

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Molinos Unified School District

CDS Code: 52-71571

School Year: 2026-27

LEA contact information:

Stan Mojsich

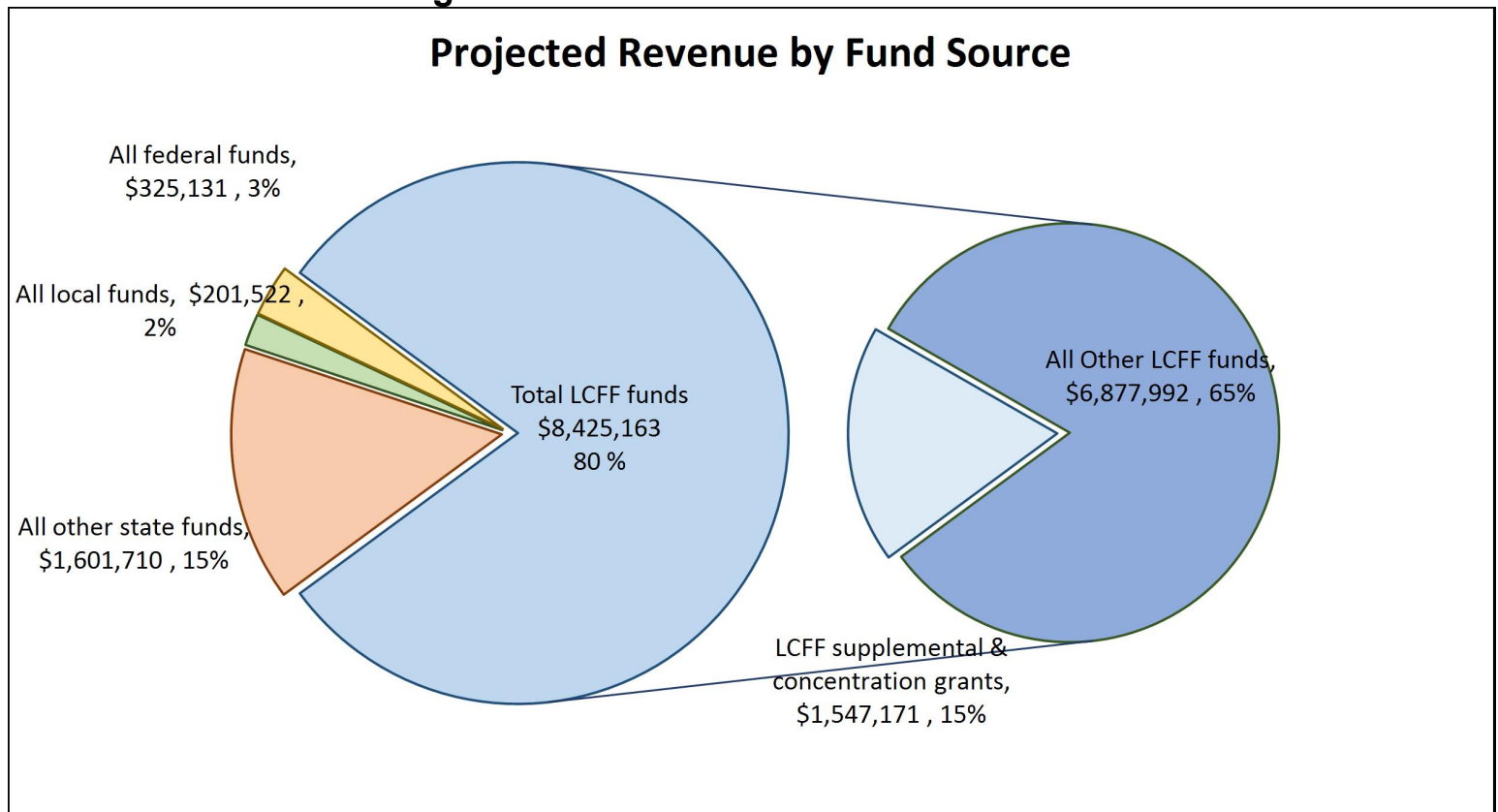
Superintendent

smojsich@lmusd.net

530-384-7826

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

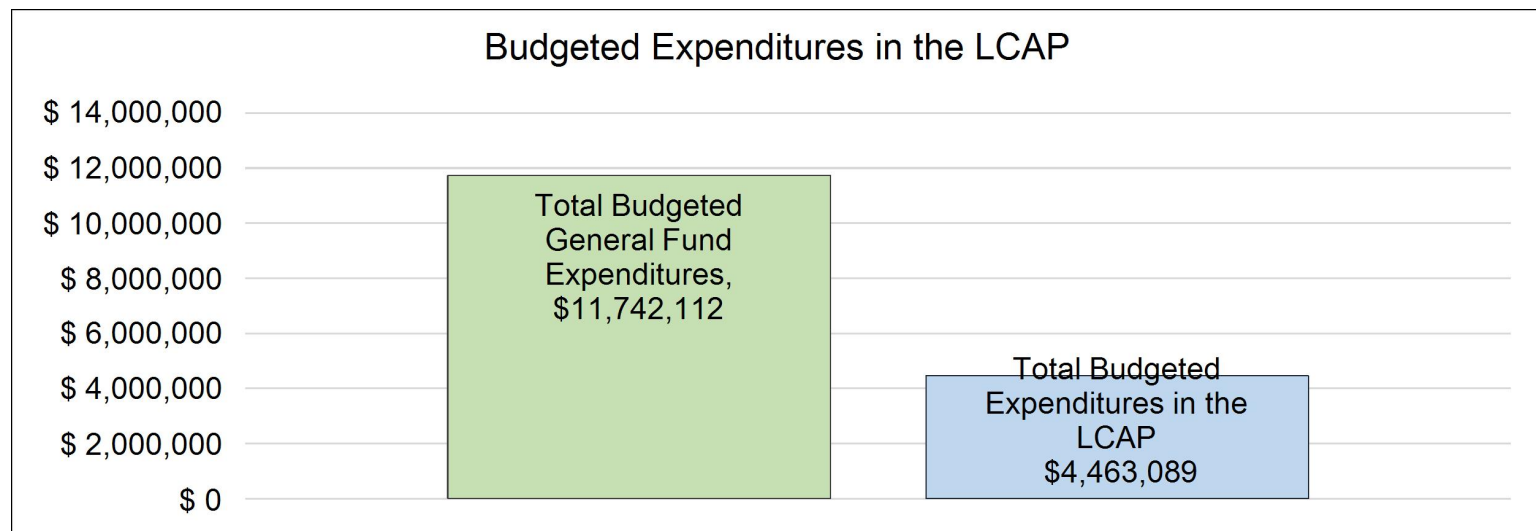


This chart shows the total general purpose revenue Los Molinos Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Molinos Unified School District is \$10,553,526, of which \$8,425,163 is Local Control Funding Formula (LCFF), \$1,601,710 is other state funds, \$201,522 is local funds, and \$325,131 is federal funds. Of the \$8,425,163 in LCFF Funds, \$1,547,171 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 Los Molinos Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Molinos Unified School District plans to spend \$11,742,112 for the 2026-27 school year. Of that amount, \$4,463,089 is tied to actions/services in the LCAP and \$7,279,023 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

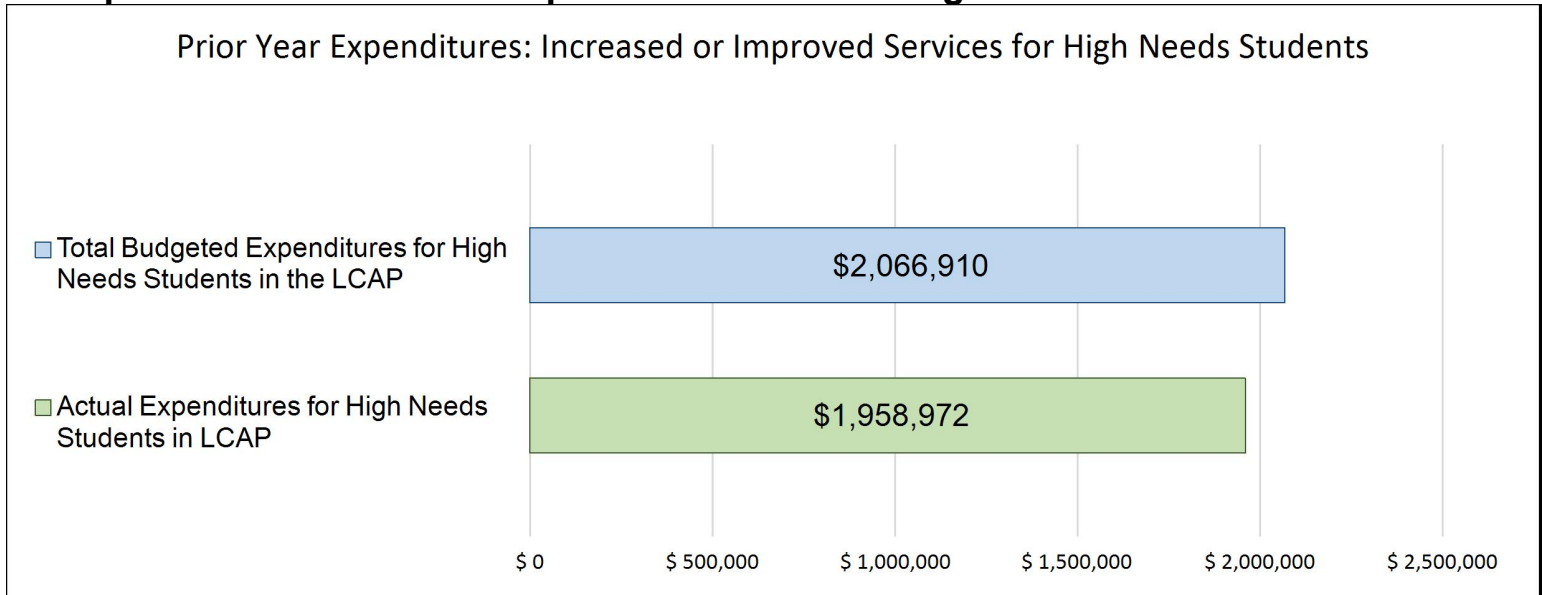
Expenditures not included in the LCAP represent everyday or foundational operating costs of running our school district on a daily basis. These funds are used for essential districtwide expenses, including salaries and benefits of our classroom teachers, school administrators, district administrators and our office support staff. It also covers daily utilities, core instructional materials, required special education services, and business and day to day operational overhead. While our LCAP focuses on targeted strategic programs and additional services for high needs students, these general funds ensure our schools remain fully operational.

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

In 2026-27, Los Molinos Unified School District is projecting it will receive \$1,547,171 based on the enrollment of Foster Youth, English learner, and low-income students. Los Molinos Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Molinos Unified School District plans to spend \$2,371,392 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 Los Molinos Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Molinos Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Los Molinos Unified School District's LCAP budgeted \$2,066,910 for planned actions to increase or improve services for high needs students. Los Molinos Unified School District actually spent \$1,958,972 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$107,938 had the following impact on Los Molinos Unified School District's ability to increase or improve services for high needs students:

The difference between our budgeted and actual expenditures for 2025–26 was primarily driven by standard operational variances. These included lower than anticipated costs for supplemental instructional software, minor shifts in planned professional development, and the phasing out of specific instructional software programs, such as UC Davis C-STEM, which did not yield desired student outcomes. This variance was strictly a shift in instructional tools and did not negatively impact our overall services for high-needs students. All core student services, including regular classroom paraprofessional assistance, counseling, and campus behavioral frameworks were fully maintained throughout the year.

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
Los Molinos Unified School District	Stan Mojsich Superintendent	smojsich@lmusd.net 530-384-7826

Plan Summary [2026-27]

General Information

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

The town of Los Molinos consist of 2,037 residents and is located 22 miles north of Chico, CA off Hwy 99 in Tehama County. The town of Vina is located south of Los Molinos with a population of 237 residents and the town of Tehama is three miles west from Los Molinos. Los Molinos, Vina, and Tehama are rural, agricultural based communities with rich historical backgrounds that date back to early 1800's railroad construction and Mexican land grants. The median income for a household in this area is between \$36,996 and \$43,211. Many of the families live below the poverty line.

The district covers 60 miles square miles and serves a population of 2,084. Within the boundaries of Los Molinos Unified are the towns of Los Molinos and communities of Vina and Tehama. Enrollment in the district's schools currently numbers 571 students. Los Molinos Unified is an innovative district where CTE and core academics is a foundation to the work we do! Los Molinos Unified School District (LMUSD) is a small, rural district located in Tehama County, California, serving students from transitional kindergarten through twelfth grade. The district is committed to providing a safe, supportive, and academically rigorous learning environment that prepares students for college, career, and community success. LMUSD proudly serves a diverse student population, with approximately 69% of students identified as unduplicated (low-income, English learners, and/or foster youth). The district focuses on equity, student achievement, and whole-child development by offering strong core instruction, career technical education opportunities, extracurricular activities, and social-emotional supports. Through partnerships with families and the community, LMUSD strives to ensure that every student is known, valued, and empowered to reach their full potential.LMUSD serves students in transitional kindergarten through twelfth grade across three schools:

- Los Molinos Elementary School

- Los Molinos High School
- Vina School

Los Molinos Unified School District is guided by the following core values:

- Lifelong Learning
- Mutual Respect
- Uniquely Personalized Education
- Safe Schools
- Diversity

These values drive our decision-making processes, resource allocation, instructional practices, and continuous improvement efforts as outlined in this Local Control and Accountability Plan. Included below are the strategic goals as outlined by LMUSD Board of Education.

1. GOAL # 1 All Administrators and Teachers will participate in Professional Learning Communities (PLC's)Districtwide
2. GOAL # 2 Implement Common Core State Standards
3. GOAL # 3 Provide a Consistent, Articulated Instructional Program K-12
4. GOAL # 4 Technology is accessible to all students and teachers
5. GOAL # 5 All Students, including English Language Learners, will become proficient in ELA and Math
6. GOAL # 6 All students will graduate from high school prepared for College or Career.
7. GOAL # 7 Maintain a positive school climate

Los Molinos Unified School District has experienced significant growth and transition over the past two years. District enrollment has increased by more than 16%, requiring ongoing evaluation of programmatic needs, staffing levels, and the use of available facilities across school sites. This growth has placed additional pressure on instructional space and infrastructure, while also providing opportunities to expand student programs and services.

During this same period, the district has addressed important facility needs, including the completion of a major roof restoration and repair project at Los Molinos High School. The project addressed multiple leaks that had developed over several years and represented a substantial investment in maintaining safe and functional learning environments for students and staff.

The district has also experienced a period of leadership and staffing transition. Many educators and staff members across the district are relatively new to their positions, and several administrative changes have occurred in recent years. At Los Molinos High School specifically, more than half of the faculty and staff have been at the site for fewer than four years, and Principal Megan Weiss is currently in her second year as site leader after a period in which the school experienced multiple leadership changes. In addition, the district welcomed a new Superintendent, Stan Mojsich, who began his first year leading Los Molinos Unified School District. These transitions have provided opportunities to strengthen alignment, build shared expectations, and focus on long-term instructional improvement.

To support student supervision and leadership capacity, the district has implemented a shared administrative model in which an Assistant Principal provides support across both the elementary and high school campuses. This structure has helped strengthen student supervision, improve communication across grade spans, and increase administrative support available to students and staff.

Program opportunities for students have expanded across the district. Through Proposition 28 funding, Los Molinos High School has restored music instruction during the school day, offering two sections of music to students—an opportunity that had been unavailable for several years. Additionally, the district has placed a strong emphasis on student engagement through extracurricular activities, athletics, and Career Technical Education (CTE) pathways. Participation has increased significantly, with approximately 80% of high school students currently involved in at least one extracurricular activity. The district continues working toward the goal of ensuring that every student is connected to at least one extracurricular or co-curricular opportunity.

Instructional improvement remains a central focus across the district. Professional Learning Community (PLC) teams meet regularly to analyze student performance data and SBAC Interim assessments. Teachers use this data to develop goals, design assessments, and refine instructional strategies. Literacy and writing strategies are being embedded across content areas, and instructional rigor is increasing through project-based learning and the integration of programs such as UC Davis C-STEM robotics.

The district has also strengthened vertical articulation across grade levels through districtwide instructional rounds and teacher-to-teacher classroom observations. These practices help ensure consistency in academic expectations and instructional practices from elementary through high school.

