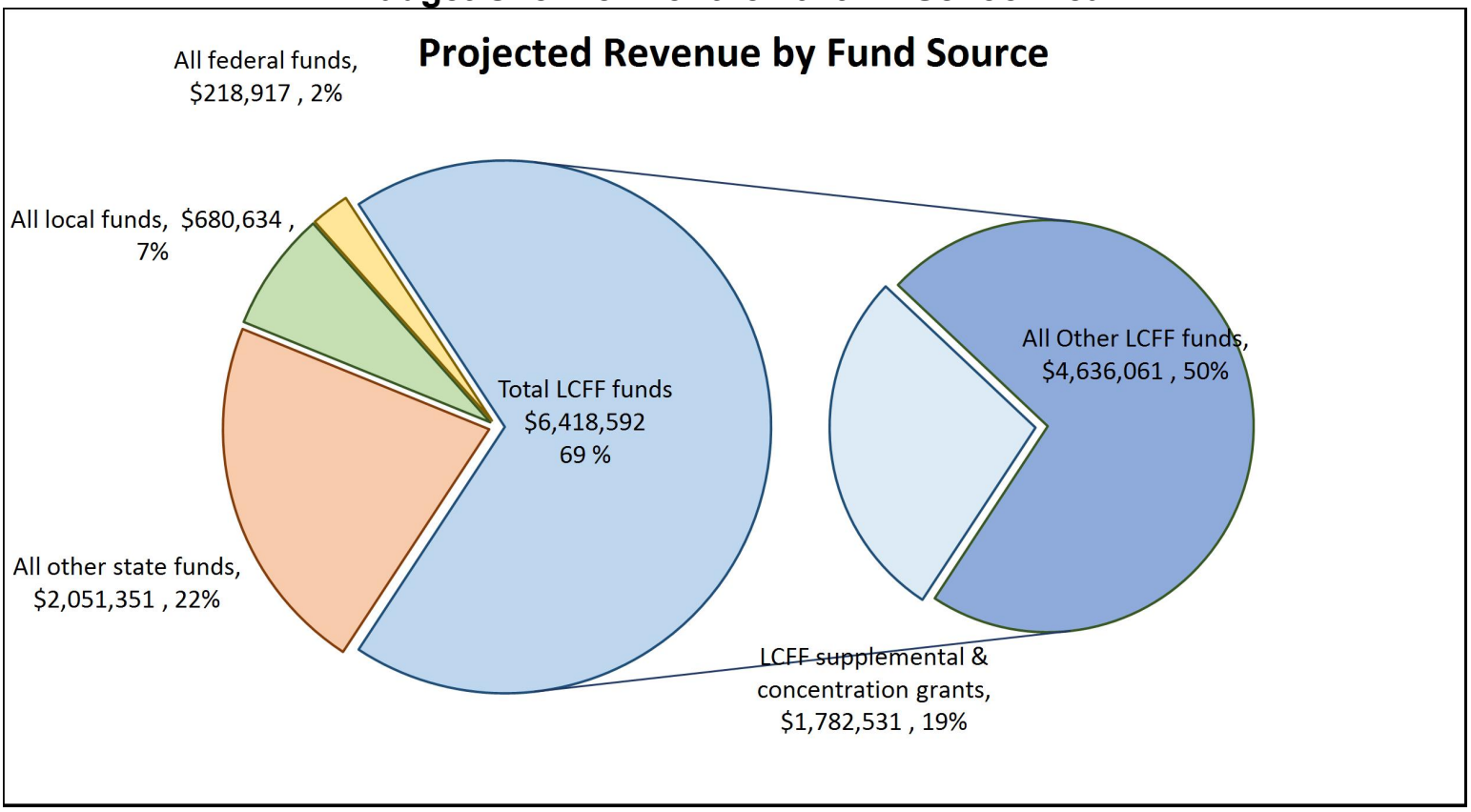
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Luther Burbank School District
CDS Code: 43695426047575
School Year: 2026-27
LEA contact information:
Ladislao Lopez
Superintendent-Principal
llopez@lbsdk8.org
408 295-2450

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

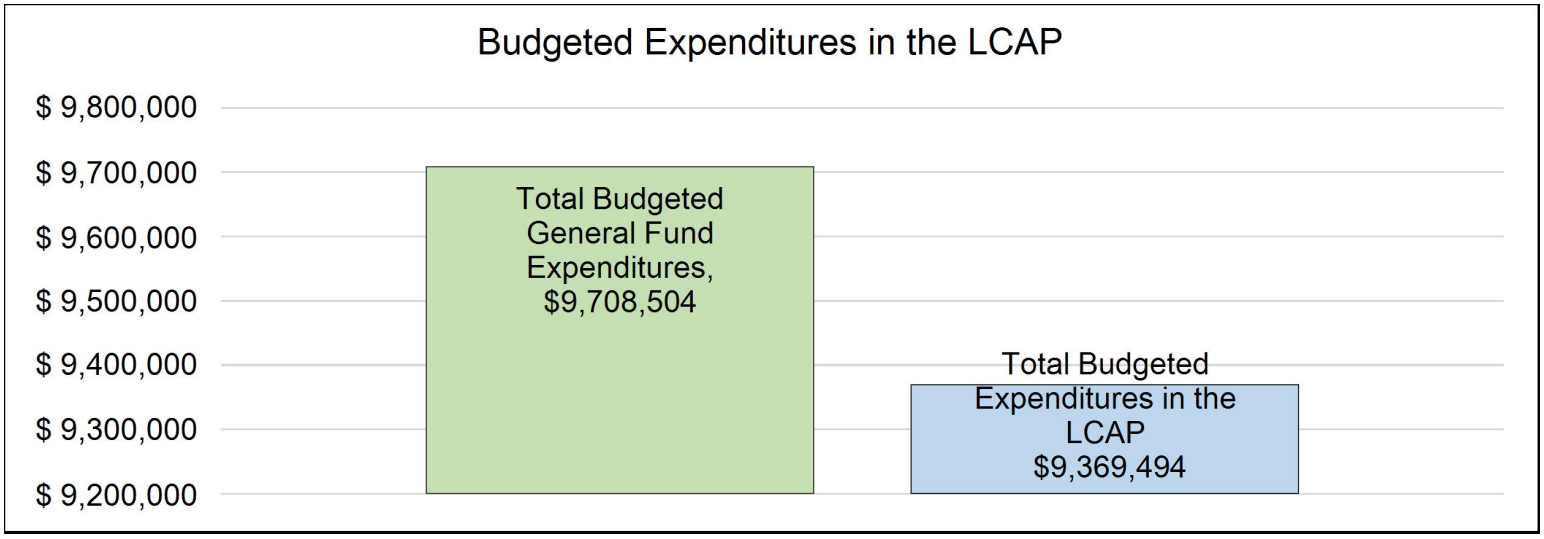


This chart shows the total general purpose revenue Luther Burbank School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Luther Burbank School District is $9,369,494, of which $6,418,592 is Local Control Funding Formula (LCFF), $2,051,351 is other state funds, $680,634 is local funds, and $218,917 is federal funds. Of the $6,418,592 in LCFF Funds, $1,782,531 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Luther Burbank 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: Luther Burbank School District plans to spend $9,708,504 for the 2026-27 school year. Of that amount, $9,369,494 is tied to actions/services in the LCAP and $339,010 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

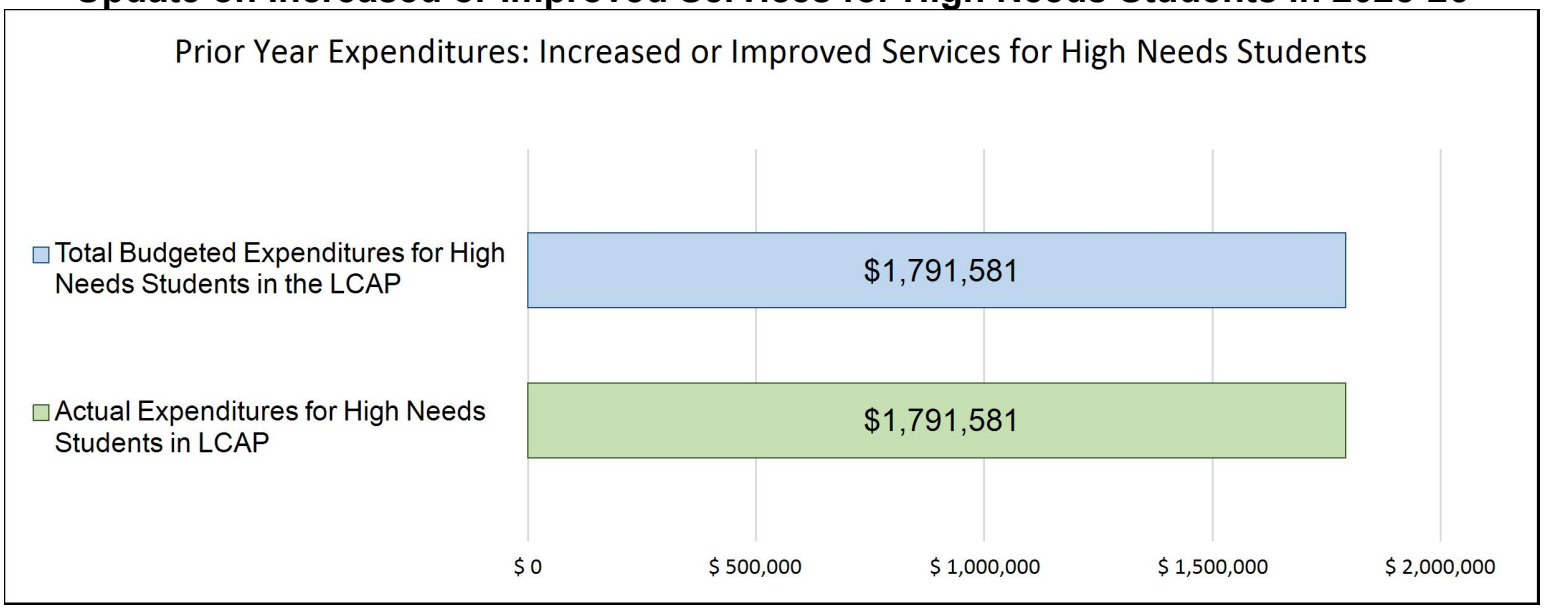
Restrict Funds of $461,997 in property taxes, transferred from SELPA III's Special Education group, is legally restricted for AB 602 Special Education programs. These funds cannot be mixed with general, flexible school funds the LCFF.

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

In 2026-27, Luther Burbank School District is projecting it will receive $1,782,531 based on the enrollment of Foster Youth, English learner, and low-income students. Luther Burbank School District must describe how it intends to increase or improve services for high needs students in the LCAP. Luther Burbank School District plans to spend $1,782,531 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 Luther Burbank 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 Luther Burbank 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, Luther Burbank School District's LCAP budgeted $1,791,581 for planned actions to increase or improve services for high needs students. Luther Burbank School District actually spent $1,791,581 for actions to increase or improve services for high needs students in 2025-26.

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
Luther Burbank School District	Ladislao Lopez Superintendent-Principal	llopez@lbsdk8.org 408 295-2450

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.

Luther Burbank School District's mission is to engage, educate, and empower its students. The collective effort of the Luther Burbank community is anchored in our unwavering belief in growth, achievement, belonging, and partnership. We strive to transform the learning experience to foster a lifelong joy of learning. We develop globally-minded scholars who are resilient, compassionate problem solvers and leaders in their community and beyond. We maintain a challenging, safe, orderly, caring, and engaging learning environment while valuing individual differences and preferences in learning styles. We do this to cultivate strong communicators who are independent and confident thinkers and work creatively and collaboratively.

Luther Burbank School District, established in 1906, is a one-school district that attracts students within and across district boundaries. Based on our 2025-2026 CALPADS report, 88.19% of our students are Hispanic, 2.41% African American, 2.89% White, .94% Filipino, .72% Hawaiian/Other Pacific Islander, and .96% Asian. Of the student demographics listed 73% are eligible for the free and reduced meal program, 49.63% are English Learners, and 12% are in Special Education.

The district, nestled on the corner of San Carlos and Wabash Avenue, serves approximately 415 Transitional Kindergarten through eighth-grade students with 25 FTE dedicated educators and 17 support staff. Our school also has a social worker and a TOSA (Literacy/EL Interventionist). The academic, social-emotional whole child learning program at Luther Burbank provides opportunities and accommodation for our scholars to be successful in their academic journey.

Luther Burbank focuses on nurturing the whole child. To meet our student needs, our staff work use evidenced based strategies and real world- hands on learning experiences. We have 1:1 Chrome Book/iPad devices for all students at school and at home, thus ensuring continuity of instruction and learning both in the school and home environment.

The District runs the Expanded Learning Opportunity Program (ELO-P) after school and during intersessions. The program includes academic tutorials, sports, visual and performing arts, and STEM activities from school dismissal until 6:00 pm. Our campus has a Wellness Center, and Family Resource Center to serve the whole child and family. The District partners with First Five Catholic Charities to house the Family Resource Center.

The District's new two-story classroom building has been completed and will be ready for occupancy in fall 2026–27. This project was made possible through Measure HH, a $10 million bond approved by voters in November 2018 to replace the District's aging main classroom facility with a modern 21st-century learning environment. Despite construction cost increases resulting from COVID-19 and inflation, the District adjusted the project scope to remain within budget while still delivering new classrooms and improvements to the existing facility.

At the same time, the District continues to navigate challenges related to declining enrollment and the expiration of one-time funding sources while working to maintain and optimize student services and programs.

Reflections: Annual Performance

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

The California School Dashboard uses a color-coded performance system to evaluate schools and districts on state indicators including Suspension Rate, English Learner Progress, and student achievement in English Language Arts and Mathematics. Performance levels are identified in descending order as blue, green, yellow, orange, and red, with blue representing the highest performance level and red representing the lowest.

CAASPP 2025 Data Reflection and Analysis
The District met all standards for local indicators. This rating reflects Luther Burbank School District's commitment to providing students with a safe, supportive, and engaging learning environment where teachers and staff are dedicated to delivering a high-quality education.

Based on the 2025 California School Dashboard, Luther Burbank School District earned a Green performance level in Suspension Rate and a Yellow performance level in Chronic Absenteeism for all students. The District continues to refine and implement schoolwide behavior expectations through culturally responsive and restorative practices. The District reported zero expulsions and demonstrated improvement in key climate indicators, improving from Orange to Green in Suspension Rate and from Red to Yellow in Chronic Absenteeism when comparing the 2024 and 2025 Dashboard results.

The District's MTSS (Multi-Tiered System of Supports) team, comprised of representatives from Special Education, General Education, Counseling/Social Work, and Administration, continues to focus on strengthening the District's tiered system of support. The team has analyzed and refined implementation practices to better address identified areas of need. This work includes using data to identify student needs, implementing culturally responsive practices, and developing systems that support educators in delivering high-quality, inclusive instruction and services. Key priorities include increasing student and family voice in educational decision-making, fostering a safe and

welcoming school culture, and examining schoolwide expectations and instructional practices to identify implicit biases and strengthen cultural responsiveness.

In addition, the team is focused on disaggregating data to address disproportionality in exclusionary discipline and special education placement, replacing punitive and exclusionary responses to behavior with instructional and restorative practices, and challenging personal biases to promote strengths-based thinking. To support these efforts, the District continues to implement the Positive Behavioral Interventions and Supports (PBIS) framework. As part of this work, the school has launched a “Burbank Bucks” reward system to recognize and reinforce positive student behavior. Students may redeem Burbank Bucks at the school store, helping to foster a positive, supportive, and inclusive school climate.

Luther Burbank is working on creating a supportive and engaging learning environment for students. Luther Burbank continues to maintain low suspension (6 out of school suspensions) and no expulsions despite increased behavior challenges. The district strives to provide the needed mental health services and social emotional support students need to redirect towards positive interactions and choices. Due to the rise and intensity of needs of our students behavior and mental health, the district contracted with Pacific Clinics to augment services on campus and provide intense 1:1 support for identified students.

The District qualifies for Differentiated Assistance support from the Santa Clara County Office of Education (SCCOE) based on the performance of multiple student groups identified on the 2025 California School Dashboard. Specifically, English Learners were identified in the areas of English Learner Progress and Chronic Absenteeism, while Long-Term English Learners were identified in English Learner Progress, Chronic Absenteeism, and Suspension Rate. Students with Disabilities were identified in the areas of Academics and Chronic Absenteeism.

According to the 2025 California Dashboard, chronic absenteeism rates remain a significant area of concern, with rates of 19.3% for English Learners, 28.6% for Long-Term English Learners, and 31.7% for Students with Disabilities, representing an increase of 4.2% for Students with Disabilities compared to the previous year. Long-Term English Learners also demonstrated elevated suspension rates at 10.3%. Academically, Long Term English Learners declined by 34 points in English Language Arts and 8.5 points in Mathematics.

In collaboration with SCCOE, the District will continue strengthening systems and supports through a continuous improvement process focused on student engagement, attendance, academic achievement, culturally responsive practices, and equitable access to services for all student groups.

