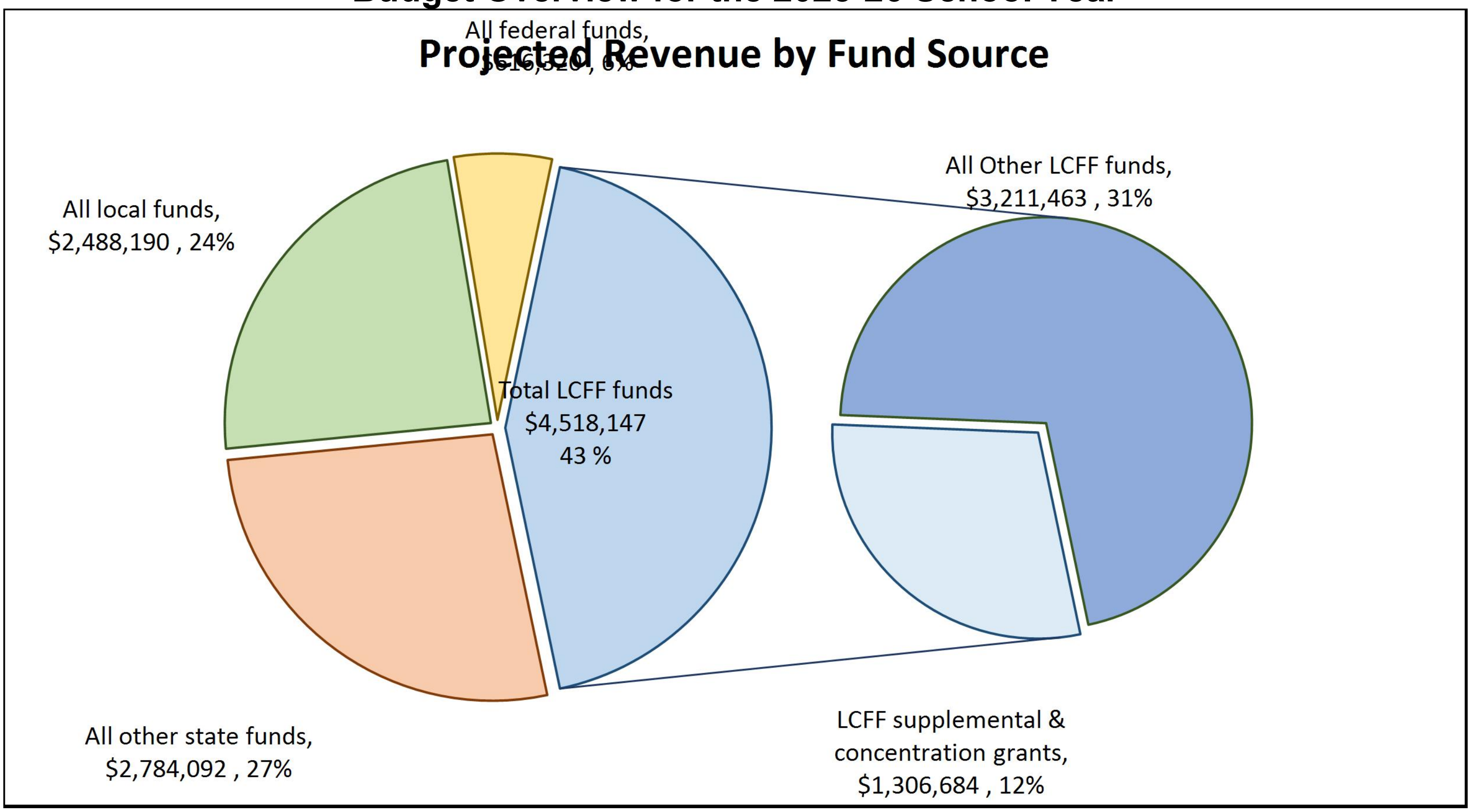
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lost Hills Union School District
CDS Code: 15-63594-0000000
School Year: 2025-26
LEA contact information:

Harrison Favereaux
Chief Administrative Officer
hafaver@losthills.k12.ca.us
661-797-2941

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 2025-26 School Year

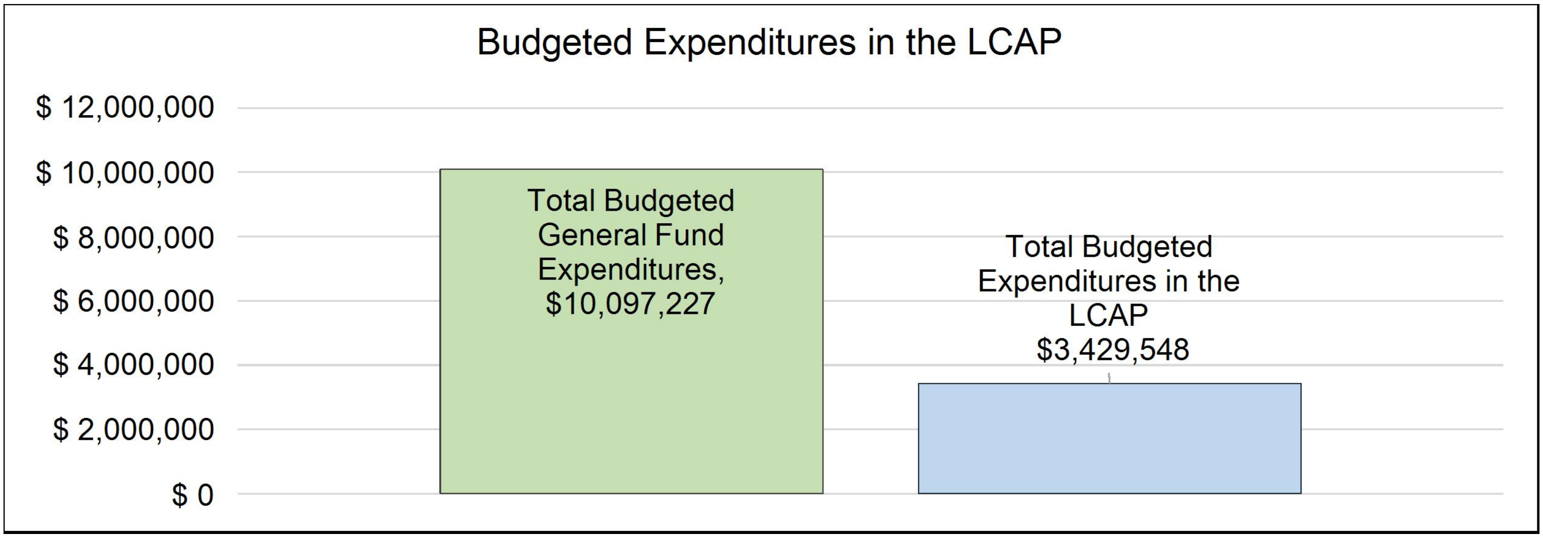


This chart shows the total general purpose revenue Lost Hills Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lost Hills Union School District is $10,406,749, of which $4,518,147 is Local Control Funding Formula (LCFF), $2,784,092 is other state funds, $2,488,190 is local funds, and $616,320 is federal funds. Of the $4,518,147 in LCFF Funds, $1,306,684 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 Lost Hills Union School District plans to spend for 2025-26. 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: Lost Hills Union School District plans to spend $10,097,227 for the 2025-26 school year. Of that amount, $3,429,548 is tied to actions/services in the LCAP and $6,667,679 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

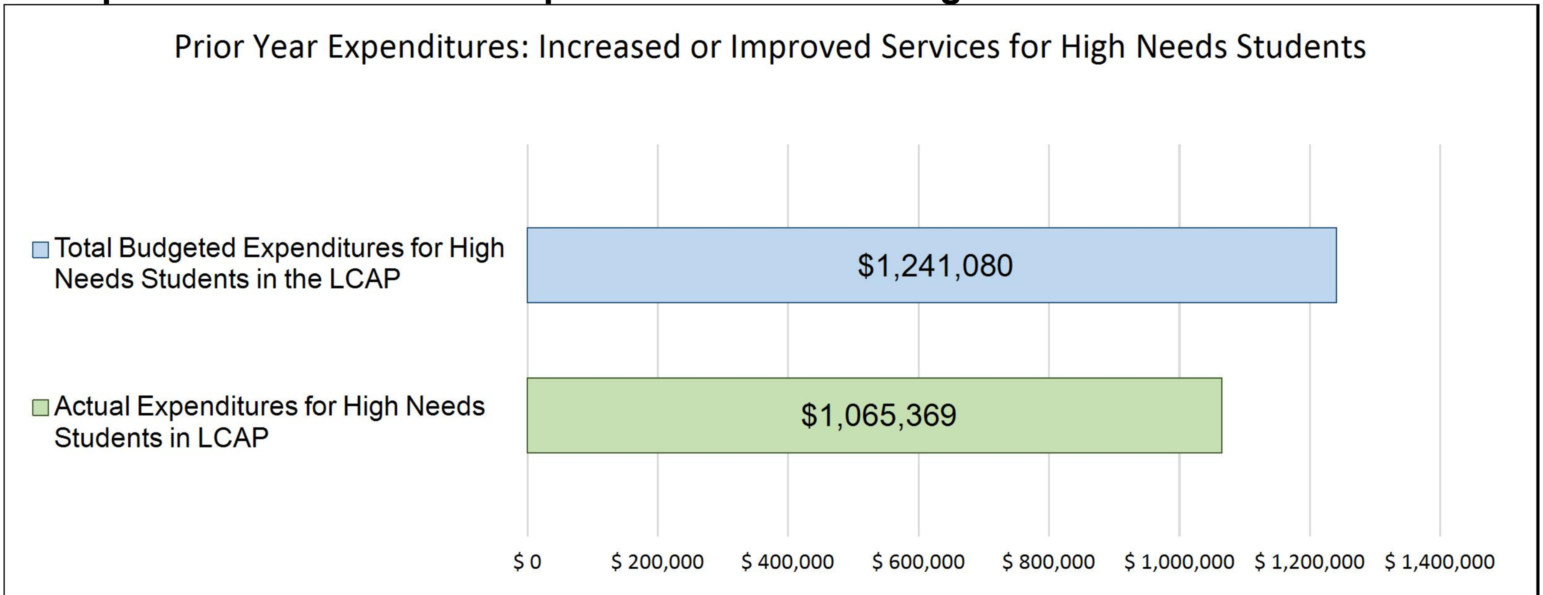
General fund budgeted expenditures that are not in the LCAP will be used cost associated with instruction (staffing of general instruction, preschool, and various restricted programs), operation, transportation, facilities, administration, and other costs affiliated with these departments.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Lost Hills Union School District is projecting it will receive $1,306,684 based on the enrollment of foster youth, English learner, and low-income students. Lost Hills Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lost Hills Union School District plans to spend $1,482,395 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 2024-25



This chart compares what Lost Hills Union 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 Lost Hills Union 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 2024-25, Lost Hills Union School District's LCAP budgeted $1,241,080 for planned actions to increase or improve services for high needs students. Lost Hills Union School District actually spent $1,065,369 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $175,711 had the following impact on Lost Hills Union School District's ability to increase or improve services for high needs students:

Many of the increases outlined in the 2024-25 LCAP were addressed by using other funding sources such as Extended Learning Opportunity Program, Migrant Education, Effective Educator and CA Community School Partnership Program; thus, resulting in less LCAP funds being used. Overall, no impact to high needs students because the actions and services were funding using other sources.

Lost Hills Union School District

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
Lost Hills Union School District	Harrison Favereaux Chief Administrative Officer	hafaver@losthills.k12.ca.us 661-797-2941

Plan Summary [2025-26]

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 **Lost Hills Union Elementary School District (LHUESD)** is a TK-8 grade school district located in Northwest Kern County, serving a highly diverse and socioeconomically disadvantaged student population. The district operates two schools- Lost Hills Elementary (TK-5) and A.M. Thomas Middle School (6-8)- Under a single administrative structure with one principal. Despite being geographically isolated, LHUESD is deeply committed to providing high- quality education and whole-child supports that empower students to succeed academically and socially.

Student Demographics and Community
LHUESD serves 289 students, with a significant percentage facing unique challenges:
- 43% are Migrant students, as defined by federal guidelines.
- 46.7% are classified as English Learners (ELs), with 5.5% identified as Long-Term English Learners (LTELs).
- 97% are Socioeconomically Disadvantaged.
- 8% are Students with Disabilities.
- 98.9% of students identify as Hispanic/Latino.
- 100% qualify for free meals through the Community Eligibility Provision (CEP)

In response to these demographics, the district prioritizes culturally responsive instruction, bilingual support, and targeted interventions to close opportunity gaps.

Educational Programs and Students Support Services
LHUESD is committed to academic excellence, ensuring students receive comprehensive support through:
- Strong foundational literacy and math instruction, with a focus on English Learners and students with disabilities.
- Migrant Education Program (Region 19), operated independently to meet the needs of Migrant students.
- Specialized student services, including speech therapy, school psychology, counseling, and special education.
- Community Schools Model, which integrates whole-child supports such as early childhood education, expanded learning, family engagement, and access to social and health services.
- High school transition support, collaboration with Wasco High School, the district's feeder high school, to ensure a smooth transition for students as they advance beyond eight grade.

Alignment of District and LCAP Goals
LHUESD's district goals are directly aligned with our Local Control and Accountability Plan (LCAP) goals. Through the LCAP process, we actively seek input from stakeholders, including parents, students, teachers, and community members, to shape all district goals. This collaborative approach ensures that our priorities reflect the needs of our students and families while maintaining compliance with state-mandated LCAP requirements.

Community Engagement and Vision for the Future
Since 2018, LHUESD has been a leader in implementing the Community Schools approach, fostering strong partnerships with families and community organizations to enhance student learning and well-being. The district envisions a future where all students:
- Develop into self-motivated, critical thinkers and productive members of society.
- Learn in a safe, supportive environment with high academic expectations.
- Benefit from strong school-community collaboration that extends learning beyond the classroom.

Through high-quality instruction, targeted interventions, and community engagement, LHUESD remains dedicated to ensuring that every student achieves success.

Reflections: Annual Performance

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

The Lost Hills Union Elementary School District (LHUESD) has demonstrated consistent progress in student achievement from 2017 to 2019 and again from 2022 to 2023, as reflected in the California School Dashboard. However, 2023-24 marks the first year since the pandemic in which the district experienced an overall decline in student performance. While achievement has remained stable in some areas, significant performance gaps persist for English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWDs), particularly in English Language Arts, Mathematics, and Chronic Absenteeism. Addressing these challenges remains a district priority as we work to accelerate leaning recovery and close achievement gaps.

California School Dashboard (2023-24) Performance Overview

Chronic Absenteeism:
- Long- Term English Learners (LTELs) scored "Red", the lowest performance level, indicating significant attendance challenges.
- English Learners (ELs) scored "Orange", suggesting higher chronic absenteeism rate than their peers.
- Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), and "All Students" scored "Yellow", showing moderate concerns in attendance rates.

English Learner Progress:
- "All Students" performed at the "Yellow" level, with 46.9% making progress in English language proficiency, reflecting a decline of 15.8% from previous year.
- Both English Learners and LTELs scored "Orange", indicating a need for intensified language development support.

English Language Arts (ELA) Performance:
- "All Students" scored at the "Orange" level, with an overall performance of 14.8 points below standard. This marks a 5.6- point decline from previous year.
- ELs, LTELs, Socioeconomically Disadvantaged students, and Hispanic students also scored "Orange", demonstrating widespread struggles in literacy development.

Mathematics Performance:
- "All Students" performed at the "Orange" level, scoring 64.3 points below standard, a 13-point decline from the previous year.
- LTELs performed at the "Red" level, scoring 149.9 points below standard, a 27.1- point decline, indicating a critical need for intervention.
- ELs, SED, and Hispanic subgroups also scored "Orange", reinforcing the need for targeted math support programs.

Smarter Balanced Assessments (CAASPP) Results
English Language Arts (ELA)- Percentage of Students Meeting or Exceeding Standard

Subgroup 2022-232023-24Change
All Students 48.19%44.05%-4.14%
Economically Disadvantaged 48.64%42.43%-7.21%
English Learners24.39%10.61%-13.78%
Hispanic/Latino 47.88%43.90%-3.98%
Migrant Students 62.50%42.67%-19.83%

- ELA performance declined across all subgroups, with English Learners experiencing the largest drop (-13.78%).
- Migrant students showed a significant decline (-19.83%), suggesting a need for targeted literacy interventions.

Mathematics - Percentage of Students Meeting or Exceeding Standard

Subgroup 2022-232023-24Change
All Students 31.93%24.41%-7.52%
Economically Disadvantaged 31.20%21.97%-9.23%
English Learners12.20%9.23%-2.97%
Hispanic/Latino 31.51%23.78%-7.73%
Migrant Students 25.00%25.67%+0.67%

- Math performance showed a substantial decline across most subgroups, with SED students experiencing the most significant drop (-9.23%).
- LTELs' declined in math (-27.1 points) indicates a pressing need for intensive math remediation and support.

Local Assessments (Spring 2024)
To further assess student progress, LHUESD utilizes Acadience Reading and Mathematics and Illuminate Benchmarks:
Assessment Performance (2023-24) Change from 2022-23
Acadience ELA (K-6) 41% Met/Exceeded -8%
Acadience Math (K-8) 50% Met/Exceeded +1%
Illuminate ELA (K-8, 3rd Quarter) 53% Met/Exceeded 0% (No Change)
Illuminate Math (K-8, 3rd Quarter) 42% Met/Exceeded -2%

- ELA performance declined significantly (-8%) in Acadience, aligning with CAASPP trends.
- Math remained stable overall (+1% in Acadience), though Illuminate shows a 2% drop.
- No growth in ELA (Illuminate), indicating persistent challenges in literacy instruction.

Use of Learning Recovery and Emergency Block Grant (LREBG) Funds
For the 2025-26 LCAP year, LHUESD has unexpended Learning Recovery and Emergency Block Grant (LREBG) funds. A comprehensive needs assessment, including CAASPP results, local diagnostic data, and educational partner input, identified a persistent need for targeted instructional support in English Language Arts (ELA) and mathematics, particularly for students not meeting or approaching grade-level proficiency.

Goal 1.7: Supplemental Personnel (LREBG- Partially Funded Action)
LHUESD will implement, expand, and enhance targeted academic supports through:
1. **Small-Group Tutoring & Interventions:** Certificated and classified staff will provide supplemental, small-group instruction focused on accelerating ELA and math proficiency.
2. **Expanded Academic Supports:** Additional intervention personnel will deliver targeted services during and outside the instructional day.

Explanation of Alignment with Allowable Uses of Funds:
This action aligns with Education Code Section 32526(c)(2)(A-F) and the California Department of Education's LREBG guidelines by accelerating progress to close learning gaps using evidence-based learning supports. Specially, it falls under the following allowable uses:
- Tutoring and small-group support delivered by certificated/classified staff
- Enhanced instructional time and learning recovery strategies designed to increase student academic proficiency in core subjects

Explanation of How the Action Addresses Identified Needs:
The needs assessment revealed significant gaps in achievement for students scoring below standard in ELA and math. This action directly addresses those gaps by providing targeted, high-impact instruction during key learning windows. The staffing expansion ensures timely support aligned to individual student needs as identified by diagnostic tools and teacher recommendations.

Rationale and Research Alignment:
Research supports that frequent, targeted, small-group instruction, especially when provided by trained educators, has a strong, positive effect on closing achievement gaps and recovering lost instructional time. These interventions are tailored to LHUESD's local data and educational partner feedback.

Monitoring Metrics:
% of students receiving intervention services who demonstrate growth on district benchmark assessments
CAASPP ELA and Math proficiency rates among targeted student groups
% reduction in the number of students two or more grade levels below standard in reading and math.