Student leadership and engagement opportunities continue to grow. At the high school, clubs such as Block LM and FFA have expanded, and student voice has been strengthened through increased involvement of Associated Student Body (ASB) leadership in school decision-making. In addition, the continued implementation of PBIS and restorative practices across campuses has contributed to improvements in school climate. For example, suspension incidents at the high school from the start of school through Thanksgiving break decreased from 17 incidents in the prior year to only 8 incidents during the same time period this year.

Next Steps

Continue strengthening cross-department and cross-grade collaboration focused on improving student literacy and numeracy.

Expand the use of instructional rounds to monitor instructional consistency and support ongoing professional learning across the district.

Continue expanding opportunities for student engagement in extracurricular activities and CTE pathways to ensure all students are connected to their school community.

Reflections: Annual Performance

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

Below is a reflection focused from the results of the 2025 Dashboard. Currently our implemented plans of action are giving us what we believe are better results in all areas of the dashboard, which we anticipate will be reflected in our 2026 Dashboard.

English Language Arts Progress Indicator:

- Grades 3-8 and 11 in district declined 15.1 points and are 30.7 points below level 3 with a CI of orange.
- English Learners declined 14.7 points and 64 points below level 3 with a CI of orange.
- White students declined 20.7 points are 23.7 points above level 3 with a CI color of Orange.
- SWD decreased 30.1 points with 86.1 points below level 3 with a CI of red.
 - Hispanic students decreased 8.4 points and 41.8 points below level 3 with a CI of orange.
 - SED (Social Economic Disadvantage) students declined 11.2 points and 40.7 points below level 3 with a CI of orange.

Math Progress Indicator:

- Grades 3-8 and 11 in district maintained 2.5 points and are 45.4 points below level 3 with a CI of orange.
- English Learners decreased 12.1 points and are 84.8 points from level 3 with a CI color of orange.
- Socioeconomic disadvantaged students decreased 6.2 points and 62 points below level 3 and a CI color of orange.
- Students with disabilities decreased 37.3 points and are 66.6pts below level 3 and CI color of red.
- Hispanic students declined 8 points and are 60.6 points from level 3 with a CI color of orange.
- White students increased 5.2 points are 31.3 points from level 3 with a CI of yellow.

Suspension Progress Indicator:

- Overall, the district increased 5.3% from 1.5% to 6.8% with a CI of red.
- Socioeconomic students increased 1.6% from 6.1% to 7.7% with a CI of red.
- Students with disabilities increased 10.2% from 3.4% to 13.6% with a CI of red.
- Caucasian/White students increased 2.1% from 9% to 11.1% with a CI of red.
- Hispanic students increased 1% from 2.3% to 3.3% with a CI of orange.
- English Learners increased 1.7% from 1.6% to 3.4 % with a CI of orange.

Chronic Absenteeism Progress Indicator:

- The district increased by 0.7% from 19.7% to 20.4% and moved from CI of orange to red.
- Socioeconomic disadvantaged students increased by 0.5% to 22.8% and with a CI of red.
- Students with disabilities declined by 12.9% from 28.6% to 15.6% with a CI color of yellow.
- White students increased 6.7% from 21% to 14.3% with a CI color of yellow.
- Hispanic students increased 1.9% from 14.3% to 16.2% with a CI color of orange.
- English Learners increased 1.6% from 13.8% to 15.4% with a CI color of yellow.

Plan of Action to Maintain and Improve

- Each site Principal will monitor and review monthly ADA counts and meet with students experiencing chronic absences.
- Student support staff will provide social skill streaming support for those students.
- Early preventative meetings will be held with parents and students to provide support.
- SST's will be held early to support students.
- Home visits will be conducted to identify and locate students.

Graduation Rates Progress Indicator:

- The district declined by 2.3% from 90.6% to 88.2% with a CI of orange
- Socioeconomic disadvantaged declined 2.7% from 90.2% to 87.5% with a CI of orange.
- English Learners were not factored in due to less than 11 students.
- White students increased by 1.3% from 90.0% to 91.3% with a NPC (No Performance Color).
- Hispanic students declined by 7.4% from 90% to 82.6% with a NPC (No Performance Color).
- Students with disabilities were not factored in due to less than 11 students.

Plan of Action to Maintain and Improve

- Reduce D and F rates by following the board policy on late work and grading that is equity based with clear expectations.
- Continue with after school tutoring at LMHS and LME, along with Saturday schools that are strategically held on the Saturday before the grading periods close at LMHS.
- Implementation of Saturday School for Attendance Recovery separate from the D and F list.
- Identify Credit deficient students by the end of 9th grade and offer summer school and cyber high options for A-G credit recovery.

College and Career Readiness Indicator:

- The district declined 9.5% points from 58.5% to 49% of students being prepared with a CI color of orange.
- Socioeconomic disadvantaged students declined 13.6% from 56.1% to 42.5% being prepared with a CI color of orange.
- Hispanic students declined 20.9% from 60% to 39.1% being prepared with NPC (No Performance Color).
- White students declined 2.8% from 55% to 52.2% being prepared with NPC (No Performance Color).
- Students with disabilities were not factored in due to less than 11 students.
- English Learners were not factored in due to less than 11 students.

Plan of Action to Maintain and Improve

- Use A-G data to monitor completion rates and ensure support for students through Credit Recovery or Summer School.
- Staff training to ensure all instructors understand A-G completion requirements and collaborate as a team to monitor student progress.
- Increase the number of dual enrollment courses that are facilitated in person.
- Increase the number of students enrolled in A-G courses.
- Offer after school tutorials to increase knowledge of A-G and College and Career opportunities to our students and their families.

Los Molinos Elementary Summary:

Los Molinos Elementary continues to maintain stable overall performance, with English Language Arts (ELA) and Math identified as key areas for growth. While academic progress remains steady, the school is focused on strengthening outcomes in these core subjects to ensure increased student achievement over time.

According to dashboard indicators, suspensions and chronic absenteeism are currently in the red, signaling an urgent need for targeted improvement efforts. The school is actively developing and implementing plans to address these areas, with a focus on improving student engagement, attendance, and positive behavior supports.

A notable strength for Los Molinos Elementary is its success in English Learner Progress. The school has achieved a green indicator, with 52.6% of English Learners making progress—exceeding the state average of 46%. This reflects the effectiveness of supports and instructional strategies in place for English Learners.

Moving forward, the school's immediate priority is to reduce suspension rates and chronic absenteeism through strategic interventions and family engagement. Long-term goals include increasing student proficiency and overall outcomes in ELA and Math to support continued academic growth for all students.

Vina Elementary Summary:

Overall, All Students demonstrated positive outcomes in engagement, with Green in chronic absenteeism and Blue in suspension rates, indicating that students are attending school regularly and experiencing a supportive environment. Academically, the school shows Orange in English Language Arts and Yellow in Mathematics, suggesting progress but also room for improvement in core subjects. Several student groups reflect these same patterns. Socioeconomically Disadvantaged students, who represent a significant portion of the population, show strong engagement with Green chronic absenteeism and Blue suspension rates, but remain Orange in both ELA and Mathematics, highlighting a need to accelerate academic growth. Similarly, White students demonstrated strong engagement (Green attendance, Blue suspension) and stronger academic performance, with Yellow in ELA and Green in Mathematics, representing one of the higher-performing groups academically.

Hispanic/Latino students also show strong engagement outcomes (Green chronic absenteeism and Blue suspension rates), though academic data is not reported, likely due to small group size. Across multiple student groups—including English Learners, Students with Disabilities, and others—data is not available, limiting visibility into performance and indicating smaller student populations. The Dashboard indicates that Vina Elementary's greatest strengths are in student engagement and school climate, with consistently positive attendance and low suspension rates across reported groups. The primary area for growth is academic performance in ELA and Mathematics, particularly for socioeconomically disadvantaged students and the school overall, guiding the focus for continued improvement.

Los Molinos High School Summary:

The California School Dashboard reflects a mixed performance profile for Los Molinos High School, with clear areas of strength alongside important opportunities for growth. The school demonstrates strong performance in Mathematics, which is identified in the Green performance level. This reflects the commitment of staff to maintaining high expectations and supporting student achievement in this area.

At the same time, several indicators signal the need for focused improvement. The Graduation Rate, College and Career Readiness indicator, and English Language Arts performance are identified in the Orange performance level. These results indicate that additional support and intentional strategies are needed to ensure all students are prepared for success beyond high school and are meeting state expectations for literacy and postsecondary readiness.

The most significant area of concern is the Suspension Rate, which is identified in the Red performance level. This indicates a need to strengthen school climate, increase student engagement, and expand proactive behavioral supports. Similar patterns are evident across

several student groups. Socioeconomically disadvantaged students show Orange performance in both Graduation Rate and College and Career Readiness and Red performance in Suspension Rate, indicating both outcome and engagement concerns for this key student population. Students with disabilities also demonstrate a Red Suspension Rate, reinforcing the need for strengthened targeted supports and intervention systems.

Disparities in discipline outcomes are also evident across student groups. White students are identified as Red in Suspension Rate and Hispanic/Latino students as Orange, indicating elevated suspension rates affecting multiple student groups, though at varying levels. Data for several additional student groups were not reported due to small population sizes; however, the district remains committed to monitoring outcomes for all students and ensuring equitable access to support.

Overall, Dashboard results confirm that Los Molinos High School has established academic strength in Mathematics while continuing to face challenges related to Suspension Rates, Graduation outcomes, English Language Arts achievement, and College and Career Readiness. These results clearly identify school climate and student engagement as priority areas for improvement. As a district, we are committed to strengthening behavioral supports, improving literacy outcomes, and expanding systems that promote college and career readiness for all students, with targeted attention to student groups demonstrating the greatest need.

These priorities directly inform the actions and services outlined in this LCAP and reflect our ongoing commitment to continuous improvement and equitable outcomes for every student.

LMUSD does not have any schools with Equity Multiplier Funds.

LREBG Needs Assessment (Revised)

1. English Learner Progress

Dashboard Status: Green (50.6% making progress; +12.9%)

While the English Learner Progress Indicator reflects overall growth, a deeper review of student performance indicates the need for greater intentionality in implementation of supports to ensure sustained and equitable progress for all English learners. During the 2024–25 school year, the district experienced a transition period without a permanent superintendent, which impacted system coherence, consistency of implementation, and monitoring of services. As a result, while some gains are evident, supports were not always implemented with the level of fidelity or alignment necessary to maximize outcomes.

Moving forward, LMUSD will focus on strengthening implementation practices and ensuring consistency across sites, including:

- Expanding English language development (ELD) tutoring programs with clearly defined goals and progress monitoring
- Providing targeted small-group instruction supported by trained bilingual aides and paraeducators
- Strengthening coordination and oversight through the VP Program Coordinator to ensure alignment of services
- Implementing structured newcomer supports, such as summer bridge or intersession programs

Monitoring Metric: English Learner Progress Indicator and ELPAC scores

2. Chronic Absenteeism

Dashboard Status: Red (20.4% chronically absent; +0.7%)

Chronic absenteeism remains a significant concern impacting student learning and continuity of instruction. While systems were in place, last year's leadership transition limited the district's ability to implement a cohesive, systemwide attendance strategy with consistency and accountability.

Moving forward, the district will prioritize more intentional, coordinated implementation of attendance supports, including:

- Establishing tiered attendance intervention systems (e.g., home visits, mentor advocates) with clear expectations and monitoring
- Expanding social-emotional and family support services to address root causes of absenteeism
- Increasing site-level accountability through regular data review and follow-up

Monitoring Metric: Chronic Absenteeism Rate (Priority 5)

3. English Language Arts and Mathematics

ELA: Orange (30.7 points below standard; declined 15.1 points)

Math: Orange (45.4 points below standard; declined 2.5 points)

Academic performance in ELA and Mathematics reflects ongoing learning recovery needs. The decline in ELA and limited growth in Math highlight the need for more focused and consistently implemented instructional supports. Similar to other areas, last year's transition in district leadership contributed to variability in implementation across sites, limiting the overall impact of intervention strategies.

LMUSD will move forward with a stronger emphasis on intentional implementation, coherence, and monitoring of instructional supports, including:

- Expanding evidence-based small group and 1:1 tutoring, particularly in grades K–8
- Increasing the use of paraeducators to support targeted intervention aligned to core instruction
- Implementing adaptive learning platforms with clear expectations for use and progress monitoring
- Providing extended learning opportunities, including after-school programs and summer academies

Monitoring Metric: CAASPP scores for ELA and Math (Priority 4)

Overall, while the 2025 Dashboard reflects both areas of growth and need, it is important to recognize that the 2024–25 school year was a transition year without a permanent superintendent, which impacted the district's ability to implement initiatives with full coherence and consistency. Moving forward, LMUSD is prioritizing intentional implementation, stronger systems of accountability, and aligned supports across all sites to ensure that resources—including LREBG funds—translate into measurable improvements in student outcomes.

Reflections: Technical Assistance

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

The Los Molinos Unified School District was identified as eligible for Differentiated Assistance based on 2025 dashboard outcomes for the following student groups:
Students with Disabilities: For CAASPP and Suspensions
Socio Economically Disadvantaged: For Chronic Absenteeism and Suspensions
White: For Chronic Absenteeism and Suspensions

At the school sites, the following student groups performed at the very low or red levels on the 2025 dashboard:
Los Molinos Elementary
Chronic Absenteeism: Hispanic, Socioeconomically Disadvantaged, and White
Suspension Rates: Hispanic, Socioeconomically Disadvantaged, and White
Los Molinos High School
Suspension Rates: Hispanic, Students With Disabilities, and Socioeconomically Disadvantaged
Vina Elementary had not students in the very low or red performance level.

TCDE staff have worked with the LMUSD team and staff to develop data-driven decision-making practices to progress monitor in identifying inclusive behavioral practices to address identified areas of need, and participate in consistent meetings with one another. Areas of collaboration include supporting English Learners, SELPA, Tobacco Use and Prevention, Math Support, Civic Engagement, and Career Technical Education also meet regularly to improve student outcomes.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

No schools are eligible for comprehensive support and improvement.

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
Site staff, including classified, teachers, administrators	Community Meeting held on May 20 2026
Local Bargaining Units (CSEA and LMTA)	-LMTA meeting on May 20, 2026. CSEA meeting on May 12, 2026
Parents	- Community Meeting held on May 20, 2026 - Site Council Meetings LMHS - September 16th 5-6PM, December 9th 5-6PM, February 5th 5-6PM and May 13th 5-6PM LME - October 9th, 5-6 pm, January 6th, 5-6 pm, May 19th, 5-6 pm LME DELAC - 10/16/24,12/12/24,02/12/25,05/21/25 Vina - 9/15/25 and 06/02/26
Students	- Community Meeting held on May 20, 2026 - Student Advisory Meetings (include dates)
SELPA/Special Education	SELPA and Sped Team 5/27/2026

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

LMUSD held the following District Advisory meetings:

Meeting date:

May 20, 2026

Who Attended:

Parents (One parent of a SPED student), Students, Teachers (including union reps), Classified Staff(including union reps), Administrators, DELAC members.

What was reviewed?

1. Review of the LCAP Process including State Priorities
2. Stakeholder input
3. Data Points
4. California Dashboard Measures
5. LCAP Goal Review
6. LMUSD Board Goals and Actions in relation to LCAP Goal Alignment
7. Review of Student Achievement Data per Goal
8. Review of Actions and Services
9. Review of Lag and Lead Metrics
10. Timeline Review

Educational partner feedback was generally positive on the goals and actions within the LCAP. The UC-Stem initiative was something that the feedback indicated was not something that wanted to be continued.

Consultation conducted with the SELPA Director.

Educational partner feedback provided input into the Needs Assessment Plan for LREBG funds indicating that these funds can provide additional para-educator support for students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve proficiency in core subject areas as measured by the State Assessment (CAASPP).	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)

An explanation of why the LEA has developed this goal.

The goal of LMUSD is to increase student achievement for all students. We have identified performance gaps in various student populations that require actions and services to ensure we are meeting their needs.