The District has a significant opportunity to continue focusing resources and support on improving the academic performance of Students with Disabilities (SWD) and Long-Term English Learners (LTELs). The persistent performance gap for these student groups remains a clear call to action. SWD performance improved from the Red performance band on the 2024 California Dashboard to Orange on the 2025 California Dashboard, increasing by 32.8 points in ELA and 8 points in mathematics. However, Long-Term English Learners declined from Orange to Red in both ELA and mathematics, decreasing by 34 points in ELA and 8.5 points in mathematics.

In response, the District has partnered with the Santa Clara County Office of Education (SCCOE) to provide professional development focused on Universal Design for Learning (UDL). The District has also hired a part-time Special Education Administrator to ensure dedicated support for teaching and learning that addresses the needs of students with disabilities across all educational settings. Additionally, the

District has hired a TOSA Literacy Interventionist and an English Learner Coordinator to provide targeted academic support and intervention services for Long-Term English Learners.

The District's performance for all students in English Language Arts on the 2025 CAASPP is in the orange performance band, scoring 45.5 points below standard and declining 13.6 points. English Learner, Hispanic, and socio-economic disadvantaged student groups declined their performance level from the previous year scoring 62.8 points below standard,14.4 points, and 16.7 points below standard respectively.

The District's performance for all students in mathematics on the 2025 CAASPP is in the Yellow performance band, scoring 47.9 points below standard and increasing by 11.4 points from the previous year. English Learner, Hispanic, and socioeconomically disadvantaged student groups also demonstrated improvement in performance, increasing by 12.7 points, 10.3 points, and 11 points, respectively.. The chart below shows the growth from 2023 to 2025 in mathematics on CAASPP:

Performance Group	2023 Distance from Standard	2024 Distance from Standard	Growth	2025 Distance from Standard.	Growth
All Students	- 41.6 points	- 59.3 points	-17.7 points	- 47.9 points	+ 11.4 points
English Learners	- 43.1 points	- 78.1 points	-35 points	- 65.4 points	+ 12.7 points
Hispanic	- 46.7 points	- 64.2 points	-17.5 points	- 53.9 points	+ 10.3 points
SED	- 39.1 points	- 59.9 points	-20.8 points	- 48.8 points	+ 11 points

The chart below shows the growth from 2023 to 2025 in Language Arts on CAASPP:

Performance Group	2023 Distance from Standard	2024 Distance from Standard.	Growth	2025 Distance from Standard.	Growth
All Students	- 20.6 points	- 31.9 points	-11.3 points	- 45.5 points	-13.6 points
English Learners	- 28 points	- 51.8 points	- 23.8 points	- 62.8 points	- 11.1 points
Hispanic	- 26.3 points	- 37.2 points	- 10.9 points	- 51.6 points	- 14.4 points
SED	- 21.9 points	- 31.1 points	- 9.1 points	- 47.8 points	- 16.7 points

The significant increase in math scores, as measured by Distance from Standard (DFS), is very encouraging. Specifically, English Learners, Hispanic students, and socioeconomically disadvantaged students demonstrated growth of more than 10 points in math DFS scores. At the same time, the significant decline in English Language Arts (ELA) performance is concerning. This marks the second consecutive year in which students have experienced a decline of more than 10 points in ELA DFS scores. In response, the District will remain committed to its current course of action by continuing to implement professional development focused on evidence-based instructional practices. These

efforts include aligning the adopted curriculum with California State Standards and assessments, implementing systematic and effective instructional strategies, and utilizing formative assessments to monitor student progress and identify areas of need.

In addition, it is critical to develop strong lesson and unit plans at each grade level that follow collaboratively developed pacing guides with clearly defined learning outcomes. The District also remains committed to investing in intervention and enrichment opportunities to accelerate learning and support academic growth for all students. Our campus continues to support the whole child and their family through a variety of resources, including a counselor, Wellness Center, Family Resource Center, and After-School Program. The intentional focus on high-quality instructional planning and assessment has already demonstrated a positive impact on student academic growth.

The percentage of English Learners making progress toward English language proficiency increased by 5.3 percentage points, from 32.6% to 37.9%, placing the District in the Yellow performance band on the California School Dashboard. Similarly, the percentage of Long-Term English Learners making progress increased by 6.5 percentage points, from 37.5% to 44.0%. Reclassified English Learners also demonstrated gains in academic achievement. In English Language Arts, they scored 13.3 points above standard, an increase of 16.4 points from the prior year. In mathematics, performance declined, with students scoring 100 points below standard, a decrease of 8.5 points.

According to the 2025 California School Dashboard, the District's English Learner progress rate of 37.9% remains below the state average of 46.4%. While English Learners are demonstrating growth, and the District has strengthened supports through the refocused work of the TOSA Interventionist and targeted professional learning for teachers, opportunities remain to further implement and leverage evidence-based instructional practices that accelerate language acquisition and academic achievement for English Learners—and, by extension, all students.

California School Dashboard data indicates that there is no significant disparity in overall performance among the District's four key student groups: English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students. However, Long-Term English Learners continue to perform significantly below standard, earning Red performance levels in both English Language Arts and Mathematics on the California School Dashboard. To address this performance gap, the District's professional learning priorities for the 2026–2027 school year will focus on building teachers' capacity to strengthen English language development instruction and better prepare students for success on the ELPAC. Professional development will emphasize evidence-based practices that support growth in speaking, listening, and reading, while promoting language development across content areas.

To continue supporting students with Individualized Education Programs (IEPs), the District will maintain funding for a part-time Special Education Administrator to strengthen program leadership, ensure compliance, and support the implementation of high-quality instructional services. Looking ahead, the 2026–2027 Local Control and Accountability Plan (LCAP) includes funding for an English Language Development/English Language Arts Teacher on Special Assignment (ELD/ELA TOSA). This position will support the implementation of high-quality instruction, targeted intervention, and teacher coaching to improve outcomes for Long-Term English Learners in both English Language Development and English Language Arts comprehension.

The district utilizes i-Ready as a key diagnostic tool to monitor student progress in both English Language Arts (ELA) and Math throughout the academic year. The data gathered through i-Ready diagnostics is instrumental in informing instructional decisions, identifying students in need of additional support, and adjusting services to ensure that interventions are timely and targeted. By regularly analyzing student performance data, educators are able to course-correct instruction and deploy evidence-based strategies to meet student needs more effectively.

i-Ready Data Overview: 2024–2026
Reading – Grades K–8

Year	Diagnostic 1	Diagnostic 3
2024–2025	52% of students at or within one grade level	64% of students at or within one grade level
2025–2026	46% of students at or within one grade level	66% of students at or within one grade level

Math – Grades K–8

Year	Diagnostic 1	Diagnostic 3
2024–2025	50% of students at or within one grade level	74% of students at or within one grade level
2025–2026	47% of students at or within one grade level	76% of students at or within one grade level

Data Reflection and Analysis: 2024-2026
i-Ready diagnostic data indicates that students demonstrated strong growth in both Reading and Mathematics during the 2025–2026 school year. In Reading, the percentage of students performing at or within one grade level increased from 46% on Diagnostic 1 to 66% on Diagnostic 3, representing a 20-percentage-point gain. In Mathematics, the percentage increased from 47% to 76%, representing a 29-percentage-point gain. When compared to the previous year, students began the school year with lower baseline performance in both Reading (46% compared to 52%) and Mathematics (47% compared to 50%). Despite these lower starting points, students exceeded the prior year's end-of-year Reading performance (66% compared to 64%) and Mathematics performance (76% compared to 74%). These results suggest that instructional supports and interventions implemented throughout the year were effective in accelerating student learning and helping students make substantial academic progress.

The data also highlights a particularly strong rate of growth in Mathematics, where more than three-quarters of students were performing at or within one grade level by Diagnostic 3. Reading outcomes also improved significantly, although one-third of students remain more than one grade level below expectations, indicating a continued need for targeted literacy support and intervention.Overall, the data reflects the positive impact of high-quality Tier 1 instruction, strategic intervention supports, and the use of i-Ready personalized learning pathways to address student needs. Moving forward, the District will continue to strengthen evidence-based instructional practices, monitor student progress through ongoing assessment cycles, and provide targeted support to ensure that all students continue making progress toward grade-level proficiency in Reading and Mathematics.

Learning Recovery Emergency Block Grant (LREBG) Goal 1 Action 7:
Luther Burbank School District anticipates receiving Learning Recovery Emergency Block Grant (LREBG) funds for the 2026–2027 fiscal year. These funds are intended to support student learning recovery efforts in response to the academic disruptions caused by the COVID-19 pandemic. Based on findings from a comprehensive needs assessment conducted in partnership with the Santa Clara County Office of Education, the District identified a continued need for enhanced academic support and increased opportunities for individualized instruction, particularly at the middle school level. To address these needs, the District plans to utilize LREBG funds to reduce staff-to-pupil ratios in middle school grades. This strategic investment aligns with the District’s commitment to accelerating learning recovery and addressing ongoing student academic needs. By maintaining class sizes below contractual limits, the District will create more effective learning environments that promote increased teacher-student interaction, personalized instruction, and timely academic intervention. Smaller class sizes will also expand opportunities for differentiated instruction and strengthen relationships between educators and students. Through

these efforts, the District aims to increase student engagement, improve academic achievement, and ensure that all students receive the targeted support necessary to successfully recover and thrive academically. Progress toward this goal will be measured using i-Ready local assessment data and monitored through Local Control and Accountability Plan (LCAP) Metrics 2.1 and 2.3.

Reflections: Technical Assistance

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

To support increased student achievement in language and literacy, the Learning Recovery Emergency Block Grant (LREBG) will fund targeted small-group instruction delivered by a credentialed teacher. Using an explicit and systematic approach, the teacher will provide individualized instruction designed to strengthen students' foundational language and literacy skills. Instruction will be responsive to student needs, informed by assessment data, and focused on addressing identified learning gaps. All lessons will be aligned with California State Standards and grounded in evidence-based practices to ensure high-quality instruction and improved student outcomes.

Luther Burbank is in its second year of eligibility for Differentiated Assistance through the Santa Clara County Office of Education due to ongoing challenges in meeting key performance indicators on the California School Dashboard. Data indicate that Long-Term English Learners continue to experience significant academic and engagement challenges, performing at the Red level in Mathematics, English Language Arts, and Suspension Rate. While Students with Disabilities demonstrated notable improvement in Mathematics and English Language Arts, moving from Red to Orange, they remain in the Red performance level for Chronic Absenteeism. English Learners also continue to perform in the Red level for both Chronic Absenteeism and English Learner Progress. Additionally, Long-Term English Learners remain in the Red performance level for Chronic Absenteeism, Suspension Rate, and English Learner Progress, highlighting the need for continued, targeted interventions and sustained support to address barriers to academic success and student engagement.

Building on the continuous improvement efforts initiated last year, Luther Burbank's leadership team continued to examine the root causes impacting student outcomes. The team engaged in an ongoing review of California School Dashboard data, local assessment results, attendance trends, and findings from the schoolwide needs assessment to monitor progress and identify persistent areas of need. Through this continued analysis, the team refined its understanding of the school's problem of practice and revisited contributing factors identified through the fishbone analysis process. As a result, the school has continued to implement and strengthen its action plan, with a focus on improving instructional practices, increasing student engagement, enhancing attendance, and expanding targeted supports for student groups with the greatest needs.

As part of its ongoing improvement efforts, Luther Burbank will continue to provide staff with professional learning opportunities focused on deepening their understanding and implementation of the English Learner Roadmap. Professional development will emphasize research-based instructional practices that support language development, academic achievement, and meaningful student engagement. A key area of focus will be mathematics instruction as the District prepares for the implementation of the California Mathematics Framework and the adoption of a new mathematics curriculum. By intentionally integrating the principles of the English Learner Roadmap into classroom instruction, particularly in mathematics, the school seeks to create more equitable learning opportunities for English Learners and Long-Term English Learners while improving outcomes in academic achievement, English Learner Progress, chronic absenteeism, and suspension rates.

In addition, the District plans to strengthen student and family support systems through the addition of a Parent Liaison and a Student Support Specialist. These positions will work collaboratively with families, students, and school staff to identify and address barriers to regular attendance, increase family engagement, and provide targeted interventions that support student success. To further promote a positive school climate and increase student engagement, the District is also planning to establish an Activities/Supervision Lead classified position to coordinate and facilitate structured activities during non-instructional times. Collectively, these efforts are designed to improve student connectedness, reduce behavioral incidents, increase attendance, and support positive academic and social-emotional outcomes for all students.

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.

NA

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Classified Staff, Labor Partners	Meeting Dates: 1)School Site Leadership Team: 12/2/2025, 1/13/2026, 2/3/2026, 5/5/2026, 6/2/2026 Participants : Teacher Grade Level Representatives and Labor Representatives 2)Staff Meetings*: 2/4/2026 and 2/25/2026, 3/4/2026, 5/13/2026 Participants included all certificated staff, classified staff, and local bargaining units, and other school personnel *Classified Staff and Labor Partners attend staff meetings Presentation on the District's Mission, Vision, and Values; review of CAASPP and i-Ready student achievement data; administration of surveys regarding instructional programs, school climate, and school culture; sharing and discussion of survey results; review of the 2025–2026 Goals and Actions with stakeholder feedback on what should be maintained, added, or removed; and collection of reflections and recommendations used to draft the 2026–2027 Goals and Actions and solicit additional stakeholder input.
Parents, Cafecito, Parent with Special Ed student. SSC	1)School Site Council: 11/17/2025, 12/15/2025, 2/2/2026, 3/16/2026, 6/1/2026 3)Cafecitos: 12/2/2025, 2/3/2026, 3/3/2026, 3/10/2026 (Spanish) 3/24/2026 (English), 5/12/2026

Educational Partner(s)	Process for Engagement
	Presentation on the District's Mission, Vision, and Values; review of CAASPP and i-Ready student achievement data; administration of surveys regarding instructional programs, school climate, and school culture; sharing and discussion of survey results; review of the 2025–2026 Goals and Actions with stakeholder feedback on what should be maintained, added, or removed; and collection of reflections and recommendations used to draft the 2026–2027 Goals and Actions and solicit additional stakeholder input.
District Leadership: Superintendent, Principal, Chief Business officer	1)Cabinet Meetings: First Friday of Each Month 2) School Site Admin Meetings: Weekly on Mondays Review Mission, Vision, Values of District; review of CAASPP data and iReady Data presented; Analysis of surveys and feedback received; Survey on Instructional Programs and School Climate and Culture; Shared survey results; Review of 2025 -26 Goals and Actions- feedback on what to keep, add, or drop; Feedback and reflections used to draft 2026-2027 Goals and Actions and solicit feedback; 2026-2027 Draft Goals and Actions shared and vetted.
Students- Student Council; Leadership	Dates: March 21–27 – Student LCAP Survey Survey Results: Students consistently emphasized the need for a more engaging school experience through increased enrichment opportunities and physical activity, improved meal options and wellness supports, and stronger academic resources to support learning and achievement.
Consultation with SELPA:	June 3, 2026: Participants reviewed the Local Control and Accountability Plan (LCAP) and collaborated on actions and strategies to strengthen support for Students with Disabilities (SWD), with a focus on improving access, inclusion, and academic outcomes.

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

Luther Burbank's LCAP reflects the district's mission, vision, and values. It was developed through an analysis of state and local assessments, along with extensive input from educational partners. Multiple opportunities were provided for these groups to offer input and feedback throughout the development and adoption process. Educational partners included the District Leadership Team (Superintendent, Chief Business Official, and Learning and Students Services Director); the School Leadership Team (Grade-level teacher representatives

and labor representatives); all certificated and classified staff; parents, including those of students with special needs; students; and community members.

The Luther Burbank School District community values: 1) Love of learning, 2) Teamwork, 3) Parent Involvement, 4) Creativity, 5)Wellness, 6) Mindset/Attitude, 7) Strong Academic Foundation, 8)Leadership, and 9) Citizenship.

Luther Burbank School District's mission is to Engage, Educate, and Empower all educational partners. Each pillar of the mission is supported by key tenets:

Engage:
* Building strong relationships
* Creating relevant, high-interest learning experiences
* Partnering with parents, community organizations, and local businesses

Educate:
* Meeting or exceeding Common Core Standards
* Holding high expectations and nurturing each child's unique potential
* Promoting rigor and critical thinking skills

Empower:
* Fostering confident learners and problem solvers
* Emphasizing the 4 Cs: Critical Thinking, Collaboration, Communication, and Creativity
* Developing leadership skills and a lifelong love of learning

The District's LCAP goals and actions incorporate 8 areas that education partners have identified and annually affirmed as being very important from our input sessions:
1. Provide rigorous instruction to prepare all students for college, career, and global citizenship through collaboration, communication, critical thinking, creativity, and compassion.
2. Ensure school and classroom environments promote social-emotional wellbeing
3. Emphasize standards-aligned literacy instruction for all students, and specifically for English Learners, to deepen student skills in reading, writing, speaking, and listening
4. Emphasize standards-aligned math instruction for all students to ensure deep conceptual understanding and problem-solving skills
5. Increase and deepen parent and community engagement in our school
6. Promote collaboration, transparency, and communication with students, parents, staff, and the broader community
7. Extended learning opportunities will continue to meet the needs of all students.
8. Manage District finances and resources effectively to support and sustain our mission.