Funding Summary:
LREBG funds will be allocated to cover the cost of additional intervention staff and support resources. Amount: $465,153.11

Key Areas for Improvement
Based on state and local data, LHUESD will focus on the following areas for improvement in the 2025-26 LCAP.
1. **Addressing Chronic Absenteeism**
- Implement targeted attendance interventions for LTELs and ELs, such as home visits, mentorship programs, and positive behavior incentives.
- Strengthen family engagement initiatives to address barriers to attendance.
2. **Improving English Learner Achievement**
- Expand designated and integrated English Language Development (ELD) instruction
- Increase teacher professional development in EL instructional strategies.
- Implement intensive literacy intervention programs for LTELs and newly reclassified ELs.
3. **Strengthening Mathematics Instruction**
- Expanding after-school and summer math intervention programs.
- Implement small-group, differentiated instruction for struggling students.
- Enhance math professional development for teachers.
4. **Targeted Literacy Interventions**
- Expand early literacy initiatives to improve foundational skills.
- Increase access to relevant reading materials.
- Implement family literacy workshops to support at-home reading.

Through data-driven decision-making and stakeholder collaboration, LHUESD is committed to closing achievement gaps and ensuring student success.

Reflections: Technical Assistance

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

LHUESD is eligible for Differentiated Assistance based on 2024 Dashboard performance indicators, which show low outcomes in CAASPP academic achievement and chronic absenteeism for Long-Term English Learners (LTELs). In response, the district partnered with the Kern County Superintendent of Schools (KCSOS) to conduct a comprehensive data review. This collaborative process identified systemic strengths and challenges related to the academic progress, engagement, and attendance of LTEL students.

Based on this analysis, LHUESD will establish a Long-Term English Learner (LTEL) Committee, which will serve as a formal structure for addressing identified needs and coordinating districtwide supports. The committee will include teachers, site and district leaders, and parents/guardians of LTEL students.

Scope of Work and Expected Outcomes:

1. The committee will convene at least three times per year to analyze LTEL-specific data in the areas of academic achievement, behavior, and engagement.
2. It will identify patterns and root causes of underperformance and make data-driven recommendations for school and district-kevel interventions.
3. The committee will collaborate with content experts to ensure alignment with evidence-based strategies that are proven to support LTEL students.
4. Findings and recommendations will be shared with site staff to inform professional development and classroom-level supports.
5. Continued technical assistance from KCSOS will support implementation fidelity, continuous improvement cycles, and progress monitoring.

Next Steps:

To formalize and sustain this effort, the following action has been added to the LCAP:

Goal 1, Action 15- LTEL Committee

This action establishes the LTEL Committee to lead targeted improvement planning and implementation. It is designed to address performance disparities for LTELs and will be monitored through metrics aligned to academic outcomes, attendance rates, and student engagement indicators (Metrics: 1.7- ELA Distance from Standard, 1.8- Percent of students in grades 3-8 who meet or exceed standard in ELA, 1.9- Math Distance from Standard, 1.10- Percent of students in grades 3-8 who meet or exceed standard in math, 1.14- Percent of students in 5th and 8th grade who meet or exceed standard in Science, 2.1- Attendance Rate, 2.2- Chronic Absenteeism Rate, and 2.4- Pupil Suspension Rate.)

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.

N/A

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
Students	In Spring 2025, the district administered a student survey to all students in grades 3-8 across all schools. The survey gathered feedback on school climate, engagement, safety, facilities, and programs. Additionally, student focus groups were convened with an emphasis on including low-income, English Learner, and Foster Youth participants. Students also participated in data equity walk forums where they reviewed performance data and provided input on the effectiveness and accessibility of district programs and services. Their feedback directly informed revisions to actions related to school climate and student engagement in the 2025-26 LCAP.
Parents/ ELAC/DELAC	Throughout the 2024-25 school year, district and school staff shared LCAP goals, performance data, and program updates during meetings of parent advisory groups, including the District English Learner Advisory Committee (DELAC), site-level English Learner Advisory Committees (ELACs), and School Site Council (SSC). These sessions included translated materials and interpreters to ensure equitable access for families of English learners.

Educational Partner(s)	Process for Engagement
	In Winter 2025, the district administered a parent survey in multiple languages. The survey solicited input on school climate, current LCAP goals and actions, and other district and site-level programs. Survey results were disaggregated and used to identify areas for improvement. At the Annual Parent Meeting, families participated in data equity walk forums, reviewing district performance metrics and discussing program impact. District staff facilitated small group discussions to gather feedback and priorities from families. Input from these sessions informed revisions and additions to the 2025-26 LCAP, particularly in the areas of school climate, academic supports, and family engagement strategies.
Teachers	In Spring 2025, the district administered a staff survey that included input from teachers across all school sites. The survey gathered feedback on school climate, student engagement, safety, the instructional environment, and the effectiveness of current district programs and supports. Throughout the LCAP development process, teachers also participated in LCAP-focused presentations during staff meetings and professional learning sessions. Additionally, teachers engaged in data equity walk forums where they reviewed disaggregated student performance data and reflected on how district actions impacted student outcomes. During these sessions, teachers provided specific feedback on existing goals and actions, and suggested revisions or additions to inform the 2025-26 LCAP. Their insights were especially valuable in

Educational Partner(s)	Process for Engagement
	shaping strategies related to student engagement, instructional materials, and school safety.
Other School Personnel	In Spring 2025, the district conducted a survey that included participation from classified and other school personnel. The survey collected feedback on key areas including school climate, student engagement, campus safety, the school environment, and the effectiveness of district programs and services. Throughout the LCAP development cycle, school personnel, such as instructional aides, office staff, and campus supervisors, also participated in LCAP presentations and data equity walk forums held at staff meetings and district-wide workshops. These sessions provided opportunities to review disaggregated data and reflect on how current actions are supporting students across all campuses. Staff contributed valuable insights and recommendations on the district's current goals and actions and proposed updates for the 2025-26 LCAP, especially in relation to campus safety, student services, and equitable access to learning supports.
Principals/Administrators	In Spring 2025, the principal and district-level administrators participated in a districtwide survey designed to gather input on school climate, student engagement, campus safety, instructional environment, and the effectiveness of existing district programs and supports. Administrators also engaged in structured LCAP presentations and participated in data equity walk forums throughout the school year. During these sessions, they reviewed disaggregated student

Educational Partner(s)	Process for Engagement
	performance data and contributed professional insights based on school-site and district-level implementation of LCAP actions. Their feedback influenced the refinement of current goals, evaluation of existing actions, related to instructional leadership, student safety, and schoolwide supports.
Local Bargaining Units	In May 2025, the district met with representatives from its local bargaining units, the Lost Hills Teachers Association (LHTA) and the California School Employees Association (CSEA), to solicit input on the development of the 2025-26 Local Control and Accountability Plan (LCAP). District staff presented current LCAP goals, performance data, and proposed actions, and gathered feedback on areas of improvement, priorities for student support, and the effectiveness of existing programs. Feedback from both associations was reviewed and considered during the refinement of the LCAP goals and actions to ensure alignment with staff needs and student success.
SELPA	In April 2025, the district consulted with representatives from the Special Education Local Plan Area (SELPA) to gather input on the development of the 2025-26 Local Control and Accountability Plan (LCAP). The consultation focused on identifying needs and potential actions to improve outcomes for students with disabilities, as well as ensuring alignment between LCAP goals and special education services. Feedback from SELPA was used to inform goal refinement and the development of inclusive supports within the LCAP.

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

Through the 2024-25 Local Control and Accountability Plan (LCAP) development process, the district gathered input from a broad group of educational partners to inform the development of the 2025-26 LLCAP. This engagement served two primary purposes:

1. To inform educational partners about the districts progress toward achieving current LCAP goals; and
2. To determine any necessary changes or additions to the goals, actions and services included in the 2025-26 LCAP.

Educational partners were engaged through multiple formats, including parent and partnership meetings, school site meetings, data equity walks, and stakeholder surveys. This process allowed for meaningful feedback that supported reflection on current progress and the co-development of updated actions and strategies.

Focus Engagement on Red Dashboard Indicators

In alignment with the requirement to consult educational partners who serve students in subgroups with **lowest performance levels** (Red Indicators), the district specifically engaged:

Long-Term English Learner (LTEL) Advisory Panels and **ELAC groups** across school sites where Dashboard indicators for Mathematics and Chronic Absenteeism were in the Red performance level.

Attendance Teams and site administrators with the highest chronic absenteeism rates among LTELs.

T**eachers and instructional support staff** supporting designated and Integrated ELD instruction in mathematics and attendance-intervention leads.

Feedback from these groups directly shaped new actions to expand bilingual family outreach, increase targeted math instructional supports, and revise chronic absenteeism monitoring protocols for LTEL students.

How Feedback Influenced the LCAP

Feedback from parents, students, and staff directly influenced the refinement of Goals 1 through 3 in the 2025-26 LCAP.

Goal 1- Academic Achievement:

Parent, student, and staff feedback affirmed that existing actions under Goal 1 are contributing to improved outcomes. Educational partners recommended continuing current academic interventions and instructional supports based on observed gains in student performance.

Goal 2- Student Engagement & School Climate:

Feedback from parents and staff noted improvements in attendance, chronic absenteeism, suspension rates, and overall school climate. Teachers specifically highlighted a need for greater focus on chronic absenteeism at the elementary level, where rates remain higher than those at the middle school level.

Goal 3- Family and Community Engagement:

Parents and staff reported notable improvement in family engagement. parents expressed that they feel welcomed at schools, believe their input is valued by the district and noted increased opportunities to participate in school activities. They also acknowledged stronger efforts by the district to partner with community-based organizations and ensure shared decision-making.

Formal LCAP Review an Adoption Process
Public Hearing:
On June 16, 2025, a public hearing on the draft 2025-2026 LCAP and district budget was held during a Special Board Meeting.

Final Approval:
On June 19, 2025, the Board of Education formally adopted the 2025-26 LCAP and district budget at a Regular Board Meeting.

Use of Quantitative Data in Goal Setting
In addition to educational partner feedback, the district analyzed the following quantitative data to guide goal development:
California School Dashboard indicators
CAASPP ELA and Math proficiency rates
Local benchmark assessment data
English Learner proficiency and reclassification rates
Course enrollment trends
Attendance and chronic absenteeism rates
Suspension rates
High-quality teacher and credentialing status
Teacher assignment and misassignment data
Fidelity and integrity assessment results
CASEL- aligned school climate measures
Facility Inspection Tool (FIT) data

Additional Oversight and Review
The superintendent reviewed all School Plans for Student Achievement (SPSAs) to ensure alignment between site-level priorities and LCAP goals. In accordance with Ed Code 52062(a)(3), written responses will be provided to any recommendations from the English Learner Advisory Committee (ELAC).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be on track for college and/ or career readiness as measured by student academic data, basic services, and implementation of common core state standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As reported by the latest state assessment results, 2024 California Assessment of Student Performance and Progress (CAASPP), 44.05% of 3rd-8th grade students met or exceeded standard in English Language Arts/ literacy and 24.41% in mathematics (4.14% decrease in ELA and 7.52% decrease in mathematics from the previous year).

The 2024 English Language Data highlights a significant need for improvement. According to the California School Dashboard, the overall performance of "All Students" in English Language Arts dropped to the Orange Performance Level, a decline from the Yellow Performance Level the previous year, and a decrease of 5.6 points. English Learners remained in the Orange Performance Level, but their score remained unchanged, maintaining a 2.2 Point increase. The Socioeconomically Disadvantaged subgroup experienced a notable decline, dropping from the Yellow Performance Level by 11.2 Points. The Hispanic subgroup also saw a decrease, dropping 5.2 Points from Yellow to Orange. Long-Term English Learners fell by 14.2 Points, continuing the trend of performance decline in this group.

In Mathematics, "All Students" dropped to the Orange Performance Level, down 13 points from the Yellow Performance Level in the previous year. English Leaners saw a 13.1-point decline, while Socioeconomically Disadvantaged students fell by 20.7 points. The Hispanic subgroup experienced a 14.7-point drop, and Long-Term English Learners declined by 27.1 points.

Moreover, only 11.72% of English Learners achieved proficiency on the 2023-24 English Language Proficiency Assessment for California (ELPAC). Reclassification rates stood at 13.64%, with 10.61% of students achieving proficiency in English Language Arts (ELA) and 9.23% in Mathematics.

To address these challenges, the district will continue offering professional development opportunities for staff, maintain reduced class sizes in grades TK-3, provide supplemental educational experiences and incentives for students, curriculum, and assessment to support Tier II interventions for unduplicated students. These efforts, combined with consistent monitoring of key metrics, are designed to ensure that students stay on track for college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The rate of appropriately assigned and fully credential teachers in the subject area and for the students they are teaching. Source: Local Indicator-HR data Priority: 1A	Rate of teachers not fully credentialed: 7% (2023-24) Rate of teachers appropriately assigned: 93% (2023-24)	Rate of teachers not fully credentialed: 27% (2024-25) Rate of teachers appropriately assigned: 73% (2024-25)		Number/rate of teachers not fully credentialed: 0 Rate of teachers appropriately assigned: 100%	Number/rate of teachers not fully credentialed: -20% Rate of teachers appropriately assigned: -20%
1.2	The number/rate of pupils lacking their own textbook. Source: Local Indicator-Williams Visit Reporting Priority: 1B	Number/rate of pupils lacking their own textbook: **All Students:** 0 **SED:** 0 **EL:** 0 **FY:** N/A As measured by	Number/rate of pupils lacking their own textbook: **All Students:** 0 **SED:** 0 **EL:** 0 **FY:** N/A As measured by Williams Visit		Number/rate of pupils lacking their own textbook: **All Students:** 0 **SED:** 0 **EL:** 0 **FY:** N/A As measured by Williams Visit	Number/rate of pupils lacking their own textbook: **All Students:** 0 **SED:** 0 **EL:** 0 **FY:** N/A As measured by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Williams Visit Reporting (2023-24)	Reporting (2024-25)		Reporting	Williams Visit Reporting
1.4	School facilities are maintained in good repair as measured by the Facility Inspection Tool (FIT) Source: Local Indicator- FIT report Priority: 1C	Overall Facility Rating Tool (FIT): Exemplary (2023-24)	Overall Facility Rating Tool (FIT): Good- 96.04% (2024-25)		Overall Facility Rating Tool (FIT): Exemplary	Overall Facility Rating Tool (FIT): -3.96%
1.5	Rate of Implementation of CA state standards by classroom observations. Source: Local Indicator- California Department of Education Priority 2 Self-Reflection Tools. Priority: 2A	The implementation of state standards as measured by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations- 3 (Initial Implementation): 75% (2023-24)	The implementation of state standards as measured by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations- 3 (Initial Implementation): 75% (2024-25)		Rate of implementation of state standards as measured by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations-5 (Full Implementation and Sustainability): 100%	The implementation of state standards as measured by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations: No Change
1.6	Rate of English Learner's access to the CCSS and ELD as measured by the	Rate of implementation of English Learner's access to the CCSS and ELD as measured	Rate of implementation of English Learner's access to the		Rate of implementation of state standards as	Rate of implementation of English Learner's access to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California State Standards and by classroom observations. Source: Local Indicator- California Department of Education Priority 2 Self-Reflection Tools. Priority: 2B	by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations- 3 (Initial Implementation): 100% (2023-24)	CCSS and ELD as measured by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations- 3.6 (Initial Implementation): 100% (2024-25)		measured by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations-5 (Full Implementation and Sustainability): 100%	CCSS and ELD as measured by the California Department of Education Priority 2 Self-Reflection Tools and classroom observations; No Change
1.7	Distance from Standard in ELA. Source: CA Dashboard Priority: 4A	ELA Distance from Standard: **All Students:** 9.2 points below standard **SED:** 11.2 points below standard **EL:** 34.8 points below standard **FY:** N/A As measured by the CA Dashboard. (2022-23)	ELA Distance from Standard: **All Students:** 14.8 points below standard **SED:** 22.5 points below standard **EL:** 32.6 points below standard **Long-Term ELL:** 57.8 points below standard **Hisp:** 15.2 points below standard **FY:** N/A As measured by the CA Dashboard. (2023-24)		ELA Distance from standard will be: **All Students:** +20.8 points above standard **SED:** 18.8 points above standard **EL:** 4.8 points below standard **Long-Term ELL**: 6.5 points below standard **Hisp**: 20 points above standard **FY:**18.8 points above standard As measured by the CA Dashboard.	ELA Distance from Standard: **All Students:** -5.6 points below standard **SED:** -11.3 points below standard **EL:** +2.2 points below standard **FY:** N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percent of students in grades 3-8 who meet or exceed standard in ELA. Source: ELA CAASPP and ELA CAA Priority: 8	Percent of students in grades 3-8 met or exceeded standard in ELA as measured by CAASPP. (2022-23) **All Students:** 48.19% **SED:** 49.64% **EL:** 24.39% **FY:** N/A Percent of students in grades 3-8 met or exceeded standard in ELA as measured by CAA (2022-23) **All Students:** N/A **SED:** N/A **EL:** N/A **FY:** N/A	Percent of students in grades 3-8 met or exceeded standard in ELA as measured by CAASPP. (2023-24) **All Students:** 44.05% **SED:** 42.43% **EL:** 10.61% **Long-Term:** N/A **ELL:** N/A **Hisp:** 43.90% **FY:** N/A Percent of students in grades 3-8 met or exceeded standard in ELA as measured by CAA (2022-23) **All Students:** N/A **SED:** N/A **EL:** N/A **FY:** N/A		Percent of students in grades 3-8 will meet or exceed standard in ELA as measured by CAASPP. **All Students:** 65% **SED:** 66.45% **EL:** 41.2% **Long-Term ELL:** 40% **Hisp:** 63% **FY:** 65% Percent of students in grades 3-8 meet or exceed standard in ELA as measured by CAA **All Students:** 32% **SED:** 32% **EL:** 32% **FY:** 32%	Percent of students in grades 3-8 met or exceeded standard in ELA as measured by CAASPP. **All Students:** -4.14% **SED:** -7.21% **EL:** -13.78% **FY:** N/A Percent of students in grades 3-8 met or exceeded standard in ELA as measured by CAA **All Students:** N/A **SED:** N/A **EL:** N/A **FY:** N/A
1.9	Distance from Standard in math as measured by CA Dashboard. Source: CA Dashboard Priority: 4A	Math Distance from Standard: **All Students:** 51.3 points below standard **SED:** 51.1 points below standard **EL:** 76.5 points below standard **FY:** N/A	Math Distance from Standard: **All Students:** 64.3 points below standard **SED:** 71.8 points below standard **EL:** 89.6 points below standard		Math Distance from standard will be: **All Students:** 21.3 points below standard **SED:** 21.1 points	Math Distance from Standard: **All Students:** +13 points below standard **SED:** +20.7 points below standard **EL:** +13.1points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		As measured by CA Dashboard. (2022-23)	**Long-Term ELL:** 149.9 points below standard **Hisp:** 66.9 points below standard **FY:** N/A As measured by CA Dashboard. (2023-24)		below standard **EL:** 46.5 points below standard **Long-Term ELL**: 100 points below standard **Hisp**: 26.9 points below standard **FY:** N/A As measured by CA Dashboard.	**FY:** N/A As measured by CA Dashboard.
1.10	Percent of students in grades 3-8 who meet or exceed standard in math. Source: Math CAASPP and Math CAA Priority: 8	Percent of students in grades 3-8 met or exceeded standard in math as measured by CAASPP. (2022-23) **All Students:** 31.93% **SED:** 31.20% **EL:** 12.20% **FY:** N/A Percent of students in grades 3-8 met or exceeded standard in math as measured by CAA. (2022-23) **All Students:** N/A **SED:** N/A **EL:** N/A **FY:** N/A	Percent of students in grades 3-8 met or exceeded standard in math as measured by CAASPP. (2023-24) **All Students:** 24.41% **SED:** 21.97% **EL:** 9.23% **Long-Term ELL:** N/A **Hisp:** 23.78% **FY:** N/A Percent of students in grades 3-8 met or exceeded standard in math as measured by CAA.		Percent of students in grades 3-8 will meet or exceed standard in math as measured by CAASPP. **All Students:** 46.93% **SED:** 46.2% **EL:** 27.2% **Long-Term ELL**: 26% **Hisp**:45% **FY:** 46.2% Percent of students in grades 3-8 will meet or exceed standard in math as measured by CAA. **All Students:** 23%	Percent of students in grades 3-8 met or exceeded standard in math as measured by CAASPP. **All Students:** -7.52% **SED:** -9.23% **EL:** -2.97% **FY:** N/A Percent of students in grades 3-8 met or exceeded standard in math as measured by CAA. **All Students:** N/A **SED:** N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2023-24) **All Students:** N/A **SED:** N/A **EL:** N/A **Long-Term ELL:** N/A **Hisp:** N/A **FY:** N/A		**SED:** 23% **EL:** 23% **Long-Term ELL**: 20% **Hisp**: 23% **FY:** 23%	**EL:** N/A **FY:** N/A
1.11	Percent of pupils in K-6th performing at or above standard. Source: Local Indicator-Literacy Acadience Assessment Priority: 8	47% of pupils in K-6th grade performing at or above standard on Literacy Acadience Assessment. (2023-24)	57% of pupils in K-6th grade performing at or above standard on Literacy Acadience Assessment. (2024-25)		62% of pupils in K-6th grade will perform at or above standard on the Literacy Acadience Assessment.	+10% of pupils in K-6th grade performing at or above standard on Literacy Acadience Assessment.
1.12	Percent of pupils in K-8th performing at or above standard on math. Source: Local Indicator-math Acadience Assessment. Priority: 8	49% Percent of pupils in K-8th grade performing at or above standard on math local Acadience Assessment. (2023-24)	51% Percent of pupils in K-8th grade performing at or above standard on math local Acadience Assessment. (2024-25)		64% of pupils in K-8th grade will perform at or above standard on the math Acadience Assessment.	+2 Percent of pupils in K-8th grade performing at or above standard on math local Acadience Assessment.
1.13	Percent of pupils in 2nd - 8th who score proficient in writing. Source: Local Indicator-Local writing assessment	32% of pupils in 2nd-8th grade scored proficient on the 3rd quarter local writing assessment. (2023-24)	54% of pupils in 2nd-8th grade scored proficient on the 3rd quarter local writing assessment. (2024-25)		41% of pupils in 2nd-8th grade will score proficiency on the 3rd quarter local writing assessment.	Pupils in 2nd-8th grade scoring proficient on the 3rd quarter local writing assessment.+ 22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority: 8					
1.14	Percent of pupils who score proficient on the California Science Test (CAST). Source: CA Science Test Priority: 4A	Percent of students met or exceeded standard on the California Science Test (CAST). (2022-23) **All Students:** 24.24% **SED:** 22% **EL:** 0% **FY:** N/A	Percent of students met or exceeded standard on the California Science Test (CAST). (2023-24) **All Students:** 30.70% **SED:** 20.73% **EL:** 2.36% **Long-Term ELL:** 1% **Hisp:** 19.58% **FY:** N/A		Percent of students will meet or exceed standard on the California Science Test (CAST). **All Students:** 33.24% **SED:** 31% **EL:** 9% **Long-Term ELL**: 10% **Hisp**: 32% **FY:** N/A	Percent of students met or exceeded standard on the California Science Test (CAST). **All Students:** +6.46% **SED:** -1.27% **EL:** +2.36% **FY:** N/A
1.18	Percent of English Learners (EL) making Annual Progress in Learning English. Source: CA Dashboard English Learner Proficiency Indicator. Priority: 4E	Percent of English Learners making Annual Progress in Leaning English as measured by CA Dashboard: 62.7% (2022-23)	Percent of English Learners making Annual Progress in Learning English as measured by CA Dashboard: 46.9% (2023-24)		70% of English Learners will make Annual Progress in Learning English as measured by CA Dashboard.	Percent of English Learners making Annual Progress in Leaning English as measured by CA Dashboard: -15.8%
1.19	EL Reclassification Rate. Source: Dataquest Priority: 4F	EL Reclassification Rate: 13.64% (2023-24)	EL Reclassification Rate: 26.5% (2024-25)		15% of ELs will be reclassified as measured by Dataquest.	EL Reclassification Rate: +12.86%
1.20	Percentage of pupils who have access to and	100% of pupils have access to and are	100% of pupils have access to		100% of pupils have access to	Pupils who have access to and are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	are enrolled in a broad course of study. Source: Local Indicator- Daily and Master Schedules. Priority: 7A	enrolled in a broad course of study as measured by daily and master schedules. (2023-24)	and are enrolled in a broad course of study as measured by daily and master schedules. (2024-25)		and are enrolled in a broad course of study as measured by daily and master schedules.	enrolled in a broad course of study as measured by daily and master schedules. - No change
1.22	Rate of students who are enrolled in programs and services developed and provided to low-income, ELs, and foster youth. Source: Local Indicator- Review of local program data Priority: 7B	100% of low-income, ELs, and foster youth have access to and are enrolled in programs/services for low-income, ELs, and foster youth as measured by a review of local program data. (2023-24)	100% of low-income, ELs, and foster youth have access to and are enrolled in programs/services for low-income, ELs, and foster youth as measured by a review of local program data. (2024-25)		100% of low-income, ELs, and foster youth have access to and are enrolled in programs/services for low-income, ELs, and foster youth as measured by a review of local program data.	Percent of low-income, ELs, and foster youth have access to and are enrolled in programs/services for low-income, ELs, and foster youth as measured by a review of local program data.- No change
1.23	The percent of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs. Source: Local Indicator- Review of services documented in the IEPs. Priority: 7C	100% of pupils have access to and are enrolled in programs/services for pupils with exceptional needs as measured by a review of services documented in IEPs. (2023-24)	100% of pupils have access to and are enrolled in programs/services for pupils with exceptional needs as measured by a review of services documented in IEPs. (2024-25)		100% of pupils have access to and are enrolled in programs/services for pupils with exceptional needs as measured by a review of services documented in IEPs.	Pupils who have access to and are enrolled in programs/services for pupils with exceptional needs as measured by a review of services documented in IEPs.- No change
1.24	Percent of pupils participating in the Healthy Fitness Testing.	Percent of pupils participating in the	Percent of pupils participating in the		Percent of pupils participating in the	Percent of pupils participating in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dataquest Priority: 8	Healthy Fitness Testing: (2023-24) 5th - 100% 7th- 96%	Healthy Fitness Testing: (2024-25) 5th- 100% 7th- 100%		Healthy Fitness Testing: 5th - 100% 7th- 100%	Healthy Fitness Testing: 5th-No change 7th-+4%