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 Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups	Grades 3-11: Med/Yellow: -15.9 English Learners: Low/Red-70.1 SED: Med/Yellow-27.9 SWD: Low/Orange-67 Hispanic: Med/Yellow-28.7 White: High/Green+0.8	Grades 3-11: Orange -15.6 EL: Yellow, -49 SED: Orange, -29.5 SWD: Yellow, -30.1 Hisp: Orange, -33.4 White: Yellow: 3	Grades 3-11 Orange -30.7 EL: Orange -64 SED: Orange -40.7 SWD: Red -86.1 Hispanic: Orange -41.8 White: Orange -20.7 LTEL: Orange -72.1	Grades 3-11: High/Green-6 English Learners: Med/Yellow-40 SED: Med/Yellow-15 SWD: Med/Yellow-45 Hispanic: High/Green-17 White: High/Blue-+0.18	Grades 3-11: decreased 14.8 points (-15.9 to -30.7). EL: improved 6.1 points (-70.1 to -64.0). SED: decreased 12.8 points (-27.9 to -40.7). SWD: decreased 19.1 points (-67.0 to -86.1). Hispanic: decreased 13.1 points (-28.7 to -41.8). White: decreased 21.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						points (+0.8 to -20.7). LTEL: no baseline comparison available.
1.2	CAASPP Student Average Distance from Level 3 in Math for all students including applicable Student Groups	Grades 3-11: Med/Orange-40.3 English Learners: Med/Orange-78.1 SED: Med/Yellow-55.3 SWD: Med/Yellow-75.2 Hispanic: Med/Yellow-59.3 White: High/Green-15.6	Grades 3-11: Orange, -42.9 EL: Yellow, -72.7 SED: Yellow, -55.8 SWD: Yellow, -37.3 Hispanic: Yellow, -52.6 White: Yellow, -36.4	Grades 3-11: Orange -45.4 EL: Orange -84.8 SED: Orange -62 SWD: Red -103.9 Hispanic: Orange -60.6 White: Yellow -31.3 LTEL: Red -110.1	Grades 3-11: High/Green-25 English Learners: Med/Yellow-55 SED: Med/Yellow-40 SWD: Med/Yellow-65 Hispanic: High.Green-30 White: High/Blue-5	Grades 3–11: decreased 5.1 points (-40.3 to -45.4). EL: decreased 6.7 points (-78.1 to -84.8). SED: decreased 6.7 points (-55.3 to -62.0). SWD: decreased 28.7 points (-75.2 to -103.9). Hispanic: decreased 1.3 points (-59.3 to -60.6). White: decreased 15.7 points (-15.6 to -31.3). LTEL: no baseline comparison available.
1.3	Establish performance levels on new District-wide writing assessments	2023-2024: District Writing Benchmarks Level 3 to 4 (Fall to Winter) LMHS: 59% Level 3 to 4 LME: 61% Level 3 to 4 Vina: 66% Level 3 to 4	This data was not collected for 2023-2024.	This data was not collected in 2024-2025	District-wide writing assessments: LMHS: 75% Level 3 to 4 LME: 75% level 3 to 4 Vina: 80% Level 3 to 4	Unable to determine. Year 2 data was not collected, so no comparison to the baseline can be made.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	I-Ready Assessment Results	2023-2024 (Fall To Winter): Vina/Math: 61% growth needed to be at grade level proficiency level Vina/ELA: 56% growth needed to be at grade level proficiency LME/Math: 67% growth needed to be at grade level proficiency LME/ELA: 64% growth needed to be at grade level proficiency	2024-2025 (Fall to Winter) Vina Math: Tier 1-29%, Tier 2-44%, Tier 3-27% Vina ELA: Tier 1-31%, Tier 2-39%, Tier 3-30% No data collected for LME	We only have one year's worth of data from 2024-2025, which is presented in year 1	Vina/Math: 25% growth needed to be at grade level proficiency level Vina/ELA: 38% growth needed to be at grade level proficiency LME/Math: 40% growth needed to be at grade level proficiency LME/ELA: 30% growth needed to be at grade level proficiency	Unable to determine. No new Year 2 outcome was available; only one year of comparable data was reported.
1.5	Establish baseline performance levels on District ELA and Math Benchmark Assessments	2023-2024 District Benchmarks (Fall to Winter): Average LME Math Met or Exceeds: 3rd: 17% 4th: 27% 5th: 22% 6th: 56% 7th: 33% 8th: 38% LME ELA Met or Exceeds: 3rd: 14% 4th: 23% 5th: 18% 6th: 41% 7th: 25% 8th: 19% Vina Math Met or Exceeds: 3rd: 16% 4th: 9% 5th: 24% 6th: 33% 7th: 41% 8th: 34% Vina ELA Met or Exceeds: 3rd: 17% 4th: 15%	LME Math K(on or above grade level) - 84% 1st(on or above grade level) - 100% 2nd(on or above grade level) - 100% 3rd(met or exceeds) - 39% 4th(met or exceeds) - 2% 5th(met or exceeds) - 7% 6th(met or exceeds) - 20% 7th(met or exceeds) - 4% 8th(met or exceeds) - 6%	We only have one year's worth of data from 2024-2025, which is presented in year 1	District Benchmarks: LME Math Met or Exceeds: 3rd: 53% 4th: 50% 5th: 50% 6th: 54% 7th: 55% 8th: 50% LME ELA Met or Exceeds: 3rd: 45% 4th: 50 % 5th: 58% 6th: 45% 7th: 55% 8th: 40% Vina Math Met or Exceeds: 3rd: 40% 4th: 40% 5th: 80% 6th: 80% 7th: 60% 8th: 70% Vina ELA Met or Exceeds: 3rd: 40% 4th: 40% 5th: 45% 6th: 45%	Unable to determine. No new Year 2 outcome was available; only one year of comparable data was reported.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th: 39% 6th: 24% 7th: 38% 8th: 40% LMHS Math Met or Exceeds: 11th: 26% LMHS ELA Met or Exceeds: 11th: 41%	LME ELA K(on or above grade level) - 79% 1st(on or above grade level) - 91% 2nd(on or above grade level) - 31% 3rd(met or exceeds) - 40% 4th(met or exceeds) - 24% 5th(met or exceeds) - 19% 6th(met or exceeds) - 0% 7th(met or exceeds) - 43% 8th(met or exceeds) - 11% Vina Math 1st(on or above grade level) - 100% 2nd(on or above grade level) - 100% 3rd(met or exceeds) - 0% 4th(met or exceeds) - 0% 5th(met or exceeds) - 8% 6th(met or exceeds) - 17% 7th(met or exceeds) - 7%		7th: 55% 8th: 65% LMHS Math Met or Exceeds: 11th: 40% LMHS ELA Met or Exceeds: 11th: 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			8th(met or exceeds) - 62% Vina ELA 1st(on or above grade level) - 100% 2nd(on or above grade level) - 100% 3rd(met or exceeds) - 0% 4th(met or exceeds) - 0% 5th(met or exceeds) - 0% 6th(met or exceeds) - 0% 7th(met or exceeds) - 34% 8th(met or exceeds) - 16%			
1.6	Increase proficiency on CAASPP Science Assessments	Increase proficiency on CAASPP Science Assessments: 2022-2023: Level 4 SE: 4.03% Level 3 SM: 16.13% Level 2 SNM: 69.35% Level 1 SNM: 10.48%	There were no performance indicators for the 2023-2024 CAASPP Science Assessment.	All Students: Orange score of 48 SED: Orange 44.7 Hispanic: Yellow 45.5 White: Yellow 48.9	Increase proficiency on CAASPP Science Assessments: Level 4 SE: 25% Level 3 SM: 20% Level 2 SNM: 45% Level 1 SNM: 10%	Not directly comparable. Baseline was reported by achievement level percentages, while Year 2 was reported using Dashboard scores/performance levels.
1.8	Measureable Common Assessments per grade level or subject area	Measureable Common Assessments per grade level or subject area: 2023-2024: 75%	Maintained Common Assessments per	Maintained Common Assessments per	Measureable Common Assessments per	No change from baseline: 75% maintained (0 pp).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			grade level subject area: 2024-2025: 75%	grade level subject area: 2024-2025: 75%	grade level or subject area: 90%	
1.9	Weekly PLC aligned agenda and logs	Weekly PLC aligned agenda and logs: 2023-2024: 95%	Maintained PLC aligned agenda and logs: 2024-2025: 95%	Maintained weekly common core aligned classroom visits: 2024-2025: 100%	Weekly PLC aligned agenda and logs: 100%	Increased 5 pp, from 95% to 100%.
1.10	Admin weekly common core aligned classroom visits	Admin weekly common core aligned classroom visits 2022-2024: 100%	Maintained weekly common core aligned classroom visits: 2024-2025: 100%	Maintained weekly common core aligned classroom visits: 2024-2025: 100%	Admin weekly common core aligned classroom visits: 100%	No change from baseline: 100% maintained (0 pp).

Goal Analysis [2025-26]

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

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

Overall, the actions associated with Goal 1—ensuring all students achieve proficiency in core subject areas as measured by the CAASPP—have been largely implemented as planned. The district has focused on strengthening instructional practices, expanding assessment systems, and increasing staff collaboration to improve student performance in English Language Arts (ELA), mathematics, and science. Mid-year implementation data shows that most actions are either fully implemented or in ongoing implementation, with staff consistently using assessment systems and collaborative structures to monitor student learning and inform instruction.

Implementation of Key Actions

Several major instructional supports have been successfully implemented. Assessment programs (Action 1.1) such as i-Ready, Illuminate, Renaissance Accelerated Reader, CommonLit, and Math IXL are actively used by staff to analyze student performance and guide instruction. These programs support the district's cycle of inquiry by helping teachers identify learning gaps and adjust instruction accordingly. Mid-year data indicates that these systems are currently in use by staff across the district.

Curriculum and instruction supports (Action 1.2) have been fully implemented to support Common Core State Standards and improve CAASPP outcomes. The district has utilized paraprofessionals to provide additional academic support in classrooms and has offered professional development focused on literacy and writing standards. Additional instructional support has also been provided through after-school opportunities for students needing extra help in reading and mathematics.

In addition, data-driven collaboration (Action 1.3) has been fully implemented through Professional Learning Communities (PLCs). Teachers are regularly administering common formative assessments and analyzing student achievement data within PLC meetings to monitor SMART goals and guide instructional decisions. These collaborative processes support the district's goal of improving student outcomes through continuous monitoring and adjustment of instruction.

Differences Between Planned and Actual Implementation

While most planned actions were implemented successfully, there were some adjustments to the programs used to support instruction. For example, the district discontinued the No Red Ink and UC Davis C-STEM programs, which were initially included as part of the instructional tools for mathematics and writing support. Instead, the district added other resources, including DIBELS, to strengthen early literacy assessment and intervention. Additionally, although the district initially planned for continued implementation of the UC Davis C-STEM program in math courses, the program was reported as no longer being implemented during the current year, representing a change from the original plan.

Challenges Encountered

One challenge in implementation has been maintaining consistency in instructional programs, particularly when certain tools or initiatives are discontinued or replaced. Adjustments to programs such as UC Davis C-STEM required the district to identify alternative resources to support math instruction. Another challenge relates to data collection and baseline development for new assessments, such as district-wide writing assessments and benchmark systems. In some cases, data was not collected in previous years, limiting the district's ability to fully analyze growth trends across multiple years.

Successes in Implementation

Despite these challenges, the district has made progress in strengthening instructional systems and monitoring student performance. Teachers are consistently using assessment tools, PLC collaboration, and formative assessments to guide instruction. Administrative classroom visits and PLC documentation also demonstrate consistent monitoring of instructional practices across school sites.

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.

While overall expenditures for Goal 1 remained relatively aligned with planned expenditures, several actions reflected moderate variances between budgeted and estimated actual expenditures. Assessment Programs to Reduce Student Performance Gaps (Action 1.1) had lower estimated actual expenditures than originally budgeted due to adjustments in instructional software and program implementation, including the discontinuation of the UC Davis C-STEM program and replacement of some instructional resources with alternative literacy supports such as DIBELS. Conversely, Curriculum and Instruction (Action 1.2) and PLC/Data Analysis supports (Action 1.3) exceeded original projections due to increased staffing support, paraprofessional services, and additional professional development and curriculum support provided during implementation. Despite these adjustments, the district substantially implemented the planned academic supports and instructional actions associated with Goal 1, and the variances did not significantly alter the overall scope or intent of the goal. According to

the Annual Update Table, Action 1.1 decreased from \$107,788 budgeted to \$86,731 estimated actual expenditures, while Action 1.2 increased from \$213,855 to \$225,296 and Action 1.3 increased from \$98,614 to \$113,935

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

Action 1.1 – Assessment Programs to Reduce Student Performance Gaps

Linked Metrics: 1.1, 1.2, 1.4, and 1.5

Action 1.1 focuses on implementing assessment tools such as i-Ready, Illuminate, Accelerated Reader, CommonLit, and Math IXL to support data-driven instruction and identify student learning gaps. These tools are intended to support improvements in CAASPP outcomes (Metrics 1.1 and 1.2) and provide ongoing progress monitoring through i-Ready assessments (Metric 1.4) and district benchmark assessments (Metric 1.5).

Results show mixed progress. CAASPP baseline data indicated that students were below Level 3 in both English Language Arts and mathematics, and subsequent results still show negative distances from Level 3 for most student groups, indicating that proficiency targets have not yet been reached. However, district benchmark data and i-Ready results provide more detailed progress monitoring and show that some students are moving within support tiers and improving in specific grade levels. These results suggest that the assessment systems are helping teachers identify learning gaps and target instruction, though broader improvements in statewide assessment performance have not yet occurred.

Action 1.2 – Curriculum and Instruction Supports

Linked Metrics: 1.1, 1.2, 1.3, and 1.6

Action 1.2 supports implementation of Common Core State Standards through the use of paraprofessionals, professional development in literacy and writing instruction, and additional academic support for students. These efforts are intended to improve ELA and mathematics proficiency on CAASPP (Metrics 1.1 and 1.2), strengthen student writing through district writing assessments (Metric 1.3), and increase performance on CAASPP science assessments (Metric 1.6).

Current results indicate that while instructional supports are fully implemented, measurable improvements in statewide assessment metrics have not yet been fully realized. Writing benchmark data is still being developed and collected, and science assessment improvements will be measured through future CAASPP results. The presence of instructional supports such as paraprofessionals and targeted professional development suggests that the district is strengthening classroom instruction, but additional time will likely be required to see measurable changes in statewide performance metrics.

Action 1.3 – Professional Learning Communities and Data Analysis

Linked Metrics: 1.5, 1.8, 1.9, and 1.10

Action 1.3 focuses on strengthening the district's cycle of inquiry through Professional Learning Communities (PLCs), common formative assessments, and analysis of student achievement data. These activities are directly connected to district benchmark assessments (Metric 1.5) and to the implementation metrics that monitor instructional collaboration and accountability, including common assessments (Metric 1.8), PLC meetings (Metric 1.9), and administrative classroom visits (Metric 1.10).

Implementation metrics show strong effectiveness. Common assessments have been maintained across grade levels, weekly PLC agendas and logs are consistently maintained, and administrative classroom visits are occurring regularly. These systems support continuous monitoring of student performance and allow teachers to adjust instruction based on formative data. Benchmark assessment results across grade levels demonstrate areas of improvement compared to earlier baseline data, indicating that the collaborative analysis of student data is contributing to more targeted instruction and progress monitoring.

Overall, the actions under Goal 1 are effective in establishing the instructional systems, assessments, and collaborative practices necessary to support improved student achievement. Metrics tied to instructional implementation and monitoring show strong progress, while outcome measures such as CAASPP proficiency and other long-term academic indicators show more gradual improvement. Continued implementation of these actions, along with targeted interventions identified through the district's assessment systems, will be necessary to achieve the desired increases in student proficiency across core academic subjects.

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

Based on reflections from prior implementation and educational partner feedback, several changes were made to Goal 1 actions and metrics for the coming year. Metric 1.7 related to implementation of the UC Davis C-STEM Program will be eliminated because the program is no longer being utilized districtwide. In addition, several instructional programs previously identified in Action 1.1, including Illuminate Data Disaggregation Software, CommonLit, Measuring Up, No Red Ink, and UC Davis C-STEM, were discontinued and removed from the action description to better reflect current district practices. The district also clarified that the focus of advanced coursework expansion will shift from increasing AP course offerings to increasing dual enrollment opportunities for students.

Action 1.3 was revised to remove references to a districtwide data management system and teacher compensation for updating curriculum guides because those practices are no longer being implemented consistently across sites. The district will continue emphasizing PLC collaboration, SMART goal monitoring, and data analysis practices that are currently in use. These revisions were made to ensure the LCAP more accurately reflects current implementation practices and district priorities..