The Luther Burbank School District regularly consults with our educational partners for their input and feedback into the direction of the district and use of federal funds. In order to give educational partners multiple opportunities for input, as well as to reach more families and parents, we included surveys for parents, students, and staff for feedback. Our educational partners were notified of meetings via multiple

avenues, including our website, phone messaging systems, and emails. All community forum meetings were conducted in English and Spanish. All communications surveys, newsletters, text/voice, and email messages are provided in the District's two primary languages: English and Spanish. The Draft LCAP is posted on the district's website for the broader community's review and input.

The following key steps presented to Staff (teachers, classified staff, labor partners), School Site Council/DELAC, Cafecitos, and Admin Team meetings during regularly scheduled meetings (identified above) in the following months:

September.	2025-2026 LCAP goals and actions reviewed with educational partners
October	CAASPP and local data results shared with education partners
Dec/Jan/February	LCAP goals and action mid year report presented; Review LCAP Process
Dec/Jan/March	LCAP actions reviewed for feedback: Keep, Drop, Add Actions
March/April	Education Partners Survey
May/JUne	DRAFT 2026-2027 LCAP Goals and Actions reviewed for comments/revisions; posted on web
June	Consultation with SELPA; Final Draft reviewed
June	Board LCAP Hearing and Adoption

The input provided through these sessions gives us valuable information into the needs and desires of our community as we make decisions regarding the use of state and federal funds.
Based on the feedback from these sessions and survey results, the following priorities were identified for the 2026-2027 LCAP:

1. Improving Academic Achievement & Student Support
* Increase access to high-quality instruction, intervention, and tutoring services.
* Strengthen math achievement and provide targeted academic supports for all learners.
* Ensure adequate staffing, smaller class sizes, and timely support services for students, including students with disabilities.
* Expand access to technology and instructional resources that support student learning.

2. Supporting Student Wellbeing, Mental Health, and School Climate
* Enhance mental health and wellness services for students.
* Promote a safe, positive, and inclusive school environment where students feel valued and supported.
* Improve nutrition, school meals, and wellness opportunities that contribute to student success.
* Increase opportunities for student check-ins, relationship-building, and social-emotional learning.

3. Expanding Enrichment and Extracurricular Opportunities
* Increase access to arts, music, physical education, science, and hands-on learning experiences.
* Expand extracurricular programs, sports, clubs, and student leadership opportunities.
* Develop enrichment programs that foster engagement, attendance, and school connectedness.
* Explore additional resources such as library services, makerspaces, and elective opportunities to support whole-child development.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students demonstrate annual growth towards meeting or exceeding Common Core State Standards through rigorous and relevant instruction that includes the 4Cs (Creativity, Communication, Critical Thinking, and Collaboration) and technology integration which prepares them for college and career.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

By focusing on developing teacher capacity to design units and lessons aligned to the state standards and assessments, implement effective instructional strategies, analyze assessment results, and provide immediate intervention to struggling learners, Luther Burbank students will increase academic growth and achievement.

This goal was develop to address the identified needs from our educational partners:
1. Assure the highest level of educational achievement through implementation of the CCSS and continue support for California Standards implementation in ELA/ELD and mathematics and all content areas
2. Increase the annual rate of reclassification of English Learner students to English Proficient as measured by ELPAC, reclassification rate, and other state and local student assessment data.
3. Increase support for students with disabilities.
4. Provide instructional materials and professional development for content areas such as ELA, Mathematics, History Social Science, and NGSS.
5. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9.
6. Improve the district’s Academic Performance as measured by CAASPP data
7. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP SBAC English Language Arts- Distance From Standard (DFS) Priority 4: Pupil Achievement	2023 CA School Dashboard All students scored -20.6 points DFS English learners scored -28 points DFS English only students scored -13.6 points DFS SED students score -22 points DFS SWD scored -106 points DFS	2024 CA School Dashboard All students scored -31.9 points DFS English learners scored -51.8 points DFS English only students scored -25.6 points DFS SED students score -31.1 points DFS SWD scored -142.2 points DFS	2025 CA School Dashboard All students scored -45.5 points DFS English learners scored -62.8 points DFS English only students scored -26 points DFS SED students score -31.1 points DFS SWD scored -109.4 points DFS	2026 CA School Dashboard All students score -5 points DFS English learners score -13 points DFS English only students score +1 points DFS SED students score -7 points DFS SWD score -70 points DFS	All students scores decreased -24.9 points DFS English learners scores decreased -34.8 points DFS English only students scores decreased -12.4 points DFS SED students score decreased -9.1 points DFS SWD score decreased -3.4 points DFS
1.2	CAASPP SBAC Mathematics- Distance From Standard (DFS) Priority 4: Pupil Achievement	2023 CA School Dashboard All students scored -41.6 points DFS English learners scored -43.1 points DFS English only students scored -48.6 points DFS SED students scored -39.1 points DFS SWD students scored -153.4 points DFS	2024 CA School Dashboard All students scored -59.3 points DFS English learners scored -78.1 points DFS English only students scored -55.2 points DFS SED students scored -59.9 points DFS	2025 CA School Dashboard All students scored -47.9 points DFS English learners scored -65.4 points DFS English only students scored -38.6 points DFS SED students scored -48.8 points DFS	2026 CA School Dashboard All students score -27 points DFS English learners score -28 points DFS English only students score -34 points DFS SED students score -24 points DFS	All students scores decreased -6.3 points DFS English learners scores decreased -22.3 points DFS English only students scores increased +10 points DFS SED students score decreased -9.7 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD students scored -155 points DFS	SWD students scored -147 points DFS	SWD score -117 points DFS	SWD score increased +6.4 points DFS
1.3	Percentage of students with access to standards-aligned textbooks as measured by the Annual Resolution of Sufficiency of Instructional Materials Priority 1: Basic Services	2024 100%	2025 100%	2026 100%	2027 100%	No changes
1.4	Percentage of teachers appropriately credentialed and assigned Priority 1: Basic Services	2024 100%	2025 100%	2026 100%	2027 100%	No changes
1.5	Pupil enrollment in broad course of study, including unduplicated count students and students with disabilities as measured by teacher rosters Priority 7: Access to a Broad Course of Study	2024 All students, including unduplicated count students and students with disabilities in grades TK-5 are enrolled in a self-contained classroom. All students, including unduplicated count students and students with disabilities, in grades 6-8 are enrolled in English, Social Science, Mathematics, and Science, and are offered courses in	2025 All students, including unduplicated count students and students with disabilities in grades TK-5 are enrolled in a self-contained classroom. All students, including unduplicated count students and students with disabilities, in grades 6-8 are	2026 All students, including unduplicated count students and students with disabilities in grades TK-5 are enrolled in a self-contained classroom. All students, including unduplicated count students and students with disabilities, in grades 6-8 are	2027 All students,including unduplicated count students and students with disabilities, in grades TK-5 are enrolled in a self-contained classroom. All students, including unduplicated count students and students with disabilities, in grades 6-8 are	No changes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Visual and Performing Arts, Physical Education, and other elective	enrolled in English, Social Science, Mathematics, and Science, and are offered courses in Visual and Performing Arts, Physical Education, and other elective	enrolled in English, Social Science, Mathematics, and Science, and are offered courses in Visual and Performing Arts, Physical Education, and other elective	enrolled in English, Social Science, Mathematics, and Science, and are offered courses in Visual and Performing Arts, Physical Education, and other electives.	
1.6	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) Priority 1: Basic Services	2024 0	2025 0	2026 0	2027 0	No changes
1.7	Implementation of State Standards as measured by classroom observation tool Priority 2: State Standards	2024 100% of classrooms demonstrate evidence of implementation of state standards	2025 100% of classrooms demonstrate evidence of implementation of state standards	2026 100% of classrooms demonstrate evidence of implementation of state standards	2027 Maintain 100% of classrooms demonstrate evidence of implementation of state standards	No changes
1.8	English Learner Reclassification Rate Priority 4: Pupil Achievement	2024 9.2% of English Learners reclassified as Fluent English Proficient (RFEP)	2025 7% of English Learners reclassified as Fluent English Proficient (RFEP)	2026 3.5% of English Learners reclassified as Fluent English Proficient (RFEP)	2027 11% of English Learners reclassified as Fluent English Proficient (RFEP) as measured with Luther Burbank School District's reclassification criteria.	Student reclassification declined by 5.7% from the base year to Year 2.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	All EL students have access to California state standards plus ELD standards through their designated ELD time Priority 2: State Standards	2024 100% of Daily Classroom Schedules include 30 minutes of designated ELD in grades K-5	2025 100% of Daily Classroom Schedules include 30 minutes of designated ELD in grades K-5	2026 100% of Daily Classroom Schedules include 30 minutes of designated ELD in grades K-5	2027 100% of Daily classroom schedules include 30 minutes of designated ELD in grades K-5	No changes
1.10	Percentage of English learners who make progress toward English proficiency Priority 4: Pupil Achievement	2023 Data 55.5% of English Learners improved by one proficiency level or maintained Level 4 from prior year on the Summative English Language Performance Assessment for California (ELPAC) Status: High	2024 Data 32.6% of English Learners improved by one proficiency level or maintained Level 4 from prior year on the Summative English Language Performance. Assessment for California (ELPAC) Status: High	2025 Data 37.9% of English Learners improved by one proficiency level or maintained Level 4 from prior year on the Summative English Language Performance Assessment for California (ELPAC).	2026 36% of English Learners improving by one proficiency level or maintaining Level 4 from prior year on the Summative English Language Performance Assessment for California (ELPAC)	The percentage of students who improved by at least one proficiency level or maintained Level 4 decreased by 17.6 percentage points compared to the baseline year.
1.11	Percent of ELs who are Long Term English Learners (LTEL)	2023-2024 15% of ELs who are LTELs	2024-2025 20% of ELs who are LTELs	2025-2026 16% of ELs who are LTELs	2026-2027 2% of ELs who are LTELs	The percentage of English Learners who are LTEL increased by 1%
1.12	California Science Test-Percent Met or Exceeded Standard Priority 4: Pupil Achievement	2023 All Students. 17% English Learners 8% English Only. 32% SED 16% SWD Too few to display	2024 All Students. 17.5% English Learners 3.3% English Only. 20% SED 15.47% SWD Too few to display	2025 All Students. 10.41% English Learners 5.26% English Only.%, 9.09 SED 10.71% SWD Too few to display	2026 All Students 22% English Learners 14% English Only 35% SED 21% SWD NA	The percentage of students who met or exceeded standards decreased by 6.59%. English Learners decreased by 2.74%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Only decreased by 22.91%. SED 5.29% decreased the score. S WD Too few to display

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.

Most planned actions were implemented as scheduled, including TK–8 Data Team Meetings with administrators twice a year through half-day release time. However, the district continues to face challenges balancing competing demands and accommodating staff availability for collaboration during contracted hours. There is broad agreement among staff that collaboration and a strong focus on effective first instruction are critical to student growth and achievement. However, opportunities for meaningful collaboration during the regular workday remain limited. In addition, although the district allocated funds for high-dosage tutoring before and after school, there has not been sufficient staff interest in working additional hours to deliver the service.

According to the 2025 California Dashboard results, academic growth and achievement in reading declined for all students compared to the previous year. In mathematics, the distance from standard increased for English-only students and students with disabilities. However, when comparing student math performance from 2024 to 2025, performance increased across the board schoolwide and among all student subgroups. Additionally, the English Learner Progress Indicator increased by 5.3%. These outcomes are encouraging and suggest that the district's current priorities are beginning to yield positive results. In particular, the emphasis on teacher collaboration to align pacing guides with district and state assessments, implement agreed-upon instructional practices, utilize common formative assessments, and analyze student performance data to inform instructional decisions appears to be contributing to improved student outcomes.

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.

There were some minor differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services. Most planned actions and services were implemented as described. Variances were primarily the result of routine operational adjustments, including staffing, scheduling, and program implementation needs. These differences were not substantial and did not materially affect the overall scope, quality, or delivery of services provided to students.

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

The District implemented several contributing actions designed to improve student achievement and growth, as measured by Metrics 1.1, 1.2, 1.8, and 1.10. Action 1.2 focused on providing professional development to strengthen staff instructional capacity and better support the needs of unduplicated students. Actions 1.4 and 1.5 provided learning software and devices to high-need students, ensuring access to digital learning resources at both school and home. Additional actions included providing supplemental instructional resources (Action 1.6), hiring staff to deliver targeted academic interventions (Action 1.7), offering field trips to enrich classroom instruction (Action 1.8), implementing high-dosage tutoring to address individual student needs (Action 1.9), and supplying instructional materials to support effective teaching and learning (Action 1.10).The effectiveness of these actions has been mixed. Several actions demonstrated positive results in supporting student growth. Action 1.2 (Professional Development) was effective in improving outcomes for English Learners, as the percentage of students making adequate progress toward English language proficiency increased from 32.6% to 37.9%. Actions 1.4 and 1.5 (Learning Software and Devices) also contributed positively to student growth. According to i-Ready Diagnostic 3 data, the percentage of students meeting their Typical Growth targets increased from 42% to 52% in Reading and from 45% to 49% in Mathematics between the 2024–25 and 2025–26 school years. These results suggest that expanded access to technology-supported instruction, personalized learning pathways, and ongoing progress monitoring positively impacted student learning and growth.

Despite these positive indicators, overall academic achievement results were less consistent. According to the California Dashboard, Luther Burbank School improved its Distance from Standard (DFS) in Mathematics by 11.4 points; however, English Language Arts declined by 13.6 points. Similarly, the percentage of students meeting or exceeding standards on the CAASPP increased by 2.31 percentage points in Mathematics but decreased by 5.8 percentage points in English Language Arts. These results indicate that while some actions supported student growth, they did not consistently translate into improved proficiency levels across all content areas.

The District placed significant emphasis on reducing class sizes and increasing instructional intensity through small-group intervention. Students in grades K–3 received intervention in groups of up to 12 students for 90 minutes, four days per week, while students in grades 6–8 participated in intervention groups of up to 15 students for 45 minutes, twice per week. Although these efforts provided additional academic support, Actions 1.7 and 1.9 were not as effective as anticipated in improving overall student achievement. The District determined that its emphasis on intervention and reduced class sizes was not sufficiently balanced with efforts to strengthen instructional planning, lesson delivery, curriculum pacing, and assessment practices. This imbalance may have limited the effectiveness of intervention efforts and contributed to declining ELA performance.

Based on these findings, the District has adjusted its approach for the current year. While maintaining relatively small class sizes in grades 4–8, pull-out intervention time has been significantly reduced to maximize student access to core instruction. In addition, grade-level teams have been provided dedicated collaboration time to analyze formative assessment data, refine pacing guides, and strengthen alignment between instruction, assessments, and state standards. The District believes that improving the quality of first instruction, increasing collaborative planning opportunities, and using data more strategically will build on the positive gains observed in English Learner progress and i-Ready growth while addressing areas where overall academic achievement remains below expectations.

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.

Due to the expiration of one-time funding, declining enrollment, and mixed results in student academic growth and achievement as reflected in the 2025 California Dashboard, the District is shifting its focus from maintaining small class sizes to strengthening teacher capacity through professional development and the strategic use of formative assessment data. While small class sizes provided opportunities for individualized support, student outcome data indicate that greater emphasis is needed on improving the quality and consistency of first instruction.

Beginning in 2026–27, the District will partner with WestEd to provide professional development focused on evidence-based instructional practices that support English Learners and all students. Professional learning will focus on developing staff capacity to embed designated and integrated English Language Development (ELD) across classroom settings; design and implement instructional practices that simultaneously support language development, disciplinary literacy, and grade-level content learning; scaffold rigorous instruction to increase English Learners' participation, comprehension, and academic engagement; and implement instructional strategies that increase meaningful student discourse and academic talk. These efforts are intended to improve outcomes for English Learners while also strengthening achievement for English-only students in English Language Arts and Mathematics.

The District will also continue to prioritize teacher collaboration through structured professional learning communities and data team meetings. Teachers will engage in continuous improvement cycles by analyzing formative assessment data, refining pacing guides, monitoring student progress, and adjusting instructional practices to ensure all students have access to a guaranteed and viable curriculum aligned to state standards. In addition, the District will continue to support a Teacher on Special Assignment (TOSA) serving as a Literacy and English Learner Interventionist. This position will provide direct support to struggling readers while also offering coaching and instructional support to classroom teachers.

To further strengthen mathematics instruction, the District plans to engage in a comprehensive mathematics curriculum adoption process. This work will include evaluating instructional materials, selecting a standards-aligned curriculum, and providing professional development to support effective implementation and improve student outcomes in mathematics.

In light of ongoing fiscal challenges, the District will prioritize investments in professional learning, collaborative planning, and data-driven instruction rather than continuing to fund staffing levels necessary to maintain historically small class sizes. The District believes that building teacher capacity in planning, delivering, and assessing effective, evidence-based instruction will have a greater impact on student achievement, educational equity, and long-term fiscal sustainability.