Goal Analysis [2024-25]

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.

Actions 1.3 through 1.14 were implemented as planned, with no substantive differences between what was proposed and what was executed. However, the impact of these actions varied across student groups, highlighting ongoing equity challenges. Action 1.1 was only partially implemented because two teaching positions could not be filled with fully credentialed staff. Action 1.2 was not implemented, as no candidates met the eligibility requirements to participate in the program. The following sections outline the key successes achieved, challenges encountered, and the adjustments planned to enhance implementation in the coming year.

Successes:

Action 1.6: Supplemental Curriculum and Programs
Improved Assessment Results-ׂ ELA and Math scores on DIBELS and Benchmark assessments showed measurable growth, particularly for students receiving small- group intervention.
Targeted Small-Group Instruction- Using 95% Group, Read Naturally, and SOAR, paraprofessionals worked along side teachers to deliver structured interventions.
Data-Driven Adjustments- Students were screened at the beginning of the year, placed in skill-based groups, and their progress was analyzed through Professional Learning Communities (PLCs) to refine instruction.
Equity Consideration: While many students showed growth, English Learners (ELs) and students with disabilities showed less progress than other subgroups, indicating a need for enhanced scaffolding and differentiated supports.

Action 1.7: Supplemental Personnel
Newcomer Support- A Newcomer Teacher and two paraprofessionals were hired to assist English Learners with language development and academic content support.

Equity Consideration: Preliminary data suggest that students receiving additional support demonstrated increased engagement, through we will analyze language acquisition progress in next year's reclassification rates.

Action 1.11: Extended Learning Time
Saturday Math Academy- Provided intensive mathematics instruction, focusing on foundational skills and intervention for struggling students.
Equity Consideration: Attendance rates varied among subgroups. Future strategies will include targeted outreach and family engagement efforts to ensure equitable participation.

Action 1.12: Professional Development
Aligned with District Priorities- Training focused on literacy, writing, mathematics, and behavioral interventions in alignment with district-wide improvement goals.
Collaborative Coaching Model- An improvement consultant supported district and school teams to refine instructional strategies.

Action 1.14: Supplemental Educational Experiences
Students Incentives and Field Trips- Implemented achievement-based incentives for reaching grade-level standards, reclassification goals, attendance benchmarks and behavior expectations.

Additionally, Actions **1.3: Reduced Class Sizes**, **1.4: SBE Curriculum and Supplies**, **1.5: Classroom Devices and Technology**, and **1.8: Extending Instructional Minutes** worked holistically for the success of Goal 1.

Challenges and Areas of Improvement:

Actions 1.1: Hiring and Maintaining Fully Credentialed Staff
Challenge: Two fully credentialed teachers retired, and despite recruitment efforts, their positions were not filled with fully credentialed replacements.
Impact on Students: Increased reliance on long-term substitutes, affecting instructional consistency, and potential gaps in access to high-quality, standards-aligned instruction.

Next Steps for Improvement:
1. Expand recruitment partnerships with local universities.
2. Provide targeted professional development for substitute teachers to align instruction with district goals.

Action 1.2: Teacher Induction Program
Challenge: The district did not implement a Teacher Induction Program because no new teachers met the eligibility criteria.
Impact on Students and Staff: New teachers may have lacked structured mentoring, impacting retention and instructional effectiveness.

Next Steps for Improvement:
1. Offer alternative mentorship for early career outside of the induction program.
2. Partner with local universities or COEs to expand induction eligibility in future years.

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.

As part of the 2024-25 LCAP implementation review, Lost Hills Union School District analyzed material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1: Improve Student Learning and Academic Achievement. The Toal budgeted amount for Goal 1 was $981,379.45, while estimated actual expenditures were $828,716.73 resulting in a material difference of $152,662.72.

Breakdown by Action:

Action 1.2- Teacher Induction Program

Difference: $8,225

No teachers met eligibility criteria for induction in 2024-25, consequently the funds allocated were not expended.

Action 1.3- Reduced Class Sizes

Difference: $5,440.45

This small variance reflects salary and benefit adjustments that differed from the initial projections.

Action 1.4- State Board- Approved Curriculum and Supplies

Difference: $48,974.67

Fewer materials were needed than originally anticipated, resulting in a significant savings in curriculum purchased.

Action 1.6- Supplemental Curriculum and Programs

Difference: $14,489.61

Similar to Action 1.4, schools required fewer supplemental resources than projected, reducing actual expenditures.

Action 1.7- Supplemental Personnel

Difference: $21,859.89

A portion of the ELD teacher's compensation was covered by one-time funds from another source, reducing the LCAP burden.

Action 1.8- Extending Instructional Minutes

Difference: $4,751.91

Costs increased slightly due to changes in salary and benefits.

Action 1.9- ELD Instruction

Difference: $3,672.16

Fewer materials were required for ELD instruction than initially projected.

Action 1.10- Project-Based Lessons

Difference: $5,147.09

Teacher demand for supplies was lower than expected, and some project activities will occur in the summer months.

Action 1.11- Extended Learning Time

Difference: $3,087.31

The district needed to compensate more teachers than originally estimated due to the number of grade levels participation in Saturday School.

Action 1.12- Professional Development

Difference: $38,527.58

Several planned professional development activities were funded through other categorical grants.

Action 1.13- Professional Learning Communities (PLCs)

Difference: $18,189.45

Internal staff coverage was used to release teachers for PLC time, reducing reliance on substitute funding.

Action 1.14- Supplemental Educational Experiences and Student Incentives

Difference: $2,241

Due to an increase in the number of students meeting academic, attendance, and behavioral goals, the district spent more than anticipated on field trips and incentive-based enrichment experiences.

Although the total expenditures were lower than originally budgeted, the planned services were still implemented, either through alternative funding sources or through efficiency measures. In some areas, such as student incentives, actual expenditures exceeded budget projections, demonstrating restiveness to increased student participation and success.

The estimated actual percentage of increased or improved services for unduplicated pupils may be lower than the planned percentage due to these under expenditures. However, because most services were delivered as intended, either through the LCAP or alternative funding, the district continues to demonstrate alignment with the minimum proportionality requirement under LCFF.

The district will evaluate these expenditure patterns for adjust funding allocations in the 2025-26 LCAP to ensure that unduplicated pupils continue to receive service at or above the required proportionality level.

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

The district's Goal 1 is to ensure that all students are on track for college and/or career readiness as measured by student academic data, basic services, and implementation of Common Core State Standards (CCSS)

Based on the district's analysis of student outcome data, Actions 1.3 through 1.6 and 1.10 through 1.14 were determined to be effective in supporting academic growth. This conclusion is supported by measurable improvements in both early literacy and mathematics:
- DIBELS data (Metric 1.11) showed an increase in the percentage of K-6 students performing at or above grade-level standards in literacy.
- Local benchmark assessments (Metric 1.12) indicated growth in the percentage of K-8 students meeting or exceeding standards in mathematics.
- California Science Test (CAST) results (Metric 1.14) showed a 6.46% increase in the percentage of students scoring proficient, rising from 24.24% in 2022-23 to 30.70% in 2023-24.

These improvements reflect progress in increasing overall student proficiency and reducing the number of students performing below grade level.

Actions 1.7 through 1.9, focused on English Learner (EL) supports, were also deemed effective. While the percentage of ELs making annual progress in English language development decreased from 62.7% to 46.9% in 2023-24 (Metric 1.18), the El reclassification rate increased significantly, rising by 12.85 percentage points, from 13.65% in 2023-24 to 26.5% in 2024-25. This suggests that although some ELs may not have shown year-to-year growth as measured by ELPAC, a greater number of students reached language proficiency sufficient for reclassification, signaling longer-term language development outcomes.

In contrast, Actions 1.1 and 1.2 were determined to be ineffective, as limited or no implementation occurred during the year. This lack of implementation prevented the district from evaluating their impact on student achievement.

Student Performance Data Analysis

DIBELS Growth:
Math:

Proficiency Growth: 40% to 51% (11% growth)
Reduction in Below Grade Level: 59% to 49% (10% decrease)

ELA:
Proficiency Growth: 41% to 57% (16% growth)
Reduction in Below Grade Level: 59% to 43% (16% decrease)

Benchmark Growth:
ELA Proficiency:
1st Quarter: 35% to 3rd Quarter: 49% (14% growth)

Math Proficiency:
1st Quarter: 19% to 3rd Quarter: 37% (18% growth)

Key Takeaways:
DIBELs results reflect strong growth in foundational literacy and numeracy skills, particularly in early literacy.
Benchmark assessments confirm continued progress yet also highlight a need to strengthen instruction that supports higher-level thinking and application, especially in mathematics.
Despite gains, math proficiency remains below 40% on benchmark assessments, indicating that targeted instructional support is essential, particularly for students who continue to perform below grade level.

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

As a result of viewing student performance data and engaging with educational partners, several changes have been made to the planned foal, metrics, target outcomes, and actions for the coming year under Goal 1 to enhance academic outcomes and better meet the needs of specific student groups:

Metric Changes:
To more effectively track progress and support equity, Hispanic students and Long-Term English Learners (LTELs) have been added to disaggregated reporting for Metrics 1.7, 1.8, 1.9, 1.10, and 1.11. This change allows the LEA to more precisely monitor outcomes for these student groups and to address persistent performance gaps.

Action Revisions:
Based on analysis of implementation and impact, the following changes have been made to refine and strengthen the actions:

Action 1.3- Reduced Class Sizes: An additional teacher will be added to maintain reduced class sizes in TK-3rd grade. A combination classroom may be implemented to support balanced class configurations.

Action 1.4- SBE Curriculum and Supplies: The LEA will investigate the adoption of an English Language Development (ELD) curriculum to better support English Learners, aligning with identified needs and educational partner input. In the 2025-26 LCAP year the focus is limited to exploring and evaluating ELD curriculum options rather than implementing a full adoption. As a result, funding has been significantly reduced compared to the previous year, reflecting the lower cost associated with the Planning and Review phase only.

Action 1.6- Supplemental Curriculum and Programs: The current assessment platform Illuminate will be replaced with iReady, and NextGen Math will be added to provide enhanced support for math proficiency and personalized learning.

Action 1.7- Supplemental Personnel:
Staffing will expand to include two paraprofessionals for support in Tk-5th grade classrooms.
Additionally, small group instructors will be hired for intensive literacy and math interventions, funded through LRBG and Title I.
A middle school math teacher will be added to provide co-teaching and small group instruction, addressing areas of greatest academic need.

Action 1.11- Extended Learning Time: A Saturday School program will be implemented to provide additional instructional time for students needing targeted academic support.

Action 1.12- Professional Development: One-on-one math coaching for paraprofessionals conducting small group instruction will be added, enhancing instructional capacity and effectiveness in mathematics intervention delivery.

These revisions were informed by reflections on prior implementation, current student achievement trends, and targeted feedback from educational partners. Collectively, they are intended to ensure the goal remains ambitious, responsive and grounded in data-driven decision-making.

New Action:
Action 1.15 - LTELs Committee: A districtwide committee of staff and parents will meet regularly to analyze data and guide strategies to improve academic, attendance, and engagement outcomes for Long-Term English Learners, with support from county EL specialists.