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	Assessment Programs to reduce student performance gaps	Implement assessment programs to assist with the cycle of inquiry to inform instruction. Programs include; I-Ready Assessment and Intervention Program, Renaissance Accelerated Reader, Dibels Reading, and SIPPS Continue to offer AP courses and increase sections of dual enrollment as teachers become trained.	\$87,000.00	Yes
1.2	Curriculum and Instruction	Support implementation of Common Core State Standards. Increase proficiency on CAASPP ELA and Math Performance. LMUSD will utilize Paraprofessionals to support Common Core State Standards in the classroom and to work with students in preparation for ELA and Math CAASPP testing. Increase professional development in literacy and writing standards across core subject areas, including partnerships and training with Tehama CDE, and piloting math curriculum this upcoming school year for adoption in 2027-28. LREBG funds will be used to decrease the ratio of staff to students by increasing the number of paraprofessionals.	\$225,296.00	Yes
1.3	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student	Increase analysis of student achievement data using PLC format. Monitor SMART goals per site and inform instruction. Provide additional PLC training for new teachers by Fall of 2025. Implement a special education PLC to target SWD in order to add more intentionality to the support on an ongoing and better sustained basis. Implement and monitor data analysis using a data management system. LMUSD will support extra duty compensation to assist in teachers in monitoring and updating curriculum guides.	\$113,935.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LMUSD strongly believes safe and positive school cultures are vital to the learning success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance percentage by school	The attendance rates for 2022/2023 and 2023 to 02/24: School Attendance Rate LME: 92.4% Middle School: 94% Vina: 95.60% LMHS: 94.07%	The attendance rates for 2023-2024: LME - 94% LMHS - 94% Vina - 96%	The attendance rates for 2024/2025 LME - 93.05% LMHS - 94.31% Vina - 94.40%	The attendance rates for year 3 School Attendance Rate LME: 97% Middle School: 96% Vina: 97% LMHS: 96%	LME: increased 0.65 pp (92.4% to 93.05%). LMHS: increased 0.24 pp (94.07% to 94.31%). Vina: decreased 1.20 pp (95.60% to 94.40%). Middle School: no separate Year 2 outcome reported.
2.2	Suspension rates per school	Suspension Rates: 2022-2023: LME: 3.1% Yellow Vina: 0% Blue	Suspension Rates: 2023-2024: LME: 1.4% LMHS: 2.3%	Suspension Rates: 2024-2025 LME: 6.5% LMHS: 10%	Suspension Rates for Year 3: LME: 1.4% Blue Vina: 0% Blue	LME: increased 3.4 pp (3.1% to 6.5%). LMHS: increased 4.6 pp

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LMHS: 5.4% Green	Vina: 0%	Vina: 0%	LMHS: 1.9% Blue	(5.4% to 10%). Vina: no change (0%).
2.3	Expulsions rates for school	2022-2023: Expulsion Rates: 0%	Expulsion Rates 2023-2024 0%	Expulsion Rates 2024-2025 LME: less than 1% LMHS: less than 1% Vina: 0%	Year 3: Expulsion Rates: 0%	Baseline was 0%. Year 2 reports less than 1% at LME and LMHS and 0% at Vina; therefore LME/LMHS increased from baseline by less than 1 pp, while Vina remained unchanged.
2.4	# students served by individual and/or group counseling # of referrals to outside agencies	172 # students served by individual and/or group counseling 8 # of students referred to outside agencies	# of students served by individual and/or group counseling remained the same.	Unknown how this baseline was calculated	200 # students will be served by individual and/or group counseling 20# of students will be referred to outside agencies	Unable to determine. Year 2 states that the method used to calculate the baseline is unknown.
2.5	Local Indicator Survey Measures for School Climate	75% of students feel staff treat students with respect	Maintained 75% of students feel safe at school.	Decreased 60% of students felt safe at school	85% of students will feel staff treat students with respect	Not directly comparable. Baseline measured students reporting that staff treat them with respect (75%), while Year 2 reports students feeling safe at school (60%).
2.6	Chronic absenteeism rates district wide	2022-2023 Chronic Absenteeism Rate: Orange Dashboard 24.9%	Chronic Absenteeism Rate 2023-2024: 19.7%	Chronic Absenteeism Rate 2024-2025: 20.4%	Projected Chronic absenteeism: 10%- Blue Dashboard	Decreased 4.5 pp, from 24.9% to 20.4%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						representing improvement.
2.7	Increase Parent Engagement district wide and input	2022-2023 Increase Parent engagement rate: 43% determined by sign-sheets of DELAC, ELAC, Back to School Night, College and Career Nights, and School Site Council meetings	2023-2024: Maintained parent engagement rate of 43%.	Unknown how this was calculated	Projected Increase In Parent engagement rate: 66% determined by sign-sheets of DELAC, ELAC, Back to School Night, College and Career Nights, and School Site Council meetings	Unable to determine. Year 2 reports that the baseline calculation method is unknown.
2.8	Fully qualified and credential teachers	100% of teachers are fully qualified and appropriately credentialed.	100% of teachers are fully qualified and appropriately credentialed.	72.4% of teachers are fully qualified and appropriately credentialed.	100% of teachers are fully qualified and appropriately credentialed.	Decreased 27.6 pp, from 100% to 72.4%.
2.9	Annual FIT results will demonstrate progress	Fit Results per School: 2022/2023: LMHS: 99.07%: Exemplary LME: 100%: Exemplary Vina: 100% Exemplary	Fit Results per school: 2023-2024 FIT reports maintained 2022-2023 status.	Fit Results per School: 2024/2025: LMHS: Fair LME: : Fair Vina: Exemplary	Projected Fit Results per School: LMHS: 99.07%: Exemplary LME: 100%: Exemplary Vina: 100% Exemplary	LMHS and LME declined from Exemplary to Fair; Vina remained Exemplary. A numerical difference cannot be calculated because Year 2 is reported categorically.

Goal Analysis [2025-26]

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

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

Overall, the actions under Goal 2 ensuring all students experience a safe and supportive school culture, climate, and learning environment have been largely implemented as planned, with most actions fully implemented or in ongoing implementation. These actions focus on providing student support services, strengthening positive behavior systems, increasing student engagement opportunities, and ensuring

safe school facilities. While the majority of services are in place, one action related to social-emotional programs has not yet been implemented, representing the primary difference between planned and actual implementation. r_t...

Action 2.1 – Staff Supports for All Students

The action “Staff Supports for All Students” has been fully implemented. The district has maintained key staffing positions, including a high school counselor, school psychologist, health assistant, district nurse, and site administrators. These staff members support the implementation of PBIS and MTSS systems and provide academic, behavioral, and health services to students. The presence of these supports has allowed the district to continue providing counseling services and maintain attendance supports across school sites.

A success associated with this action is the continued availability of comprehensive student services that support student well-being and engagement. However, a challenge identified in the implementation process is maintaining fully credentialed staffing levels, as the district continues to work toward the goal of having all teachers appropriately credentialed.

Action 2.2 – Positive School Cultures (PBIS and MTSS Implementation)

The action “Positive School Cultures” has been implemented and is currently in ongoing implementation. District teams continue to oversee school climate systems, and professional development has been provided to support teachers in implementing these frameworks. Student incentive programs aligned with PBIS expectations are also operating at each school site.

A success of this action is the continued operation of PBIS and MTSS teams that support consistent behavioral expectations and intervention systems. A challenge has been ensuring consistent improvements in behavioral indicators such as suspension rates and student perceptions of school safety, which continue to fluctuate across school sites. Continued monitoring and professional development will be necessary to strengthen the effectiveness of these systems.

Action 2.3 – Extracurricular Activities for Students

The action “Extracurricular Activities for Students” has been fully implemented. The district provides stipends to support staff who supervise athletic and creative programs outside of the school day. These programs provide opportunities for students to participate in sports, clubs, and other enrichment activities.

A key success associated with this action is increased student engagement through participation in extracurricular opportunities, which helps strengthen school connectedness and promote a positive school culture. These opportunities also support student attendance and involvement in school activities.

Action 2.4 – Transportation of All Students

The action “Transportation of All Students” has been fully implemented. The district continues to provide home-to-school transportation services for all students. In a rural district such as Los Molinos Unified, transportation services are essential for ensuring consistent student attendance and access to educational opportunities.

A success associated with this action is that all students who require transportation services are able to access them. This service supports the district's ability to maintain stable attendance rates across schools. The primary challenge associated with this action is the ongoing cost of providing transportation services that exceed the state-calculated minimum obligations.

Action 2.6 – Social and Emotional Supports for Students

The action "Social and Emotional Supports for All Students" has not been implemented during the reporting period, and no expenditures were recorded for this action. This represents a substantive difference between the planned action and the actual implementation of services.

This action was intended to support programs such as social skills counseling, Safe School Ambassador programs, and peer mediation programs across school sites. Because the action has not yet been implemented, the district has not yet realized the intended benefits of these additional social-emotional supports. Continued planning will be necessary to determine whether these programs will be implemented later in the year or incorporated into other student support initiatives.

Action 2.7 – Clean and Safe School Facilities

The action "Clean and Safe School Facilities" has been fully implemented. The district continues to maintain facilities to ensure that school environments are safe and conducive to learning. Facilities inspection reports (FIT reports) are used to monitor the condition of school facilities and guide maintenance and improvement efforts.

A success associated with this action is the continued monitoring and maintenance of district facilities to support safe learning environments. Maintaining high facility standards supports both student safety and overall school climate.

Overall, the majority of Goal 2 actions are fully implemented and supporting student well-being, engagement, and access to services. Key successes include the continued availability of student support staff, the operation of PBIS and MTSS systems, expanded extracurricular opportunities, and transportation services that ensure student access to school.

The primary implementation difference is that the action related to Social and Emotional Supports for Students has not yet been implemented. Additionally, challenges remain in maintaining credentialed staffing levels and continuing to improve behavioral and climate indicators across schools. Despite these challenges, the district continues to provide a wide range of supports that contribute to a safe and supportive 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.

Goal 2 reflected several material differences between budgeted expenditures and estimated actual expenditures due to implementation adjustments and increased operational costs. Transportation expenditures significantly exceeded original projections because the district experienced higher-than-anticipated transportation costs associated with serving students across the district's rural geographic area. In addition, expenditures for Clean and Safe School Facilities exceeded the original budget due to increased maintenance and facility-related

costs necessary to maintain safe and functional learning environments. Conversely, Positive School Cultures expenditures were lower than anticipated, and no expenditures were recorded for Social and Emotional Supports for All Students because that action was not implemented during the reporting period. Despite these variances, the district continued implementation of student support staffing, PBIS and MTSS systems, extracurricular programs, transportation services, and facility maintenance as planned. According to the Annual Update Table, Transportation of All Students (Action 2.4) increased from \$220,350 budgeted to \$357,520 estimated actual expenditures, while Clean and Safe School Facilities (Action 2.7) increased from \$1,074,604 to \$1,197,820. Social and Emotional Supports for All Students (Action 2.6) was budgeted at \$3,500 but had \$0 in estimated actual expenditures due to non-implementation during the reporting period.

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

Effectiveness of Goal 2 Actions in Making Progress Toward the Goal

Goal 2 focuses on ensuring that all students experience a safe and supportive school culture, climate, and learning environment that promotes physical, mental, and emotional well-being. The actions associated with this goal support student services, positive behavior systems, extracurricular engagement, and access to transportation. Overall, these actions are largely effective in maintaining key supports and improving some climate-related indicators, though some metrics indicate areas where further improvement is needed.

Action 2.1 – Staff Supports for All Students

Linked Metrics: 2.1, 2.4, 2.6, and 2.8

Action 2.1 provides essential staffing supports, including a high school counselor, school psychologist, health assistant, district nurse, and site administrators. These positions support the implementation of MTSS and PBIS systems and ensure students receive academic, behavioral, and health-related services.

These supports have contributed to stable attendance rates (Metric 2.1), which currently remain above 93% across district schools. In addition, chronic absenteeism has improved from a baseline of 24.9% to approximately 14% as of December 2025 (Metric 2.6), demonstrating positive progress toward improving student engagement and attendance. Student counseling services are also being maintained, supporting Metric 2.4, which tracks the number of students receiving counseling or referrals to outside agencies.

However, staffing challenges remain in relation to Metric 2.8, which tracks fully credentialed teachers. Current data indicates that only about two-thirds of teachers are fully credentialed, indicating that additional recruitment and retention efforts may be necessary to meet the district's goal of 100% credentialed staff.

Action 2.2 – Positive School Cultures (PBIS and MTSS Implementation)

Linked Metrics: 2.2, 2.5, and 2.6

Action 2.2 supports the implementation of school climate systems and includes professional development for new teachers, oversight from district leadership teams, and student incentive programs aligned with positive behavior expectations.

These systems appear to be contributing to improvements in some school climate indicators. Suspension rates (Metric 2.2) initially decreased following the baseline year but increased in more recent data at some sites, indicating inconsistent progress and the need for continued focus on behavior supports. Student perception of school safety (Metric 2.5) also shows mixed results, with approximately 72.3% of students reporting feeling safe or very safe at school, which reflects improvement from some earlier measures but remains below the district's desired outcome.

The continued operation of PBIS and MTSS teams and incentive programs suggests that the district is maintaining a structured approach to improving school climate, though these metrics indicate that further refinement and continued implementation will be necessary to achieve the desired outcomes.

Action 2.3 – Extracurricular Activities for Students

Linked Metrics: 2.1, 2.5, and 2.7

Action 2.3 ensures that students have opportunities to participate in athletics and creative activities outside the school day. The district provides stipends to support staff who lead extracurricular programs and activities.

These opportunities contribute to improved student engagement and school connectedness. Participation in extracurricular activities supports attendance (Metric 2.1) and contributes to improved perceptions of school climate measured through school climate surveys (Metric 2.5). Additionally, extracurricular activities provide opportunities for family and community engagement, which aligns with Metric 2.7, the district's goal to increase parent participation in school activities and engagement opportunities.

Action 2.4 – Transportation of All Students

Linked Metrics: 2.1 and 2.6

Action 2.4 provides home-to-school transportation for all students across the district. In a rural district such as Los Molinos Unified, transportation services are critical to ensuring that students are able to attend school regularly. This action directly supports attendance rates (Metric 2.1) and contributes to improvements in chronic absenteeism (Metric 2.6). With attendance rates remaining above 93% and chronic absenteeism decreasing significantly from baseline levels, transportation services appear to be an important factor in ensuring consistent student participation in school.

Action 2.6 – Social and Emotional Supports for Students

Linked Metrics: 2.4 and 2.5

Action 2.6 was intended to support social skills counseling programs, Safe School Ambassador programs, and peer mediation programs across school sites. However, this action was not implemented during the reporting period, and no expenditures were recorded.

Because this action has not yet been implemented, its impact on student counseling services and school climate metrics—particularly Metric 2.4 (students served by counseling) and Metric 2.5 (student perceptions of school climate)—cannot yet be determined. Continued implementation of these supports may be necessary to further strengthen student well-being and school climate indicators.

Action 2.7 – Clean and Safe School Facilities

Linked Metrics: 2.5 and 2.9

Action 2.7 ensures that district facilities are maintained to support safe and positive learning environments. Facilities inspection results (FIT reports) provide evidence of the effectiveness of this action.

Recent FIT results show improvement from “Fair” ratings at some sites to “Good” or “Exemplary” ratings, demonstrating progress toward the district’s goal of maintaining safe and well-maintained school facilities (Metric 2.9). Safe and well-maintained facilities also contribute to students’ perceptions of safety and school climate measured through Metric 2.5.

Overall, the actions under Goal 2 are largely effective in maintaining student supports and improving several indicators related to attendance, chronic absenteeism, and school safety infrastructure. Attendance remains high and chronic absenteeism has decreased significantly since baseline data. However, suspension rates and student perceptions of school safety show mixed progress, and one planned action related to social-emotional supports has not yet been implemented. Continued implementation of PBIS, MTSS, student support services, and engagement opportunities will be important for achieving the district’s desired outcomes for school climate and student well-being

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.

Several changes were made to Goal 2 based on reflections from prior implementation and educational partner feedback regarding social-emotional supports and school climate programming. Action 2.6 was revised to remove references to specific programs no longer in use, including Skillstreaming the Adolescent, Safe School Ambassadors, and certain peer mediation structures. The district replaced the phrase “Social Skills Counseling” with broader language focused on the “promotion and development of overall social-emotional well-being” to better reflect the district’s current approach to student wellness.

Additional revisions were made to incorporate the district’s growing partnership with the Wellness Team and use of student wellness and behavioral data to guide interventions. The district also added descriptions of current intervention supports, including boys’ and girls’ support groups operating at school sites. These changes were made to ensure Goal 2 actions more accurately reflect existing supports, current practices, and the district’s emphasis on improving school climate, attendance, student engagement, and behavioral outcomes.