To offset the loss of one-time funding and improve program efficiency, the District also plans to expand in-district services for students with disabilities. The District will continue to ensure that students are served in the least restrictive environment and will increase opportunities for push-in support within general education classrooms whenever appropriate. These efforts are intended to improve access to grade-level instruction, strengthen inclusive practices, and reduce the need for more costly out-of-district placements.

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	Recruit, Hire and Retain highly qualified teachers and staff	Base Program The District will provide a comprehensive base educational program that supports student learning, school operations, and compliance with state and federal requirements. The Base Program includes the following: 1. District Administration and Business Services * Superintendent (0.50 FTE) * Chief Business Official (1.00 FTE) * Accounts Payable, Accounts Receivable, and Payroll Specialist (1.00 FTE) 2. School Administration and Student Services * Learning and Student Services Director (1.00 FTE) * Principal (0.50 FTE) * Student Records, Attendance, and Health Technician (1.00 FTE) * Office and Student Nutrition Services Manager (.5 FTE) 3. Facilities, Maintenance, and Nutrition Services * Lead Buildings and Grounds Worker (1.00 FTE) * Buildings and Grounds Worker (1.00 FTE) * Lead Nutrition Services Worker (1.00 FTE) * Nutrition Services Worker (2.00 FTE) * Office and Student Nutrition Services Manager (0.5 FTE) 4. Classroom Teachers * Appropriately credentialed and assigned classroom teachers to maintain average class sizes of 24:1 in Transitional Kindergarten through Grade 3 (7.6 FTE) and 33:1 in Grades 4–8 (7.0 FTE). * Special Education Teachers (3 FTE) * Total Teaching Staff: 17.6 FTE 5. Special Education and Related Services * School Psychologist (0.50 FTE) to conduct assessments and support the development and implementation of Individualized Education Programs (IEPs)	$6,014,919.78	No

Action #	Title	Description	Total Funds	Contributing
		* Speech-Language Pathologist (0.80 FTE) to provide assessment and related services in accordance with IEPs * Occupational Therapist (0.50 FTE) * Special Education Instructional Aides (2.00 FTE) 6. Technology Infrastructure * Digital network infrastructure, devices, systems, and connectivity necessary to support classroom instruction, operational efficiency, communication, and access to educational technology resources. 7. Instructional Materials * Sufficient standards-aligned instructional materials, curriculum, and resources to meet Williams Settlement requirements and support student attainment of California State Standards. 8. Professional Development * Ongoing professional learning opportunities for certificated and classified staff to support compliance requirements, curriculum implementation, instructional effectiveness, technological advancements, and continuous improvement. 9. Equipment, Materials, Supplies, and Facilities * Sufficient equipment, furniture, instructional materials, supplies, and safe, clean, functional facilities maintained in good repair to support effective teaching and learning. 10. Operational and Centralized Services * Utilities, including electricity, natural gas, water, sewer, and telecommunications services. * Property, liability, and workers' compensation insurance. * Professional services, contracted services, and other routine operational expenditures necessary to support the District's educational program and daily operations. 14) Employee compensation structure and work environment that attracts and retains highly qualified staff.		

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development	Continue to provide supplemental professional development opportunities for certificated and classified staff to support the effective implementation of California State Standards and improve outcomes for Students with Disabilities (SWD), English Learners (EL), Long-Term English Learners (LTEL), Foster Youth, and low-income students. Building upon previous professional development efforts, the District will provide targeted learning opportunities that strengthen staff capacity to deliver high-quality first instruction, implement evidence-based practices, and improve student achievement. In addition to utilizing external consultants and instructional experts, the District will leverage the expertise of its own staff by creating opportunities for educators to facilitate professional learning, model effective instructional strategies, participate in peer observations, and engage in collaborative feedback cycles. Grade-level and department teams will engage in ongoing cycles of inquiry to analyze student performance data, identify instructional priorities, share effective practices, and refine instruction to better meet the needs of all learners. The District will continue to provide professional development and coaching to support the effective implementation of adopted curriculum and instructional materials. During the 2026–2027 school year, the District will initiate the process of adopting a new mathematics curriculum and provide professional learning throughout the review, pilot, selection, and implementation phases to ensure successful adoption and improve mathematics achievement. According to the most recent California School Dashboard, Long-Term English Learners (LTELs) declined from the Orange to Red performance level in both English Language Arts and Mathematics. English Learners and Students with Disabilities improved from the Red to Orange performance level in both ELA and Mathematics, demonstrating positive progress while highlighting the need for continued focused support. As a result, professional development during the 2026–2027 school year will emphasize evidence-based instructional practices that accelerate learning and improve outcomes for English Learners, Long-Term English Learners, and Students with Disabilities.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional Development Actions for 2026–2027 The following activities will be supported through release time and additional compensated time for certificated and classified staff: Collaborative Planning: Review and refine pacing guides, instructional units, and lesson plans to ensure alignment with California State Standards and responsiveness to the needs of English Learners, Long-Term English Learners, and Students with Disabilities. Professional Learning: Provide training, coaching, and support in the implementation of evidence-based instructional practices that increase student engagement and achievement. Curriculum Implementation: Provide ongoing professional development and coaching to support the effective implementation of adopted curriculum, instructional materials, and research-based instructional practices across all content areas. Mathematics Curriculum Adoption: Facilitate stakeholder engagement, curriculum review, pilot opportunities, and professional learning to support the selection and implementation of a new mathematics curriculum. Peer-Led Learning: Create opportunities for staff to share successful instructional practices, model lessons, and facilitate professional learning for colleagues. Instructional Feedback and Peer Observation: Expand non-evaluative feedback processes, lesson studies, and peer observation cycles that promote reflection, collaboration, and continuous improvement. Data Analysis and Continuous Improvement: Utilize Parsec Analytics and Parsec Real to build staff capacity in analyzing multiple measures of student data, including state and local assessments, attendance, behavior, and stakeholder feedback. Staff will engage in regular data inquiry cycles to identify trends, monitor student growth, evaluate the effectiveness of interventions, and make data-informed instructional decisions that improve outcomes for student groups.		

Action #	Title	Description	Total Funds	Contributing
		Expert Support: Continue to engage internal and external experts to provide workshops, coaching, and consultation focused on instructional planning, high-quality first instruction, curriculum implementation, inclusive practices, and continuous improvement. Pre-Service and Extended Professional Learning: Provide salaries for four days of professional development prior to the start of the school year and additional compensated time throughout the year for collaborative planning, professional learning, data analysis, and instructional design during after-school sessions, intersessions, and non-student days. These efforts are intended to strengthen staff capacity, improve instructional quality, support effective curriculum implementation, foster a culture of continuous improvement, and increase student achievement.		
1.3	Digital Devices	The District will provide one-to-one access to digital devices and technology resources to ensure that English Learners, Foster Youth, low-income students, and Students with Disabilities have equitable access to instructional materials, online learning platforms, digital assessments, and educational resources both during and outside of the school day. Research and local data indicate that unduplicated pupils often face barriers to accessing technology and academic support outside of school, which can negatively impact engagement, assignment completion, academic achievement, and access to intervention services. To address these barriers, the District will ensure that every student has access to a digital device for daily classroom instruction, online assessments, intervention programs, and academic work at home. In addition, all teachers and classified instructional staff will be provided with devices that support effective instruction, communication, progress monitoring, and differentiated support for unduplicated pupils. To further increase access and reduce barriers to learning, the District will provide a dedicated Technology Specialist who will offer ongoing technical assistance to students participating in the after-school program and to students completing academic assignments from home. This support will	$58,037.56	Yes

Action #	Title	Description	Total Funds	Contributing
		be particularly beneficial for English Learners, Foster Youth, low-income students, and Students with Disabilities who may require additional assistance accessing digital learning tools, instructional platforms, and technology-based interventions. To maintain equitable access to technology and ensure students have reliable, up-to-date devices, the District will implement a multi-year technology replacement plan. During 2026–2027, the District will replace approximately 100 iPads used in Transitional Kindergarten through Grade 1 and Special Day Class programs. These devices were originally purchased in October 2020 and have reached obsolescence due to limited storage capacity and inability to support current software updates. The District will also begin replacing approximately 120 Chromebooks purchased in October 2020 for students in grades 2–8 that will become obsolete in June 2027. Additional Chromebook replacements are planned for 2027–2028 and 2028–2029 to maintain a one-to-one student device program and accommodate projected enrollment growth. The replacement plan also includes device management licenses, protective covers, and other necessary accessories to ensure continued functionality and longevity of technology resources. Although this action is implemented on an LEA-wide basis, it is principally directed toward meeting the needs of unduplicated pupils by increasing equitable access to technology, reducing barriers to participation in learning, supporting academic engagement beyond the school day, and ensuring consistent access to instructional resources and intervention programs. The District expects this action to improve student engagement, assignment completion, access to interventions, digital literacy, and academic achievement for English Learners, Foster Youth, low-income students, and Students with Disabilities. By maintaining a sustainable technology replacement cycle and providing ongoing technical support, the District will ensure that unduplicated pupils continue to have uninterrupted access to the tools necessary for academic success.		
1.4	Technology Refresh Reserves	The District will continue to fund a Technology Refresh Reserve to ensure uninterrupted access to technology resources for English Learners, Foster Youth, low-income students, and Students with Disabilities. Access to	$45,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reliable technology is essential for participation in daily instruction, intervention programs, online assessments, English Language Development, assistive technology supports, communication tools, and learning opportunities beyond the school day. Local experience demonstrates that unduplicated pupils often rely more heavily on district-provided technology because they may have limited access to devices, technical support, or replacement options outside of school. When devices become damaged, lost, stolen, or malfunction, these students are at greater risk of losing access to instructional materials, intervention services, language supports, and opportunities to complete assignments. Interruptions in technology access can negatively impact engagement, assignment completion, academic progress, and communication between school and home. To address these barriers, the District will maintain a Technology Refresh Reserve that provides sufficient funding to replace damaged, lost, stolen, or non-functioning student devices, teacher devices, classified instructional support staff devices, and critical technology infrastructure when unforeseen needs arise. The reserve ensures that students and staff can quickly regain access to the technology necessary to support teaching, learning, communication, and intervention services without significant disruptions to instruction. Although this action is implemented on an LEA-wide basis, it is principally directed toward and effective in meeting the needs of unduplicated pupils because these student groups are more likely to rely on district-provided technology to access educational opportunities both during and outside of the school day. Maintaining a technology refresh reserve ensures equitable access to instructional resources, reduces barriers to participation, and supports improved academic outcomes for English Learners, Foster Youth, low-income students, and Students with Disabilities.		
1.5	Digital Learning Software	The District will provide and maintain digital learning systems, including instructional software, assessment platforms, intervention programs, and learning management tools that supplement the adopted curriculum and support student achievement. While these resources are available to all	$38,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, they are principally directed toward improving outcomes for unduplicated pupils and Students with Disabilities through personalized learning, targeted intervention, differentiated instruction, and ongoing progress monitoring. The District will continue to utilize i-Ready as its primary diagnostic and instructional platform and Zearn as a supplemental mathematics program during the 2026–2027 school year. As part of its continuous improvement efforts, the District will evaluate the effectiveness of current digital learning tools and explore the potential transition to other evidence-based assessment and intervention systems, including NWEA MAP and Lexia Core5, to better meet the academic needs of students and improve outcomes for identified student groups. All digital resources will be selected through a continuous improvement process and grounded in educational research and evidence-based practices. Funding will support online licenses and subscriptions for programs such as i-Ready, IXL, Lexia, Zearn, DIBELS, and other instructional and assessment tools that support literacy, mathematics, language development, intervention services, and progress monitoring. These platforms provide students with individualized learning opportunities, immediate feedback, and repeated practice aligned to grade-level standards while providing educators with actionable data to identify learning gaps, monitor growth, form intervention groups, and adjust instruction. A dedicated Technology Specialist will collaborate with teachers and instructional staff to support implementation, analyze student performance data, and ensure that digital learning tools are effectively utilized to accelerate academic achievement and improve outcomes for unduplicated pupils and Students with Disabilities.		
1.6	Supplemental Instructional Resources	Provide evidence-based supplemental instructional resources, including the evaluation and selection of a new TK–8 mathematics curriculum, to address identified achievement gaps and increase access to grade-level standards for English Learners, Long-Term English Learners, Foster Youth, low-income students, and Students with Disabilities. Resources will be selected through a comprehensive needs assessment process that	$113,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		includes analysis of student achievement data, California State Standards, adopted curriculum, and stakeholder input. The mathematics adoption process will focus on identifying instructional materials with integrated language supports, differentiated instruction, accessibility features, and intervention resources to meet the needs of diverse learners. This action supports the District's Differentiated Assistance efforts and is intended to improve mathematics achievement, increase access to grade-level content, and reduce performance gaps for historically underperforming student groups.		
1.7	Personnel to Support High Intensity Intervention	Provide additional certificated and classified staff to deliver targeted academic interventions, personalized instruction, and expanded learning opportunities designed to accelerate achievement for unduplicated pupils and Students with Disabilities. These additional supports will provide timely intervention, small-group instruction, increased instructional contact, and targeted academic assistance to address identified learning gaps and improve student outcomes in English Language Arts and Mathematics. Additional staffing will support literacy, mathematics, English learner services, technology integration, and early learning interventions. Services will include direct intervention, progress monitoring, instructional coaching, small-group instruction, and extended learning opportunities designed to help students meet grade-level standards and demonstrate academic growth as measured by local and state assessments. This action will be funded through the District's anticipated Learning Recovery Emergency Block Grant (LREBG) $90,258 and Student Support Services Discretionary Grant (SSS) $254,894.22 for FY 2026-2027. The District will utilize these resources to provide the following supplemental staffing supports: Certificated * 1.0 FTE TK–8 Small Class Size Teacher * 1.0 FTE TOSA (Literacy/English Learner Interventionist) * 0.4 FTE Primary Grades Support (0.4 FTE TK Teacher)	$345,152.22	Yes

Action #	Title	Description	Total Funds	Contributing
		Classified * 1.0 FTE Lead Technology Instructional Specialist * 1.0 FTE Technology and English Learner Specialist * 1.0 FTE TK Instructional Aide * 1.0 FTE Kindergarten Instructional Aide * 1.0 FTE TK/Grade 1 Instructional Aide These positions provide increased and improved services by expanding intervention capacity, reducing student-to-staff ratios, increasing opportunities for individualized support, and providing additional instructional time for students who require academic acceleration. The action also supports the District's Differentiated Assistance efforts by strengthening literacy instruction, English learner services, mathematics intervention, and early learning supports. The District will use Metrics 1.1, 1.2, 1.10, 2.2, and 2.3 to monitor student progress and evaluate the effectiveness of these additional services in improving outcomes for English Learners, Long-Term English Learners, Foster Youth, low-income students, and Students with Disabilities.		
1.8	Field trips and Assemblies	The District will provide field trips, assemblies, Science Camp, and other enrichment opportunities that extend classroom learning and serve as culminating experiences connected to units of study. Funding will support transportation, admission fees, and participation costs, including at least one to two field trips per class and 5th Grade Science Camp. The District will also establish a 1.0 FTE Supervision/Activities Lead position to coordinate field trips, assemblies, student leadership activities, and schoolwide events that connect academic learning to an engaging and positive school culture. These experiences are principally directed toward unduplicated pupils by expanding access to educational opportunities that build background knowledge, academic vocabulary, and real-world connections that support reading, writing, and content-area learning. Survey feedback from students, parents, and staff identified a desire for more engaging and enriching learning experiences. By coordinating meaningful educational	$74,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		activities and hands-on learning opportunities, this action increases student engagement, strengthens school connectedness, supports positive school culture, and enhances academic achievement through experiences that many students may not otherwise have the opportunity to access.		
1.9	High Dosage Tutoring	Provide high-dosage, data-driven intervention services in English Language Arts and Mathematics through before-school, after-school, and intersession programs. Intervention services will be designed to address identified learning gaps, accelerate academic growth, and increase student achievement through targeted small-group instruction, tutoring, and individualized support based on student performance data. Students with Disabilities, English Learners, Long-Term English Learners, Foster Youth, and low-income students will be prioritized for participation based on local assessment results, classroom performance, and identified academic needs. Intervention services will focus on providing additional instructional time, intensive support, and progress monitoring to help students master grade-level standards and improve academic outcomes in ELA and Mathematics. This action supports the District's efforts to accelerate learning, close achievement gaps, and ensure that students performing below grade-level expectations receive timely and effective intervention aligned to their individual learning needs.	$20,000.00	Yes
1.10	Supplies and Materials to Support Teaching and Learning	Provide classroom supplies, instructional materials, and student organizational tools to support active teaching and learning both in the classroom and at home. Resources may include consumable instructional materials, project supplies, student planners, binders, backpacks, and other materials necessary to support student participation, organization, and completion of academic assignments. These supplemental supplies and materials are principally directed toward unduplicated pupils by ensuring students have the resources needed to fully engage in classroom instruction, complete assignments, participate in	$95,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		projects, and develop effective organizational habits. Providing students with consistent access to learning materials helps remove barriers to participation and supports the implementation of AVID organizational strategies and other evidence-based practices that promote academic success. This action supports increased student engagement, assignment completion, organization, and academic achievement by ensuring that students have the tools and materials necessary to access learning opportunities both at school and at home.		
1.11	STEAM Programs/Enrichment	Provide STEAM, arts, and leadership development opportunities that promote communication, creativity, collaboration, critical thinking, problem-solving, and hands-on learning. Programs may include visual and performing arts, music, choir, dance, journalism, yearbook, Associated Student Body (ASB), leadership activities, makerspace experiences, coding, robotics, engineering, and other enrichment opportunities offered during the school day and through expanded learning programs. These experiences are principally directed toward unduplicated pupils by providing access to enrichment opportunities that foster student engagement, build confidence, develop leadership skills, and strengthen connections to school. STEAM and arts-based learning promote creativity, self-expression, and real-world application of academic concepts while supporting the development of skills necessary for college, career, and life readiness. Through participation in arts, leadership, and STEAM activities, students gain opportunities to explore their interests, develop positive peer relationships, strengthen communication skills, and engage more deeply in their learning. These programs support student well-being, school connectedness, and academic success while helping create a positive and engaging school culture.	$450,151.44	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students with Disabilities will demonstrate annual growth towards meeting or exceeding Common Core State Standards proficiency	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

By hiring a director of special education and focusing on alignment of students with disabilities individual learning goals to state standards and assessments, students will increase academic growth and achievement and reduce chronic absenteeism as measured by local and state assessments.