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	Hire and maintain fully credentialed staff	Hire and maintain fully credentialed and appropriately assigned teachers, administrators, and support staff to implement the educational program effectively to increase student achievement. These funds will be used to cover the cost of tenure staff retention per local agreements.	$20,000.00	No
1.2	Teacher Induction Program	Continue to partner with Kern County Office of Education to provide the Teacher Induction Program for teachers who need to clear their Preliminary Credentials to ensure that our teachers are adequately prepared to support our unduplicated students.	$8,225.00	Yes
1.3	Reduced Class Sizes	Maintain three (3) additional teachers and hire one (1) new teacher to sustain reduced class sizes in grades TK-3. This action is designed to increase individualized instructional time and strengthen student-teacher interactions, with specific focus on improving early literacy outcomes for English Learners and low-income students. Reducing class sizes in early grades is a research-based strategy to support foundational reading skills. By intensifying literacy instruction and support in TK-3, the LEA aims to close the achievement gap observed in the most recent ELA CAASPP scores, where only 10.61% of English Learners met or exceeded standards compared to 44.05% of all students. Early intervention is expected to increase the percentage of English Learners reading at grade level by third grade, thereby decreasing long-term disparities in academic outcomes.	$467,283.00	Yes
1.4	SBE Curriculum and Supplies	Purchase State Board of Education (SBE) approved curriculum and instructional supplies as needed to ensure full implementation of the core educational program and support academic achievement for all students.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Additionally, the district will explore the adoption of a comprehensive English Language Development (ELD) curriculum to better meet the instructional needs of English Learners. This investigation is driven by performance data and input from educational partners, who identified a gap in targeted language acquisition support. The goal is to enhance English Learners' access to grade-level content and improve outcomes in alignment with state standards.		
1.5	Classroom Devices and Technology Support	In our effort to continue to implement one-to-one and provide unduplicated students with supplemental technology, we will purchase classroom computers, laptops, chrome books, mobile labs, and other necessary technology devices to implement Common Core and 21st Century Learning. We will also provide technology support and training for all educators as needed.	$42,006.33	Yes
1.6	Supplemental Curriculum and Programs	Purchase supplemental informational text resources (e.g., *Weekly Readers, Nearpod, ReadWorks)* to ensure all students, including English Learners and low-income students, have equitable access to high-interest, grade-appropriate materials that support literacy development and engagement. Maintain and upgrade web-based instructional programs to support differentiated, interactive learning in ELA, ELD, and math. In the 2025-26 LCAP the assessment platform, Illuminate, will be replaced with iReady, which offers integrated diagnostic and instructional tools to support targeted intervention. In addition, NextGen Math will be added to enhance support for math proficiency and personalized learning, particularly for students performing below grade level. Continue implementation of a Tiered Academic Intervention Program focused on ELA and math. This includes the purchase and use of evidence-based supplemental intervention curricula (*DIBELS- Acadience, 95% Group, Read* Naturally, *SOAR) and* instructional supplies. These resources are strategically selected to support struggling students, particularly English Learners and low-income students, in building	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foundational skills and accelerating academic growth. Assessment and Monitoring: Teachers and paraprofessionals will administer DIBELS assessments (K-6 and grades 7-8 for students below grade level) to monitor literacy skills acquisition and tailor interventions accordingly. Programs such as Read Naturally and the 95% Group will be implemented to improve reading fluency and comprehension in grades K-8, especially for students not reading at grade level. In mathematics, educators will implement SOAR math fluency interventions in grades K-8 for students performing below standard. This action directly addresses persistent gaps shown in recent CAASPP results, English Learners scoring 10.61% in ELA and 9.23% in math, compared to 24.41% for all students, and is designed to accelerate achievement for unduplicated students.		
1.7	Supplemental Personnel/ LREBG	Staffing will expand to include the hiring of one (1) English Language Development (ELD) teacher and two (2) paraprofessionals to provide targeted instructional support for English Learners, with a focused emphasis on Newcomer students. The ELD teacher will deliver designated ELD instruction, particularly for Newcomers, to accelerate English language acquisition and improve access to grade-level content. The teacher will also collaborate with general education teachers to integrate ELD strategies into core instruction. The paraprofessionals will provide instructional assistance in TK-5th grade classrooms, supporting literacy and math interventions. They will also tutor newcomer students and other English Learners in small-group settings to enhance their language development and academic achievement. Additionally, small group instructors will be hired to deliver intensive literacy and mathematics interventions, particularly for students performing below grade level. These positions will be funded through Learning	$1,075,387.90	Yes

Action #	Title	Description	Total Funds	Contributing
		Recovery Emergency Block Grant (LREBG) ($465,153.11), Title I resources ($146,448.13), and Literacy Coaches and Reading funds ($448,119.97), ensuring a strategic use of supplemental funding to support unduplicated students. A middle school math teacher will also be added to provide co-teaching and small group math instruction, focusing on students with the most significant academic needs in order to close the persistent proficiency gaps in mathematics. This position will be funded through LREBG. This comprehensive staffing strategy is designed to expand personalized instructional support, accelerate achievement for English Learner and low-income students, and directly address disparities identified in state and local assessment data. **LREBG Rationale and Research Alignment:** Research supports that frequent, targeted, small-group instruction, especially when provided by trained educators, has a strong, positive effect on closing achievement gaps and recovering lost instructional time. These interventions are tailored to LHUESD's local data and educational partner feedback. **Metrics used to monitor the impact of the action:** 1.7: ELA Distance from Standard 1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA 1.9: Math Distance from Standard 1.10: Percent of students in grades 3-8 who meet or exceed standard in Math 1.11: Percent of pupils in K-6th performing at or above standard in Literacy Acadience Assessment 1.12: Percent of pupils in K-8th performing at or above standard in Math Acadience Assessment		
1.8	Extending Instructional Minutes	Provide an additional 15 minutes of daily designated English Language Development (ELD) instructional time to accelerate the language acquisition and academic progress of English Learners (ELs). This extended instructional time will be used to deliver targeted, standards-aligned ELD instruction based on student proficiency levels. Funds will be used to compensate staff for the additional daily instructional time.	$58,000.00	Yes
1.9	ELD Instruction	The ELD Leadership Team will focus on ELD instruction, learning and improvement. A special focus will continue to be placed on designated and	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		integrated time, and best practices to support language acquisition, native language development and support, specific needs of EL and ELPAC, and supplemental supports. Additionally, the team will conduct learning walks, analyze student work, provide feedback to all instructional staff, and utilize the Data Wise Process to organize the work. (2022-23 Data: ELs CAASPP ELA Proficiency- 24.39%, CAASPP math proficiency- 12.20%, CA Dashboard- 62.7% making progress (3.4% decline from the previous year). Funds will be used to pay teachers to attend ELD professional development.		
1.10	Project Based Lessons	Teachers will be provided with project funds for project based lessons to increase student engagement in academic subjects to further improve academic achievement. With emphasis on ensuring English Learners and low-income students have the necessary materials for academic projects.	$45,000.00	Yes
1.11	Extended Learning Time	To support student mastery of grade-level standards and mitigate learning loss, the LEA will implement a comprehensive extended learning program that includes before- school, afterschool, and Saturday School intervention sessions. These sessions will be led by teachers and paraprofessionals, and are designed to serve all students, with a focused emphasis on meeting the academic needs of English Learners and low-income students. Instruction during extended learning time will be targeted toward ELA and mathematics skills development and will use diagnostic data to guide small-group instruction and intervention. Funds will be used to: Pay staff salaries for teachers and paraprofessionals delivering intervention	$740,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Purchase instructional supplies and materials for program implementation Provide late bus transportation to ensure equitable access to low-income and English Learner students who may otherwise face barriers to participation For the 2025-26 LCAP, the additional of Saturday School expands access to academic support and provides students with additional instructional time in a low-ratio setting. This action directly responds to ongoing learning gaps highlighted in CAASPP scores and partner feedback regarding the need for more flexible support options.		
1.12	Professional Development	Provide high-quality, research-based professional development to build instructional capacity among teachers, support staff, and administrators, ensuring effective teaching practices that promote academic achievement for all students, with a targeted focus on unduplicated pupils, including English Learners, foster youth, and low-income students. This action includes one (1) additional day added to the teacher work year to allow for dedicated professional learning time. This extended day will focus on collaboration, instructional planning, and the development of intervention strategies aligned to the needs of unduplicated students. Funds will be used to compensate staff for the extended work year. Focus areas of Professional Learning Include: • Evidence-based instructional strategies across content areas • Differentiated and integrated English Language Development (ELD) • Use of formative and summative data to guide instruction • Systems improvement and coherence To further strengthen math instruction, especially for students not meeting standards, the 2025-26 plan add targeted one-on-one math coaching for paraprofessionals leading small group instruction. This coaching will	$173,710.74	Yes

Action #	Title	Description	Total Funds	Contributing
		improve delivery, deepen understanding of math content and pedagogy, and build paraprofessional confidence to support consistent, standards-aligned instruction. Funding Will Support: • Trainer fees and facilitation costs • Instructional materials and resources • Substitute coverage for staff participation • Travel expenses for training and conferences • Compensation for one additional professional day included in the teacher work year.		
1.13	Professional Learning Communities	Provide time for grade level Professional Learning Communities for the purpose of planning and sharing best practices, reviewing student work, and planning to increase student achievement in ELA, ELD, and math.	$20,000.00	Yes
1.14	Supplemental Educational Experiences and Student Incentives	Because low-income and English Learners have less outside access to educational experiences, we will continue to provide the incentives for: students meeting grade level standards, reclassification requirements, behavior expectations, attendance goals and educational field trips.	$60,000.00	Yes
1.15	LTELs Committee	The district will establish a Long-Term English Learner (LTEL) Committee to strengthen outcomes for LTEL students across academic achievement, behavior, attendance, and engagement. The committee will include district administrators, site leadership, teachers, classified staff, and parents of LTELs to ensure representation across stakeholder groups. The committee will convene a minimum of three times per school year. During each meeting, the committee will review disaggregated data (e.g., ELPAC, CAASPP, attendance, discipline, and engagement indicators) to identify trends and barriers affecting LTELs. This analysis will be used to inform site-based strategies, staff supports, and targeted actions to this	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		high-need subgroup. Key insights and recommendations will be communicated back to all instructional and support staff. To support continuous improvement and alignment with best practices, the LTEL Committee will engage in ongoing consultation with experts from the County Office of Education who specialize in English Learner supports. This collaboration will help guide the refinement of instructional practices and intervention designed specific to the needs of LTELs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a safe and welcoming learning environment where students are connected to their schools as measured by school attendance data, chronic absenteeism, suspensions, expulsions, and school climate surveys.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Although the California School Dashboard indicates a 1.5% decline in chronic absenteeism (from 15.5% to 14%) over the past two years (2023-2024), we are still 4.07% above pre-pandemic levels, which were at 9.93%. Additionally, our attendance rate has not increased as projected. We did not meet our goal of achieving 98% attendance for the school year. In 2023-24, our attendance rate was 95.2%, up from 94.7% in 2022-23, making only a 0.8% increase. Our current local data indicates a modest 0.1% improvement in attendance to the previous year. Furthermore, we have seen a 1.32% rise in suspensions (from 0% in 2022-23 to 1.32% in 2023-24)

To address these challenges and improve student attendance, reduce chronic absenteeism, and minimize suspensions, the district will continue to provide a comprehensive range of support services. This includes maintaining school counselors, AmeriCorps mentors, and school social workers to promote student wellness and offer essential support. We will also continue implementing Positive Behavioral Interventions and Supports (PBIS) to enhance school climate and reduce behavioral incidents. Other initiatives include offering supplemental transportation to address barriers to regular attendance, increasing student supervision before and after school, providing extracurricular learning opportunities and career exploration, and ensuring all supplemental programs have the necessary safety supplies and adequately trained staff.

By continuing these efforts, along with consistent monitoring of key metrics, we aim to create a safe, welcoming, and supportive learning environment where students are connected to their schools and motivated to attend regularly.

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 Rate as measured by local data. Source: Local Indicator-KiDS Priority: 5A	Attendance Rate as measured by KiDS data: **All Students:** 95.45% **SED:** 95.36% **EL:** 95.27% **FY:** N/A (2023-24)	Attendance Rate as measured by KiDS data: **All Students:** 95.15% **SED:** 95.10% **EL:** 94.95% **Long Term ELL:** 95.06% **Hisp:** 95.12% **SWD:** 95.11% **FY:** N/A (2024-25)		Attendance Rate as measured by KiDs data: **All Students:** 97% **SED:** 97% **EL:** 97% **Long Term ELL:** 97% **Hisp:** 97% **SWD:** 97% **FY:** 97%	Attendance Rate as measured by KiDS data: **All Students:** -0.3% **SED: -**0.26% **EL:** -0.32% **FY:** N/A
2.2	Chronic Absenteeism Rate. Source: CA School Dashboard Priority: 5B	Chronic Absenteeism Rate as measured by California School Dashboard: **All Students:** 15.5% **SED:** 15.5% **EL:** 12.8% **FY:** N/A (2022-23)	Chronic Absenteeism Rate as measured by California School Dashboard: **All Students:** 14% **SED:** 15.1% **SWD:** 20% **EL:** 15.4% **Long Term ELL:** 20.8% **Hisp:** 14.4% **FY:** N/A (2023-24)		Chronic Absenteeism Rate as measured by California School Dashboard: 8% **All Students:** 8% **SED:** 8% **SWD:** 10% **EL:** 5.3% **Long Term ELL:** 10% **Hisp: 8**% **FY:** 8%	Chronic Absenteeism Rate as measured by California School Dashboard: **All Students:** -1.5% **SED:** -0.4% **EL:** +2.6% **FY:** N/A
2.3	Middle school dropout rate as measured by local SIS data. Source: Local Indicator-local SIS data. Priority: 5C	Middle school dropout rate as measured by local SIS data: **All Students:** 0% **SED:** 0% **EL:** 0% **FY:** N/A (2023-24)	Middle school dropout rate as measured by local SIS data: **All Students:** 0% **SED:** 0% **EL:** 0% **Long Term ELL:**		Middle school dropout rate as measured by local SIS data: **All Students:** 0% **SED:** 0% **EL:** 0% **Long Term ELL:**	Middle school dropout rate as measured by local SIS data: **All Students:** 0% **SED:** 0% **EL:** 0% **FY:** N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0% **Hisp:** 0% **FY:** N/A (2024-25)		**0**% **Hisp:** 0% **FY:** N/A	No Change
2.4	Pupil suspension rate as measured by CA Dashboard. Source: CA Dashboard Priority: 6A	Pupil suspension rate as measured by CA Dashboard: **All Students:** 0% **SED:** 0% **EL:** 0% **FY:** N/A (2022-23)	Pupil suspension rate as measured by CA Dashboard: **All Students:** 1.3% **SED:** 1.2% **EL:** 1.1% **Long Term ELL:** 4.2% **Hisp:** 1.3% **FY:** N/A (2023-24)		Pupil suspension rate as measured by CA Dashboard: **All Students:** 0% **SED:** 0% **EL:** 0% **Long Term ELL:** 0% **Hisp:** 0% **FY:** N/A	Pupil suspension rate as measured by CA Dashboard: **All Students:** +1.3% **SED:** +1.2% **EL:** +1.1% **FY:** N/A
2.5	Pupil expulsion rate. Source: Local Indicator-local SIS data. Priority: 6B	Pupil expulsion rate as measured by local SIS data: **All Students:** 0% **SED:** 0% **EL:** 0% **FY:** N/A (2022-23)	Pupil expulsion rate as measured by local SIS data: **All Students:** 0% **SED:** 0% **EL:** 0% **Long Term ELL:** **0**% **Hisp:** 0% **FY:** N/A (2023-24)		Pupil expulsion rate as measured by local SIS data: **All Students:** 0% **SED:** 0% **EL:** 0% **Long Term ELL:** **0**% **Hisp:** 0% **FY:** N/A	Pupil expulsion rate as measured by local SIS data: **All Students:** 0% **SED:** 0% **EL:** 0% **FY:** N/A No change
2.6	Percentage of pupils reporting feeling safe, welcomed, and connected to their school.	Percentage of pupils reporting feeling safe, welcomed, and connected to their school as per local school climate survey: 94%	Percentage of pupils reporting feeling safe, welcomed, and connected to their school as per local school climate survey: 94%		Percentage of pupils reporting feeling safe, welcomed, and connected to their school as per local school climate survey: 98%	Percentage of pupils reporting feeling safe, welcomed, and connected to their school as per local school climate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator- local school climate survey Priority: 6C					survey: 94%- No change
2.7	Percentage of staff reporting feeling that the school inspires them to do the very best at their jobs. Percentage of staff feeling satisfied with the recognition they get for doing a good job. Percentage of staff reporting feeling like they belong. Source: Local Indicator- local school climate survey. Priority:6C	Percentage of staff reporting feeling that the school inspires them to do the very best at their jobs. (96%) Percentage of staff feeling satisfied with the recognition they get for doing a good job. (100%) Percentage of staff reporting feeling like they belong. (86%) (2023-24)	Percentage of staff reporting feeling that the school inspires them to do the very best at their jobs. (100%) Percentage of staff feeling satisfied with the recognition they get for doing a good job. (100%) Percentage of staff reporting feeling like they belong. (93%) (2024-25)		Percentage of staff reporting feeling that the school inspires them to do the very best at their jobs. (98%) Percentage of staff feeling satisfied with the recognition they get for doing a good job. (100%) Percentage of staff reporting feeling like they belong. (98%)	Percentage of staff reporting feeling that the school inspires them to do the very best at their jobs. (+4%) Percentage of staff feeling satisfied with the recognition they get for doing a good job. (No change) Percentage of staff reporting feeling like they belong. (+7%)

Goal Analysis [2024-25]

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.

All actions under this goal (Actions 2.1 through 2.6) were implemented as planned, with no substantive differences from the original design. However, analysis of student outcome data revealed variation in impact across student groups, particularly among unduplicated pupils. The following sections outline the successes achieved, the targeted supports implemented to address identified disparities, and areas where continued improvement is needed to ensure equitable outcomes for all students.

Successes:
Action 2.1: Student Wellness and Support

School Social Workers, counselor, and AmeriCorps mentor worked closely with school community coordinators and office staff to identify at-risk students in need of services.

Targeted Support for Unduplicated Pupils: Foster youth and low-income students received priority support, including one-on-one counseling and mentorship interventions based on need.

Action 2.2: PBIS Implementation

The district maintained full implementation of Tier I, Tier II, and Tier III services.

Data-Driven Adjustments: Attendance and behavior data were analyzed quarterly, leading to an expansion of the student reward system to ensure greater equity in PBIS recognition across all student groups.

Action 2.3: Chronic Absenteeism Additional Transportation

The School Community Coordinator worked closely with office staff to monitor attendance, communicate with families, and support students in overcoming transportation barriers.

Equity-Focused Adjustment: Data analysis showed that English Learners and Long-Term English Learners face higher absenteeism. In response, the district prioritized the use of additional transportation and parent outreach in multiple languages to increase attendance.

Additionally, Actions 2.4: Additional student supervision, 2.5: Extracurricular activities and career learning opportunities, and 2.6: Supplemental school safety worked in a complementary manner to support the overall success of Goal 2. Together, these actions contributed to creating a safe, engaging, and supportive school environment that positively influenced student engagement and well-being.

Challenges and Areas of Improvement

While all actions were successfully implemented, ongoing data monitoring revealed disparities in student impact.

Some unduplicated pupils, particularly English Learners and Long-Term English Learners face higher absenteeism rated despite the supports provided.

Moving forward, we will increase outreach and family engagement efforts to address the unique needs of these students, incorporating direct feedback from student and parent advisory groups.

Next Steps for Continuous Improvement
Data Monitoring: We will refine attendance tracking for unduplicated pupils and adjust supports accordingly.
Educational Partner Feedback: Expanded engagement efforts, including bilingual parent workshops and student focus groups, will help tailor interventions.
Equity-Based Adjustments: future actions will include targeted mentoring and additional transportation options for high-need students.

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.

As part of the 2024-25 LCAP implementation review, Lost Hills Union School District conducted a detailed analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2: Safe and Supportive Learning Environments. The total amount budgeted for Goal 2 was $498,372, while the estimate actual expenditures totaled $219,300.50, resulting in a material difference of $279,071.50.

Explanation by Action:

Action 2.1- Student Wellness and Support Services
Difference: $196,671.90
This variance was primarily due to the district securing other grant funding to fully cover the salaries and benefits of social workers originally budgeted under LCAP. As a result, LCAP funds were not expended but the services were still provided to students.

Action 2.2- PBIS Implementation
Difference: $3,365.87
Some planned expenditures for Positive Behavioral Interventions and Supports (PBIS) materials are scheduled for the summer months.

Action 2.3- Chronic Absenteeism Interventions (Additional Transportation)
Difference: $14,060.26
The district utilized other available one-time funding sources to cover most transportation costs intended to reduce chronic absenteeism. The action was still implemented, through with reduced reliance on LCAP funds.

Action 2.4- Additional Student Supervision (Before/After School)
Difference: $38,673.38
This savings resulted from the use of alternative one-time funds and internal staffing adjustments to cover supervision needs without incurring the full cost originally projected under LCAP.

Action 2.5- Extracurricular Activities and Career Learning Opportunities
Difference: $25,768.44
Community partnerships and other categorical funding supported multiple extracurricular events and career exploration activities, reducing the need to expend the full LCAP allocation for this action.

Action 2.6- Supplemental School Safety Materials
Difference: $531.65
The district overestimated the quantity of supplies and materials needed, leading to a minor variance.