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	Staff supports for all students	LMUSD will ensure support for students, including special education students, by funding a High School Counselor, School Psychologist, Health Assistant, VP/Program Coordinator, School Speech Pathologist, High School Principal and 0.4 FTE District Nurse. These positions are critical for the continued implementation of PBIS, MTSS and student health services. LMUSD will also fund a part time cook in order to support additional meal offerings per day to ensure students' health and nutrition. LREBG Funds will also be utilized in order to support staff in working with students in order to improve attendance and lower suspension rates.	\$806,269.00	Yes
2.2	Positive School Cultures	PBIS (Positive Behavior Intervention Systems) and MTSS (Multi-Tiered Systems of Support) professional development will provided to new teachers in 2025/26. A district level PBIS and MTSS team will continue to oversee the implementation phases of these comprehensive programs. An incentive program for students who meet PBIS standards will be maintained.	\$19,000.00	Yes
2.3	Extracurricular activities for students	The District will provide opportunities for engagement in athletic and creative endeavors outside the school day. The District will provide stipends for extra-curricular activities.	\$202,000.00	Yes
2.4	Transportation of all students	The District continues to provide home-to-school transportation for all students. This cost is above and beyond the State calculated MOE. In our rural low-socioeconomic area, transportation services are key to the instructional program, as our students would not attend school if we did not provide these services.	\$347,000.00	Yes
2.6	Social and Emotional Supports for all Students.	LMUSD will continue to support the promotion and development of overall social-emotional well being	\$3,500.00	Yes
2.7	Clean and safe school facilities	LMUSD will continue to maintain facilities that are safe and conducive to a positive learning environment.	\$1,200,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Training for Positive School Climate	School staff will undergo Training will help staff work with students on campus to create a positive school climate, including deescalating strategies, positive reinforcement, and preemptive strategies such as the Everyday behavior tools learned by staff this year.	\$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate from high school ready for college and career.	Broad Goal

State Priorities addressed by this goal.

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.

LMUSD strongly supports the success for all high school students. This means graduating with a high school diploma and having a plan post secondary to ensure students become productive citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students completing CTE pathways	# of completer's of sequential Career Pathways in 22-23: 20	CTE completers - 24	CTE completers - 23	Projected # of completer's of sequential Career Pathways in year 3: 90	Increased by 3 students, from 20 to 23.
3.2	Graduation Rates	Graduation rate in 22-23= 85.7%	Graduation rate for 2023-2024 - 90.6%	Graduation rate for 2023-2024 - 88.2%	Projected Graduation rate in year 3= 95%	Increased 2.5 pp, from 85.7% to 88.2%.
3.3	AP exam results	# of scores on AP tests in 22-23 with a score of 3 or better= 20	# of scores on AP tests with a score of 3 or better - 0	# of scores on AP tests with a score of 3 or better = 6	Projected # of scores on AP tests in with a score of 3 or better in year 3= 35	Decreased by 14 scores, from 20 to 6 a smore students take dual enrollment as an option over AP.
3.4	D and F Rates	2022/2023: D and F Rates: 272	D and F rates: 245	D and F rates: 208	Projected D and F rates in year 3: 200	Decreased by 64, from 272 to 208,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						representing improvement.
3.5	Decrease drop out rates	2022-2023: Drop out rate: 3= 1.55%	Drop out rate: 7 or 3.60%	Drop out rate: 6 or 3.00%	Projected 3 year Drop Out Rates in year 3: 0%	Increased 1.45 pp, from 1.55% (3 students) to 3.00% (6 students).
3.6	Increase % of students college and career ready	For 22-23: 40.5% of students are college and career ready	2023-2024 - 58.5% college and career ready.	2024-2025 - 49% college and career ready.	Projected # of students are college and career ready in year 3: 55%	Increased 8.5 pp, from 40.5% to 49%.
3.7	Students completing CTE industry certifications	# of students completing industry certifications in 22-23: 64	# of students completing industry certifications - (23-24)=107, (24.25)=115.	# of students completing industry certifications (24.25)=115.	Projected # of students completing industry certifications in year 3: 95	Increased by 51 students, from 64 to 115.
3.8	Dual enrollment rates	2022-2023: # of students completing a Dual Enrollment class with a C or better: 59	# of students completing dual enrollment classes (23-24)=37, (24-25)=61	# of students completing dual enrollment classes (23-24)=37, (24-25)=46	Projected # of students completing a Dual Enrollment class with a C or better in year 3: 80	Decreased by 13 students, from 59 to 46.
3.9	FFA State and American Degrees	# FFA state degrees 22-23= 1 # FFA american degree 22-23= 1	# FFA state degrees = 14 # FFA American degrees = 0	# FFA state degrees = 3 # FFA American degrees = 0	Projected # of FFA State and American degrees in year 3: # FFA state degrees = 8 # FFA american degrees= 2	State Degrees: increased by 2, from 1 to 3. American Degrees: decreased by 1, from 1 to 0.
3.10	Increase % of students completing A-G courses and CTE certifications:	2022-2023: % of students completing A-G courses: 31% CTE certifications: 38%	2023-2024: % of students completing A-G courses: 30% CTE certifications: 58%	2024-2025: % of students completing A-G courses: 80%	% of students completing A-G courses: 56% and CTE certifications: 50%	A–G completion increased 49 pp, from 31% to 80%. No Year 2 CTE certification

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage was reported, so that portion cannot be compared with the 38% baseline.
3.11	Increase % of students demonstrating college preparedness as measured by EAP	2022-2023: 52.7% of students were EAP prepared in ELA and 20% prepared in Math	2022-2023: 57.4% of students were EAP prepared in ELA and 21.3% prepared in Math	2024-2025: 48.82% of students were EAP prepared in ELA and 37.30% prepared in Math	70% of students will be EAP prepared in ELA and 50% prepared in Math	ELA: decreased 3.88 pp, from 52.7% to 48.82%. Math: increased 17.3 pp, from 20% to 37.30%.

Goal Analysis [2025-26]

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

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

Overall, the actions under Goal 3 have been fully implemented as planned, with programs and supports in place to help students progress toward graduation and postsecondary readiness.

Action 3.1 – Career and Technical Education Offerings for All Students

Linked Metrics: 3.1, 3.7, 3.8, 3.9, and 3.10

The action “Career and Technical Education Offerings for All Students” has been fully implemented. The district continues to offer multiple CTE pathways aligned with California Department of Education requirements, including work-based learning opportunities, internships, job shadowing, and industry certifications. These pathways provide students with opportunities to gain career-related skills while completing high school coursework. The Implementation of this action is reflected in several metrics. The number of CTE pathway completers (Metric 3.1) has increased from a baseline of 20 students to more than 20 students in subsequent years. In addition, the number of students earning industry certifications (Metric 3.7) has increased significantly compared to baseline levels. Participation in dual enrollment courses (Metric 3.8) and FFA achievements (Metric 3.9) also demonstrates continued student engagement in career and technical opportunities. A success associated with this action is the expansion of opportunities for students to gain career experience and certifications while still in high school. A challenge has been ensuring consistent participation across programs and continuing to grow the number of students completing CTE pathways to reach the district’s long-term targets.

Action 3.2 – Credit Recovery Options for High School Students

Linked Metrics: 3.2, 3.4, 3.5, 3.6, 3.8, and 3.11

The action “Credit Recovery Options for High School Students” has also been fully implemented. The district provides credit recovery programs and summer school opportunities to help students meet graduation and A–G requirements. In addition, after-school tutoring and academic support are available to help students pass courses required for graduation and college admission. The district also supports dual enrollment and articulated courses to provide additional college credit opportunities for high school students. These supports are reflected in several student outcome metrics. Graduation rates (Metric 3.2) improved from a baseline of 85.7% to over 90% in subsequent years, indicating progress toward the district’s graduation goals. D and F rates (Metric 3.4) have also decreased from the baseline, suggesting that targeted interventions and academic supports are helping students successfully complete their coursework. Additional indicators such as dropout rates (Metric 3.5) and the percentage of students who are college and career ready (Metric 3.6) demonstrate progress but also show fluctuations across reporting years. Similarly, EAP results measuring college readiness (Metric 3.11) show improvements in some areas but indicate that further progress will be necessary to meet the district’s long-term targets. A success of this action is the availability of multiple academic supports and pathways that help students recover credits and stay on track for graduation. A challenge has been maintaining consistent improvements across all college readiness indicators, particularly standardized measures of college preparedness.

Overall, the actions under Goal 3 have been implemented as planned and are providing students with expanded opportunities to complete high school prepared for college and careers. Programs supporting CTE pathways, industry certifications, credit recovery, dual enrollment, and tutoring services are actively operating and supporting student progress. Successes include improvements in graduation rates, decreases in failing grades, and increased participation in career technical education and certification programs. Challenges remain in continuing to increase the number of students completing CTE pathways, expanding dual enrollment participation, and improving college readiness indicators measured through statewide assessments. Continued implementation and refinement of these programs will be necessary to achieve the district’s long-term targets for college and career readiness.

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

Goal 3 reflected moderate differences between budgeted and estimated actual expenditures primarily due to expanded participation in Career Technical Education programs and increased student support services. Career and Technical Education Offerings for All Students (Action 3.1) exceeded the original budget because of increased expenditures related to industry certifications, student participation, and expanded CTE opportunities. The district continued to implement tutoring, credit recovery, dual enrollment, summer school, and career pathway opportunities substantially as described in the LCAP. Although expenditures exceeded original projections in some areas, the additional costs supported expanded opportunities aligned to the goal of improving college and career readiness outcomes for students. According to the Annual Update Table, Action 3.1 increased from \$725,708 budgeted to \$879,683 estimated actual expenditures.

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

Overall, these actions are largely effective in improving graduation outcomes and increasing participation in career and technical programs, though some college readiness indicators show mixed progress and will require continued focus.

Action 3.1 – Career and Technical Education Offerings for All Students

Linked Metrics: 3.1, 3.7, 3.8, 3.9, and 3.10

The action “Career and Technical Education Offerings for All Students” provides students with access to CTE pathways that include work-based learning opportunities, internships, job shadowing, and industry certifications. This action is intended to increase the number of students completing CTE pathways and earning certifications while also expanding opportunities for career exploration. This action has demonstrated effectiveness across several metrics. The number of CTE pathway completers (Metric 3.1) increased from a baseline of 20 students to 24 in the following year and remains above the original baseline in subsequent reporting years. Additionally, the number of students earning CTE industry certifications (Metric 3.7) increased significantly from 64 students at baseline to over 100 students in subsequent years, demonstrating strong growth in career-focused credential attainment.

Participation in dual enrollment courses (Metric 3.8) also reflects the impact of expanded career and college readiness opportunities, with enrollment fluctuating but generally remaining comparable to or above baseline levels. Student leadership and career development opportunities through FFA achievements (Metric 3.9) also indicate active participation in career-related programs. These results suggest that CTE programming is effectively expanding opportunities for students to gain career skills and certifications while in high school. However, continued effort will be required to meet the district’s long-term targets for increasing the number of students completing full CTE pathways and earning additional certifications.

Action 3.2 – Credit Recovery Options for High School Students

Linked Metrics: 3.2, 3.4, 3.5, 3.6, 3.8, and 3.11

The action “Credit Recovery Options for High School Students” provides interventions for students who are at risk of not meeting graduation requirements. These supports include credit recovery programs, summer school, after-school tutoring, and opportunities to enroll in dual enrollment and articulated college courses. This action has demonstrated effectiveness in improving several student outcome indicators. Graduation rates (Metric 3.2) increased from a baseline of 85.7% to 90.6% in the following year, indicating that academic supports and credit recovery opportunities are helping more students meet graduation requirements. Additionally, D and F rates (Metric 3.4) have steadily decreased from the baseline of 272 failing grades to 179 in the most recent reporting period, suggesting that academic interventions and tutoring supports are helping students successfully complete their coursework.

The district has also seen improvements in dropout rates (Metric 3.5), which decreased from a baseline of approximately 1.55% to less than 1% in the current reporting year. These results suggest that the availability of credit recovery programs and additional academic support is helping students remain enrolled and complete their high school education. However, some college readiness indicators show mixed results. The percentage of students who are college and career ready (Metric 3.6) increased significantly in one year but declined slightly in the following year, indicating variability in student readiness outcomes. Similarly, EAP results measuring college preparedness (Metric 3.11) show progress in some areas but remain below the district’s long-term targets for college readiness. These results suggest that while academic support programs are effective in helping students graduate, additional efforts may be needed to further strengthen college readiness outcomes.

Overall, the actions under Goal 3 are effective in supporting student persistence, graduation, and participation in career technical programs. Improvements in graduation rates, reductions in failing grades, and increased industry certifications demonstrate positive progress toward

preparing students for postsecondary opportunities. At the same time, college readiness indicators and some participation metrics show variability, indicating that continued implementation and refinement of these programs will be necessary to ensure that more students graduate not only with a diploma, but also fully prepared for college and career pathways.

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

Based on reflections on prior practice and increased student interest in career pathways, Goal 3 actions were revised to expand career readiness opportunities and strengthen credit recovery systems. Action 3.1 was updated to include apprenticeship opportunities as part of the district's Career Technical Education and workforce readiness programming.

The district also identified a growing need for expanded credit recovery and independent study support for students requiring alternative pathways toward graduation and A-G completion. As a result, the district will continue evaluating options for additional staffing and supports related to long-term independent study, Cyber High, and credit recovery programming. These revisions were made to better align services with increasing student needs and postsecondary readiness goals.

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	Career and Technical Education Offerings for all students	LMUSD will continue offering CTE Pathways that meet the qualifications of CDE which include; student work based learning, apprenticeships, job shadows, industry certifications, student internships, and cross curricular CTE theme instruction.	\$879,708.00	Yes
3.2	Credit Recovery Options for High School Students	LMUSD will support the implementation of a credit recovery program at LMHS. Students at-risk of not meeting A-G and Diploma requirements will be provided this intervention as early as 10th grade. Summer school will be provided for students as yet another option to meet necessary requirements. Students that need A-G acceleration for post secondary will also be given this opportunity. LMUSD will support dual enrollment and articulated courses at LMHS. LMUSD will support after school tutorial assistance to students at LMHS to ensure they pass current diploma and A-G courses.	\$62,381.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All English Learners will move towards proficiency in English	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Decrease the % of EL students "At-Risk" of becoming LTEL's.	The % of EL students "At-Risk" of becoming LTEL's decreased by 1.9% points to 6.4% in 2022-2023	The % of EL students "At-Risk" of becoming LTEL's increased by 2.2% to 8.6% in 2023-2024.	Unknown	Projected decrease of the % of EL students in year 3 "At-Risk" of becoming LTEL's by 5%	Unable to determine; Year 2 outcome is reported as unknown.
4.2	Increase the % of EL Students moving one performance band in the ELPAC assessment.	2022-2023 ELPAC Scores: Level 4: 11.32% Level 3: 33.02% Level 2: 38.68% Level 1: 16.98%	2023-2024 ELPAC Scores: Progressed at least one level - 38.1% Maintained level - 41.7% Decreased at least one level - 20.2%	2024-2025 ELPAC Scores Progressed at least one level - 48.3% Maintained level - 39% Decreased at least one level - 12.7%	Increase the % of EL Students moving one performance band in the ELPAC assessment by year 3: ELPAC Scores: Level 4: 30% Level 3: 40% Level 2: 20% Level 1: 10%	Not directly comparable. Baseline reports percentages at ELPAC Levels 1–4, while Year 2 reports percentages progressing, maintaining, or decreasing a level. Year 2 shows 48.3% progressed, 39% maintained,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and 12.7% decreased.
4.3	Decrease the % of LTEL's.	The % of LTEL's decreased .4% points to 14.3% in 2022-2023	The % of LTEL's decreased by 3.5% to 10.8% in 2023-2024.	Unknown	Decrease the % of LTEL's in 2023-24 by 8% to 6.3%	Unable to determine; Year 2 outcome is reported as unknown.
4.4	Increase the % of EL students making progress on the California Dashboard English Language Proficiency Indicator	The proficiency of EL students making progress on the CAASPP in 2022-2023: 49.5%	EL students making progress on the CAASPP in 2023-2024: 37.6%	EL students making progress on the CAASPP ELA in 2024-2025: 73.2% 10.41% OF EL students met or exceed standards on ELA CAASPP 11.1% of EL students making progress on Math CAASPP	Increase the % of EL students making progress on the ELA CAASPP Indicator to 65% proficiency.	Reported EL progress increased 23.7 pp, from 49.5% at baseline to 73.2% in Year 2. Year 2 additionally reports 10.41% meeting/exceeding ELA standards and 11.1% making progress on Math CAASPP.
4.5	Increase the % of students being reclassified yearly as measured by district and state reports	3.78% (20) students reclassified in 2022-2023	39.2% of EL students were reclassified in 2023-2024.	50.06% of EL students were reclassified in 2024-2025	Increase the % of students reclassified to 6.2%	Increased 46.28 pp, from 3.78% to 50.06%.
4.6	Maintain ELD supports for students K-12 to ensure building language acquisition and academic skills	All schools will implement integrated ELD by implementing ELD standards: 70% Designated schools will implement designated ELD: 100%	Maintained All schools will implement integrated ELD by implementing ELD standards: 70% Designated schools will implement designated ELD: 100%	Maintained All schools will implement integrated ELD by implementing ELD standards: 70% Designated schools will implement designated ELD: 100%	All schools will implement integrated ELD by implementing ELD standards: 100% Designated schools will implement designated ELD: 100%	No change from baseline: integrated ELD remained at 70% and designated ELD remained at 100% (0 pp difference for both).