This goal was develop to address the identified needs from our educational partners:
1. Assure the highest level of educational achievement through implementation of the CCSS and continue support for California Standards implementation in ELA/ELD and mathematics and all content areas
2. Increase support and access to rigorous instruction
3. Reduce chronic absenteeism for SWD
4. 100% fully credentialed teachers with appropriate Special Education Credentials
5. Improve the district's Academic Performance as measured by CAASPP data and the red indicators on the California Dashboard for SWD

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SWD will have access to mainstreaming	2024 100% of SDC students (including unduplicated students)mainstream	2025 100% of SDC students (including unduplicated	100% of SDC students (including unduplicated students)mainstrea	2027 100% of SDC students (including unduplicated	There has been no change from the baseline year; 100% of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for 150 minutes or more per week	students)mainstream for 150 minutes or more per week	m for 150 minutes or more per week	students) mainstream for 150 minutes or more per week	mainstream for 150 minutes or more per week.
2.2	iReady Local Assessment Reading Priority 4: Pupil Achievement	2024 iReady Reading 42% of all students meeting growth target 48% of students with disabilities(including unduplicated students) meeting growth target goal	2025 iReady Reading 44% of all students meeting growth target 43% of students with disabilities(including unduplicated students) meeting growth target goal	2026 iReady Reading 52% of all students meeting growth target 37.5% of students with disabilities(including unduplicated students) meeting growth target goal	2027 iReady Reading 75% of all students meeting growth target 70% of students with disabilities (including unduplicated students) meeting growth target goal	From the baseline year to Year 2, the percentage of students meeting their growth targets increased by 10%. However, the percentage of students with disabilities meeting their growth targets decreased by 10.5%.
2.3	iReady Local Assessment Mathematics Priority 4: Pupil Achievement	2024 iReady Math 36% of all students meeting growth target 57% of students with disabilities (including unduplicated students)meeting growth target goal	2025 iReady Math 45% of all students meeting growth target 46% of students with disabilities (including unduplicated students)meeting growth target goal	2026 iReady Math 49% of all students meeting growth target 27.5% of students with disabilities (including unduplicated students)meeting growth target goal	2027 iReady Math 70% of all students meeting growth target 90% of students with disabilities (including unduplicated students) meeting growth target goal	There has been a 13% increase in the percentage of students meeting their growth targets. However, the percentage of students with disabilities meeting their growth targets declined by 29.5%.
2.4	Percent of Parents participate in IEP Priority 3: Parent Engagement	2024 100% of parents participate in IEP meeting	2025 100% of parents participate in IEP meeting	2026 100% of parents participate in IEP meeting	2027 100% of parents participate in IEP meeting	There has been no change from the baseline year; 100% of parents participated in IEP meeting.

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 most planned actions to improve services and outcomes for students with disabilities. A part-time Special Education Administrator was hired to oversee the program, ensure compliance, and monitor IEP implementation. Professional development focused on evidence-based practices, personalized instruction, and strategies to address students' academic and behavioral needs, with additional training in UDL, MTSS, and autism supports still in progress. The District also provided on-site coaching through a consultant who modeled instructional strategies, co-taught lessons, and offered real-time feedback to staff. Behavioral supports were strengthened through the use of a BCBA to assist with identifying the causes of behavioral challenges and implementing individualized behavior plans. Additionally, highly qualified paraprofessionals were hired to provide targeted academic and behavioral support aligned with students' IEP goals.

A challenge has been fully implementing professional development related to UDL, MTSS, and specialized instructional practices, which requires ongoing training and coaching. Ensuring consistent implementation of individualized academic and behavioral supports across settings also remains an area of focus. Despite these challenges, the District has experienced positive results. Increased coaching, support, and oversight have strengthened staff capacity, improved instructional practices, and enhanced compliance. Most notably, the Students with Disabilities subgroup improved from the Red to the Orange performance level in both ELA and mathematics, demonstrating meaningful progress toward improved student outcomes.

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.

There were some minor differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services. Most planned actions and services were implemented as described. Variances were primarily the result of routine operational adjustments, including staffing, scheduling, and program implementation needs. These differences were not substantial and did not materially affect the overall scope, quality, or delivery of services provided to students.

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

The actions and services implemented to support Students with Disabilities were moderately effective in making progress toward this goal. According to the 2025 California School Dashboard, Students with Disabilities remained in the Orange performance level in both English Language Arts and Mathematics. However, the student group demonstrated measurable growth in both areas. In English Language Arts, Students with Disabilities improved by 32.8 points, while in Mathematics they improved by 8 points. These gains indicate that targeted interventions, differentiated instruction, and specialized supports are helping students make academic progress.

Despite these improvements, Students with Disabilities continue to perform below standard, scoring 109.4 points below standard in English Language Arts and 147 points below standard in Mathematics. The stronger growth in English Language Arts suggests that current strategies are having a positive impact, while the more modest gains in Mathematics indicate a need for continued focus and additional

support in that area. Overall, the actions implemented contributed to positive student outcomes, but ongoing refinement and targeted interventions will be necessary to further close achievement gaps and improve performance levels.

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.

The District will maintain Goal Two; however, adjustments will be made to the associated metrics, target outcomes, and actions. Local and state growth and achievement data indicate a decline in student mastery of grade-level standards. According to the California School Dashboard, students with disabilities declined by 36.2 points in English Language Arts and 1.5 points in Mathematics in terms of distance from standards. To address this decline—both in distance from standards and in the percentage of students meeting their i-Ready growth targets—the District will commit to a 5-point increase in distance from standards in both reading and mathematics, along with a 5% increase in the number of students meeting their i-Ready growth goals in these subjects for the 2025-2026 school year.

To support these revised outcomes, the District is modifying Action 2.1 by creating a part-time Special Education (SPED) administrator position to conduct a comprehensive needs assessment focused on programmatic needs and areas for improvement. Additionally, Action 2.3 has been added to provide direct curriculum support to teachers in order to build instructional capacity. Action 2.4 outlines the District's plan to enhance behavioral support for students by providing additional personnel to address students' social-emotional and behavioral needs. Lastly, action 2.5 calls for the District to provide university-educated paraprofessionals pursuing teaching careers to provide individualized academic and behavioral support to students with disabilities in inclusive classroom settings under the guidance of credentialed teachers.

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	Special Ed/Students Services Director	Continue supporting a part-time Special Education Administrator dedicated solely to overseeing the Special Education program, monitoring compliance, supporting staff, and ensuring the effective implementation of IEP goals and services for students with disabilities.	$60,000.00	No
2.2	Special Ed Professional Development	Continue to provide professional development and coaching to build staff capacity to address the academic and behavioral needs of students with disabilities. Training will focus on evidence-based practices, personalized instruction, Universal Design for Learning (UDL), strategies for supporting students on the autism spectrum, and implementation of intervention programs such as Lexia and IXL.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is intended to strengthen instruction in ELA and mathematics and accelerate academic growth for students with disabilities, who currently perform in the Orange performance band in both subjects. The action also supports the District's Differentiated Assistance (DA) work.		
2.3	Ongoing Coaching and Support for Special Education Staff to Improve Academic Growth	RSP teachers will engage in collaborative planning and co-teaching with general education teachers to support the implementation of individualized academic plans and evidence-based instructional strategies. This increased collaboration will help ensure students with disabilities have access to grade-level curriculum and receive appropriate supports within the general education setting. Consultant to facilitate process	$30,000.00	Yes
2.4	Socio-emotional and Behavioral Support	Continue providing socio-emotional and behavioral support for students by allocating personnel to identify the root causes of behavioral challenges and develop effective interventions. Staff will receive ongoing training and support in implementing individualized Behavior Intervention Plans (BIPs) designed to reduce dysregulated behaviors, increase student engagement, and promote positive academic and behavioral outcomes. This action will help create supportive learning environments that enable students to access instruction and achieve success in school.	$275,000.00	Yes
2.5	Provide Highly Qualified Classified Support Staff	Continue to provide highly qualified paraprofessional staff to support the academic and behavioral needs of students with disabilities. Paraeducators will provide targeted, individualized support within the classroom setting to help students access instruction, make progress toward IEP goals, and successfully participate in inclusive learning environments. Under the supervision of credentialed teachers, paraprofessionals will assist with differentiated instruction, implementation of accommodations and modifications, behavioral interventions, and student engagement. The District will also employ a Registered Behavior Technician (RBT) to provide direct classroom-based behavioral support to students. The RBT will work under the supervision of a Board Certified Behavior Analyst (BCBA) to help	$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implement behavior intervention plans, support positive student behaviors, and increase access to instruction. The District will prioritize hiring paraeducators who are pursuing careers in education, helping to strengthen both current student support services and the future educator workforce.		
2.6	Reduce Resource Specialist Program (RSP) Caseloads to Improve Student Support	The District will reduce Resource Specialist Program (RSP) caseloads from a maximum of 28 students to a more manageable level to increase the intensity and effectiveness of special education services. Lower caseloads will allow Resource Specialists to provide increased push-in support within general education classrooms, collaborate more frequently with general education teachers, conduct classroom observations, monitor student progress, and ensure consistent implementation of IEP accommodations, modifications, and goals aligned to California Common Core State Standards. This action is designed to strengthen access to grade-level instruction, improve inclusionary practices, and support annual academic growth for students with disabilities.	$120,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve and/or increase service to support the social, emotional, and physical well being of students and their families	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

By extending the school day for students, implementing culturally responsive and trauma informed practices, counseling services, Luther Burbank will reduce the suspension and chronic absenteeism rate as reported by the California Dashboard and local metrics.

This goal was develop to address the identified needs from our educational partners:
1. Increase percentage of students that report a sense of safety and school connectedness
2. Maintain low/zero Pupil Suspension rates as measured by suspension rates
3. Decrease chronic absenteeism
4. Increase the support for mental health services and counseling services

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate Priority 5: Student Engagement	May 2024 93% All Students	May 2025 93% All Students	May 2026 94% All Students	May 2027 98% All Students	The attendance rate increased by 1 percentage point over the baseline year, from 93% to 94%.
3.2	Sown to Grow School Connectedness - Sense of Belonging	Sown to Grow survey was administered March 2025. This replaced CHKS. 75% of	On a scale of 0–4, students in grades 3rd-8th reported the following end-	On a scale of 0–4, students in grades 3rd-8th reported the following end-	2026-2027 +0.2 increase	To support ongoing monitoring of students' social-emotional well-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6: School Climate	3-8th grade students completed it and 27% of K-2 students completed it.	of-year (EOY) results: Sense of Belonging: 2.77 Self-Awareness: 2.73 Self-Management: 2.66 Social Awareness: 2.99 Responsible Decision-Making: 2.88 Relationship Skills: 3.55	of-year (EOY) results: Sense of Belonging: 3.2 Self-Awareness: 3.1 Self-Management: 3.07 Social Awareness: 3.32 Responsible Decision-Making: 3.17 Relationship Skills: 3.32		being, the District implemented Sown to Grow in 2024–2025. During the 2025–2026 school year, students in grades 3–8 reported higher satisfaction in most social-emotional competencies compared to the previous year. Relationship skills was the only area to decline, decreasing from 3.55 to 3.32.
3.3	Out of School Suspension Rate Priority 6: School Climate	May 2024 2% All Students	May 2025 1.8% All Students	May 2026 1.8% All Students	May 2027 0% All Students	The out-of-school suspension rate has decreased by 0.2% compared to the baseline year.
3.4	Chronic Absenteeism Priority 5: Student Engagement	2023 26.2% All Students 27.2% Hispanic Students 20.4% English Learners 26.6% Socioeconomically Disadvantaged 19.3% Students with Disabilities	2024 26.4% All Students 27.4% Hispanic Students 24.3% English Learners 27.5% Socioeconomically Disadvantaged	2025 21.5% All Students 21.6% Hispanic Students 19.3% English Learners 21.9% Socioeconomically Disadvantaged	2026 16% All Students 17% Hispanic Students 10% English Learners 16% Socioeconomically Disadvantaged	From the baseline year to Year 2, chronic absenteeism decreased by 4.7 percentage points for All Students, 5.6 percentage points for Hispanic Students, 1.1 percentage points for English Learners, and 4.7 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			27.6% Students with Disabilities	31.7% Students with Disabilities	9% Students with Disabilities	for Socioeconomically Disadvantaged Students. In contrast, chronic absenteeism among Students with Disabilities increased by 12.4 percentage points.
3.5	Middle School Dropout Rate: Percent of Students Priority 5: Student Engagement	2023-2024 0% of students dropped out of middle school	2024-2025 0% of students dropped out of middle school	2025-2026 0% of students dropped out of middle school	2026-2027 0% of students dropped out of middle school	There has been no change from the baseline year; the drop out rate remains at 0%.
3.6	Expulsion Rate: Percent of students Priority 6: School Climate	2023-2024 0% of students expelled	2024-2025 0% of students expelled	2025-2026 0% of students expelled	2026-2027 0% of students expelled	There has been no change from the baseline year; the expulsion rate remains at 0%.
3.7	Percentage of grades 6-8 Expanded Learning Program students who were unduplicated students This metric was revised for the 2025-2026 LCAP Priority 3: Family Engagement	2024-2025 28% (41-141)	NA		2026-2027 34%	NA

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.

During the 2025–2026 school year, the District implemented a range of actions to support student well-being, school connectedness, and equitable learning environments. Professional development on culturally responsive practices, trauma-informed approaches, and PBIS was provided to strengthen staff capacity and support implementation of the California English Learner Roadmap. The District enhanced student support systems through improved coordination among the Wellness Center, counselor/social worker, behavior support staff, and School-Linked Services through Pacific Clinics. Expanded behavioral and social-emotional supports provided students with more timely and targeted interventions.

Efforts to increase student engagement were partially implemented through pilot ASB/Leadership activities, yearbook, and organized recess programs. While the planned expansion of clubs is ongoing, these opportunities increased student voice and participation. Expanded Learning Programs were fully implemented through the District's in-house before- and after-school program, providing academic support, enrichment, arts, music, STEAM activities, sports, and summer learning opportunities. This transition allowed for stronger alignment between the school day and expanded learning services.

The District also refined and implemented its Attendance Improvement Plan through increased monitoring, attendance incentives, family outreach, and the addition of a school nurse consultant. These efforts contributed to improved attendance, with average daily attendance increasing from 90.52% in 2024–2025 to 94.26% in 2025–2026 and a reduction in chronic absenteeism. Overall, implementation was successful, with notable progress in coordinating student supports, expanding enrichment opportunities, and improving attendance outcomes. Challenges included staffing capacity and the continued development of student leadership and engagement structures; however, the District made significant progress toward creating a more supportive and connected school environment.

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.

There were no material differences between the Budgeted Expenditures and Estimated Actual Expenditures or between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for Goal 3. The District implemented the planned actions and services substantially as described in the adopted LCAP.

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

The actions implemented under Goal 3 have been effective in making progress toward improving attendance and student engagement. According to the 2025 California Dashboard, the District's chronic absenteeism rate decreased by 5 percentage points, from 26.4% in 2024 to 21.5% in 2025. Similar improvements were observed among Hispanic students, socioeconomically disadvantaged students, English Learners, homeless students, and long-term English Learners. While these results demonstrate that the District's attendance improvement efforts are having a positive impact, chronic absenteeism among students with disabilities remains a challenge, as this subgroup experienced an increase of 4.2 percentage points. Based on these outcomes, the District believes the current actions are yielding the desired results overall and will continue refining supports, particularly for students with disabilities, to further improve attendance outcomes.

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

There will be no significant changes to Goal 3, its metrics, target outcomes, or actions for the coming year. Based on local and state data, the District believes it is important to continue implementing the current actions and services, as they are contributing to positive outcomes in student well-being, engagement, and attendance.