Although total expenditures for Goal 2 were significantly lower than projected, the planned services were still delivered in full or in part through the use of alternative funding sources, such as one-time local, state, and federal grants. As a result, the estimated actual percentage for improved services may appear lower than the planned percentage in the LCAP; however, the actual delivery of services to unduplicated pupils was not diminished.

To address this discrepancy and maintain alignment with the Minimum Proportionality Percentage (MPP) requirement, the district will evaluate the reallocation of unspent LCAP funds to other high-impact, contributing actions in the 2025-26 LCAP year. This includes considering adjustments to ensure improved services continue to be provided in proportion to the additional funding generated by unduplicated pupils.

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

LCAP goal 2 is to create a safe and welcoming leaning environment where students are connected to their schools as measured by school attendance data, chronic absenteeism, suspensions, expulsions, and school climate surveys.

Based on an analysis of these results, the district believes actions in Goal 2 are showing to be effective in making progress towards the goal.

Actions 2.1 through 2.6 were deemed to be effective based on an analysis of student survey data (Metric 2.6: Percent of pupils reporting feeling safe, welcomed, and connected to their school) which showed 94% of students reporting feeling safe, welcomed, and connected to their school. Our attendance (Metric 2.1: Attendance rate as measured by local data) increased from (94.7%) in 2022-23 to (95.2%) in 2023-24 and our Chronic Absenteeism (Metric 2.2: Chronic absenteeism rate) decreased from 15.5% in 2023 to 14% in 2024 CA Dashboard.

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.

Following a review of student engagement data and meaningful consultation with educational partners, the district has made targeted revisions to the planned goal, metrics, target outcomes, and actions under Goal 2. These changes are intended to strengthen supports for student wellness, school climate, and attendance, while more effectively addressing the needs of specific student groups.

Metric Changes:
To enhance equity monitoring and accountability, the district has added Hispanic students and Long-Term English Learners (LTELs) to the disaggregated reporting for Metrics 2.1, 2.2, 2.3, 2.4, and 2.5. This change allows for more detailed analysis of performance trends and persistent gaps in engagement and attendance among student groups disproportionately impacted by chronic absenteeism and lower school connectedness.

Action Revisions:
Action 2.1- Student Wellness and Support: Based on student wellness and partner input, the district will hire a part-time Nurse. The nurse will provide health consultations for students with medical conditions, contribute to the district's whole child wellness approach, and strengthen connections between physical health and school attendance.

Action 2.2- PBIS and SEL Implementation: To improve school climate and support positive behavioral interventions, the district will enhance PBIS implementation by adding Moonzoom SEL lessons. These lessons will provide teachers and support staff with structured, student-friendly content to embed social-emotional learning into daily classroom practices.

Action 2.3- Chronic Absenteeism and Transportation Support: In response to logistical barriers identified educational partners and families, the district will explore replacing one of its school vans to continue transporting students who are not attending school due to non-medical challenges. Additionally, the district will partner with EveryDay Labs, which uses behavioral science, family engagement strategies, and data analytics to address chronic absenteeism. This partnership will support targeted communication campaigns, absenteeism nudges, and personalized outreach to increase student attendance and reduce chronic absenteeism rates.

Action 2.4- Additional Student Supervision (Before School/ After School). The district anticipates continuing to utilize alternative funding sources and internal staffing adjustments to meet the student supervision needs in 2025-26. As a result less funding will be required from the LCAP for this action compared to the previous year.

Action 2.5- Extracurricular Activities and Career Learning Opportunities. The district anticipates continuing to use alternative funding sources to support extracurricular events in 2025-26. As a result, the need to allocate LCAP funds for this action will be reduced.

Action 2.6- Supplemental School Safety. An increase in LCAP funds is necessary for 2025-26 due to the scheduled replacement of supplemental lock-down safety supplies. The supplies have a five-year shelf-life, and all items originally purchase are now due for

renewal. To maintain readiness and ensure student and staff safety during emergencies, updated supplies must be procured. These refinements reflect the district's commitment to continuously improving its engagement strategies through a responsive, data informed, and equity-centered approach.

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	Student Wellnesss and Support	Maintain the following student support personnel: a full-time school counselor, two (2) school social workers, and an AmeriCorps mentor to provide comprehensive wellness and support services. These positions are essential to improving school climate, increasing attendance, and reducing behavioral incidents, particularly for English Learners, low-income students, and foster youth. The Counselor, social workers, and mentor will: Provide individual and group counseling, social-emotional support, and case management for at-risk students. Assist in the implementation of Positive Behavioral Interventions and Supports (PBIS) to reduce discipline incidents and improve schoolwide behavior. Mentor students identified as chronically absent or exhibiting behavioral challenges. Facilitate social-emotional learning (SEL) and anti-bullying training for students, parents, and staff to foster a safe and supportive school environment	$322,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
		For the 2025-26 LCAP, in response to student wellness data and feedback from educational partners, the district will also hire a part-time Nurse. The nurse will offer health consultations for students with medical conditions, support the response to students who become ill during the school day, and contribute to the district's whole child wellness approach. This role is intended to strengthen the link between physical health and school attendance, and ensure families, especially those of unduplicated pupils, have timely access to basic health services. Funding will support salaries, professional development, transportation, and necessary materials to ensure effective and sustainable implementation of these student wellness initiatives.		
2.2	PBIS and SEL Implementation	Continue implementation of Positive Behavioral Interventions and Supports (PBIS) to reduce behavior incidents, strengthen student engagement, and improve overall school climate for all students, including English Learners, low-income students, and foster youth. For the 2025-26 LCAP, to further enhance the impact of PBIS, the district will integrate Moonzoom SEL lessons into classroom practice. These structured, student-centered lessons will equip teachers and support staff to embed social emotional learning (SEL) into daily instruction, fostering emotional regulation, empathy, and constructive behavior. To support successful implementation and increase staff engagement, the district will also provide incentives for staff participation in PBIS and SEL initiatives. These may include recognition events, or small rewards for consistently modeling and reinforcing PBIS values. Staff engagement is critical to the success of PBIS. Providing incentives acknowledges the	$32,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional time, collaboration, and emotional labor required to sustain behavior systems and SEL integration. Encouraging active participation among teachers and classified staff helps ensure consistency across classrooms and maximizes the positive impact on student behavior and school culture. Funds will support: PBIS rewards and incentives for students Moonzoom SEL licenses or materials Behavior tracking software Instructional and classroom resources Staff incentives for participating in PBIS/SEL implementation and leadership This action promotes a cohesive, supportive environment that nurtures student well-being and reduces disciplinary disparities for unduplicated student groups.		
2.3	Chronic Absenteeism, Additional Transportation	Maintain and enhance transportation services to support students who are not attending school due to non-medical barriers, with a specific focus on reducing chronic absenteeism among low-income students, foster youth, and English Learners.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Building on prior LCAP investments in student transportation, two school vans purchased in previous year, this action continues to fun fuel and maintenance necessary to operate the program. The goal is to reduce logistical barriers that prevent regular attendance, particularly for unduplicated pupils experiencing housing instability, transportation insecurity, or inconsistent adult supervision. For the 2025-26 LCAP, in direct response to feedback from educational partners and families, the district will explore the replacement of one existing school van to maintain the continuity, reliability, and safety of pupil transportation services. This action will ensure that vehicles used for attendance and chronic absenteeism reduction, including the newly acquired van, are equipped with the safety features required under Senate Bill 88 (SB 88), such as interior and exterior cameras and other mandated equipment. For the 2025-26 LCAP, to further expand the district's chronic absenteeism reduction strategy, the LEA will partner with EveryDay labs, an organization that leverages: behavioral science, data analytics, and family engagement strategies. This partnership will support targeted absenteeism campaigns, personalized attendance nudges, and customized family outreach, enabling the district to address attendance challenges with greater precision and cultural relevance. Funds will be used to support: Ongoing operation and possible replacement of school vans Contracted services and implementation support from EveryDay Labs		

Action #	Title	Description	Total Funds	Contributing
		This comprehensive, tiered approach aims to increase daily attendance and narrow attendance disparities that disproportionately affect English Learners, foster youth, and students living in poverty.		
2.4	Additional Student Supervision	Provide additional student supervision before schools and after school. Our schools host a before and after school program which targets low-income and English Learners. Students begin to arrive at 6:00 AM in order to participate in the program. The Afterschool program ends at 5:00 PM. Therefore, additional supervision is required before and after school hours. Funds will be use for extra pay. The number of staff will be determined by the number of students participating in the program.	$10,000.00	Yes
2.5	Extracurricular Activities and Career Learning Opportunities and Exploration	Because low-income students have less opportunities to participate in extracurricular activities outside of the school and are less likely to have opportunities to visit different colleges before enrolling in high school, the district will provide career learning opportunities and exploration (including art, other vocational courses, and visiting higher education campuses), giving priority registration to low-income, foster youth, and English Learners.	$46,000.00	Yes
2.6	Supplemental School Safety	Provide additional safety supplies and staff safety training. The district hosts before school, afterschool, Saturday, and Summer programs which target low-income and EL students. Oftentimes staff not currently employed in the regular program, are hired for these positions. In order to ensure the safety of students who participate in these programs, funds will be used to cover the cost of additional staff training and supplies.	$22,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent and family engagement as measured by parent participation in various district and school committees, workshops, and other parent meetings.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Based on the 2025 Parent Survey results, the district has made substantial progress in parent and family engagement. Among survey respondents, 100% reported feeling comfortable participating in school activities, valued by the school/district, and encouraged to engage in decision-making. These results reflect ongoing efforts, such as maintaining a parent center, employing community coordinators, and providing childcare and snacks at all meetings.

To build on this progress and in response to recommendations from parents, students, and staff, the district will continue these initiatives and introduce participation incentives. Progress will be monitored using: Annual parent engagement survey results, disaggregated by student groups; Attendance data from parent meetings and events; Feedback from educational partner committees (DELAC, School Site Council).

These actions aim to sustain and further strengthen parent engagement, ensuring all families feel welcomed and empowered in their children's education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of meetings per school year where parents have the opportunity to make	Number of meetings where parents had the opportunity to make decisions for district and	Number of meetings where parents had the opportunity to		Number of meetings where parents had the opportunity to	Number of meetings where parents had the opportunity to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decisions for district and/or school sites. Source: Local Indicator- SSC, ELAC, and MPAC agendas and minutes. Priority: 3A	school sites- 19 meetings (2023-24)	make decisions for district and school sites- 17 meetings (2024-25)		make decisions for district and school sites- 19 meetings	make decisions for district and school sites- 2 meetings
3.2	Participation rate of parent committee meetings. Source: Local Indicator- SSC, ELAC, and MPAC minutes Priority: 3A	Participation rate: SS Committee- 6 meetings (100% attendance rate) MPAC- 6 meetings (80% participation rate) ELAC- 4 meetings (77% attendance rate) (2023-24)	Participation rate: SS Committee- 6 meetings (100% attendance rate) MPAC- 6 meetings (80% participation rate) ELAC- 3 meetings (90% attendance rate) (2024-25)		Participation rate: SS Committee- 6 meetings (80% attendance rate) MPAC- 6 meetings (80% attendance rate) ELAC- 4 meetings (80% attendance rate)	Participation rate: SS Committee-No change MPAC-No change ELAC + 13%
3.3	Rate of parents reporting that they feel like they have a say in the decision making process at their children's school. Source: Local Indicator Priority: 3A	Rate of parents reporting that they feel like they have a say in the decision-making process at their children's schools- 100% (2023-24)	Rate of parents reporting that they feel like they have a say in the decision-making process at their children's schools- 100% (2024-25)		Rate of parents reporting that they feel like they have a say in the decision making process at their children's schools- 100%	Rate of parents reporting that they feel like they have a say in the decision-making process at their children's schools- No change
3.4	3B. Rate of parent opportunities to participate offered to unduplicated families.	100% events were promoted for participation of parents of unduplicated pupils	100% events were promoted for participation of parents of		100 % events are promoted for participation of parents of	Events promoted for participation of parents of unduplicated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Promotion of participation of parents unduplicated pupils. Source: Local Indicator- the number of parent opportunities offered to unduplicated families. Priority: 3B	through flyers, letters, automated phone messages, voice mails, emails and personal telephone calls)- measured by the number of parent involvement opportunities offered to unduplicated families. (2023-24)	unduplicated pupils through flyers, letters, automated phone messages, voice mails, emails and personal telephone calls)- measured by the number of parent involvement opportunities offered to unduplicated families. (2024-25)		unduplicated pupils. through flyers, letters, automated phone messages, voice mails, emails and personal telephone calls)- measured by the number of parent involvement opportunities offered to unduplicated families.	pupils through flyers, letters, automated phone messages, voice mails, emails and personal telephone calls)- measured by the number of parent involvement opportunities offered to unduplicated families.- No change
3.5	Promotion of participation of parents of pupils with exceptional needs. Source: Local Indicator- sign-in sheets and IEP documentation. Priority: 3C	100% of parents of pupils with exceptional needs attended IEPs as measured by sign-in sheets and IEP documentation (2023-24)	100% of parents of pupils with exceptional needs attended IEPs as measured by sign-in sheets and IEP documentation (2024-25)		pupils with exceptional needs 100% of parents of special needs students attended IEPs as measured by sign-in sheets and IEP documentation.	Percent of parents of pupils with exceptional needs attended IEPs as measured by sign-in sheets and IEP documentation- No change

Goal Analysis [2024-25]

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

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

Most actions under this goal were fully implemented; however, challenges in staffing impacted the ability for all students and families to benefit equally. The district has analyzed successes and challenges to inform future improvements in implementation and effectiveness.

Actions 3.1 and 3.3 through 3.7 were fully implemented with no substantive differences. Actions 3.2 was partially implemented due to staffing challenges.

Successes:
Action 3.3: Parent and Family Resource 7 Training - A key success was our continued partnership with the Parent Institute for Quality Education (PIQE). In collaboration with our County Office, the district hosted the Family Leadership Program, a six-week initiative designed to strengthen family-school partnerships and advocacy skills. A total of 20 parents successfully completed the program enhancing their ability to support student success.

Challenges:
Action 3.2: School Community Coordinator- The district faced staffing challenges when the coordinator position became vacant in March. Despite efforts to recruit, a qualified candidate was not hired until May. During this transition, other school staff assumed key responsibilities, ensuring continued support for families, through some engagement activities may have been impacted.

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.

For the 2024-25 LCAP, Lost Hills Union School District conducted a comprehensive review of material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3: Family and Community Engagement. The total budgeted amount for Goal 3 was $113,521, while the estimated actual expenditures were $48,274.84, resulting in a material difference of $65,246.16.

Below is an explanation of the primary differences by action:

Action 3.1- Parent Center

Difference: $1,932.47

This variance occurred due to the departure of a community coordinator in March 2025. The position remained vacant until June, resulting in lower-than-expected supplies cost.

Action 3.2- Community School Coordinator

Difference: $39,763.83

Similar to Action 3.1, this variance resulted from a vacancy in the Community School Coordinator role. The unfilled position significantly reduced expenditures during the final quarter of the year.

Action 3.3- Parent and Family Resource and Training

Difference: $13,758.41

This savings was due to Kern County Superintendent of Schools (KCSOS) Community Schools Department covering the full cost of the PIQE parent training program, which had initially been budgeted under the district's LCAP funds.

Action 3.4- Interpretation and Translation Services

Difference: $1,533.45

Support staff responsible for translation services elected to receive compensatory time rather than additional pay, reducing the expenditure on this item.

Action 3.5- Childcare and Snacks for Parent Meetings

Difference: $2,648.52

A portion of parent meetings were held virtually in 2024-25, eliminating the need for in-person childcare and refreshments for those events.

Action 3.6- Parent Recognitions for Engagement

Difference: $3,737.07

The district's primary Parent Award Banquet takes place after the close of the LCAP fiscal reporting period, so the majority of related costs will be reflected in the following year's expenditures.

Action 3.7- Family Engagement Events

Difference: $1,872.41

One major family engagement event was partially funded by a local community partner, reducing the district's reliance on LCAP funds for this purpose.

Although these material differences resulted in lower actual expenditures, the district maintained its focus on improving services for unduplicated pupils. Where costs were offset by grant funding or timing, services were still delivered as intended. These funds will be reallocated in the following LCAP cycle to ensure the minimum proportionality percentage is met or exceeded.

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

LCAP Goal 3 focuses on increasing and family engagement, as measured by participation in district and school committees, workshops, and other engagement opportunities. Based on an analysis of qualitative and quantitative data, the district determines that the actions under Goal 3 have been effective in making progress toward the goal.

Specifically, Actions 3.1 and 3.3-3.7 demonstrated strong effectiveness:

Parent Surveys (2024-25): 100% of surveyed parents reported feeling that they have a voice in school decision-making processes, reflecting a sense of including and shared responsibility in school culture. (Metric 3.3)

Participation of Parents of Unduplicated pupils- 100% events were promoted for participation of parents of unduplicated pupils through flyers, letters, automated phone messages, voice mails, emails and personal telephone calls)- measured by the number of parent involvement opportunities offered to unduplicated families. (Metric 3.4)

IEP Participation: 100% of parents of students with exceptional needs participated in Individualized Education Program (IEP) meetings, as verified by IEP documentation. (Metric 3.5)

Parent Committee Meetings- parents participated in 17 meetings where they had the opportunity to make decisions for district and school sites (Metric 3.1). Parent attendance rate for these meetings was SSC- 100%, MPAC- 80%, ELAC- 90% (Metric 3.2)

In contrast, Action 3.2 was determined to be ineffective, due to the community coordinator position remaining vacant for a significant portion of the year, limiting the action's impact on parent and family engagement outcomes.

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

Following a review of performance data related to Goal 3 and consultation with educational partners, the district has determined that no changes will be made to the planned goal, metric, target outcomes, or actions for the 2025-2026 LCAP year.

Reflections on prior implementation indicate that current strategies under Goal 3 are appropriately aligned with identified needs and are producing steady progress toward desired outcomes. Feedback from educational partners confirmed the relevance and continued importance of the existing goal and actions. As a result, the district will maintain its current course, while continuing to monitor data to ensure ongoing effectiveness of Goal 3 actions and services.