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 actions under Goal 4 have been implemented as planned, with one action fully implemented and the other in ongoing implementation. The district has maintained a consistent system of ELD supports across grade levels, with instructional materials, bilingual paraprofessionals, and structured ELD instruction in place to support language acquisition.

Action 4.1 – Supports for EL and LTEL Students

The action “Supports for ELD instruction” has been fully implemented. The district is providing both designated and integrated ELD instruction across all grade levels, including targeted ELD courses at the secondary level and support from bilingual paraprofessionals. Supplemental instructional materials have been purchased and are in use to ensure EL students have access to both core curriculum and language development supports. A key success of this action is the establishment of consistent ELD instructional supports across the district, which has contributed to increased reclassification rates and improved ELPAC progress for many students. These outcomes indicate that students are making progress in acquiring English language skills. A challenge associated with this action is ensuring that these supports translate into consistent academic achievement gains, particularly in core content areas. Additionally, the increase in students identified as at risk of becoming Long-Term English Learners suggests a need for earlier or more targeted interventions within the existing support system.

Action 4.2 – ELD Master Plan Implementation and Professional Development

The action “ELD Master Plan Implementation and Professional Development” is currently in ongoing implementation. The district has provided professional development to support teachers in implementing ELD standards, and work is underway to revise and update the district’s ELD Master Plan. A success of this action is that professional development has already occurred, increasing teacher capacity to support English Learners in both designated and integrated settings. The development of an updated ELD Master Plan represents an important step toward strengthening and aligning ELD practices across the district. A challenge is that the updated plan is still in progress, meaning that full implementation and consistency across all classrooms has not yet been achieved. Continued focus will be needed to ensure that professional development translates into consistent instructional practices and measurable improvements in student outcomes.

Overall, the implementation of Goal 4 actions demonstrates that the district has established and maintained strong foundational supports for English Learners, including structured ELD instruction, bilingual support staff, and ongoing professional development. There are no major substantive differences between planned and actual implementation, as both actions are either fully implemented or progressing as intended.

Key successes include increased reclassification rates and improved ELPAC progress, indicating that students are making gains in English proficiency. Challenges remain in ensuring consistent academic achievement across content areas and reducing the number of students at risk of becoming long-term English Learners. Continued refinement of ELD practices and completion of the updated ELD Master Plan will be important next steps in strengthening implementation and improving outcomes for English Learners.

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 significant material differences between budgeted expenditures and estimated actual expenditures associated with Goal 4. The district maintained designated and integrated English Language Development (ELD) instruction, bilingual paraprofessional support, supplemental instructional materials, and professional development activities as planned. Minor expenditure adjustments occurred during implementation; however, these variances did not significantly impact the overall scope or delivery of services supporting English Learners.

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

These Goal 4 actions are effective in improving several English Learner outcomes, particularly in reclassification rates and ELPAC progress, though some metrics show mixed results and indicate a continued need for targeted support.

Action 4.1 – Supports for EL and LTEL Students

Linked Metrics: 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6

The action “Supports for EL and LTEL Students” ensures that English Learners receive designated and integrated ELD instruction across grade levels, including support from bilingual paraprofessionals and access to supplemental instructional materials. This action is fully implemented and is designed to improve language acquisition and academic achievement for EL students. This action has demonstrated effectiveness in several key metrics. The percentage of students reclassified as fluent English proficient (Metric 4.5) increased significantly from a baseline of 3.78% (20 students) to over 39% and then over 50% in subsequent years, indicating strong progress in helping students achieve English proficiency. Additionally, ELPAC progress (Metric 4.2) shows improvement, with a higher percentage of students progressing at least one performance level and fewer students decreasing performance levels over time. However, other metrics show mixed results. The percentage of EL students at risk of becoming Long-Term English Learners (Metric 4.1) increased from 6.4% to 8.6%, indicating a need for earlier or more targeted interventions. Similarly, while EL proficiency on CAASPP (Metric 4.4) showed improvement in one year, current data indicates relatively low percentages of EL students meeting or exceeding standards in both ELA and math. The percentage of Long-Term English Learners (Metric 4.3) has decreased over time, but continued monitoring is needed to sustain this progress. Overall, this action is effective in supporting language acquisition and reclassification, though continued focus is needed to improve academic achievement outcomes and reduce the number of students at risk of becoming long-term ELs.

Action 4.2 – ELD Master Plan Implementation and Professional Development

Linked Metrics: 4.2 and 4.6

The action “ELD Master Plan Implementation and Professional Development” supports teachers in implementing ELD standards through ongoing professional development and the development of an updated ELD Master Plan. This action is currently in ongoing implementation, with professional development completed and plans underway to revise the district’s ELD framework. This action contributes to improvements in ELPAC progress (Metric 4.2) by increasing teacher capacity to deliver effective ELD instruction. It also supports Metric 4.6, which measures the implementation of integrated and designated ELD across all schools. Current data shows that ELD supports are being maintained across grade levels, indicating that instructional systems for EL students are in place. A success of this action is the continued

delivery of professional development and the district's commitment to refining its ELD program through an updated master plan. A challenge is ensuring consistent implementation across all classrooms and translating professional development into measurable gains in student academic performance.

Overall Effectiveness

Overall, the actions under Goal 4 are effective in supporting English Learner progress in language acquisition, as evidenced by significant increases in reclassification rates and improvements in ELPAC performance. The district has established strong systems for ELD instruction, including bilingual support staff, designated and integrated ELD, and ongoing professional development for teachers. However, academic achievement indicators and early risk indicators for Long-Term English Learners show mixed results, suggesting that while students are progressing in language proficiency, additional support is needed to ensure that all EL students achieve at high levels academically and avoid becoming long-term English Learners. Continued implementation and refinement of these actions will be critical to achieving the district's long-term goals for English Learner success

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

Changes to Goal 4 were made in response to implementation challenges and staff feedback regarding English Language Development supports, resulting in revisions to Action 4.1 to better reflect current instructional delivery models.

In addition, district staff identified the need for expanded professional development and training related to English Language Development instruction. As a result, the district plans to increase support for teacher training and professional development opportunities in ELD practices during the coming year. These changes were made to strengthen implementation consistency and improve support for English Learners across all school sites.

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	Supports for ELD Students	Ensure ELD supports are in place for students K-12 building language acquisition and academic skills of EL students. This includes ELD instruction at the high school level. Designated and Integrated ELD K-6 and ELD instruction at the Middle School grades. Bilingual Paraprofessionals will be used to support EL students. Purchase necessary supplemental materials to ensure students have access to core instruction and ELD instruction.	\$199,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	ELD Master Plan Implementation and Professional Development	LMUSD will provide professional development in the implementation of ELD standards for new teachers in 2025-2026.	\$8,500.00	Yes
4.3	Family Support	Building enhanced family support and increasing resource access and capacity specifically for the families of English Learners.	\$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	LMUSD will support 21st Century Learning in all Schools.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

LMUSD believes in the integration of technology within the classroom and the implementation of project based learning. This goal is also part of the districts board strategic planning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Implement Flexible Seating at School at school sites to support 21st Century Learning	2022-2024 Results: Vina: 2 out of 4 classrooms have FS installed LME: 4 out 14 classes have FS installed LMHS: 1 out of 12 classes of FS installed	Maintained baseline data.	Maintained	Year 3 Flexible Seating anticipated Results: Vina: 4 out of 4 classrooms will have FS installed LME: 12 out 14 classes will have FS installed LMHS: 7 out of 12 classes of FS installed	Maintained
5.2	Continued implementation of 1:1 devices for all schools	Individual School 1:1 student device ratios: LMHS: 100% LME: 100% Vina: 100%	Maintained baseline data.	Maintained baseline data.	Maintain Individual School 1:1 student device ratios: LMHS: 100% LME: 100% Vina: 100%	No change from baseline. LMHS, LME, and Vina all maintained 100% 1:1 student device ratios (0 pp difference).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Evidence of UC Davis C-STEM being used in K-8 and LMHS Math Courses	2023-2024 Results: The UC Davis C-STEM program is relatively new. Implementation is 80%	Maintained baseline data.	UC Davis C-Stem not being used in mainstream curriculum.	In year 3, It is anticipated the UC Davis C-STEM will be implemented at 100%	Baseline implementation was 80%, while Year 2 reports that C-STEM is no longer being used in the mainstream curriculum. A precise percentage-point difference cannot be calculated because Year 2 does not provide an implementation percentage.
5.4	Continued PBL and UC Davis C-STEM training for all remaining and new teachers.	2023-2024 results: PBL K-8 Teachers: HS Teachers: C-STEM K-8 Teachers: HS Teaches:	Maintained baseline data.	No baseline or existing data known. UC Davis C-Stem not being used in mainstream curriculum.	Year 3 Results: PBL K-8 Teachers: HS Teachers: C-STEM K-8 Teachers: HS Teachers:	Unable to determine. No numerical baseline or comparable Year 2 data are available; C-STEM is no longer being used in the mainstream curriculum.

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 actions under Goal 5 have been largely implemented as planned, with technology infrastructure fully implemented and classroom environment initiatives in ongoing implementation. However, there are notable differences related to the discontinuation of the UC Davis C-STEM program, which was originally part of the district's plan for integrating technology and project-based learning into instruction.

Action 5.1 – Technology Implementation Districtwide

The action “Technology Implementation Districtwide” has been fully implemented. The district has maintained a 1:1 student device ratio across all schools and continues to support infrastructure necessary for widespread technology access. The district is also actively replacing, repairing, and upgrading devices to ensure continued functionality and access for students. A key success of this action is the consistent access to technology for all students, which supports digital learning opportunities and classroom instruction aligned with 21st-century skills. Maintaining full implementation of device access ensures that students and teachers have the necessary tools to support instruction and learning. A challenge associated with this action is the ongoing need to maintain and upgrade devices, which requires sustained funding and planning to ensure long-term sustainability of the technology program.

Action 5.3 – Support 21st Century Learning Instruction

The action “Support 21st Century Learning Instruction” is in ongoing implementation. The district continues to implement flexible seating and classroom structures that promote collaboration and student engagement. These efforts are part of broader instructional strategies designed to increase student interaction and support modern learning environments. A success of this action is the integration of flexible seating into classroom environments, which has become part of broader efforts to increase student engagement and collaboration. Classroom observations indicate that these strategies are being incorporated into instructional practices. A challenge is that implementation is still in progress and not yet fully realized across all classrooms. Additionally, the broader vision for 21st-century instructional practices—including project-based learning and technology integration—has been impacted by changes to planned programs.

Substantive Differences in Implementation

A key difference between planned and actual implementation relates to the UC Davis C-STEM program, which was originally intended to support integration of coding, robotics, and project-based learning in math and STEM instruction. Mid-year data indicates that C-STEM is no longer being implemented in the mainstream curriculum, representing a significant shift from the original plan. This change has impacted related initiatives, including planned expansion of C-STEM and associated professional development (Metric 5.3 and 5.4), which now lack current implementation data. The district has continued to support technology access and classroom engagement strategies, but without the C-STEM program, the full scope of planned STEM integration has not been realized.

Overall Summary

Overall, the implementation of Goal 5 actions demonstrates that the district has successfully established strong technology access and is progressing toward more collaborative and engaging learning environments. The full implementation of 1:1 devices is a significant success and provides a strong foundation for 21st-century learning. The primary challenge and difference in implementation is the discontinuation of the UC Davis C-STEM program, which has limited progress in some planned areas related to STEM integration and project-based learning. Continued focus on expanding instructional practices that leverage technology and collaboration will be important to fully realize the district’s vision for 21st-century learning.

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 significant material differences between budgeted expenditures and estimated actual expenditures for Goal 5. The district maintained implementation of 1:1 student device access, technology infrastructure, and flexible seating initiatives substantially as planned. Although the UC Davis C-STEM program was discontinued and no longer integrated into the mainstream curriculum, the district continued investing in technology access and collaborative learning environments. Expenditures remained generally aligned with projected costs, and no major fiscal variance significantly impacted implementation of the goal.

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

The actions under Goal 5 show partial effectiveness. The district has been highly effective in maintaining technology access, while progress in instructional innovation—particularly related to STEM integration—has been more limited due to changes in program implementation.

Action 5.1 – Technology Implementation Districtwide

Linked Metrics: 5.2 and 5.1

The action “Technology Implementation Districtwide” ensures that all students have access to devices and the infrastructure necessary for digital learning. This action directly supports Metric 5.2 (1:1 student device ratios) and contributes to Metric 5.1 (flexible seating and classroom modernization) by enabling technology-rich learning environments. This action has been highly effective. The district has maintained a 100% 1:1 student device ratio across all schools, demonstrating full implementation of technology access. This consistent access ensures that students and teachers have the tools necessary to support digital instruction, research, and collaboration. However, while access to technology is fully implemented, Metric 5.1 (flexible seating) shows that classroom modernization is still in progress, with only partial implementation across sites compared to long-term goals. This suggests that while the infrastructure for 21st-century learning is in place, full transformation of learning environments is still developing.

Action 5.3 – Support 21st Century Learning Instruction

Linked Metrics: 5.1, 5.3, and 5.4

The action “Support 21st Century Learning Instruction” focuses on implementing instructional strategies such as flexible seating, collaboration, and project-based learning to enhance student engagement. This action is intended to support Metric 5.1 (flexible seating) as well as Metric 5.3 (C-STEM implementation) and Metric 5.4 (PBL and C-STEM teacher training). This action shows mixed effectiveness. Flexible seating and collaborative classroom practices are being implemented and are becoming part of broader classroom engagement strategies, indicating progress toward more student-centered learning environments. However, progress toward STEM integration has been limited. Metric 5.3 indicates that the UC Davis C-STEM program is no longer being used in the mainstream curriculum, and Metric 5.4 shows limited or no current data on teacher training in C-STEM and project-based learning. This represents a significant reduction in implementation of one of the key components of 21st-century instructional practices originally planned in the LCAP.

Overall Effectiveness

The actions under Goal 5 are effective in ensuring equitable access to technology, as demonstrated by full implementation of 1:1 devices across all schools. This provides a strong foundation for 21st-century learning. The effectiveness of actions related to instructional innovation and STEM integration is more limited. While flexible seating and collaborative practices are progressing, the discontinuation of the C-STEM program has impacted progress toward full implementation of technology-integrated and project-based learning environments. As a result, Goal 5 shows strong effectiveness in infrastructure (technology access) but partial effectiveness in transforming instructional practices, indicating that continued focus will be needed to fully realize the district's vision for 21st-century learning.

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

Based on reflections from prior implementation and educational partner feedback, Goal 5 was revised to remove references to the UC Davis C-STEM program and related metrics because the program is no longer being implemented districtwide. Metrics 5.3 and 5.4 associated with C-STEM and related teacher training will be eliminated for the coming year.