The District will continue strengthening its comprehensive and coordinated system of support with clearly defined roles and expectations for the school student support specialist, Wellness Center, and School-Linked Services. To further address attendance concerns, the District has hired a community liaison to support students and families experiencing chronic attendance challenges. Additionally, the Expanded Learning Program will continue to be operated by district personnel, strengthening collaboration and alignment between the regular school day and after-school programming. The District will also continue promoting student physical well-being by supporting the PE program and providing additional staff to increase physical activity opportunities during recess.

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	Culturally Responsive and Trauma Informed Resources	To further support student well-being, school connectedness, and the development of equitable learning environments, the District will continue implementing the following actions. These actions contributed to improved attendance rates and reduced chronic absenteeism during the current year and will be continued to build on this positive momentum. Expand Culturally Responsive and Trauma-Informed Training: Ongoing professional development will continue to deepen staff capacity in trauma-informed practices and culturally responsive pedagogy. This initiative is intended to ensure that all students feel seen, supported, and valued and will remain integrated with implementation of the English Learner Roadmap. Enhance Check-In/Check-Out (CICO) Supports: The District will continue expanding staff capacity to implement the CICO system and provide consistent, high-quality individualized supports. This strategy will remain aligned with the referral processes for the Wellness Center and School-Linked Services to provide a coordinated approach to student intervention.	$17,300.00	No

Action #	Title	Description	Total Funds	Contributing
		Increase Behavior Intervention Support: The District will continue expanding the availability and scope of Behavior Intervention Support Specialists to proactively address behavioral needs and support staff in delivering tiered interventions. This work will continue to be strengthened through collaboration with the Board Certified Behavior Analyst (BCBA) and Registered Behavior Technician (RBT). Strengthen Student Engagement through School Clubs and Leadership Opportunities: To foster a greater sense of belonging and increase student engagement, the District will continue expanding opportunities for student participation through school clubs, ASB/Leadership, and the Youth Advisory Group. These efforts are aligned with stakeholder feedback and are intended to strengthen school connectedness and positive school climate.		
3.2	Counseling Services	Provide Counseling and Social-Emotional Support Services: The District will continue to provide comprehensive counseling, wellness, and social-emotional support services to address the academic, behavioral, attendance, and mental health needs of students, particularly those requiring targeted interventions. Through coordinated services provided by the student support specialists, Wellness Center, and School-Linked Services, students will have access to a safe and supportive environment where they can develop self-regulation, coping, and interpersonal skills that contribute to academic success and school engagement. These services are intended to reduce barriers to learning, strengthen school connectedness, and support regular attendance. Priority for services will continue to be given to high-needs student groups, including students with disabilities who are chronically absent, English Learners, Foster Youth, and students from low-income families.	$109,094.00	Yes
3.3	ELOP /ASES Afterschool Program	The District will continue to operate its in-house expanded learning program, providing before- and after-school and intersession opportunities that support student safety, academic achievement, health, and wellness. Students will have access to academic support, competitive sports, and enrichment activities including visual and performing arts, music, cultural	$745,917.00	No

Action #	Title	Description	Total Funds	Contributing
		programs, and STEAM. Summer learning opportunities, including tutoring, academic enrichment, and sports programs, will also be provided. By aligning expanded learning opportunities with the regular school day, the District will promote student engagement, well-being, and academic success.		
3.4	Physical and Emotional Well Being	The District will continue providing standards-aligned Physical Education and structured recess opportunities to promote students' physical health, social development, and emotional well-being. A credentialed Physical Education teacher will deliver developmentally appropriate instruction aligned to state standards, while recess staff, noon aides, and an Activities/Supervision Lead will provide supervision and organize inclusive recreational, leadership, and enrichment activities that encourage positive peer interactions, physical activity, student engagement, and a positive school climate. The Activities/Supervision Lead will help coordinate campus activities, support student participation, reinforce behavioral expectations, and create opportunities for students to build leadership, teamwork, and social-emotional skills during non-instructional times. These supports help students develop healthy habits, build social skills, strengthen school connectedness, and return to class ready to learn. The District will continue this action because structured physical activity, positive recess experiences, and meaningful student engagement opportunities contribute to student well-being, school safety, improved behavior, and increased readiness to learn, ultimately supporting academic success and positive outcomes for all students.	$203,000.00	Yes
3.5	Student Attendance	The District will continue refining and implementing a comprehensive Student Attendance Improvement Plan to reduce chronic absenteeism, improve average daily attendance, and increase student engagement and academic success, with a targeted focus on Students with Disabilities, Foster Youth, Homeless Youth, English Learners, and students from low socioeconomic backgrounds. A designated Student Support Specialist will lead attendance improvement efforts by monitoring attendance data, identifying students at risk of chronic absenteeism, coordinating interventions, and collaborating with staff, families, and community	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partners to address barriers to attendance. The District School Nurse will support these efforts by identifying and addressing health-related barriers to attendance, providing health education and case management, coordinating services with families and healthcare providers, and helping ensure that students' physical and mental health needs do not interfere with regular school attendance. The District will utilize data-driven practices to regularly analyze attendance trends and identify students in need of support, allowing for early intervention and targeted case management. Attendance incentive programs, including eligibility for the Competitive Sports Program, participation in special events, and student recognition opportunities, will be implemented to encourage consistent attendance and strengthen school connectedness. Students experiencing persistent attendance challenges will receive individualized support through a tiered intervention process that includes the Student Attendance Review Team (SART), with interventions tailored to address the unique needs of high-needs student groups. Ongoing family outreach and engagement efforts will focus on increasing awareness of the importance of regular attendance, strengthening school-family partnerships, and connecting families with available resources and support services. Through this coordinated and supportive approach, the District aims to remove barriers to attendance, reduce chronic absenteeism, improve educational outcomes, and promote equitable access to learning opportunities for all students, particularly those most at risk of falling behind.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Luther Burbank School District has developed this goal in response to feedback from parents, staff, students, and other educational partners indicating a need to strengthen family engagement and increase opportunities for meaningful parent involvement. Research consistently demonstrates that students achieve greater academic success, improved attendance, and stronger social-emotional outcomes when families are actively engaged in their education.

Educational partner input and annual survey results indicate a desire for increased communication, more opportunities for participation in school activities, and greater access to workshops and resources that help families support student learning at home. The District also recognizes the importance of ensuring that all families, including parents of unduplicated pupils and students with exceptional needs, have meaningful opportunities to participate in school decision-making processes.

To address these needs, the District will expand family engagement opportunities through volunteer programs, family events, parent education workshops, and participation in district and school-site leadership committees. These efforts are intended to build stronger relationships between families and schools, improve communication and trust, and create a more inclusive and welcoming school community.

Progress toward this goal will be measured through increased parent participation rates in school activities, volunteer opportunities, workshops, and advisory committees, as well as improved results on the annual LCAP Parent Survey. By fostering authentic partnerships with families, the District seeks to create a collaborative educational environment that supports student achievement, well-being, and long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Participation/Commun ity Volunteer Hours Priority 3: Parent Involvement/Engagemen t	May 2024 2,280 hours of family participation and/or volunteer hours	June 2025 522 hours of family participation and/or volunteer hours recorded.	May 2026 522 hours of family participation and/or volunteer hours recorded.	2027 3,000 hours of family participation and/or volunteer hours	Family participation declined by 1,758 hours compared to the base year.
4.2	Participation on Parent/community committees at the site/district level Priority 3: Parent Involvement/Engagemen t	May 2024 7 parent representatives of K-8 participate site/district committees	June 2025 5 parent representatives of K-8 participate site/district committees	June 2026 5 parent representatives of K-8 participate site/district committees	2027 10 Parent representative of K-8 attended site/district committees	The number of parent representatives decreased by 2 from the baseline year to Year 2.
4.3	Completion of Parent/Community Survey Priority 3: Parent Involvement/Engagemen t	2023-2024 Parent/Community survey completion 40%	June 2025 30% of parents completed the 2024-25 Mid Year or LCAP Survey	May 2026 13% of parents completed the 2025-26 Mid Year or LCAP Survey	2027 Parent/Community survey completion 50%	Parent participation in the LCAP survey decreased by 27% from the baseline year to Year 2.
4.4	Number of parent workshops and events Priority 3: Parent Involvement/Engagemen t	May 2024 17 parent workshops and events.	May 2025 15 parent workshops and events	May 2026 20 parent workshops and events	2027 25 parent workshops and events	The school increased the number of parent workshops and events by three compared to the baseline year.

Goal Analysis [2025-26]

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

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

During the 2026-2027 school year, Luther Burbank School made progress in implementing a variety of parent engagement initiatives designed to strengthen family-school partnerships and support student achievement. The school successfully expanded opportunities for

parent participation through volunteer activities, leadership roles, and family engagement events. Parent leadership and involvement opportunities were promoted through the School Site Council (SSC), monthly Cafecito meetings, and participation in school decision-making processes. Cafecito gatherings provided families with regular opportunities to connect with school staff, receive important information, and share feedback regarding school programs and services.

Several community-building events were successfully coordinated with strong parent participation, including the Fall Festival, Winter Performance, Literacy Night, Student Recognition ceremonies held each trimester, a parent-organized Teacher Appreciation Luncheon, and the Multi-Cultural Fair. Additional opportunities for family engagement were provided through the after-school program, student participation in athletic competitions with other schools, and musical performances throughout the year. Ongoing communication with families was maintained through the school website, newsletters, and outreach efforts to ensure parents remained informed and connected to school activities.

While the majority of planned actions were implemented as intended, formal training and structured support for parent volunteers were more limited than originally planned. Time constraints, staffing capacity, and inconsistent volunteer availability created challenges in providing comprehensive volunteer training opportunities. Despite these challenges, the school experienced success in increasing parent participation at school events and leadership meetings, fostering stronger relationships between families and staff, and creating a more welcoming and inclusive school community. Overall, implementation of this goal resulted in increased opportunities for parent engagement, enhanced communication between home and school, and stronger family involvement in supporting student success.

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.

There were no material differences between the budgeted expenditures and estimated actual expenditures for this goal. The planned actions and services were implemented substantially as described, and expenditures remained aligned with the approved budget.

Similarly, there were no material differences between the planned percentage of improved services and the estimated actual percentage of improved services. The District was able to provide the intended parent engagement activities, family events, communication efforts, and opportunities for parent participation and leadership as planned. Any minor variances in expenditures were routine in nature and did not impact the implementation or effectiveness of the services provided.

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

The actions implemented under this goal were effective in increasing parent engagement, participation, and strengthening family-school partnerships. Families were provided with meaningful opportunities to participate in school activities, leadership groups, and community events, including Cafecito meetings, School Site Council (SSC), the Fall Festival, Winter Performance, Literacy Night, Student Recognition events, Teacher Appreciation activities, and the Multicultural Fair.

Communication efforts, including website updates, multilingual outreach, and translation and interpretation services, improved families' access to information and opportunities for involvement. Parents also participated in after-school programs, athletic competitions, and student performances, further strengthening connections between home and school. Some actions were only partially implemented. Formal volunteer training, the development of a Parent Volunteer and Participation Compact, and some planned parent education opportunities were

limited due to time constraints and volunteer availability. Overall, participation rates and parent feedback indicate that these actions successfully fostered a more welcoming, connected, and engaged school community.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions for the coming year as a result of reflections on prior practice. The District will continue to implement the existing strategies and monitor progress using the established measures.

The only adjustment made was the allocation of funding to support staff responsible for coordinating, monitoring, and implementing parent engagement activities. This change is intended to strengthen implementation and ensure consistent oversight of the actions associated with this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Strengthen Parent Engagement, Leadership, and Volunteerism Through the Expanded Learning Program	The District will continue to promote meaningful opportunities for parent involvement in volunteer activities, family engagement events, and leadership and decision-making roles. These efforts are designed to strengthen school-home partnerships, support student success, and ensure all families, particularly those of unduplicated students and students with exceptional needs, feel welcomed, valued, and empowered to participate in their children's education. Key strategies include recruiting and supporting parent volunteers; encouraging participation in leadership groups such as the School Site Council (SSC); exploring the development of a Parent Advisory Council; hosting family-centered events such as Cafecito gatherings, the Fall Festival, Winter Performance, and Multicultural Fair; and providing multilingual communication and outreach to ensure broad family engagement. For the 2026–27 school year, the District will partner with Parent Institute for Quality Education (PIQE) to help parents develop leadership skills, gain a deeper understanding of the educational system, and strengthen their ability to advocate for and support their children's academic success.	$49,118.00	No

Action #	Title	Description	Total Funds	Contributing
		Funding will continue to support staff responsible for coordinating parent engagement activities, conducting outreach, and serving as a liaison between families and the school. Expected outcomes include increased parent participation, greater representation in leadership and advisory groups, improved family satisfaction, and stronger connections between home and school.		
4.2	Family Learning Workshops Events	The District will provide family learning opportunities designed to strengthen the home-school connection and support families in actively engaging in their children's education. These opportunities will include Parent Academic Nights focused on grade-level expectations, workshops on supporting student learning in Math and English Language Arts (ELA), and parent leadership development through the Parent Institute for Quality Education (PIQE). To promote collaboration and meaningful family engagement, the District will continue to encourage parent volunteerism and participation in school activities and leadership opportunities. Translation and interpretation services will be provided at meetings and events to ensure equitable access for all families. These efforts are intended to equip families with the knowledge, skills, and support needed to actively participate in their children's academic success and strengthen partnerships between home and school.	$10,000.00	No
4.3	Parent Liaison and Family Engagement Support	The District will fund a Parent Liaison position to coordinate family engagement activities, support school events, facilitate communication between home and school, and increase parent participation in school programs and leadership opportunities. The Parent Liaison will serve as a bridge between families and staff, helping to strengthen relationships, improve communication, and promote meaningful family involvement in support of student success.	$60,000.00	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
$1,782,531	$227,379

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
38.946%	0.000%	$0.00	38.946%

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:** Professional Development **Need:** According to the 2025 California School Dashboard, Long-Term English Learners (LTELs) are performing in the Red performance level in both English Language Arts (ELA) and Mathematics. Additionally, English Learners (ELs), Socioeconomically Disadvantaged (SED) students, Students with	Providing professional development for certificated and classified staff increases staff capacity to effectively implement California State Standards and deliver high-quality first instruction that meets the needs of all students. The District believes effective instruction includes explicit modeling of reading and writing, structured opportunities for students to engage in academic discourse and explain their mathematical thinking, and learning experiences that promote critical thinking, communication, creativity, and collaboration. By	Metrics: 1.1, 1.2, 2.2, 2.3

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
	Disabilities (SWD), and Hispanic students are performing in the Orange performance level in ELA, while Students with Disabilities are also performing in the Orange performance level in Mathematics. These data indicate that unduplicated pupils continue to experience achievement gaps and require additional academic support to meet grade-level standards. The needs of English Learners, Long-Term English Learners, Foster Youth, low-income students, and other student groups are evident across the district and are not isolated to a single grade level, classroom, or school site. To address these needs, the District will implement this action on an LEA-wide basis by providing professional development, coaching, collaborative planning opportunities, curriculum implementation support, peer observation opportunities, and ongoing cycles of inquiry for certificated and classified staff. These efforts will focus on strengthening evidence-based instructional practices, improving access to rigorous grade-level content, supporting language development, and increasing inclusive practices for Students with Disabilities. Because unduplicated pupils are enrolled throughout the district and are served by all staff, a districtwide approach is the most effective means of improving instructional quality and ensuring consistent implementation of high-impact practices	strengthening the knowledge, skills, and instructional practices of teachers and support staff, the District increases its ability to accelerate student learning and improve academic outcomes. This action directly addresses the identified needs of unduplicated pupils, including English Learners, Long-Term English Learners, Foster Youth, low-income students, and Students with Disabilities. Professional learning will focus on evidence-based instructional practices, English Language Development strategies, differentiated instruction, inclusive practices, curriculum implementation, Universal Design for Learning, and data-driven decision-making. Staff will also engage in collaborative planning, peer observation, coaching, and cycles of inquiry to analyze student achievement data and adjust instruction to better meet student needs. According to the 2025 California School Dashboard, Long-Term English Learners are performing in the Red performance level in English Language Arts and Mathematics, while English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities are performing in the Orange performance level in one or more academic indicators. These data demonstrate the continued need for targeted instructional strategies and supports designed to improve academic achievement for unduplicated pupils. Although this action is implemented on an LEA-wide basis, it is principally directed toward improving outcomes for unduplicated pupils and is	