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	Parent Center	Maintain the LHUESD Parent Center to facilitate home to school communication to increase parent and family engagement, with emphasis	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on increasing parent engagement of low income, foster youth, and English Learner parents. Funds will cover the cost of supplies.		
3.2	Community School Coordinator	Maintain a full-time community school coordinator to promote improved school family partnerships in support of student learning specifically with low-income, foster youth, and EL families (A second coordinator will be hired and funded through State Grant funding). The coordinator will: • Work collaboratively with families and educators to develop family engagement activities. • Provide support and serve as a liaison between families and educators that helps both groups work collaboratively to build trusting relationships and partnerships focused on supporting improved student outcomes. • Conduct home visits to foster regular communication with families, build relationships, and identify ways to support student learning.	$60,521.00	Yes
3.3	Parent and Family Resources and Training	Provide parents and families with the resources and training to strengthen learning at home. Focus on addressing the needs of low-income, foster youth, and English Learner parents and families. Funds will be used for parent courses and supplies.	$20,000.00	Yes
3.4	Interpretation/Translation	Provide interpretation at all parent conferences for parents who do not speak English to ensure their appropriate participation in their children's education.	$2,000.00	Yes
3.5	Childcare and Snacks for Parent Meetings	Provide childcare and snacks during parent meetings and workshops to promote full engagement of parents of low-income, foster youth, and EL students.	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Parent Recognitions for Parental Engagement	Provide recognitions for parents who are consistently involved in their children's education to encourage them and other parents to continue to participate.	$4,000.00	Yes
3.7	Family Engagement Events	Hold family engagement events with an emphasis on increasing educational engagement of low-income, foster youth, and EL families.	$20,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1306684	$172514

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
43.028%	3.950%	$118,450.74	46.978%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Teacher Induction Program **Need:** The 2024 California School Dashboard indicates persistent and significant academic disparities for unduplicated pupils, specifically English Learners (EL), Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students in both English Language Arts (ELA) and mathematics. These	To ensure students receive high-quality instruction, LHUSD will invest in teacher education and provide an instructional program to support beginning teachers in clearing their credentials. These efforts will ensure that students, particularly those with the greatest needs, are taught by well-prepared, supported, and fully credentialed teachers.	1.1: The rate of appropriately assigned and fully credential teachers in the subject area and for the students they are teaching.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	groups demonstrate performance well below standard, as measured by CAASPP assessments: ELA CAASPP Distance from Standard (DFS) EL: -32.6 LTEL: -57.8 SED: 22.5 FY: No performance band reported Math CAASPP Distance from Standard (DFS) EL: -89.6 LTEL: -149.9 SED: -71.8 FY-No performance band reported These data highlight critical academic needs for unduplicated pupils: • Increased access to skilled, fully credentialled teachers who are trained in evidence-based instructional practices, including strategies for designated and integrated English Language Development. • Consistent instructional quality and educator retention. Additionally, educational partners, including parents, teachers, and advisory committees, emphasized the importance of strengthening teacher recruitment and early-career support. There is a clear need to build a stable, qualified teaching workforce to ensure that all students, particularly unduplicated pupils, have equitable access to high-quality instruction that	This action is principally directed toward unduplicated students, English Learners, low-income students, and foster youth, who are most impacted by staffing instability and teacher turnover. Access to qualified, stable educators is essential to improving learning outcomes and reducing achievement gaps. This action is being provided on an LEA-wide basis because ensuring that all classrooms are staffed with fully credentialed and supported teachers improves overall instructional quality and equity of access and is effective in meeting the unique needs of unduplicated students. The district will monitor the proportion of unduplicated pupils taught by appropriately credentialed and supported teachers using teacher assignment and misassignment data (Priority 1 Metric)	1.11 Percent of pupils in K-6th performing at or above standard.

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
	meets their academic and linguistic needs. **Scope:** LEA-wide		
1.3	**Action:** Reduced Class Sizes **Need:** The 2024 California School Dashboard indicates persistent and significant academic disparities for unduplicated pupils, specifically English Learners (EL), Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students in both English Language Arts (ELA) and mathematics. These groups demonstrate performance well below standard, as measured by CAASPP assessments: ELA CAASPP Distance from Standard (DFS) EL: -32.6 LTEL: -57.8 SED: 22.5 FY: No performance band reported Math CAASPP Distance from Standard (DFS) EL: -89.6 LTEL: -149.9 SED: -71.8 FY-No performance band reported Educational partners emphasized that smaller class sizes have resulted in improved teacher-student interactions and increased academic support during the instructional day. Maintaining reduced class sizes in the early grades is a targeted strategy to accelerate learning and address the academic gaps faced	Through this action, the district will maintain TK-3 classrooms with enrollment below 24 students. Smaller class sizes enable teachers to deliver more individualized instruction, especially in early literacy, with the goal that all students are reading by the end of third grade. This action is principally directed toward the district's unduplicated students, low-income students, English learners, and foster youth, who are more likely to enter school with limited literacy exposure or face barriers to reading development. This action is being provided on a schoolwide basis at schools with high concentrations of unduplicated students because targeted literacy support in early grades has proven effective in accelerating reading skills for these populations. Maintaining smaller class sizes allows educators to closely monitor progress, differentiate instruction, and intervene early, strategies that research and district data indicate are effective in addressing the needs of unduplicated students.	1.11: Percent of pupils in K-6th performing at or above standard, Acadience Literacy

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 unduplicated students during their most formative educational years. **Scope:** Schoolwide	Progress will be monitored through early literacy assessments and disaggregated reading assessment data.	
1.5	**Action:** Classroom Devices and Technology Support **Need:** The 2024 California School Dashboard indicates persistent and significant academic disparities for unduplicated pupils, specifically English Learners (EL), Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students in both English Language Arts (ELA) and mathematics. These groups demonstrate performance well below standard, as measured by CAASPP assessments: ELA CAASPP Distance from Standard (DFS) EL: -32.6 LTEL: -57.8 SED: 22.5 FY: No performance band reported Math CAASPP Distance from Standard (DFS) EL: -89.6 LTEL: -149.9 SED: -71.8 FY-No performance band reported During the consultation process, educational partners, including students, teachers,	To close the digital access gap and support academic achievement, the district will provide English Learners and Socioeconomically Disadvantaged (SED) students with dedicated one-to-one technology devices. These devices will ensure equitable access to instructional software and digital tools that support core content mastery, language development, and individualized learning pathways. This action is principally directed toward EL and SED students, who often face barriers to digital access at home. Providing devices helps eliminate this barrier and supports engagement with online literacy and language development platforms, which are critical for narrowing achievement gaps. Although the action is LEA-wide, it is designated to address the unique needs of unduplicated students and is being provided on an LEA-wide basis because consistent, equitable access to technology benefits classroom instruction and teacher planning across all schools. Additionally, professional development for teachers in effective teach integration ensure that EL and SED students	1.11 Percent of pupils in K-6th performing at or above standard. Acadience Literacy 1.12 Percent of pupils in K-6th performing at or above standard. Acadience Math

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
	parents, School Site Council (SSC), and English Learner Advisory Committees (ELAC), strongly advocated for continued investment in one-to-one technology. They emphasized that: - Individual student devices help close the access gap at home. - Technology facilitates engagement and individualized learning. - Both students and teachers require ongoing access to current digital tools due to the digital format of all state assessments. **Scope:** LEA-wide	are receiving instruction that maximizes use of these tools. Progress will be monitored through the following data: Percent of pupils in K-6 performing at or above standards in literacy, and the percent of pupils in k-6 performing at or above standard in math Acadience.	
1.6	**Action:** Supplemental Curriculum and Programs **Need:** The 2024 California School Dashboard indicates persistent and significant academic disparities for unduplicated pupils, specifically English Learners (EL), Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students in both English Language Arts (ELA) and mathematics. These groups demonstrate performance well below standard, as measured by CAASPP assessments: ELA CAASPP Distance from Standard (DFS) EL: -32.6 LTEL: -57.8	Through this action, students identified as needing additional support in English Language Arts (ELA) and mathematics will receive targeted, small-group instruction four times per week in each subject area. Instruction will be delivered by teachers and paraprofessionals using evidence-based, supplemental curriculum resources, including 95% Group, Read Naturally, Acadience, SOAR, and other instructional materials aligned to grade-level standards. This action is being implemented on an LEA-wide basis and is principally directed toward unduplicated students, including low-income students, English Learners, and foster youth, who are disproportionately represented among students requiring academic intervention. While all students will have access to support, the design,	1.7: Distance from Standard in ELA. 1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.9: Distance from Standard in math as measured by CA Dashboard. 1.10: Percent of students in grades 3-8 who meet or exceed standard in math. 1.11: Percent of pupils in K-6th performing at or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 22.5 FY: No performance band reported Math CAASPP Distance from Standard (DFS) EL: -89.6 LTEL: -149.9 SED: -71.8 FY-No performance band reported These results demonstrate an urgent need for unduplicated pupils to receive additional, differentiated instructional support. English Learners and LTEL students require access to curriculum that strengthens both academic content knowledge and language proficiency. SED students and Foster Youth may lack foundational skills and consistent access to instructional support, especially in math. **Scope:** LEA-wide	staffing, and material choices are rooted in the needs of the unduplicated student population, as demonstrated by local benchmark data and feedback from educational partners. This approach is intended to increase the frequency and quality of differentiated instruction, address unfinished learning, and narrow achievement gaps, particularly for students from historically underserved backgrounds. **Metrics to Monitor Effectiveness:** 1.7: Distance from Standard in ELA. 1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.9: Distance from Standard in math as measured by CA Dashboard. 1.10: Percent of students in grades 3-8 who meet or exceed standard in math. 1.11: Percent of pupils in K-6th performing at or above standard in literacy 1.12: Percent of pupils in K-8th performing at or above standard on math.	above standard in literacy 1.12: Percent of pupils in K-8th performing at or above standard on math.
1.8	**Action:** Extending Instructional Minutes **Need:**	LHUESD will continue to implement 15 additional minutes of daily designated English Language Development (ELD) instruction across all school sites. This additional instructional time is provided on an LEA-wide basis, but it is principally directed	1.18: Percent of English Learners (EL) making Annual Progress in Learning English.

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
	2023-24 Data: ELs CAASPP ELA Proficiency- 10.61% compared to 24.39% in 2022-23, CAASPP math proficiency- 9.23% compared to 12.20% the previous year. CA Dashboard- 46.9% (15.8% decline from the previous year). **Scope:** LEA-wide	toward English Learn students to accelerate their language acquisition and academic performance. The extended time will support structured, standards- aligned language development that is tailored to students' language proficiency levels. Data from state and local assessments confirm that English Learners remain one of the lowest performing groups in the district and continue to require intensified language support: 2023-24 CAASPP ELA Proficiency (ELs): 10.61% (a substantial decline from 24.39% in 2022-23) 2023-24 CAASPP Math Proficiency (ELs): 9.23% (down from 12.20% the previous year) 2023 English Learner Progress Indicator (Dashboard): 46.9% (15.8 percentage point decline from the previous year) These performance declines underscore the persistent linguistic and academic challenges facing ELs. Additionally, educational partners, including parents, teachers, and site administrators, have consistently prioritized the need for more targeted instructional time during the school day to prevent long-term English Learner designation and reduce achievement gaps. Although implemented LEA-wide, this action is principally directed toward EL students, who will be primary beneficiaries. The extended ELD instructional time is structured to:	1.19: EL Reclassification Rate.

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 daily access to language-rich instruction focused on vocabulary development, academic discourse, and complex sentence structures. • Enable teachers to differentiate instruction based on ELPAC and classroom formative assessments. • Offers scaffolded support for reading, writing, listening, and speaking, aligned with the CA ELD Standards.	
1.10	**Action:** Project Based Lessons **Need:** The 2024 English Language Data shows a significant need for improvement. In the California School Dashboard, the overall performance of "All Students" in English Language Arts dropped to the Orange Performance Level, a decline from the Yellow Performance Level the previous year, and a decrease of 5.6 points. English Learners remained in the Orange Performance Level, but their score remained unchanged, maintaining a 2.2 Point increase. The Socioeconomically Disadvantaged dropped from the Yellow Performance Level by 11.2 Points. Long-Term English Learners fell by 14.2 Points.	Through this action, teachers will be provided with funding to purchase supplemental instructional materials that support more hands-on, experiential learning activities in core academic areas such as mathematics, literacy, science, and history. This action is provided on an LEA-wide basis, but it is principally directed toward unduplicated students, who benefit significantly from multisensory and engaging leaning approaches. Feedback from educational partners and classroom observations indicate that low-income students and English learners, in particular, show improved engagement and understanding when academic concepts are reinforced through hands-on materials and activities. By equipping classrooms across the district with interactive instructional tools, the district aims to enhance access to differentiated, culturally responsive instruction that supports deeper	1.5: Implementation of CA state standards by classroom observations. 1.14: Percent of pupils who score proficient on the California Science Test (CAST).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In mathematics, "All Students" dropped to the Orange Performance Level, down 13 points from the previous year. English Learners had a 13.1 decline. The Socioeconomically Disadvantaged students fell by 20.7 points, and the Long-Term English Learners declined by 27.1 Points. During the educational partners consultation process, students, teachers, and paraprofessionals express the need for more hands-on activities to engage students in core subjects. **Scope:** LEA-wide	learning for all students, especially those from underserved populations. **Metrics to Monitor Effectiveness:** 1.5: Implementation of CA state standards by classroom observations. 1.14: Percent of pupils who score proficient on the California Science Test (CAST).	
1.11	**Action:** Extended Learning Time **Need:** The 2024 English Language Data shows a significant need for improvement. In the California School Dashboard, the overall performance of "All Students" in English Language Arts dropped to the Orange Performance Level, a decline from the Yellow Performance Level the previous year, and a decrease of 5.6 points. English Learners remained in the Orange Performance Level, but their score remained unchanged, maintaining a 2.2 Point increase. The	Through this action, teachers and paraprofessionals will provide before-school and afterschool academic tutoring, homework assistance, and access to extracurricular enrichment activities. These services are designed to increase academic achievement by offering extended leaning time and personalized academic support. This action is being implemented on an LEA-wide basis, but is principally directed toward unduplicated students, including low-income students, English learners, and foster your, who	1.7: Distance from Standard in ELA. 1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.9: Distance from Standard in math as measured by CA Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged dropped from the Yellow Performance Level by 11.2 Points. Long-Term English Learners fell by 14.2 Points. In mathematics, "All Students" dropped to the Orange Performance Level, down 13 points from the previous year. English Learners had a 13.1 decline. The Socioeconomically Disadvantaged students fell by 20.7 points, and the Long-Term English Learners declined by 27.1 Points. **Scope:** LEA-wide	disproportionately face barriers to academic success such as lack of access to academic support at home, language development needs, or unstable living conditions. Feedback from families and educators has highlighted the importance of extended learning opportunities to reinforce core academic skills and support student engagement. Providing these services districtwide ensures equitable access and removes potential stigma while prioritizing sites and students with the highest needs. Sites with higher concentrations of unduplicated pupils will receive increased staffing and targeted scheduling to ensure impact.	1.10: Percent of students in grades 3-8 who meet or exceed standard in math. 1.11: Percent of pupils in K-6th performing at or above standard in literacy 1.12: Percent of pupils in K-8th performing at or above standard on math. 1.13: Percent of pupils in 2nd -8th who score proficient in writing. 1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate.

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
1.12	**Action:** Professional Development **Need:** The 2024 English Language Data shows a significant need for improvement. In the California School Dashboard, the overall performance of "All Students" in English Language Arts dropped to the Orange Performance Level, a decline from the Yellow Performance Level the previous year, and a decrease of 5.6 points. English Learners remained in the Orange Performance Level, but their score remained unchanged, maintaining a 2.2 Point increase. The Socioeconomically Disadvantaged dropped from the Yellow Performance Level by 11.2 Points. Long-Term English Learners fell by 14.2 Points. In mathematics, "All Students" dropped to the Orange Performance Level, down 13 points from the previous year. English Learners had a 13.1 decline. The Socioeconomically Disadvantaged students fell by 20.7 points, and the Long-Term English Learners declined by 27.1 Points.	Through this action, one additional professional development (PD) day will be added to the regular teacher work year, and teachers and paraprofessionals will receive ongoing high-quality professional development focused on increasing student academic achievement in literacy, mathematics, English Language Development (ELD), history, and science. This action is implemented on an LEA-wide basis but is principally directed toward unduplicated students, who face persistent achievement gaps in core academic subjects. Professional leaning will focus on instructional strategies that are specifically effective for English Learners, low-income students, and foster youth, such as culturally and linguistically responsive teaching, formative assessment practices, and differentiation to meet diverse learning needs. Providing this action LEA-wide supports systematic instructional improvement, ensures continuity of practice across classrooms, and removes disparities in teacher access to training. Sites with higher concentrations of unduplicated	1.7: Distance from Standard in ELA. 1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.9: Distance from Standard in math as measured by CA Dashboard. 1.10: Percent of students in grades 3-8 who meet or exceed standard in math. 1.11: Percent of pupils in K-6th performing at or above standard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students will receive additional support to monitor implementation and effectiveness.	1.12: Percent of pupils in K-8th performing at or above standard on math. 1.13: Percent of pupils in 2nd -8th who score proficient in writing. 1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate. 1.22: Programs and services developed and provided to low-income, ELs, and foster youth.
1.13	**Action:** Professional Learning Communities **Need:** The 2024 English Language Data shows a significant need for improvement. In the California School Dashboard, the overall	Through this action, teachers will be provided with one hour per week of structured collaboration time with grade-level colleagues and the site principal. During these sessions, teachers will analyze disaggregated student performance data, engage in lesson planning, and share evidence-based instructional practices.	1.7: Distance from Standard in ELA.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance of "All Students" in English Language Arts dropped to the Orange Performance Level, a decline from the Yellow Performance Level the previous year, and a decrease of 5.6 points. English Learners remained in the Orange Performance Level, but their score remained unchanged, maintaining a 2.2 Point increase. The Socioeconomically Disadvantaged dropped from the Yellow Performance Level by 11.2 Points. Long-Term English Learners fell by 14.2 Points. In mathematics, "All Students" dropped to the Orange Performance Level, down 13 points from the previous year. English Learners had a 13.1 decline. The Socioeconomically Disadvantaged students fell by 20.7 points, and the Long-Term English Learners declined by 27.1 Points. **Scope:** LEA-wide	This action is provided on an LEA-wide basis but is principally directed toward unduplicated students, including low-income students, English learners, and foster youth. These students are more likely to experience inconsistent instructional quality due to frequent staffing turnover, access disparities, or gaps in differentiated instruction. Collaborative time will be used to focus on targeted instructional strategies that support these students' academic growth, particularly in ELA, math, and English Language Development. By implementing this action across all school sites, the district ensures a systemwide culture of data-driven instruction and equity-focused collaboration.	1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.9: Distance from Standard in math as measured by CA Dashboard. 1.10: Percent of students in grades 3-8 who meet or exceed standard in math. 1.11: Percent of pupils in K-6th performing at or above standard, Acadience Literacy 1.12: Percent of pupils in K-8th performing at or above standard on math. 1.13: Percent of pupils in 2nd -8th who score proficient in writing.

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
			1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate. 1.22: Programs and services developed and provided to low-income, ELs, and foster youth.
1.14	**Action:** Supplemental Educational Experiences and Student Incentives **Need:** The 2024 English Language Data shows a significant need for improvement. In the California School Dashboard, the overall performance of "All Students" in English Language Arts dropped to the Orange Performance Level, a decline from the Yellow Performance Level the previous year, and a decrease of 5.6 points. English Learners remained in the Orange Performance Level, but their score remained unchanged, maintaining a 2.2 Point increase. The Socioeconomically Disadvantaged dropped	Through the implementation of this action, the district will provide a student recognition and incentive system that promotes academic achievement, regular attendance, and positive behavior. Students who meet individualized academic, attendance, or behavior goals will be eligible to participate in recognition activities, including school field trips and incentive-based rewards. This action is being provided on an LEA-wide basis but is principally directed toward unduplicated students, including low-income students, English learners, and foster youth. These students often face systemic	1.8: Percent of students in grades 3-8 who meet or exceed standard in ELA. 1.10: Percent of students in grades 3-8 who meet or exceed standard in math.