Action 5.3 was also revised to clarify the district's priorities for flexible seating and modern learning environments. Rather than broadly expanding flexible seating across all classrooms, the district will focus future expenditures on upgrading existing classroom furniture, improving student collaboration spaces, and creating social-emotional learning areas such as calm corners and student support spaces. At Los Molinos High School, educational partner feedback specifically identified a need to redesign the Learning Center into a more student-centered environment with lounge-style seating, library collaboration areas, and designated SEL support spaces. These revisions better align Goal 5 with current student needs, instructional priorities, and available resources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Technology Implementation districtwide	LMUSD will continue to develop and maintain infrastructure necessary to support sufficient devices to achieve wide-spread access, with the goal of achieving 100% 1-1 computing for grades K-12. Replace, repair, and/or upgrade 20% of all student devices annually.	\$154,000.00	Yes
5.3	Support 21st Century Learning Instruction	Continue to implement flexible seating that supports student to student collaboration at each school site	\$75,000.00	Yes

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
\$1,547,171	\$145,663

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.201%	0.000%	\$0.00	22.201%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Assessment Programs to reduce student performance gaps Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require targeted interventions and data-driven instruction to address their diverse learning needs. Implementing comprehensive	To address these needs, LMUSD will implement assessment programs to assist with the cycle of inquiry to inform instruction. The district will utilize the following programs: I-Ready Assessment and Intervention Program: Use I-Ready to provide personalized instruction based on students' diagnostic assessment results, targeting specific skill gaps in reading and math.	I-Ready data Illuminate data CAASPP data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	assessment programs helps educators monitor student progress, identify learning gaps, and tailor instruction to support academic growth and achievement. Scope: LEA-wide	Use Accelerated Reader to promote reading practice, monitor student reading progress, and provide personalized reading goals. Mindsets: Math IXL: Incorporate Math IXL to provide comprehensive math practice aligned with state standards, offering personalized learning experiences and real-time analytics. Research supports the effectiveness of comprehensive assessment programs in improving student outcomes. According to the Institute of Education Sciences (IES), data-driven instruction based on frequent assessments helps teachers make informed decisions, leading to better academic performance (IES, 2009). Additionally, the American Educational Research Association (AERA) emphasizes that personalized learning platforms and targeted interventions are critical for addressing the diverse needs of students and closing achievement gaps (AERA, 2014). By implementing these assessment programs, LMUSD aims to provide educators with the tools and data needed to inform instruction, tailor interventions, and support the academic growth and success of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
1.2	Action: Curriculum and Instruction	To address these needs, LMUSD will implement the following strategies:	CAASPP data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require additional instructional support and targeted interventions to meet Common Core State Standards (CCSS) and achieve proficiency on CAASPP (California Assessment of Student Performance and Progress) in ELA and Math. Effective use of paraprofessionals, along with increased professional development for teachers, is essential to enhance student learning and test performance. Scope: LEA-wide	Utilization of Paraprofessionals: Classroom Support: Deploy paraprofessionals to support the implementation of CCSS in the classroom, assisting teachers with differentiated instruction and targeted interventions. Test Preparation: Use paraprofessionals to work with students in small groups or one-on-one sessions to prepare for ELA and Math CAASPP testing, focusing on areas where students need the most support. Professional Development in Literacy and Writing Standards: Core Subject Areas: Increase professional development opportunities for teachers in literacy and writing standards across all core subject areas, ensuring they have the skills and knowledge to effectively teach CCSS. Instructional Strategies: Provide training on evidence-based instructional strategies that promote literacy and writing skills, including integrating these skills into other content areas. Monitoring and Support: Data-Driven Instruction: Utilize assessment data to identify student needs and guide instructional practices, ensuring that interventions are targeted and effective. Ongoing Coaching: Provide ongoing coaching and support for teachers and paraprofessionals to	# of students able to receive support from additional para support # of additional professional development for staff offerings

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
		reinforce best practices and address any challenges in implementing CCSS and preparing students for CAASPP. Research supports the effectiveness of these strategies in improving student outcomes. According to the Learning Policy Institute, the use of paraprofessionals in the classroom can enhance student learning, particularly when they are well-trained and effectively integrated into the instructional team (Learning Policy Institute, 2018). Additionally, the National Council of Teachers of English (NCTE) emphasizes that professional development in literacy and writing standards is crucial for improving student achievement in these areas (NCTE, 2016). Studies also show that data-driven instruction and targeted interventions significantly increase student proficiency on standardized assessments (IES, 2009). By utilizing paraprofessionals to support CCSS and CAASPP preparation, and increasing professional development in literacy and writing standards, LMUSD aims to enhance student proficiency in ELA and Math, supporting the academic success of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
1.3	Action: Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student Need:	To address these needs, LMUSD will implement the following strategies: Increase Analysis of Student Achievement Data Using PLC Format: Collaborative Data Analysis: Facilitate regular PLC meetings where teachers collaboratively analyze	Data from PLC meetings CAASPP data Local assessment data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require targeted interventions and personalized instruction to achieve academic success. Increasing the analysis of student achievement data and providing effective professional development for teachers through Professional Learning Communities (PLCs) can significantly enhance instructional practices and support student learning. Scope: LEA-wide	student achievement data to identify trends, gaps, and areas for improvement. Including meetings specifically targeting SWD. Data-Driven Instruction: Use insights from data analysis to inform instructional practices and implement targeted interventions for students who need additional support. Monitor SMART Goals Per Site: SMART Goals: Establish and monitor Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals at each school site to track progress and ensure accountability. Inform Instruction: Use SMART goals to guide instructional planning and measure the effectiveness of teaching strategies and interventions. Provide Additional PLC Training for New Teachers by Fall of 2025: PLC Training: Offer comprehensive PLC training for new teachers to ensure they understand the PLC process and can effectively participate in data-driven discussions and collaborative planning. Ongoing Support: Provide ongoing support and coaching for new teachers to reinforce PLC practices and address any challenges. Implement and Monitor Data Analysis Using a Data Management System:	

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
		Data Management System: Implement a robust data management system to collect, analyze, and report student achievement data efficiently. Monitor Progress: Use the data management system to track student progress, monitor the impact of instructional strategies, and adjust interventions as needed. Support Extra Duty Compensation for Curriculum Monitoring: Extra Duty Compensation: Provide extra duty compensation to teachers who take on additional responsibilities for monitoring and updating curriculum guides. Curriculum Alignment: Ensure that curriculum guides are aligned with state standards, reflect best practices, and address the diverse needs of all students. Research supports the effectiveness of these strategies in improving student outcomes. According to the Learning Policy Institute, PLCs that focus on data-driven instruction and collaborative planning lead to significant improvements in teaching practices and student achievement (Darling-Hammond et al., 2017). Additionally, the Institute of Education Sciences (IES) highlights the importance of using data management systems to monitor student progress and inform instructional decisions (IES, 2009). By increasing the analysis of student achievement data, providing PLC training for new teachers, and	

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
		supporting curriculum monitoring, LMUSD aims to enhance instructional practices, support targeted interventions, and improve academic outcomes for foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
2.1	Action: Staff supports for all students Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often benefit from structured and supportive behavioral and academic interventions. Effective implementation of Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) is essential for creating a positive school climate and addressing the diverse needs of all students. Professional development for new teachers and continuous oversight of these programs are critical for their success. This action will benefit ALL students, including those listed above and our Hispanic groups who were RED on the school dashboard. Scope: LEA-wide	To address these needs, LMUSD will ensure support for students by funding and maintaining the following positions and services: High School Counselor: Provide academic, career, and personal counseling to high school students, helping them navigate academic challenges and plan for postsecondary success. School Psychologist: Offer psychological assessments, counseling, and intervention services to support students' mental health and address behavioral concerns. Health Assistant: Assist with managing student health needs, administering medications, and providing first aid and health education. Principal/Program Coordinator: Provide leadership for addressing the needs of unduplicated students with a focus on building sustainable instructional practices that close the gap between the performance of our unduplicated students and their peers. This added position will further ensure all site programs and practices are coordinated towards a focus on closing this gap.	# of additional students receiving support # of students receiving additional intervention # of students receiving counseling services

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
		Support the implementation of PBIS, MTSS, and other school-wide initiatives aimed at improving student outcomes and creating a positive school climate. 0.3 FTE District Nurse: Oversee health services across the district, ensuring compliance with health regulations, managing chronic health conditions, and promoting overall student wellness. Part-Time Cook: Support the preparation and delivery of additional meal offerings per day to ensure students receive nutritious meals, which are crucial for their health and ability to focus on learning. Research supports the importance of comprehensive support services in enhancing student outcomes. The American School Counselor Association (ASCA) emphasizes that school counselors play a vital role in promoting academic achievement and personal development (ASCA, 2019). The National Association of School Psychologists (NASP) highlights that school psychologists are essential for addressing mental health needs and improving student behavior (NASP, 2016). Additionally, the Centers for Disease Control and Prevention (CDC) underscores the importance of school health services in managing chronic conditions and promoting student health (CDC, 2019). Studies also show that access to nutritious meals improves	

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
		student concentration, behavior, and academic performance (CDC, 2014). By funding these critical positions and services, LMUSD aims to provide comprehensive support that addresses the diverse needs of all students, particularly foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
2.2	Action: Positive School Cultures Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often benefit from structured and supportive behavioral and academic interventions. Effective implementation of Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) is essential for creating a positive school climate and addressing the diverse needs of all students. Professional development for new teachers and continuous oversight of these programs are critical for their success. Scope: LEA-wide	To address these needs, LMUSD will implement the following strategies: PBIS and MTSS Professional Development for New Teachers: Provide comprehensive professional development on PBIS and MTSS for new teachers in the 2025/2026 school year. This training will equip them with the knowledge and skills necessary to implement these frameworks effectively. Include training on data-driven decision-making, behavior management strategies, and tiered intervention approaches to support all students. District-Level PBIS and MTSS Team: Maintain a district-level team to oversee the implementation phases of PBIS and MTSS. This team will provide guidance, support, and monitoring to ensure the fidelity of these programs. Facilitate regular meetings to review data, address challenges, and share best practices. Incentive Program for PBIS Standards:	Percentage of staff using PBIS strategies Reduction in office referrals from classrooms Implementation of MTSS

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
		Continue to implement an incentive program to reward students who meet PBIS standards. This program will include recognition, rewards, and positive reinforcement to encourage desirable behaviors and academic efforts. Engage students, parents, and staff in designing and evaluating the incentive program to ensure it is motivating and effective. Research supports the effectiveness of PBIS and MTSS in improving student outcomes. According to the Office of Special Education Programs (OSEP), PBIS reduces behavioral problems and enhances the overall school climate (OSEP, 2019). The Learning Policy Institute highlights that MTSS, when implemented effectively, provides comprehensive support that addresses academic, behavioral, and social-emotional needs, leading to improved student achievement (Darling-Hammond et al., 2017). Additionally, studies show that professional development is critical for the successful implementation of these frameworks, as it ensures that teachers are well-prepared to support diverse learners (Learning Forward, 2017). By providing PBIS and MTSS professional development for new teachers, maintaining a district-level oversight team, and continuing an incentive program for students, LMUSD aims to create a supportive and positive learning environment that fosters the academic and social-emotional growth of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	

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
2.3	Action: Extracurricular activities for students Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often lack access to extracurricular activities that support their physical, social, and emotional development. Providing opportunities for engagement in athletic and creative endeavors outside the school day is essential for promoting holistic development and enhancing student engagement and well-being. Scope: LEA-wide	To address these needs, the district will implement the following strategies: Opportunities for Athletic and Creative Endeavors: Athletic Programs: Offer a variety of athletic programs outside the school day, including team sports, individual sports, and fitness activities. These programs will promote physical health, teamwork, and self-discipline. Creative Programs: Provide opportunities for students to engage in creative endeavors such as art, music, drama, dance, and other creative arts. These programs will foster creativity, self-expression, and cultural awareness. Stipends for Extracurricular Activities: Staff Stipends: Provide stipends for teachers and staff who lead extracurricular activities, ensuring that they are compensated for their time and effort in supporting student engagement outside the school day. Sustainable Programs: Ensure that stipends help maintain a wide range of extracurricular activities, making them accessible to all students, particularly those who might not otherwise have the opportunity to participate. Inclusivity and Accessibility: Ensure that all athletic and creative programs are inclusive and accessible to students with diverse needs and backgrounds.	# of additional extra curricular offerings # of students accessing extra curricular activities # of staff leading extra curricular activities

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
		Provide necessary accommodations and support to ensure that students with disabilities and other specific needs can fully participate. Research supports the positive impact of extracurricular activities on student outcomes. According to the Afterschool Alliance, participation in extracurricular programs is associated with improved academic performance, higher school attendance, and better social-emotional skills (Afterschool Alliance, 2014). Additionally, the National Federation of State High School Associations (NFHS) emphasizes that involvement in sports and the arts contributes to the overall development of students, including their physical health, social skills, and emotional well-being (NFHS, 2018). By providing opportunities for engagement in athletic and creative endeavors and offering stipends for extracurricular activities, the district aims to promote the holistic development of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds, supporting their overall well-being and academic success.	
2.4	Action: Transportation of all students Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often face significant barriers to attending school, especially in rural areas. Reliable	To address these needs, the district will continue to provide home-to-school transportation for all students, acknowledging that this service is essential for ensuring access to education, particularly in a rural, low-socioeconomic area. The district will implement the following strategies: Comprehensive Transportation Services:	# of students accessing transportation # of EL, SED, SWD accessing transportation # Foster youth accessing transportation

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
	transportation is essential to ensure these students can consistently attend school and participate in the instructional program. Providing home-to-school transportation is critical for promoting school attendance and academic success. Scope: LEA-wide	Ensure that transportation services cover all students, including those living in remote and rural areas, to guarantee they can attend school regularly. Provide reliable and safe transportation options that accommodate the diverse needs of all students, including those with disabilities. Research supports the importance of reliable transportation in promoting school attendance and academic success. According to the National Center for Education Statistics (NCES), transportation is a key factor in ensuring that students, particularly those from low-income families, can attend school regularly (NCES, 2017). The American School Bus Council emphasizes that school transportation services are crucial for providing equitable access to education and supporting student safety and well-being (American School Bus Council, 2018). By continuing to provide home-to-school transportation for all students and funding these services beyond the State calculated MOE, the district aims to ensure that foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds can consistently attend school and participate fully in the instructional program, thereby supporting their academic success and overall well-being.	
2.6	Action: Social and Emotional Supports for all Students. Need:	To address these needs, LMUSD will continue to support the following programs at all school sites: Provide ongoing social skills counseling to help students develop essential interpersonal skills, manage emotions, and build positive relationships.	# of students accessing counseling # of students accessing group counseling

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require additional support to develop social skills, ensure a safe school environment, and resolve conflicts constructively. Programs that provide social skills counseling, peer mediation, and student leadership opportunities are essential for fostering a positive school climate and supporting the social-emotional well-being of these students. Scope: LEA-wide	Offer individual and group counseling sessions to address specific social-emotional needs and provide targeted support for students facing challenges. Establish peer mediator programs to train students in conflict resolution skills and provide them with opportunities to mediate conflicts among their peers. Support peer mediators in facilitating constructive dialogue and resolving disputes peacefully, reducing incidents of conflict and promoting a positive school climate.	
2.8	Action: Training for Positive School Climate Need: Students With low Income had a very high suspension rate, and this is the largest demographic group in LMUSD. Scope: LEA-wide	Training will help staff work with students on campus to create a positive school climate, including deescalating strategies, positive reinforcement, and preemptive strategies.	Decrease in Suspension Rate, Increase in Attendance
3.1	Action: Career and Technical Education Offerings for all students Need:	To address these needs, LMUSD will continue offering CTE Pathways that meet the qualifications of the California Department of Education (CDE). These pathways will include the following components:	# of CTE offerings # of students enrolled in CTE classes # of students completing CTE classes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to accessing high-quality career and technical education (CTE) pathways that can lead to meaningful employment and postsecondary opportunities. Providing comprehensive CTE programs that include work-based learning, job shadows, industry certifications, internships, and cross-curricular instruction is crucial for preparing these students for successful careers. Scope: Schoolwide	Student Work-Based Learning: Providing hands-on learning experiences that allow students to apply academic and technical skills in real-world settings. Job Shadows: Facilitating opportunities for students to observe professionals in their fields of interest, gaining insights into various careers. Industry Certifications: Offering programs that lead to industry-recognized certifications, enhancing students' employability and readiness for the workforce. Student Internships: Arranging internships that provide practical experience and mentorship in professional environments. Cross-Curricular CTE Theme Instruction: Integrating CTE themes into core academic subjects to create a cohesive and relevant learning experience. Research supports the effectiveness of comprehensive CTE programs in improving student outcomes. According to the Association for Career and Technical Education (ACTE), students who participate in CTE programs have higher graduation rates, improved academic performance, and better employment prospects (ACTE, 2017). Additionally, the National Center for Education Statistics (NCES) highlights that work-based learning and internships are associated with increased student engagement and career readiness (NCES, 2018).	