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
	across all classrooms. This action is expected to improve academic outcomes for English Learners, Long-Term English Learners, Foster Youth, low-income students, and other historically underserved student groups. **Scope:** LEA-wide	expected to be effective in meeting their needs because these students are enrolled throughout the district and are served by all certificated and classified staff. Providing professional development districtwide ensures consistent implementation of effective instructional practices, curriculum, intervention strategies, and student supports across all classrooms and programs. This coordinated approach is intended to accelerate academic achievement, improve access to grade-level standards, strengthen language development, and increase educational outcomes for English Learners, Long-Term English Learners, Foster Youth, low-income students, and Students with Disabilities.	
1.3	**Action:** Digital Devices **Need:** English Learners, Foster Youth, low-income students, and Students with Disabilities need equitable access to technology, digital learning resources, and technical support to fully participate in instruction and intervention programs. Local data and stakeholder input indicate that barriers to device access and technology support can negatively impact student engagement, assignment completion, access to interventions, and academic achievement. These students require reliable, up-to-date technology and ongoing technical assistance to support learning both during and outside of the school day. **Scope:**	This action addresses the needs of English Learners, Foster Youth, low-income students, and Students with Disabilities by providing equitable access to digital devices, instructional technology, and technical support needed to participate fully in classroom instruction, online learning, assessments, and intervention programs. Providing devices and technology support on an LEA-wide basis ensures that unduplicated pupils have consistent access to learning resources throughout the school day and at home, while also maintaining a sustainable one-to-one technology program that supports their academic success.	Metrics 1.1, 1.2, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	**Action:** Technology Refresh Reserves **Need:** English Learners, Foster Youth, low-income students, and Students with Disabilities rely on district technology to access curriculum, intervention programs, assessments, instructional supports, and communication tools that are critical to their academic success. Reliable access to technology is particularly important for these student groups, as many depend on school-provided devices to engage in personalized learning opportunities, receive targeted interventions, and access supports designed to accelerate achievement and close learning gaps. As technology devices age or become damaged, lost, stolen, or non-functional, students risk losing access to instructional resources and support services that are essential for meeting grade-level standards. Interruptions in technology access can negatively impact student engagement, assignment completion, progress monitoring, intervention delivery, and communication between school and home. Teachers and instructional support staff also require dependable technology to deliver instruction, monitor student learning, implement interventions, communicate with families, and provide targeted academic and	Reliable access to technology is essential for unduplicated pupils to participate in instruction, interventions, assessments, and digital learning opportunities that support academic success. Because 82.9% of the District's students are socioeconomically disadvantaged, many families depend on district-provided technology and may not have the resources to repair or replace devices when they become damaged or inoperable. This action funds a Technology Refresh Reserve that allows the District to quickly replace damaged, lost, stolen, or non-functioning devices and technology equipment, ensuring uninterrupted access to instructional resources, intervention programs, and communication tools. It also ensures that teachers and instructional staff have the technology necessary to deliver instruction, monitor student progress, and provide targeted support. Although implemented on an LEA-wide basis, this action is principally directed toward and effective in meeting the needs of unduplicated pupils by reducing barriers to learning and ensuring continuous access to the technology and digital resources needed to accelerate academic achievement and support student success.	Metrics 1.1, 1.2, 2.2, 2.3

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
	social-emotional supports. Ensuring access to functional technology resources is essential to maintaining continuity of instruction and providing equitable learning opportunities for unduplicated pupils. **Scope:** LEA-wide		
1.5	**Action:** Digital Learning Software **Need:** According to the 2024 CA Dashboard, our Socio Economic Disadvantaged, Hispanic, English Learners, and Long Term English Learners, student groups are performing in the orange (or low) in ELA and Math **Scope:** LEA-wide	Providing access to digital learning software increases opportunities for personalized instruction, targeted intervention, and continuous progress monitoring for unduplicated pupils. These research-based programs support literacy, mathematics, and language development by providing individualized learning pathways, immediate feedback, and opportunities for repeated practice aligned to grade-level standards. Although this action is implemented on an LEA-wide basis, it is principally directed toward and effective in meeting the needs of unduplicated pupils. Assessment and learning platforms provide staff with timely data to identify learning gaps, monitor student growth, form targeted intervention groups, and adjust instruction to meet individual student needs. These tools are particularly important for accelerating achievement and closing opportunity gaps for students who require additional academic support. By providing equitable access to personalized learning resources and data-driven interventions, this action increases and improves services for unduplicated pupils and is expected to improve	Metrics 1.1, 1.2, 2.2, 2.3

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
		academic achievement, student engagement, and progress toward meeting California State Standards.	
1.6	**Action:** Supplemental Instructional Resources **Need:** According to the 2025 California School Dashboard, Long-Term English Learners (LTELs) are performing in the Red performance level in both English Language Arts (ELA) and Mathematics. Additionally, Socioeconomically Disadvantaged students, Hispanic students, English Learners, and Students with Disabilities are performing in the Orange performance level in ELA, while Students with Disabilities are also performing in the Orange performance level in Mathematics. These results indicate that many unduplicated pupils continue to require additional academic support to master grade-level standards and close achievement gaps. Analysis of state and local assessment data also indicates a need to evaluate and adopt high-quality mathematics instructional materials that provide stronger support for language development, differentiated instruction, intervention, and access to grade-level content for diverse learners. Additional instructional resources and a comprehensive mathematics curriculum adoption process are needed to provide targeted intervention, scaffolded support, and	**How the Action(s) Address Need(s) of Unduplicated Pupils and Why it is Provided on an LEA-Wide Basis** This action provides evidence-based supplemental instructional resources and supports the evaluation and selection of a new TK–8 mathematics curriculum to address identified achievement gaps and improve access to grade-level standards. Resources and curriculum materials are selected through an analysis of state and local assessment data, California State Standards, curriculum implementation, and student learning needs to identify areas requiring additional intervention, differentiation, and academic support. The mathematics adoption process will focus on identifying instructional materials that include integrated language supports, differentiated instruction, accessibility features, and intervention resources designed to improve outcomes for English Learners, Long-Term English Learners, Foster Youth, low-income students, and Students with Disabilities. Supplemental resources will provide targeted opportunities for reteaching, practice, intervention, and acceleration to address unfinished learning and support mastery of essential standards. Although this action is implemented on an LEA-wide basis, it is principally directed toward and effective in meeting the needs of unduplicated	Metrics 1.1, 1.2, 2.2, 2.3

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
	evidence-based instructional strategies that address the needs of English Learners, Long-Term English Learners, Foster Youth, low-income students, and Students with Disabilities. These efforts will help ensure students receive the academic support necessary to improve achievement and successfully meet grade-level standards. **Scope:** LEA-wide	pupils. Dashboard and local assessment data indicate that Long-Term English Learners and Students with Disabilities continue to experience significant achievement gaps in English Language Arts and Mathematics. Providing these resources and conducting a comprehensive mathematics adoption process on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have access to high-quality instructional materials and targeted supports designed to accelerate learning and improve academic outcomes.	
1.7	**Action:** Personnel to Support High Intensity Intervention **Need:** According to the 2025 California School Dashboard, Long-Term English Learners (LTELs) are performing in the Red performance level in both English Language Arts (ELA) and Mathematics. Additionally, English Learners (ELs), Socioeconomically Disadvantaged (SED) students, Hispanic students, and Students with Disabilities (SWD) are performing in the Orange performance level in ELA, while Students with Disabilities are also performing in the Orange performance level in Mathematics. These data indicate that many unduplicated pupils continue to experience achievement gaps and require additional support to meet grade-level standards. To address these needs, the District will provide additional certificated and classified	This action provides additional certificated and classified staff to deliver high-intensity interventions, small-group instruction, individualized support, and expanded learning opportunities for students who are not meeting grade-level standards. Research and local data demonstrate that students experiencing the greatest academic challenges benefit from increased instructional time, reduced student-to-adult ratios, and targeted intervention designed to address specific learning needs. Additional staffing also supports extended learning opportunities for early learners, helping establish strong foundational literacy, language, and mathematics skills. Although this action is implemented on an LEA-wide basis, it is principally directed toward and effective in meeting the needs of unduplicated pupils. Additional staffing capacity allows the District to provide timely interventions, accelerate learning, monitor student progress more closely, and respond to identified academic needs across all grade levels. By increasing access to targeted	Metrics 1.1, 1.2, 1.10, 2.2, 2.3

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
	staff to deliver high-intensity interventions, small-group instruction, expanded learning opportunities, and individualized support in literacy, mathematics, and language development. Because unduplicated pupils requiring intervention services are enrolled across all grade levels and programs, this action is implemented on an LEA-wide basis to increase access to targeted academic support, accelerate learning, and improve outcomes for English Learners, Long-Term English Learners, Foster Youth, low-income students, and Students with Disabilities. **Scope:** LEA-wide	support and intensive instruction, this action increases and improves services for English Learners, Long-Term English Learners, Foster Youth, low-income students, and Students with Disabilities and is expected to improve academic achievement and progress toward meeting California State Standards.	
1.8	**Action:** Field trips and Assemblies **Need:** Stakeholder feedback collected through the District's LCAP survey identified student engagement and enrichment opportunities as areas of priority. Students expressed a desire for more engaging learning experiences, while parents and staff emphasized the importance of enrichment activities that connect classroom learning to real-world experiences. Students from economically disadvantaged backgrounds often have fewer opportunities to participate in educational experiences beyond the classroom. Additional field trips, assemblies, Science Camp, and hands-on	Field trips, assemblies, Science Camp, and other experiential learning opportunities provide students with meaningful real-world experiences that extend classroom instruction and serve as culminating activities connected to units of study. These experiences build background knowledge, strengthen academic vocabulary, and provide authentic contexts for reading, writing, science, and social studies learning, helping students make deeper connections to grade-level content. Although this action is implemented on an LEA-wide basis, it is mainly directed toward and effective in meeting the needs of unduplicated pupils. Students from economically disadvantaged backgrounds often have fewer opportunities to participate in educational enrichment activities outside of school. Providing access to these	Metrics 1.1, 1.2, 2.2, 2.3

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
	learning opportunities are needed to build background knowledge, expand academic vocabulary, and strengthen connections to grade-level content. These experiences support reading, writing, science, and social studies instruction by providing meaningful contexts that deepen understanding, increase engagement, and promote academic success. **Scope:** LEA-wide	experiences helps level the playing field by expanding students' exposure to new ideas, environments, and learning opportunities that support academic success. This action increases and improves services by enhancing student engagement, strengthening reading comprehension and writing skills, and supporting the development of the background knowledge necessary for success across content areas. By ensuring equitable access to educational enrichment opportunities, the District supports improved academic outcomes, school connectedness, and overall student success.	
1.9	**Action:** High Dosage Tutoring **Need:** The District's LCAP Survey identified academic achievement and learning support as high priorities for both parents and staff. Parents expressed a desire for additional academic assistance, including tutoring and small-group instruction, while staff emphasized the need for targeted intervention programs to address learning gaps and accelerate student growth. Additionally, the 2025 California School Dashboard indicates that Long-Term English Learners are performing in the Red performance level in English Language Arts and Mathematics, while English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continue to perform in the Orange performance level in	This action provides high-dosage, data-driven intervention and tutoring in English Language Arts and Mathematics to address identified learning gaps and accelerate academic growth. Intervention services are based on student performance data and provide targeted small-group instruction, individualized support, and additional learning time during the school day, before and after school, and during intersessions. These services are designed to help students who are not meeting grade-level standards develop the skills necessary for academic success. Although this action is implemented on an LEA-wide basis, it is principally directed toward and effective in meeting the needs of unduplicated pupils. English Learners, Long-Term English Learners, Foster Youth, low-income students, and Students with Disabilities are prioritized for intervention services based on academic need. Because students requiring intervention support are enrolled throughout the District, an LEA-wide	Metrics 1.1, 1.2, 2.2, 2.3

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
	one or more academic indicators. These data demonstrate the need for additional targeted intervention and extended learning opportunities to support students who are not yet meeting grade-level standards and to accelerate achievement for unduplicated pupils. **Scope:** LEA-wide	approach ensures equitable access to timely and intensive academic assistance. This action increases and improves services by providing additional instructional time, targeted interventions, and ongoing progress monitoring to help students close achievement gaps and meet or exceed California State Standards. Through personalized support and accelerated learning opportunities, the District expects to improve academic outcomes for students with the greatest academic needs.	
1.10	**Action:** Supplies and Materials to Support Teaching and Learning **Need:** More than 73% of the District's students qualify for free or reduced-price meals, indicating that many families face economic challenges that can limit their ability to purchase school supplies, instructional materials, and organizational tools needed to support learning. As a result, some students may come to school without the resources necessary to fully participate in classroom activities, complete assignments, or engage in learning opportunities outside of the school day. To ensure equitable access to learning, additional supplies and materials are needed to support student participation, organization, assignment completion, and academic success. Providing these resources helps remove financial barriers to learning and	This action provides classroom supplies, instructional materials, and organizational tools that support student learning both at school and at home. Access to these resources helps ensure that students can fully participate in classroom activities, complete assignments and projects, and develop the organizational skills necessary for academic success. The action also supports the implementation of AVID organizational strategies and other evidence-based practices that promote student achievement. Although this action is implemented on an LEA-wide basis, it is principally directed toward and effective in meeting the needs of unduplicated pupils. Because more than 73% of the District's students are socioeconomically disadvantaged, many families face financial barriers to purchasing school supplies and materials. Providing these resources helps remove barriers to participation and ensures that students have equitable access to the tools needed to engage in learning and meet grade-level expectations.	1.1, 1.2, 2.2, 2.3

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
	ensures that students have the tools necessary to access instruction and meet grade-level expectations. **Scope:** LEA-wide	This action increases and improves services for English Learners, Foster Youth, and low-income students by ensuring they have the materials and supplies necessary to support learning, complete assignments, and participate fully in academic activities. As a result, the District expects to improve student engagement, assignment completion, organization, and academic achievement.	
1.11	**Action:** STEAM Programs/Enrichment **Need:** The Districts LCAP survey results showed that parents, students and staff ranked more fun and engaging Activities / extracurricular opportunities as their top priority. Students want more games, field trips, classroom activities, and recess.Parents emphasized the need for enrichment: sports, arts, music, and after-school programs. Staff highlighted extracurriculars and student engagement as key to motivation and belonging. **Scope:** LEA-wide	Providing art, music, leadership development opportunities, and enrichment electives is principally directed toward supporting our unduplicated pupils, including English Learners, Foster Youth, and Low-Income students. These programs are effective because they provide meaningful opportunities for students to engage in creative expression while developing essential skills in communication, collaboration, critical thinking, problem-solving, and leadership. Although this action is provided on a schoolwide basis, it is principally directed toward meeting the needs of unduplicated pupils by increasing access to engaging learning experiences that support both academic achievement and social-emotional development. Research and local data indicate that participation in arts and enrichment programs promotes student engagement, school connectedness, attendance, and the development of transferable skills that contribute to academic success. This action provides increased support for unduplicated pupils by ensuring consistent access to enrichment opportunities that may otherwise be limited outside of school. Program design and	Metrics 1.1, 1.2, 2.2, 2.3

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
		implementation prioritize the needs of English Learners, Foster Youth, and Low-Income students, with the goal of accelerating learning, fostering student voice and leadership, and supporting the development of the communication, creativity, collaboration, and critical-thinking skills necessary for college, career, and life success.	
2.3	**Action:** Ongoing Coaching and Support for Special Education Staff to Improve Academic Growth **Need:** Students with disabilities are currently performing in the Orange performance level on the California Dashboard in both English Language Arts and Mathematics. Additionally, Long-Term English Learners are performing in the Red performance level in both subjects, indicating a significant need for targeted academic support. These student groups require additional instructional, behavioral, and socio-emotional supports to fully access grade-level curriculum, increase engagement, and improve academic achievement. **Scope:** LEA-wide	The action addresses the needs of students with disabilities, including low-income students and Long-Term English Learners, by providing specialized instructional support, access to appropriate intervention programs, and collaboration between RSP and general education teachers. RSP teachers will support the implementation of evidence-based instructional strategies, supplemental curricula, and accommodations aligned to students' IEPs while helping ensure access to grade-level standards. In addition, collaboration between special education and general education staff will strengthen Tier 1 instruction and provide targeted academic and behavioral supports. Addressing behavioral needs and increasing student engagement will help improve academic outcomes and achievement. Because students with disabilities are served across the school, this action is provided on a schoolwide basis to ensure consistent support and access to effective instructional practices.	Metrics 1.1, 1.2, 2.2, 2.3
2.4	**Action:** Socio-emotional and Behavioral Support **Need:**	This action addresses the socio-emotional and behavioral needs of unduplicated pupils by providing personnel and supports to identify the root causes of behavioral challenges and implement effective interventions. By reducing	Metrics 1.1, 1.2, 2.2, 2.3