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
	from the Yellow Performance Level by 11.2 Points. Long-Term English Learners fell by 14.2 Points. In mathematics, "All Students" dropped to the Orange Performance Level, down 13 points from the previous year. English Learners had a 13.1 decline. The Socieconomically Disadvantaged students fell by 20.7 points, and the Long-Term English Learners declined by 27.1 Points. During the educational consultation process, students asked for, "more field trips at the beginning and end of school breaks." **Scope:** LEA-wide	barriers that affect consistent school attendance, academic performance, and engagement in school culture. Data from attendance and behavior records, as well as input from educational partners, indicate that positive reinforcement and tangible recognition strategies are effective in increasing motivation and improving outcomes for these student groups. Providing this action LEA-wide promotes equity without stigma and encourages a positive, inclusive school climate. Schools serving higher proportions of unduplicated students will receive additional supports and may tailor incentives to meet the cultural and community context of their students.	1.11: Percent of pupils in K-6th performing at or above standard. Acadience Literacy 1.12: Percent of pupils in K-8th performing at or above standard on math. 1.13: Percent of pupils in 2nd -8th who score proficient in writing. 1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate.
1.15	**Action:** LTELs Committee	2024 CA Dashboard data reveals that Long-Term English Learners (LTELs) face critical and persistent academic underperformance across all	1.7 ELA Distance from Standard

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: An analysis of 2024 CA Dashboard data reveals significant academic disparities between Long-Term English Learners (LTELs) and the overall student population in LHUESD. The data indicates that LTELs are among the lowest-performing student groups in the district across multiple content areas, underscoring an urgent need for targeted instructional support, intervention, and engagement strategies. 1. English Language Arts (ELA)- Distance from Standard - All Students: 14.8 points below standard - Long-Term ELs: 57.8 points below standard - Gap: 43 points LTELs are performing more than two full performance levels below the average for all students. 2. Mathematics- Distance from Standard - All Students: 64.3 points below standard - Long-Term ELs: 149.9 points below standard - Gap: 85.6 points LTELs are scoring 85 points lower than their peers and nearly 150 points below standard. 3. Science- CA Science Test Proficiency (Percent Met or Exceeded) - All Students: 30.7% - Long-Term ELs: 1% - Gap: 29.7 percentage points With only 1% of LTELs meeting the science standard, the data signals near-total academic disengagement or inaccessibility of the curriculum.	core content areas: ELA: LTELs score 57.8 points below standard, compared to 14.8 points below for all students (a gap of 43 points). Math: LTELs scored 149.9 points below standard, compared to 64.3 points below for all students (a gap of 85.6 points) Science: Only 1% of LTELs met or exceeded standard, compared to 30.7% of all students (a 29.7-point gap) These disparities indicate that LTELs are struggling with foundational language development, content access, and engagement, factors that often lead to long-term academic disengagement and social-emotional challenges. Traditional ELD structures have not sufficiently closed these gaps. Additionally, stakeholder feedback from parents, staff, and school leaders reinforces the urgent need for coordinated, districtwide focus on LTEL outcomes. Although the action is implemented on a districtwide basis, it is principally directed toward supporting Long-Term English Learners, a high-need subgroup. Teh LTEL Committee creates a structure, data-driven mechanism to: • Ensure consistent cross-role collaboration (administrators, teachers, classified staff, parents) focused exclusively on the unique needs of LTELs) • Analyse disaggregated performance data including (ELPAC, CAASPP, attendance,	1.9 Math Distance from Standard 1.14 Percent of students met or exceeded standard on the California Science Test (CAST) 1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	discipline, and engagement to identify root causes • Develop site-specific and districtwide recommendations for instructional and social-emotional supports • Build staff capacity to recognize and respond to barriers facing LTELs through targeted professional learning and instructional refinement • Elevate the voice of parents of LTELs in district decision-making and continuous improvement cycles.	
2.1	**Action:** Student Wellnesss and Support **Need:** Based on our 2025 school climate survey, 90% of students in grades 3-8 reported that the school social worker program is helpful to their school experience. Student comments highlight the multi-dimensional support provided: 143 students stated, "social workers provide help, emotional support, and advice." 138 students noted, "Social workers help our school." These findings affirm that social workers play a vital role in fostering emotional well-being,	This action funds the position of Tier II and Tier III mental health supports delivered by school social workers, counselor, and AmeriCorps mentors. These staff members provide direct mental health services to at-risk students, coordinate individualized support plans with school personnel, and other training for staff and parents on social-emotional well-being, trauma-informed practices, and behavior intervention strategies. This action is implemented on an LEA-basis, but it is principally directed toward unduplicated students, including foster youth, English learners, and low-income students. These student groups disproportionately experience barriers to accessing mental health care and are more likely to face challenges related to trauma, attendance, and behavior. By expanding access to coordinated mental health services, the district seeks to improve school climate, student well-	2.1: Attendance Rate as measured by local data. 2.2: Chronic Absenteeism Rate. 2.3: Middle school dropout rate as measured by local SIS data. 2.4: Pupil suspension rate as measured by CA Dashboard. 2.5: Pupil expulsion rate.

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
	which is especially important for English Learners and low-income students, who often face additional social and emotional challenges related to trauma, housing instability, or language access. Survey data also showed that 62% of 3rd-8th grade students found the AmeriCorps mentor helpful during the past year, with 71% stating that the mentor provides support. while 33% and 27% responded "Don't Know," this indicates an opportunity for deeper engagement and clearer mentor-student connections, particularly for unduplicated students who may benefit from consistent, trusted adult relationships. Despite a consistent decrease in chronic absenteeism in recent years, the district remains 4.07% above pre-pandemic levels (current 9.93%). Our 2023-24 attendance rate was 95.2%, a slight increase from 94.7% in 2022-23, and current data shows only a 0.3% improvement over the previous year. We did not meet our goal of 98% attendance, suggesting that barriers persist, especially for low-income students and English Learners who are more likely to experience transportation, health, or family-related attendance challenges.	being, and academic achievement of these students. Offering these supports across all school sites ensures that unduplicated students are served equitably while promoting a positive environment for all students.	2.6: Percentage of pupils reporting feeling safe, welcomed, and connected to their school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Because of the demonstrated impact of our student wellness staff and the ongoing need to reduce chronic absenteeism and suspensions, especially among unduplicated pupils, the district will continue to fund and prioritize social worker and AmeriCorps mentor services. These supports are critical in creating a safe, responsive, and equitable school environment that meets the holistic needs of our most vulnerable students. **Scope:** LEA-wide		
2.2	**Action:** PBIS and SEL Implementation **Need:** The district began implementing Positive Behavioral Interventions and Supports (PBIS) in 2019-20 as a systemic strategy to improve school climate and reduce exclusionary discipline practices. Since implementation, measurable progress has been made, particularly among unduplicated student groups. From 2019 to 2024, the overall student suspension rate declined from 3.8% to 1.3%. Notably, suspension rates for English Learners (EL) dropped by 3.4 percentage points, and	Through this action, the district will continue implementation of a Positive Behavioral Interventions and Supports (PBIS) framework at all school sites. This includes setting and reinforcing schoolwide behavioral expectations, providing staff training on PBIS strategies, recognizing students who demonstrate desired behaviors, and regularly using behavioral data to monitor impact and adjust strategies as needed. This action is implemented on an LEA-wide basis, but is principally directed toward unduplicated students, particularly low-income students, English learners, and foster youth, who are disproportionately affected by exclusionary discipline and inconsistent behavior expectations. Input from educational partners and analysis of	2.4: Pupil suspension rate as measured by CA Dashboard. 2.5: Pupil expulsion rate. 2.6: Percentage of pupils reporting feeling safe, welcomed, and connected to their school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged (SED) students, by 2.6 percentage points, demonstrating that PBIS has contributed significantly to creating more inclusive and supportive school environments for these student groups. In terms of attendance, chronic absenteeism for all students decreased by 1.5 percentage points, from 15.5% in 2023 to 14.0% in 2024. This improvement also extends to SED students, whose attendance data mirror these gains. These trends highlight the continuing need for targeted school climate and attendance interventions, especially for unduplicated pupils who remain disproportionately impacted by both suspensions and absenteeism. The district believes that sustaining and enhancing PBIS implementation will further reduce chronic absenteeism and disciplinary disparities, particularly for English Learners and SED students, while continuing to improve overall school connectedness. As a result, actions tied to PBIS are being provided on an ELA-wide basis but are principally directed to address the unique needs of unduplicated students. These	suspension and chronic absenteeism data indicate that these students benefit significantly from consistent behavioral systems, social-emotional support, and positive reinforcement. By applying the PBIS framework districtwide, the district ensures that unduplicated students receive equitable and consistent behavioral support across both campuses, while promoting a safe and inclusive school climate for all students.	2.7: Percentage of staff reporting feeling that the school inspires them to do the very best at their jobs. Percentage of staff feeling satisfied with the recognition they get for doing a good job. Percentage of staff reporting feeling like they belong.

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
	actions are monitored using disaggregated metrics for suspensions and chronic absenteeism to evaluate effectiveness in providing outcomes for those groups. **Scope:** LEA-wide		
2.3	**Action:** Chronic Absenteeism, Additional Transportation **Need:** While chronic absenteeism has improved for the "All Students" group, our current rate remains 4.07 percentage points higher than the pre-COVID-19 baseline. However, disaggregated data from the California School Dashboard reveals that unduplicated pupils continue to face disproportionate challenges. Both English Learners (ELs) and Low-Income (LI) student subgroups are currently performing at the "Yellow" level on the Dashboard's Chronic Absenteeism Indicator, indicating persistent attendance issues that demand targeted interventions. More concerning, Long-Term English Learners (LTELs) are identified in the "Red" performance level, reflecting the most urgent level of need.	Community school coordinators will monitor student attendance with a focus on students identified as at risk of becoming chronically absent. When students are not in school and are not reported ill, coordinators will initiate home visits, offer transportation assistance (including picking up students), and work with families to identify and address barriers to consistent attendance. Coordinators will also maintain ongoing communication with families and collaborate with school personnel to implement early intervention strategies. This action is implemented on an LEA-wide basis, but it is principally directed toward unduplicated students. particularly low-income students, foster youth, and English learners, who disproportionately face attendance challenges due to transportation barriers, unstable housing, or lack family resources. Educational partner input and attendance data confirm that Transportation support and personal outreach are effective strategies for re-engaging students and reducing chronic absenteeism.	2.1: Attendance Rate as measured by local data. 2.2: Chronic Absenteeism Rate.

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
	These indicators highlight a significant and ongoing need to provide increased and improved services particularly in the form of culturally responsive, linguistically appropriate, and family-centered attendance supports. The district recognizes that chronic absenteeism among unduplicated students is often influenced by a combination of language barriers, economic hardship, and access to school-connected support services. Accordingly, planned actions in the LCAP are designed to directly address these barriers, and will include metrics specifically monitoring attendance for ELs, LTELs, and Low-Income students to ensure services are effectively reducing chronic absenteeism gaps. **Scope:** LEA-wide	While available districtwide to ensure equitable access, this action prioritizes support to students with the highest rates of chronic absences.	
2.4	**Action:** Additional Student Supervision **Need:** To maximize instructional access to unduplicated pupils, the elementary and middle school site offers before-school tutoring and homework assistance programs specifically for English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Participation in this program begins	Through this action, students are able to arrive as early a 6:00 a.m. to participate in before-school tutoring designed to provide academic support in core subjects. This action is provided on an ELA-wide basis because unduplicated pupils, including low-income students, English learners, and foster youth benefit from expanded access to instructional support outside of the regular school day. However, it is being offered to all students to maximize access and promote equity. This action is principally directed toward addressing the	2.6: Percentage of pupils reporting feeling safe, welcomed, and connected to their school. 1.11 Percent of pupils in K-6th performing at or above standard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	as early as 6:00 a.m., allowing students to receive academic support before the start of the regular school day. Many families rely on this option due to work-related constraints. However, because regular staff begin their day at 7:15 a.m., program staffing and sustainability remain a challenge, especially for students who are most in need of individualized instructional time. Assessment data from 2024 underscores the critical importance of maintaining and strengthening these supports. In English Language Arts (ELA), the California School Dashboard shows a decline in overall student performance, with "All Students" dropping from the Yellow to the Orange performance level, a 5.6-point decrease. Unduplicated students, the outcomes are more concerning: • English Learners remain in the "Orange" performance level, showing no growth from the previous year despite a modest prior gain of 2.2 points. • Socioeconomically Disadvantaged students dropped by 11.2 points, also falling into the "Orange" performance level. • Long-Term English Learners experienced the steepest decline, dropping 14.2 points and remaining in Orange, which highlights persistent academic challenges for this subgroup.	academic needs of unduplicated pupils, who face demonstrated achievement gaps and may lack access to private tutoring resources outside of school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In mathematics, the declines are even more significant: • "All Students" dropped by 13 points. • English Learners declined by 13.1 points. • Socioeconomically Disadvantaged students dropped 207 points. • Long-Term English Learners experienced a severe 27.1-point decrease. This data trends confirm a substantial and growing need for targeted academic interventions, particularly in early-morning academic support programs for ELs, SED, and LTEL students. Addressing these gaps requires not only sustaining the current before-school programs but also improving staffing and instructional quality to ensure that unduplicated pupils, especially Long-Term English Learners, receive focused support aligned to their language development and academic recovery needs. **Scope:** LEA-wide		
2.5	**Action:** Extracurricular Activities and Career Learning Opportunities and Exploration **Need:**	This action provides career learning and exploration opportunities for middle school students, including access to art instruction, visits to colleges and universities, and participation in a districtwide career day. These experiences are designed to expose students, particularly those	2.6: Percentage of pupils reporting feeling safe, welcomed, and connected to their school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While chronic absenteeism has improved for the "All Students" group, the current rate remains 4.07 percentage points below the pre-COVID-19 baseline. Disaggregated data from the California School Dashboard reveals persistent and disproportionate challenges for unduplicated pupils. ELs and SED students remain at the "Yellow" performance level on the Chronic Absenteeism Indicator, while LTELs are in the "Red", indicating the highest level of need. Chronic absenteeism among these groups is often linked to a lack of meaningful engagement and limited access to enrichment opportunities that build connection to school. In response, the district is implementing actions that expand extracurricular activities and career learning experiences. These actions are designed to address the specific needs of unduplicated pupils by increasing their sense of belonging, motivation, and connection to future pathways. During educational partner consultation, teachers and paraprofessionals emphasized the need for more elective offerings, such as music, art, life skills, and computer literacy, especially during and after school. Students share that they are more likely to attend school when field trips are engaging events are offered. particularly around breaks when absenteeism spikes. School Site Council (SSC) members recommend the addition of career exploration activities such as "Career Day" to inspire purpose and engagement.	from underserved backgrounds to opportunities and environments they may not typically access before high school. This action is provided on an LEA-wide basis because it addresses the demonstrated need for early exposure to postsecondary pathways and career options among unduplicated pupils, including low-income students, English learners, and foster youth. However, it is made available to all students to ensure equitable access to foster a culture of college and career readiness across the district. The action is principally directed toward increasing engagement and preparedness among unduplicated students by mitigating opportunity gaps that exist prior to high school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	**Action:** Supplemental School Safety **Need:** Approximately, 80% of students participate in extracurricular programs offered before schools, after school, during the summer, and on Saturdays. These programs are particularly critical for unduplicated pupils, ELs, SED, LTELs, and Foster Youth, who often benefit from extended learning time, structured environments, and opportunities to build positive peer and adult relationships. Because these programs rely on outside staff, there is an ongoing need for funding to ensure all personnel are properly trained in trauma-informed practices, cultural responsiveness, and strategies to support the academic and social-emotional needs of unduplicated pupils. Additionally, to ensure the safety and supervision of students across nontraditional hours, investment in safety supplies and materials remain a priority. Results from the district's 2024 student survey showed that 94% of students reported feeling safe, welcomed, and connected to school.	Through this action, the district will ensure that all supplemental programs, including after-school and extended learning opportunities, are equipped with adequate safety supplies and that staff are properly trained to respond to emergencies. This includes training in basic first aid, emergency procedures, and crisis response protocols to ensure a safe learning environment beyond regular school hours. This action is provided on an LEA-wide basis because all students and staff benefit from enhanced safety measures. However, it is principally directed toward unduplicated pupils, particularly ow-income students, English learners, and foster youth, who are more likely to participate in after-school programs due to supervision needs and limited access to private enrichment opportunities. By prioritizing safety in these settings, the district ensures equitable access to secure, supportive environments for students most in need.	2.6: Percentage of pupils reporting feeling safe, welcomed, and connected to their school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Maintaining and enhancing this climate is especially important for unduplicated students, who may face greater challenges related to school engagement and attendance. Continued funding for staff training and program safety ensures that the district can sustain before-and after-school programs as a key strategy to support equity, reduce chronic absenteeism, and promote school connectedness among its highest-need population. **Scope:** LEA-wide		
3.1	**Action:** Parent Center **Need:** In our 2024 Parent Survey, parents reported parental involvement as being the second highest priority for the district. In this same survey, 100% of parents reported, "I feel comfortable participating in school activities for parents." 100% reported, "I feel that the school/district values my participation or input." 100% reported, 'My children's school encourages involvement from community organizations," and 100% reported, "I feel like I have a say in the decision-making process at my child's school."	The Parent Center will serve as a dedicated space on campus where families can access support with school-related documentation, digital platforms and apps, and receive training on educational software. In addition, the Center will offer regular workshops to help parents engage more effectively in their children's education and participate meaningfully in school and district decision-making. This action is provided on an LEA-wide basis because all families benefit from improved access to resources and training that foster deeper school engagement. However, it is principally directed toward unduplicated pupils, especially low-income families, English learners, and foster youth, whose parents may face barriers to engagement due to language, access to technology, or unfamiliarity with school systems. The Parent Center addresses these challenges by providing inclusive, culturally responsive, and multilingual support.	3.3: Rate of parents reporting that they feel like they have a say in the decision making process at their children's school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In order to maintain these positive outcomes, the district will continue to provide a parent center to facilitate communication between the school and parents. **Scope:** LEA-wide		
3.2	**Action:** Community School Coordinator **Need:** This year's parent survey reported a positive improvement on the way parents feel about their participation in the decision making process and in how comfortable they feel in their participation in school activities. 100% of parents reported, "I feel comfortable participating in school activities for parents." 100% reported, "I feel that the school/district values my participation or input." 100% reported, 'My children's school encourages involvement from community organizations," and 100% reported, "I feel like I have a say in the decision-making process at my child's school." In order to maintain these positive outcomes, the district will continue to provide a community school coordinator to facilitate	The community school coordinator, based in the Parent Center, serves as a vital liaison between families and the school. The coordinator builds trust with parents through consistent outreach and communication, including home visits, facilitation of culturally responsive workshops, and individualized support in identifying and addressing barriers to school participation. This action is provided on an LEA-wide basis because all families benefit from increased engagement opportunities and support systems that strengthen their role in their children's education and school decision-making. However, it is principally directed toward unduplicated pupils, especially families of low-income students, English Learners, and foster youth, who are more likely to face systemic barriers to engagement due to socioeconomic, linguistic, or housing-related challenges. This action addresses those needs through targeted support strategies that remove access barriers and promote inclusive participation.	3.3: Rate of parents reporting that they feel like they have a say in the decision making process at their children's school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	communication between the school and parents. **Scope:** LEA-wide		
3.3	**Action:** Parent and Family Resources and Training **Need:** During the educational partners process, parents express that they would like to see the continued implementation of this action. Additionally, the 2024 Parent Survey reported that 19% of parents want more information on how to support students at home. The programs/workshops provided to parents focus on resources and support to help their children at home. In the last 2 years, 97 parents participated in the Parent Institute for Quality Education workshops. Parent have provided positive feedback: 42% of parents who participated in the Family Literacy course reported an increase in behaviors that promote Family Engagement at school; 52% reported that they gained knowledge in the key concepts about Family Engagement; and 46% reported increased knowledge in their familiarity with educational resources on digital platforms, and communication with teachers, doctors, family and friends on a digital platform.	To promote sustained and meaningful family engagement, the district will continue to explore and provide resources and training opportunities that empower parents to support their children's learning at home. These may include academic support materials, workshops on instructional strategies, and technology trainings aligned with classroom tools. This action is provided on an LEA-wide basis because all families benefit from resources that strengthen the home-school connection. However, it is principally directed toward unduplicated pupils, particularly families of low-income students, English learners, and foster youth, who may not have this support universally, the district ensures that the most underserved families are reached through inclusive and accessible delivery methods.	3.3: Rate of parents reporting that they feel like they have a say in the decision making process at their children's school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	**Action:** Interpretation/Translation **Need:** Rate of parents reporting that they feel like they have a say in the decision making process at their children's schools-100%. In order to continue this high percentage of parent satisfaction and as a way to encourage parental involvement, the district will provide interpretation and translation services for all parent-teacher conferences and meetings. **Scope:** LEA-wide	This action enhances access and engagement for English Learner (EL) families by providing translation and interpretation support during parent-teacher conferences and school events, including those held outside regular work hours. Paraprofessionals and trained staff serve as interpreters to ensure that language is not a barrier to understanding student progress, accessing school services, or participating in decision-making. This action is provided on an LEA-wide basis because all families can benefit from clear communication with school personnel in their home language. However, it is principally directed toward unduplicated pupils, particularly English learners and their families, who require language access services to meaningfully participate in their children's education. This approach promotes equity and ensures inclusive, culturally responsive communication across the district.	3.3: Rate of parents reporting that they feel like they have a say in the decision making process at their children's school.
3.5	**Action:** Childcare and Snacks for Parent Meetings **Need:**	To support increased parent engagement, especially among families of unduplicated students, the district will provide snacks and childcare during all evening parent workshops and trainings. These sessions are strategically	3.3: Rate of parents reporting that they feel like they have a say in the decision making process at their children's school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Rate of parents reporting that they feel like they have a say in the decision making process at their children's schools- 100%. In order to continue this high percentage of parent satisfaction and as a way to encourage parental involvement, the district will provide childcare and snacks. The district believes providing snacks and childcare facilitates parent participation in meetings, trainings and workshops. Since the implementation of this strategy, we have experienced increased participation in workshops and the LCAP process. For example: 97 parents completed the Parent Institute for Quality Education- parents expressed their appreciation for childcare and snacks. Additionally, 39 parents participated in the LCAP focus group in 2022-23 and 24 parents in 2023-24. During our Educational Partners consultation process classified staff, teachers, administrators, students, and parents express the importance of providing snacks and childcare for parent engagement meetings. These groups would like the district to continue to provide this action in the 2024-27 LCAP. **Scope:** LEA-wide	scheduled outside regular work hours to accommodate working families. Educational partners have consistently indicated that access to childcare and food removes key barriers to participation for many families, particularly those from low-income households or those experiencing housing instability. This action is provided on an LEA-wide basis because all families benefit from supportive services that make engagement more accessible. However, it is principally directed toward unduplicated pupils by addressing the specific logistical challenges that often prevent their families from participating in school-based events and decision-making processes.	
3.6	**Action:** Parent Recognitions for Parental Engagement **Need:** In the 2024 Parent Survey, 100% of parents reported that they feel like they have a say in the decision making process at their children's schools. Additionally, participation rate in school level parent committees were the following: SS Committee- 6 meetings (100% attendance rate)	To foster greater parent involvement in school and district decision-making, the district will recognize parents who have been selected by their peers to serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Migrant Parent Advisory Committee (MPAC). Recognition will occur at an annual Parent Banquet, where participants will receive certificates, school shirts plaques, and other tokens of appreciation.	3.1: Number of meetings per school year where parents have the opportunity to make decisions for district and/or school sites.