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
		By continuing to offer CTE Pathways that meet CDE qualifications, LMUSD aims to provide foster youth, English learners, and students from low socioeconomic backgrounds with the skills, knowledge, and experiences needed to succeed in their chosen careers and postsecondary education.	
3.2	Action: Credit Recovery Options for High School Students Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face academic challenges that put them at risk of not meeting A-G requirements and graduation diploma requirements. These students need targeted interventions, such as credit recovery programs, dual enrollment opportunities, and tutorial assistance, to ensure they stay on track for graduation and are prepared for postsecondary education. Scope: Schoolwide	To address these needs, LMUSD will support the implementation of a comprehensive credit recovery program at LMHS, providing multiple pathways for students to meet their academic requirements. The district will implement the following strategies: Credit Recovery Program: Early Intervention: Provide credit recovery intervention as early as 10th grade for students at risk of not meeting A-G and diploma requirements. Summer School: Offer summer school as an additional option for students to recover credits and meet graduation requirements. A-G Acceleration: Provide opportunities for students who need A-G acceleration for postsecondary readiness, ensuring they meet the requirements for college admissions. Dual Enrollment and Articulated Courses: Support dual enrollment and articulated courses at LMHS, allowing students to earn college credits while still in high school, enhancing their readiness for postsecondary education. After School Tutorial Assistance:	# of students needing credit recovery # of students achieving required credits Reducing the # of students needing credit recovery assistance

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
		Offer after-school tutorial assistance to help students pass their current diploma and A-G courses, providing additional support and resources to ensure academic success. Research supports the effectiveness of these strategies in improving student outcomes. The U.S. Department of Education highlights that credit recovery programs help at-risk students stay on track for graduation and improve their chances of postsecondary success (U.S. Department of Education, 2017). Additionally, the National Center for Education Statistics (NCES) emphasizes that dual enrollment and articulated courses increase college readiness and postsecondary success rates (NCES, 2018). After-school tutorial assistance has also been shown to improve academic performance and reduce dropout rates, particularly for disadvantaged students (Afterschool Alliance, 2014). By implementing these comprehensive support strategies, LMUSD aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the necessary resources and opportunities to meet graduation requirements, achieve academic success, and prepare for postsecondary education.	
5.1	Action: Technology Implementation districtwide Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often face	To address these needs, LMUSD will continue to develop and maintain the necessary infrastructure to support sufficient devices, with the goal of achieving 100% 1-to-1 computing for grades K-12. The district will implement the following strategies: Achieving 1-to-1 Computing:	# of 1:1 devices # of devices being replaced yearly Maintain current software for programs

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
	barriers to accessing technology, which is essential for participating in digital learning and completing academic assignments. Ensuring widespread access to computing devices and maintaining a robust technology infrastructure is crucial for supporting equitable educational opportunities and enhancing student learning. Scope: LEA-wide	Ensure that each student from grades K-12 has access to an individual computing device, providing equal opportunities for digital learning and academic engagement. Implement policies and practices to manage device distribution, usage, and maintenance effectively. Annual Device Replacement, Repair, and Upgrade: Replace, repair, and/or upgrade 20% of all student devices annually to ensure that technology remains current, functional, and capable of supporting students' learning needs. Establish a systematic process for identifying devices that need replacement or repair and allocating resources accordingly. Maintaining Technology Infrastructure: Invest in and maintain the necessary infrastructure, including Wi-Fi networks, servers, and support services, to ensure reliable and robust connectivity across all school sites. Provide ongoing technical support to address any issues promptly and minimize disruptions to learning. Research supports the importance of equitable access to technology in improving student outcomes. According to the International Society	

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
		for Technology in Education (ISTE), access to personal learning devices enhances student engagement, supports personalized learning, and improves educational outcomes (ISTE, 2016). Additionally, the U.S. Department of Education emphasizes that a well-maintained technology infrastructure is critical for ensuring that all students can benefit from digital learning opportunities (U.S. Department of Education, 2017). By developing and maintaining the infrastructure necessary to support widespread device access and implementing a systematic approach to device management, LMUSD aims to provide all students, including foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds, with the technological resources they need to succeed academically.	
5.3	Action: Support 21st Century Learning Instruction Need: Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from classroom environments that support diverse learning styles and encourage collaboration. Flexible seating arrangements can enhance student engagement, improve classroom dynamics, and foster a more inclusive and interactive learning environment. Scope: LEA-wide	To address these needs, LMUSD will continue to implement flexible seating that supports student-to-student collaboration at each school site. The district will implement the following strategies: Flexible Seating Options: Provide a variety of seating options, including desks, tables, bean bags, standing desks, and collaborative workspaces, to accommodate different learning preferences and needs. Ensure that flexible seating arrangements are designed to promote interaction, collaboration, and active learning among students.	# of classrooms with 21st Century implementation monitoring furniture needs monitoring effectiveness

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
		Professional Development and Training: Offer professional development and training for teachers on the effective use of flexible seating to enhance classroom management, student engagement, and collaborative learning. Provide resources and best practices for integrating flexible seating into daily instructional activities. Ongoing Evaluation and Feedback: Regularly evaluate the impact of flexible seating on student engagement, collaboration, and academic performance. Gather feedback from students and teachers to continuously improve and adapt flexible seating arrangements to meet the needs of all learners. Research supports the benefits of flexible seating in enhancing student engagement and collaboration. According to Edutopia, flexible seating can lead to improved student engagement, better classroom behavior, and enhanced collaboration and communication among students (Edutopia, 2016). Additionally, the American Educational Research Association (AERA) highlights that flexible seating arrangements create a more dynamic and interactive learning environment, which supports diverse learning styles and fosters a sense of community (AERA, 2017).	

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
		By continuing to implement flexible seating that supports student-to-student collaboration, LMUSD aims to create inclusive and engaging classroom environments that enhance the learning experiences and academic success of foster youth, English learners, and students from low socioeconomic backgrounds.	

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
4.1	Action: Supports for ELD Students Need: English learners (EL) require specialized instructional support to develop their English language proficiency and succeed academically. Ensuring that ELD (English Language Development) supports are in place across all grade levels is essential for meeting the linguistic and academic needs of these students. This includes providing both Designated and Integrated ELD instruction, as well as access to necessary supplemental materials. Scope: Limited to Unduplicated Student Group(s)	To address these needs, LMUSD will ensure comprehensive ELD supports are in place for students K-12. The district will implement the following strategies: ELD Instruction at the High School Level: Provide specialized ELD instruction at the high school level to support EL students in developing their English language skills and meeting academic standards. Designated and Integrated ELD K-6: Implement both Designated ELD (focused, explicit language instruction) and Integrated ELD (embedding language development within content instruction) for students in grades K-6.	# of EL students advancing at least one level # of EL students being reclassified as RFEP reducing the number of LTEL's

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Ensure that classroom teachers are trained and supported in delivering effective ELD instruction. ELD Instruction at the Middle School Level: Provide ELD instruction at the middle school level to address the specific language development needs of EL students in grades 6-8. Support middle school teachers with professional development and resources to effectively implement ELD strategies. Supplemental Materials: Purchase necessary supplemental materials to ensure students have access to both core instruction and ELD instruction. These materials will support language development, academic content learning, and cultural responsiveness. Research supports the effectiveness of comprehensive ELD programs in improving English learners' academic performance and language proficiency. According to the California Department of Education (CDE), effective ELD programs include both Designated and Integrated ELD, tailored to the specific needs of EL students (CDE, 2012). Additionally, studies by the American Educational Research Association (AERA) indicate that providing high-quality instructional materials and targeted support enhances the language acquisition and academic achievement of EL students (AERA, 2014). By implementing these ELD supports and providing necessary supplemental materials,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		LMUSD aims to ensure that English learners receive the comprehensive instruction and resources they need to succeed academically and develop strong English language skills.	
4.2	Action: ELD Master Plan Implementation and Professional Development Need: English learners (EL) require effective instruction aligned with ELD (English Language Development) standards to develop their English language proficiency and succeed academically. New teachers often need specialized training to effectively implement these standards and support EL students. Providing professional development (PD) for new teachers in the implementation of ELD standards is essential to ensure high-quality instruction for EL students. Scope: Limited to Unduplicated Student Group(s)	To address these needs, LMUSD will provide professional development in the implementation of ELD standards for new teachers in the 2024-2025 school year. The district will implement the following strategies: Comprehensive PD for New Teachers: Offer targeted professional development sessions focused on understanding and implementing ELD standards. Provide training on effective instructional strategies, assessment methods, and classroom management techniques specifically designed for teaching EL students. Ongoing Support and Coaching: Establish a system of ongoing support and coaching for new teachers, including access to ELD coaches and experienced mentor teachers. Facilitate regular check-ins and follow-up sessions to address challenges and reinforce best practices. Resource Provision: Supply new teachers with instructional materials, lesson plans, and resources aligned with ELD standards.	# of PD offerings for staff greater participation of EL parents in ELAC/DELAC effectiveness of ongoing technical support

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Ensure that teachers have access to digital tools and platforms that support ELD instruction. Research supports the effectiveness of targeted professional development in enhancing teachers' ability to implement ELD standards and improve outcomes for EL students. The Learning Policy Institute emphasizes that high-quality PD is critical for equipping teachers with the skills and knowledge needed to support diverse learners, including EL students (Darling-Hammond et al., 2017). Additionally, the California Department of Education (CDE) highlights that PD focused on ELD standards helps teachers provide more effective and differentiated instruction, leading to better language acquisition and academic performance for EL students (CDE, 2012). By providing professional development in the implementation of ELD standards for new teachers, LMUSD aims to ensure that EL students receive high-quality instruction that supports their language development and academic success.	
4.3	Action: Family Support Need: English Learners students are a group that has struggled academically. Scope: Limited to Unduplicated Student Group(s)	By providing better resources, the families will have more capacity to support their students.	CAASPP scores and Attendance rates for EL students.

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

Additional Concentration Grant Funding

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

LMUSD will use the additional 15% concentration grant add-on funding to employ the LMHS Principal as described in Action 2.1. This position was previously funded with one-time Covid relief funds that have expired/been expended. We will also use this funding to employ a bilingual Paraprofessional at Los Molinos High School.

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	None	32:560
Staff-to-student ratio of certificated staff providing direct services to students	None	36:560

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	6,969,027	1,547,171	22.201%	0.000%	22.201%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,571,392.00	\$714,357.00	\$0.00	\$177,340.00	\$4,463,089.00	\$2,914,165.00	\$1,548,924.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Assessment Programs to reduce student performance gaps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year 1 - 3	\$14,000.00	\$73,000.00	\$49,000.00	\$38,000.00	\$0.00	\$0.00	\$87,000.00	0
1	1.2	Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year 1 - 3	\$220,296.00	\$5,000.00	\$49,556.00	\$45,000.00	\$0.00	\$130,740.00	\$225,296.00	0
1	1.3	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year 1 - 3	\$111,935.00	\$2,000.00	\$99,358.00	\$14,577.00	\$0.00	\$0.00	\$113,935.00	0
2	2.1	Staff supports for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	\$791,269.00	\$15,000.00	\$659,912.00	\$146,357.00	\$0.00	\$0.00	\$806,269.00	0
2	2.2	Positive School Cultures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	\$5,000.00	\$14,000.00	\$14,000.00	\$5,000.00	\$0.00	\$0.00	\$19,000.00	0
2	2.3	Extracurricular activities for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	\$150,000.00	\$52,000.00	\$175,000.00	\$27,000.00	\$0.00	\$0.00	\$202,000.00	0
2	2.4	Transportation of all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	\$95,000.00	\$252,000.00	\$347,000.00	\$0.00	\$0.00	\$0.00	\$347,000.00	0
2	2.6	Social and Emotional Supports for all Students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	\$0.00	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	0
2	2.7	Clean and safe school facilities	All	No			All Schools	Years 1-3	\$676,519.00	\$523,481.00	\$1,200,000.00	\$0.00	\$0.00	\$0.00	\$1,200,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Training for Positive School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$50,000.00	\$25,000.00	\$25,000.00			\$50,000.00	
3	3.1	Career and Technical Education Offerings for all students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School 9th-12th Grade	Years 1-3	\$597,715.00	\$281,993.00	\$517,715.00	\$355,393.00	\$0.00	\$6,600.00	\$879,708.00	0
3	3.2	Credit Recovery Options for High School Students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School 9th-12th Grade	Years 1-3	\$51,931.00	\$10,450.00	\$41,351.00	\$21,030.00	\$0.00	\$0.00	\$62,381.00	0
4	4.1	Supports for ELD Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Years 1-3	\$197,000.00	\$2,500.00	\$159,500.00	\$0.00	\$0.00	\$40,000.00	\$199,500.00	0
4	4.2	ELD Master Plan Implementation and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Years 1-3	\$3,500.00	\$5,000.00	\$8,500.00	\$0.00	\$0.00	\$0.00	\$8,500.00	0
4	4.3	Family Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
5	5.1	Technology Implementation districtwide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	\$0.00	\$154,000.00	\$117,000.00	\$37,000.00	\$0.00	\$0.00	\$154,000.00	0
5	5.3	Support 21st Century Learning Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1-3	\$0.00	\$75,000.00	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,969,027	1,547,171	22.201%	0.000%	22.201%	\$2,371,392.00	0.000%	34.028 %	Total:	\$2,371,392.00
								LEA-wide Total:	\$1,614,326.00
								Limited Total:	\$198,000.00
								Schoolwide Total:	\$559,066.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Assessment Programs to reduce student performance gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,000.00	0
1	1.2	Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,556.00	0
1	1.3	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,358.00	0
2	2.1	Staff supports for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$659,912.00	0
2	2.2	Positive School Cultures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,000.00	0
2	2.3	Extracurricular activities for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Transportation of all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$347,000.00	0
2	2.6	Social and Emotional Supports for all Students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	0
2	2.8	Training for Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,000.00	
3	3.1	Career and Technical Education Offerings for all students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School 9th-12th Grade	\$517,715.00	0
3	3.2	Credit Recovery Options for High School Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School 9th-12th Grade	\$41,351.00	0
4	4.1	Supports for ELD Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$159,500.00	0
4	4.2	ELD Master Plan Implementation and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$8,500.00	0
4	4.3	Family Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$30,000.00	
5	5.1	Technology Implementation districtwide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$117,000.00	0
5	5.3	Support 21st Century Learning Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,949,711.00	\$4,147,324.00

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	Assessment Programs to reduce student performance gaps	Yes	\$107,788.00	\$86,731
1	1.2	Curriculum and Instruction	Yes	\$213,855.00	\$225,296
1	1.3	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student	Yes	\$98,614.00	\$113,935
2	2.1	Staff supports for all students	Yes	\$776,911.00	\$806,269
2	2.2	Positive School Cultures	Yes	\$30,000.00	\$18,412
2	2.3	Extracurricular activities for students	Yes	\$205,000.00	\$201,808
2	2.4	Transportation of all students	Yes	\$220,350.00	\$201,639
2	2.6	Social and Emotional Supports for all Students.	Yes	\$3,500.00	\$0
2	2.7	Clean and safe school facilities	No	\$1,074,604.00	\$1,197,820
3	3.1	Career and Technical Education Offerings for all students	Yes	\$725,708.00	\$879,683

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)
3	3.2	Credit Recovery Options for High School Students	Yes	\$62,381.00	\$63,016
4	4.1	Supports for ELD Students	Yes	\$182,500.00	\$198,833
4	4.2	ELD Master Plan Implementation and Professional Development	Yes	\$8,500.00	\$0
5	5.1	Technology Implementation districtwide	Yes	\$190,000.00	\$153,882
5	5.3	Support 21st Century Learning Instruction	Yes	\$50,000.00	\$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,574,719	\$2,066,910.00	\$1,958,972.00	\$107,938.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Assessment Programs to reduce student performance gaps	Yes	\$49,288.00	\$48,050	0	
1	1.2	Curriculum and Instruction	Yes	\$38,115.00	\$38,511	0	
1	1.3	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data Increase analysis of student	Yes	\$84,037.00	\$71,633	0	
2	2.1	Staff supports for all students	Yes	\$630,554.00	\$654,648	0	
2	2.2	Positive School Cultures	Yes	\$25,000.00	\$13,054	0	
2	2.3	Extracurricular activities for students	Yes	\$175,000.00	\$158,409	0	
2	2.4	Transportation of all students	Yes	\$220,350.00	\$201,639	0	
2	2.6	Social and Emotional Supports for all Students.	Yes	\$3,500.00	\$0	0	
3	3.1	Career and Technical Education Offerings for all students	Yes	\$463,715.00	\$454,530	0	
3	3.2	Credit Recovery Options for High School Students	Yes	\$41,351.00	\$56,016	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	Supports for ELD Students	Yes	\$142,500.00	\$134,739	0	
4	4.2	ELD Master Plan Implementation and Professional Development	Yes	\$8,500.00	\$0	0	
5	5.1	Technology Implementation districtwide	Yes	\$135,000.00	\$127,743	0	
5	5.3	Support 21st Century Learning Instruction	Yes	\$50,000.00	\$0	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,726,144	1,574,719	0	23.412%	\$1,958,972.00	0.000%	29.125%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 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:

- 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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