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 with disabilities are currently performing in the Orange performance level on the California Dashboard in both English Language Arts and Mathematics. Additionally, Long-Term English Learners are performing in the Red performance level in both subjects, indicating a significant need for targeted academic support. These student groups require additional instructional, behavioral, and socio-emotional supports to fully access grade-level curriculum, increase engagement, and improve academic achievement. **Scope:** LEA-wide	barriers to learning and increasing student engagement, the action supports improved academic and behavioral outcomes. Because students with behavioral and socio-emotional needs are served throughout the school, this action is provided on a schoolwide basis to ensure all students have access to appropriate supports and services.	
2.5	**Action:** Provide Highly Qualified Classified Support Staff **Need:** Students with disabilities are currently performing in the Orange performance level on the California Dashboard in both English Language Arts and Mathematics. Additionally, Long-Term English Learners are performing in the Red performance level in both subjects, indicating a significant need for targeted academic support. These student groups require additional instructional, behavioral, and socio-emotional supports to fully access grade-level curriculum, increase engagement, and improve academic achievement. **Scope:**	This action addresses the needs of students with disabilities and Long-Term English Learners by providing additional academic, behavioral, and socio-emotional supports that increase access to instruction and improve engagement in learning. Targeted classroom support from paraprofessionals helps students access grade-level curriculum, implement IEP accommodations, and make progress toward academic goals. Because these students are served across the school and require support in multiple settings, this action is provided on a schoolwide basis to ensure consistent access to services and interventions.	Metrics 1.1, 1.2, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** Reduce Resource Specialist Program (RSP) Caseloads to Improve Student Support **Need:** Students with Disabilities (SWD), many of whom are also socioeconomically disadvantaged and/or English learners, continue to demonstrate lower academic performance than their peers. According to the California School Dashboard, the Students with Disabilities subgroup is performing in the Orange performance level in both English Language Arts and Mathematics, indicating a need for additional academic support and intervention to improve outcomes. These results suggest that many students with disabilities are not yet meeting grade-level standards and require increased access to targeted instruction, progress monitoring, and supports aligned to their Individualized Education Programs (IEPs). These students often face multiple barriers to academic success and benefit from coordinated support between special education and general education staff. Additional services are needed to ensure implementation of accommodations and modifications, access to grade-level curriculum, and timely interventions designed to accelerate learning and improve proficiency in English Language Arts and Mathematics.	Students with Disabilities are performing in the Orange performance level in both English Language Arts and Mathematics on the California School Dashboard, indicating a need for increased academic support and access to grade-level instruction. This action addresses these needs by reducing Resource Specialist Program (RSP) caseloads, enabling Resource Specialists to provide more intensive and individualized support, increase push-in services within general education classrooms, collaborate more frequently with teachers, monitor student progress, and ensure consistent implementation of IEP accommodations, modifications, and goals aligned to grade-level standards. Research supports that manageable special education caseloads improve opportunities for direct instruction, collaboration, and implementation of evidence-based practices that lead to improved academic outcomes for students with disabilities. This action is provided on an LEA-wide basis because the needs identified for Students with Disabilities are present across the District, and the vast majority of students served are unduplicated pupils. Due to the District's high percentage of socioeconomically disadvantaged students and English learners, providing this action on an LEA-wide basis is the most effective way to increase and improve services for unduplicated pupils while ensuring equitable access to specialized academic	Metrics 1.1, 1.2, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	support necessary to improve outcomes in English Language Arts and Mathematics.	
3.2	**Action:** Counseling Services **Need:** District data indicate a continued need to strengthen student behavioral, social-emotional, and wellness supports. During the 2025–2026 school year, behavioral referrals among unduplicated student groups remained elevated, highlighting the need for ongoing behavioral interventions, positive behavior supports, and proactive student engagement strategies. In addition, referrals for counseling services and Wellness Center visits remained high, demonstrating a continued demand for mental health, social-emotional, and wellness supports. These data underscore the importance of maintaining a coordinated system of services that promotes student well-being, school connectedness, and positive behavioral outcomes. **Scope:** LEA-wide	Providing counseling, wellness, and social-emotional support services helps address the academic, behavioral, and attendance needs of high-needs students by creating a safe and supportive environment where they can process emotions, manage stress and anxiety, develop coping skills, and connect with trusted adults. When students experience emotional distress or other barriers to learning, their ability to attend school regularly and engage in instruction is often negatively impacted. These services help students become more emotionally regulated, connected to school, and prepared to learn. This action is implemented on a districtwide basis because social-emotional and mental health needs affect students across all grade levels and student groups. However, the services are principally directed toward and designed to meet the needs of unduplicated pupils, including English Learners, Foster Youth, and socioeconomically disadvantaged students, who often experience additional barriers to academic success and consistent attendance. Priority for counseling, wellness, and case management services is given to students with the greatest needs, including those experiencing chronic absenteeism, behavioral challenges, or social-emotional concerns. The District expects that providing these coordinated and targeted supports will contribute to improved attendance, reduced chronic	Metrics 3.4

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
		absenteeism, decreased behavioral incidents, and increased student engagement and school connectedness. Because the needs being addressed are prevalent among unduplicated student groups and because these students benefit from receiving services in an inclusive school environment, the District has determined that this action is most effectively implemented on a districtwide basis.	
3.4	**Action:** Physical and Emotional Well Being **Need:** Stakeholder feedback gathered through the LCAP engagement process indicated a desire for more student-led activities, engaging learning experiences, technology integration, and opportunities for fun and meaningful participation during the school day. In addition, although chronic absenteeism decreased schoolwide and among most student groups from 2024 to 2025, students with disabilities continued to perform in the Red performance level on the California Dashboard. Because attendance outcomes improved overall while challenges remain for specific student groups, the District will continue implementing this action to strengthen student engagement, school connectedness, and regular attendance, particularly for unduplicated pupils and students with disabilities. **Scope:** Schoolwide	Providing standards-aligned Physical Education and structured recess opportunities helps address the needs identified by unduplicated pupils and their families for more engaging and meaningful school experiences. Physical activity promotes physical health, social-emotional well-being, positive peer interactions, and school connectedness, all of which contribute to improved attendance and engagement. These supports are particularly beneficial for English Learners, Foster Youth, low-income students, and students with disabilities, who may face additional barriers to consistent school attendance and participation. This action is provided on a schoolwide basis because all students benefit from access to quality physical education and structured opportunities for physical activity. However, the District expects that unduplicated pupils will receive the greatest benefit through increased engagement, stronger connections to school, improved attendance, and a more positive school climate.	3.1, 3.3 and 3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	**Action:** Student Attendance **Need:** According to the California School Dashboard 2025, chronic absenteeism remains a significant area of need for the District, particularly among unduplicated student groups. The District's overall chronic absenteeism rate was 21.5%, with disproportionately higher rates among Students with Disabilities (31.7%), Long-Term English Learners (28.6%), and Homeless Youth (60.0%). These rates indicate that many students are missing substantial instructional time, placing them at increased risk for lower academic achievement, reduced engagement, and negative long-term educational outcomes. To address these disparities, the District will implement targeted attendance improvement strategies focused on reducing chronic absenteeism among unduplicated pupils and other high-needs student groups. Through data-driven monitoring, individualized interventions, family engagement, and coordinated support services, the District will work to remove barriers to attendance, improve school connectedness, and ensure students have equitable access to learning opportunities and the supports necessary for academic success. **Scope:** LEA-wide	Although this action is implemented on an LEA-wide basis, it is principally directed toward addressing the needs of unduplicated pupils, including English Learners, Foster Youth, and Low-Income students, as well as other high-needs student groups experiencing elevated rates of chronic absenteeism. Attendance data indicate that these student groups face greater barriers to consistent school attendance, resulting in lost instructional time and reduced opportunities for academic success. By focusing on improving attendance and reducing chronic absenteeism, this action is expected to increase student engagement, access to instruction, and overall academic achievement. The District believes that providing targeted wraparound services, individualized attendance interventions, family outreach, and social-emotional supports will help remove barriers that disproportionately affect unduplicated pupils. While all students will benefit from improved attendance systems and supports, the design and implementation of this action prioritize the needs of English Learners, Foster Youth, Low-Income students, and other high-needs populations. Through these efforts, the District expects to improve attendance rates, strengthen school connectedness, and support the academic, social, and emotional growth of its unduplicated students.	Metrics 3.4

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

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.

NA

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.

Certificated and Classified staff hired to provide direct services to foster youth, English Learners, and low income students include:
GOAL 1
1.0 fte Classroom teacher to reduce class size and minimize combo classes in middle school (Goal 1 Action 7)
1.0 fte TOSA (Literacy/EL Interventionist) to provide direct intervention services to students (Goal 1 Action 7)
2.0 fte Technology Specialist (Goal 1 Action 7)
3.0 fte Instructional Aides (Goal 1 Action 7)
2.0 fte Career Pathway Paraprofessionals (Goal 1 Action 7)

GOAL 2
1.0 fte Classroom teacher to reduce special education caseload (Goal 2 Action 6)
1.0 fte RBT to provide direct behavioral support to students (Goal 2 Action 4)
2.0 FTE Career Pathway Paraeducator (Goal 2 Action Action 5)

GOAL 3
1.0 fte student support specialist to address social emotional needs of students to improve academic focus/attention(Goal 3 Action 2)
1.0 fte PE Teacher, (Goal 3 Action 4)
1.0 fte Activities/Supervision Lead (Goal 3 Action 4)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:46
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

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	4,576,976	1,782,531	38.946%	0.000%	38.946%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,418,592.00	$2,051,351.00	$680,634.00	$218,917.00	$9,369,494.00	$7,524,547.78	$1,844,946.22

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	Recruit, Hire and Retain highly qualified teachers and staff	All Students with Disabilities	No			All Schools	On-Going	$5,206,998.56	$807,921.22	$4,526,261.00	$787,522.78	$560,960.00	$140,176.00	$6,014,919.78	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$52,000.00	$48,000.00	$70,000.00	$30,000.00			$100,000.00	
1	1.3	Digital Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$58,037.56	$58,037.56				$58,037.56	
1	1.4	Technology Refresh Reserves	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$45,504.00	$9,504.00	$36,000.00			$45,504.00	
1	1.5	Digital Learning Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$38,500.00	$30,000.00	$8,500.00			$38,500.00	
1	1.6	Supplemental Instructional Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$113,000.00	$100,000.00	$3,000.00	$10,000.00		$113,000.00	
1	1.7	Personnel to Support High Intensity Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$335,864.22	$9,288.00	$50,000.00	$221,411.22		$73,741.00	$345,152.22	
1	1.8	Field trips and Assemblies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$74,500.00	$74,500.00				$74,500.00	
1	1.9	High Dosage Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$20,000.00	$0.00	$20,000.00				$20,000.00	

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	Supplies and Materials to Support Teaching and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$95,300.00	$89,300.00		$6,000.00		$95,300.00	
1	1.11	STEAM Programs/Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$139,813.00	$310,338.44	$275,151.44	$175,000.00			$450,151.44	
2	2.1	Special Ed/Students Services Director	All Students with Disabilities	No			All Schools	3 years	$60,000.00	$0.00	$60,000.00				$60,000.00	
2	2.2	Special Ed Professional Development	All Students with Disabilities	No			All Schools	3 years	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.3	Ongoing Coaching and Support for Special Education Staff to Improve Academic Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$15,000.00	$15,000.00	$30,000.00				$30,000.00	
2	2.4	Socio-emotional and Behavioral Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	$255,000.00	$20,000.00	$275,000.00				$275,000.00	
2	2.5	Provide Highly Qualified Classified Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	$210,000.00	$0.00	$210,000.00				$210,000.00	
2	2.6	Reduce Resource Specialist Program (RSP) Caseloads to Improve Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$120,000.00	$0.00	$120,000.00				$120,000.00	
3	3.1	Culturally Responsive and Trauma Informed Resources	All Students with Disabilities	No			All Schools	3 years	$10,800.00	$6,500.00	$10,800.00	$6,500.00			$17,300.00	
3	3.2	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$109,094.00	$0.00	$59,538.00		$49,556.00		$109,094.00	
3	3.3	ELOP /ASES Afterschool Program	All Students with Disabilities	No			All Schools	3 years	$645,978.00	$99,939.00		$745,917.00			$745,917.00	
3	3.4	Physical and Emotional Well Being	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	3 years	$200,000.00	$3,000.00	$201,500.00	$1,500.00			$203,000.00	
3	3.5	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$100,000.00	$10,000.00	$110,000.00				$110,000.00	

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
4	**4.1**	Strengthen Parent Engagement, Leadership, and Volunteerism Through the Expanded Learning Program	All	No			All Schools	3 years	$10,000.00	$39,118.00	$14,000.00	$10,000.00	$20,118.00	$5,000.00	$49,118.00	
4	**4.2**	Family Learning Workshops Events	All	No			All Schools	3 years	$0.00	$10,000.00	$10,000.00				$10,000.00	
4	**4.3**	Parent Liaison and Family Engagement Support	All	No			All Schools	2026-2027	$34,000.00	$26,000.00		$26,000.00	$34,000.00		$60,000.00	

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
4,576,976	1,782,531	38.946%	0.000%	38.946%	$1,782,531.00	0.000%	38.946 %	**Total:**	$1,782,531.00
								LEA-wide Total:	$1,581,031.00
								Limited Total:	$0.00
								Schoolwide Total:	$201,500.00

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**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
1	**1.3**	Digital Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,037.56	
1	**1.4**	Technology Refresh Reserves	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,504.00	
1	**1.5**	Digital Learning Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	**1.6**	Supplemental Instructional Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	**1.7**	Personnel to Support High Intensity Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	**1.8**	Field trips and Assemblies	Yes	LEA-wide	English Learners Foster Youth	All Schools	$74,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.9	High Dosage Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.10	Supplies and Materials to Support Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,300.00	
1	1.11	STEAM Programs/Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275,151.44	
2	2.3	Ongoing Coaching and Support for Special Education Staff to Improve Academic Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.4	Socio-emotional and Behavioral Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275,000.00	
2	2.5	Provide Highly Qualified Classified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,000.00	
2	2.6	Reduce Resource Specialist Program (RSP) Caseloads to Improve Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	
3	3.2	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,538.00	
3	3.4	Physical and Emotional Well Being	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$201,500.00	
3	3.5	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,332,179.00	$10,320,646.00

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**	Recruit, Hire and Retain highly qualified teachers and staff	No	$6,825,205.00	$6,813,672.00
1	**1.2**	Professional Development	Yes	$234,370.00	$234,370.00
1	**1.3**	Digital Devices	No	$24,000.00	$24,000.00
1	**1.4**	Technology Refresh Reserves	Yes	$45,504.00	$45,504.00
1	**1.5**	Digital Learning Software	Yes	$38,500.00	$38,500.00
1	**1.6**	Supplemental Instructional Resources	Yes	$193,485.00	$193,485.00
1	**1.7**	Personnel to Support High Intensity Intervention	Yes	$444,464.00	$444,464.00
1	**1.8**	Field trips and Assemblies	Yes	$74,500.00	$74,500.00
1	**1.9**	High Dosage Tutoring	Yes	$10,800.00	$10,800.00
1	**1.10**	Supplies and Materials to Support Teaching and Learning	Yes	$95,300.00	$95,300.00
1	**1.11**	STEAM Programs/Enrichment	Yes	$604,316.00	$604,316.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Special Ed/Students Services Director	No	$50,000.00	$50,000.00
2	2.2	Special Ed Professional Development	No	$15,000.00	$15,000.00
2	2.3	Ongoing Coaching and Support for Special Education Staff to Improve Academic Growth	Yes	$117,480.00	$117,480.00
2	2.4	Socio-emotional and Behavioral Support	Yes	$252,350.00	$252,350.00
2	2.5	Provide Highly Qualified Classified Support Staff	Yes	$203,788.00	$203,788.00
3	3.1	Culturally Responsive and Trauma Informed Resources	No	$6,500.00	$6,500.00
3	3.2	Counseling Services	Yes	$109,094.00	$109,094.00
3	3.3	ELOP /ASES Afterschool Program	No	$745,917.00	$745,917.00
3	3.4	Physical and Emotional Well Being	Yes	$118,008.00	$118,008.00
3	3.5	Student Attendance	Yes	$83,480.00	$83,480.00
4	4.1	Strengthen Parent Engagement, Leadership, and Volunteerism Through the Expanded Learning Program	No	$35,118.00	$35,118.00
4	4.2	Family Learning Workshops Events	No	$5,000.00	$5,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,745,288	$1,791,581.00	$1,791,581.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	$234,370.00	234,370.00		
1	1.4	Technology Refresh Reserves	Yes	$9,504.00	$9,504.00		
1	1.5	Digital Learning Software	Yes	$30,000.00	$30,000.00		
1	1.6	Supplemental Instructional Resources	Yes	$105,462.00	$105,462.00		
1	1.7	Personnel to Support High Intensity Intervention	Yes	$50,000.00	$50,000.00		
1	1.8	Field trips and Assemblies	Yes	$74,500.00	$74,500.00		
1	1.9	High Dosage Tutoring	Yes	$10,800.00	$10,800.00		
1	1.10	Supplies and Materials to Support Teaching and Learning	Yes	$89,300.00	$89,300.00		
1	1.11	STEAM Programs/Enrichment	Yes	$359,501.00	$359,501		
2	2.3	Ongoing Coaching and Support for Special Education Staff to Improve Academic Growth	Yes	$117,480.00	$117,480.00		
2	2.4	Socio-emotional and Behavioral Support	Yes	$252,350.00	$252,350.00		
2	2.5	Provide Highly Qualified Classified Support Staff	Yes	$203,788.00	$203,788.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Counseling Services	Yes	59,538.00	$59,538		
3	3.4	Physical and Emotional Well Being	Yes	$116,508.00	$116,508.00		
3	3.5	Student Attendance	Yes	$78,480.00	$78,480.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,488,963	1,745,288	.000%	38.880%	$1,791,581.00	0.000%	39.911%	$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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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