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
	MPAC- 6 meetings (80% participation rate) ELAC- 4 meetings (77% attendance rate). In order to maintain this positive level of parent participation in school and district level committees, we will provide recognition and incentives for parents. To continue to encourage positive participation of parents in school and district committees, the district will recognize and incentivize parent participation. **Scope:** LEA-wide	This action is provided on an LEA-wide basis to motivate broader family engagement in governance and advisory roles. However, it is principally directed toward the families of unduplicated pupils, especially English learners and low-income families, whose voices are essential in shaping school programs and who have historically faced barriers to sustained participation in school leadership roles. Publicly acknowledging their contributions strengthens representation and builds trust between schools and families.	3.2: Participation rate of parent committee meetings.
3.7	**Action:** Family Engagement Events **Need:** The district believes that when families are connected and feel comfortable attending and participating in school events, they are more likely to actively engage in their children's education. In the 2024 Parent Survey, 89% of parents rated the participation of parents overall level of involvement in their children's school as either very involved or moderately involved.	The Community School Coordinator will collaborate with administrators and school staff to organize events and opportunities that foster positive, relationship-building interactions between families and school personnel. These activities may include family engagement nights, informal meet-and-greets, and culturally responsive community events held outside of the regular school day. This action is provided on an LEA-wide basis because all families and staff benefit from strengthening home-school relationships that build trust and improve communication. However, it is principally directed toward unduplicated pupils, particularly low-income families, English learners,	3.4: Promotion of participation of parents of unduplicated pupils. Flyers, letters, automated phone system (text messages, voice mails, emails, and personal telephone calls)

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
	100% of parents reported that they are able to speak with teachers and staff when they need to. Also, 79% of parents reported that they prefer to attend school events in person. Additionally, during the educational partners process parents and staff expressed that all actions in Goal 3 were important and they would like to see them continue. Students expressed the the district should continue to host events that involve everyone and bring the community together. To continue to encourage positive communication and interactions between school staff and families, the district will host monthly families events such as a Fall Harvest Festival, Thanksgiving Dinner, Winter Program, Paint Nights and others. **Scope:** LEA-wide	and foster youth, whose families may face barriers such as work schedules, language access, or prior negative experiences with schools. These targeted efforts are designed to promote inclusive environments that encourage sustained family engagement and equitable participation in school life.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Supplemental Personnel/ LREBG **Need:** Dashboard and assessment data highlight critical academic and language development needs among English Learner (ELs). In 2024, ELs remained in the "Orange" performance level of the California School Dashboard for both English Language Arts (ELA) and mathematics, indicating persistent underperformance in these areas. Especifically: • ELA CAASPP proficiency for ELs dropped from 24.39% in 2023 to 13.64% in 2024, a decrease of nearly 11 percentage points. • Math CAASPP proficiency for ELs declined from 12.20% to 9.23% during the same period. • The percentage of ELs making progress toward English language proficiency fell by 15.8 percentage points, from 62.7% in 2023 to 46.9% in 2024, as measured by the ELPAC. These declines signal that EL students are not only struggling to meet grade-level academic standards, but are also losing momentum in acquiring English Proficiency, which further compounds their ability to access	Through this action, ELs will receive strategic support from two (2) paraprofessionals and one (1) ELD teacher. The ELD teacher will provide direct services to EL students and will also provide classroom support. EL will also have access to dedicated computer programs and curriculum.	1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	core instruction and content. During the LCAP consultation process, teachers and paraprofessionals expressed an urgent need for additional targeted support and resources to meet the needs of EL students. **Scope:** Limited to Unduplicated Student Group(s)		
1.8	**Action:** Extending Instructional Minutes **Need:** 2023-24 Data: ELs CAASPP ELA Proficiency- 10.61% compared to 24.39% in 2022-23, CAASPP math proficiency- 9.23% compared to 12.20% the previous year. CA Dashboard- 46.9% (15.8% decline from the previous year). **Scope:** Limited to Unduplicated Student Group(s)	LHUESD will continue to implement 15 additional minutes of daily designated English Language Development (ELD) instruction across all school sites. This additional instructional time is provided on an LEA-wide basis, but it is principally directed toward English Learn students to accelerate their language acquisition and academic performance. The extended time will support structured, standards- aligned language development that is tailored to students' language proficiency levels. Data from state and local assessments confirm that English Learners remain one of the lowest performing groups in the district and continue to require intensified language support: 2023-24 CAASPP ELA Proficiency (ELs): 10.61% (a substantial decline from 24.39% in 2022-23) 2023-24 CAASPP Math Proficiency (ELs): 9.23% (down from 12.20% the previous year)	1.18: Percent of English Learners (EL) making Annual Progress in Learning English. 1.19: EL Reclassification Rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		2023 English Learner Progress Indicator (Dashboard): 46.9% (15.8 percentage point decline from the previous year) These performance declines underscore the persistent linguistic and academic challenges facing ELs. Additionally, educational partners, including parents, teachers, and site administrators, have consistently prioritized the need for more targeted instructional time during the school day to prevent long-term English Learner designation and reduce achievement gaps. Although implemented LEA-wide, this action is principally directed toward EL students, who will be primary beneficiaries. The extended ELD instructional time is structured to: • Provide daily access to language-rich instruction focused on vocabulary development, academic discourse, and complex sentence structures. • Enable teachers to differentiate instruction based on ELPAC and classroom formative assessments. • Offers scaffolded support for reading, writing, listening, and speaking, aligned with the CA ELD Standards.	
1.9	**Action:** ELD Instruction **Need:**	Through this action, we will utilize the Data Wise process to organize and improve our work with ELs. Teachers will receive ELD training, conduct learning walks, and analyze student data to	1.18: Percent of English Learners (EL) making Annual Progress in Learning English.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2023-24 Data: ELs CAASPP ELA Proficiency- 10.61% compared to 24.39% in 2022-23, CAASPP math proficiency- 9.23% compared to 12.20% the previous year. CA Dashboard- 46.9% (15.8% decline from the previous year). **Scope:** Limited to Unduplicated Student Group(s)	improve their practices. Funding will be used to cover training costs.	1.19: EL Reclassification Rate.

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

N/A

Additional Concentration Grant Funding

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

In the 2025-26, the district will use additional concentration grant add-on funding to increase the number of staff providing direct services to students at school sites where more than 55 percent of students are foster youth, English Learners, and/or low-income. Specifically, the district will:

Add 2.0 FTE paraprofessionals and English Language Development (ELD) teachers to provide targeted academic and language acquisition support for English Learners. These staff will be assigned to school sites where the English Learner population exceeds 55% and where student performance on the ELPAC and local benchmarks indicates needs. Goal 1 Action 1.7

Hire 4.0 FTE credentialed teachers to reduced student-to-teacher ratios at schools with high concentrations of unduplicated pupils. These positions will enhance classroom instruction and allow for more differentiated and small-group instruction to support struggling learners. Goal 1 Action 1.3

Expand career learning opportunities (1.0 FTE in art, college visits, and career exposures activities) prioritizing students identified as low-income, English Learners, and foster youth. Priority registration and transportation will be provided to remove access barriers. These programs will occur primarily at high concentration sites to address opportunity gaps and post-secondary readiness. Goal 2 Action 2.5

Fund an additional 1.0 FTE Community School Coordinator to lead family engagement at high concentration sites. This role will focus on strengthening home-school partnerships, particularly for low-income, English Learner, and foster youth families, through culturally responsive outreach and coordination of services. Goal 3 Action 3.2

Each staffing increase and service expansion is designed to meet the distant needs of unduplicated students and will be monitored using disaggregated metrics such as chronic absenteeism, reclassification rates, and participation in enrichment opportunities to evaluate effectiveness.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:22
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14

2025-26 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	3036824	1306684	43.028%	3.950%	46.978%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,482,395.33	$1,947,152.64	$0.00	$0.00	$3,429,547.97	$2,750,626.64	$678,921.33

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	Hire and maintain fully credentialed staff	All	No			All Schools Specific Schools:	Ongoing all year.	$20,000.00	$0.00		$20,000.00			$20,000.00	
1	1.2	Teacher Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$3,200.00	$5,025.00	$8,225.00				$8,225.00	
1	1.3	Reduced Class Sizes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lost Hills Elementary TK-3rd	Ongoing all year.	$467,283.00	$0.00	$467,283.00				$467,283.00	
1	1.4	SBE Curriculum and Supplies	All	No			All Schools	Ongoing all year.	$0.00	$20,000.00		$20,000.00			$20,000.00	
1	1.5	Classroom Devices and Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$42,006.33	$42,006.33				$42,006.33	
1	1.6	Supplemental Curriculum and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.7	Supplemental Personnel/ LREBG	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing all year.	$1,075,387.90	$0.00	$109,958.00	$965,429.90			$1,075,387.90	

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	1.8	Extending Instructional Minutes	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	All year	$58,000.00	$0.00	$58,000.00				$58,000.00	
1	1.9	ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	All year	$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.10	Project Based Lessons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.11	Extended Learning Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year and Summer	$698,181.00	$41,890.00	$20,000.00	$720,071.00			$740,071.00	
1	1.12	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing, all year and Summer	$80,710.74	$93,000.00	$93,000.00	$80,710.74			$173,710.74	
1	1.13	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year.	$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.14	Supplemental Educational Experiences and Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$60,000.00	$60,000.00				$60,000.00	
1	1.15	LTELs Committee	English Learners	Yes	LEA-wide	English Learners			$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.1	Student Wellnesss and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year and during Summer school	$255,343.00	$67,000.00	$181,402.00	$140,941.00			$322,343.00	
2	2.2	PBIS and SEL Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year and Summer school.	$0.00	$32,000.00	$32,000.00				$32,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Chronic Absenteeism, Additional Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$90,000.00	$90,000.00				$90,000.00	
2	2.4	Additional Student Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year (180 days).	$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.5	Extracurricular Activities and Career Learning Opportunities and Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year and Summer school.	$0.00	$46,000.00	$46,000.00				$46,000.00	
2	2.6	Supplemental School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Saturday, before school, afterschool, and Summer.	$0.00	$22,000.00	$22,000.00				$22,000.00	
3	3.1	Parent Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year.	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.2	Community School Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All year and Summer school.	$60,521.00	$0.00	$60,521.00				$60,521.00	
3	3.3	Parent and Family Resources and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.4	Interpretation/Translation	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing all year.	$2,000.00	$0.00	$2,000.00				$2,000.00	
3	3.5	Childcare and Snacks for Parent Meetings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year and Summer School.	$0.00	$7,000.00	$7,000.00				$7,000.00	
3	3.6	Parent Recognitions for Parental Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing all year.	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.7	Family Engagement Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing during the year.	$0.00	$20,000.00	$20,000.00				$20,000.00	

2025-26 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
3036824	1306684	43.028%	3.950%	46.978%	$1,482,395.33	0.000%	48.814 %	**Total:**	$1,482,395.33
								LEA-wide Total:	$901,154.33
								Limited Total:	$171,958.00
								Schoolwide Total:	$467,283.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,225.00	
1	**1.3**	Reduced Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lost Hills Elementary TK-3rd	$467,283.00	
1	**1.5**	Classroom Devices and Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,006.33	
1	**1.6**	Supplemental Curriculum and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
1	**1.7**	Supplemental Personnel/ LREBG	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$109,958.00	
1	**1.8**	Extending Instructional Minutes	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$58,000.00	

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	1.9	ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,000.00	
1	1.10	Project Based Lessons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
1	1.11	Extended Learning Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.12	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,000.00	
1	1.13	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.14	Supplemental Educational Experiences and Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
1	1.15	LTELs Committee	Yes	LEA-wide	English Learners		$10,000.00	
2	2.1	Student Wellnesss and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$181,402.00	
2	2.2	PBIS and SEL Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,000.00	
2	2.3	Chronic Absenteeism, Additional Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
2	2.4	Additional Student Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.5	Extracurricular Activities and Career Learning Opportunities and Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,000.00	
2	2.6	Supplemental School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,000.00	

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 (%)
3	**3.1**	Parent Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	**3.2**	Community School Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,521.00	
3	**3.3**	Parent and Family Resources and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	**3.4**	Interpretation/Translation	Yes	LEA-wide	English Learners	All Schools	$2,000.00	
3	**3.5**	Childcare and Snacks for Parent Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
3	**3.6**	Parent Recognitions for Parental Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
3	**3.7**	Family Engagement Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,593,272.45	$1,096,292.07

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**	Hire and maintain fully credentialed staff	No	$17,600.00	19,308.71
1	**1.2**	Teacher Induction Program	Yes	$8,225.00	0
1	**1.3**	Reduced Class Sizes	Yes	$368,639.00	363,198.55
1	**1.4**	SBE Curriculum and Supplies	No	$60,000.00	11,025.33
1	**1.5**	Classroom Devices and Technology Support	Yes	$40,469.45	40,541.70
1	**1.6**	Supplemental Curriculum and Programs	Yes	$45,000.00	30,510.39
1	**1.7**	Supplemental Personnel	Yes	$182,259.00	160,401.11
1	**1.8**	Extending Instructional Minutes	Yes	$51,837.00	56,588.91
1	**1.9**	ELD Instruction	Yes	$4,000.00	327.84
1	**1.10**	Project Based Lessons	Yes	$45,000.00	39,852.91
1	**1.11**	Extended Learning Time	Yes	$5,000.00	8087.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Professional Development	Yes	$76,350.00	37,822.42
1	1.13	Professional Learning Communities	Yes	$20,000.00	1810.55
1	1.14	Supplemental Educational Experiences and Student Incentives	Yes	$57,000.00	59,241.00
2	2.1	Student Wellnesss and Support	Yes	$324,393.00	127,721.10
2	2.2	PBIS Implementation	Yes	$30,000.00	26,634.13
2	2.3	Chronic Absenteeism, Additional Transportation	Yes	$15,000.00	939.74
2	2.4	Additional Student Supervision	Yes	$38,979.00	305.62
2	2.5	Extracurricular Activities and Career Learning Opportunities and Exploration	Yes	$75,000.00	49,231.56
2	2.6	Supplemental School Safety	Yes	$15,000.00	14468.35
3	3.1	Parent Center	Yes	$5,000.00	3,067.53
3	3.2	Community School Coordinator	Yes	$60,521.00	20757.17
3	3.3	Parent and Family Resources and Training	Yes	$15,000.00	1,241.59
3	3.4	Interpretation/Translation	Yes	$2,000.00	466.55

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	**3.5**	Childcare and Snacks for Parent Meetings	Yes	$7,000.00	4,351.48
3	**3.6**	Parent Recognitions for Parental Engagement	Yes	$4,000.00	262.93
3	**3.7**	Family Engagement Events	Yes	$20,000.00	18,127.59

2024-25 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)
1174224	$1,241,080.45	$1,065,369.12	$175,711.33	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Teacher Induction Program	Yes	$8,225.00	0		
1	1.3	Reduced Class Sizes	Yes	$368,639.00	363,198.55		
1	1.5	Classroom Devices and Technology Support	Yes	$40,469.45	40,541.70		
1	1.6	Supplemental Curriculum and Programs	Yes	$45,000.00	30,510.39		
1	1.7	Supplemental Personnel	Yes	$109,958.00	160,401.11		
1	1.8	Extending Instructional Minutes	Yes	$51,837.00	56,000.00		
1	1.9	ELD Instruction	Yes	$4,000.00	327.84		
1	1.10	Project Based Lessons	Yes	$45,000.00	39,852.91		
1	1.11	Extended Learning Time	Yes	$5,000.00	8,087.31		
1	1.12	Professional Development	Yes	$35,000.00	37,822.42		
1	1.13	Professional Learning Communities	Yes	$20,000.00	1810.55		
1	1.14	Supplemental Educational Experiences and Student Incentives	Yes	$57,000.00	59,241.00		
2	2.1	Student Wellnesss and Support	Yes	$163,452.00	127,721.10		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.2**	PBIS Implementation	Yes	$30,000.00	26,634.13		
2	**2.3**	Chronic Absenteeism, Additional Transportation	Yes	$15,000.00	939.74		
2	**2.4**	Additional Student Supervision	Yes	$38,979.00	305.62		
2	**2.5**	Extracurricular Activities and Career Learning Opportunities and Exploration	Yes	$75,000.00	49,231.56		
2	**2.6**	Supplemental School Safety	Yes	$15,000.00	14,468.35		
3	**3.1**	Parent Center	Yes	$5,000.00	3,067.53		
3	**3.2**	Community School Coordinator	Yes	$60,521.00	20,757.17		
3	**3.3**	Parent and Family Resources and Training	Yes	$15,000.00	1,241.59		
3	**3.4**	Interpretation/Translation	Yes	$2,000.00	466.55		
3	**3.5**	Childcare and Snacks for Parent Meetings	Yes	$7,000.00	4,351.48		
3	**3.6**	Parent Recognitions for Parental Engagement	Yes	$4,000.00	262.93		
3	**3.7**	Family Engagement Events	Yes	$20,000.00	18,127.59		

2024-25 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)
2998706	1174224	.320%	39.478%	$1,065,369.12	0.000%	35.528%	$118,450.74	3.950%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024