

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lakeside Union School District

CDS Code: 15-63552-0000000

School Year: 2026-27

LEA contact information:

Ty Bryson

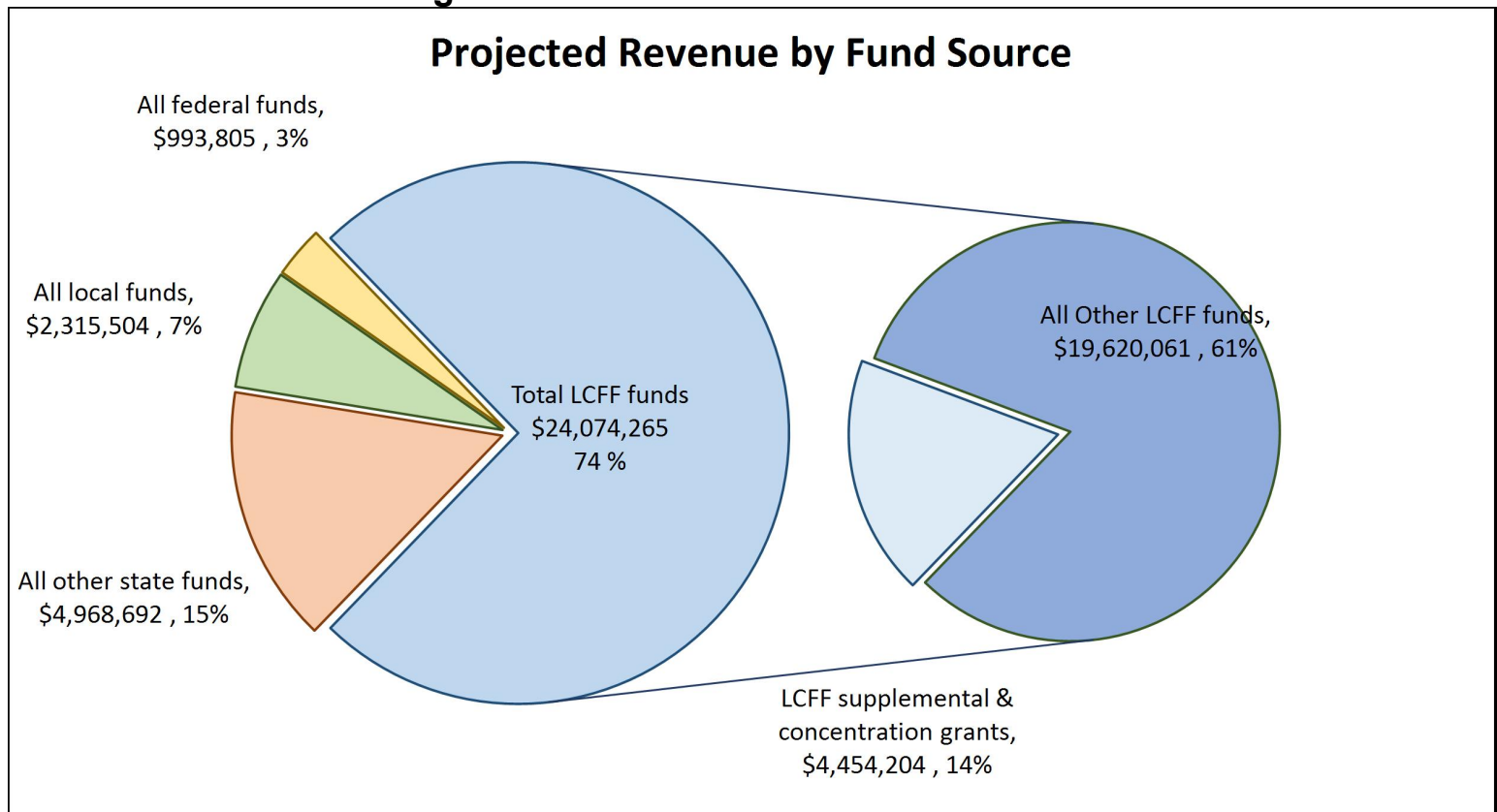
District Superintendent

tbryson@lakesideusd.org

661-836-6658

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

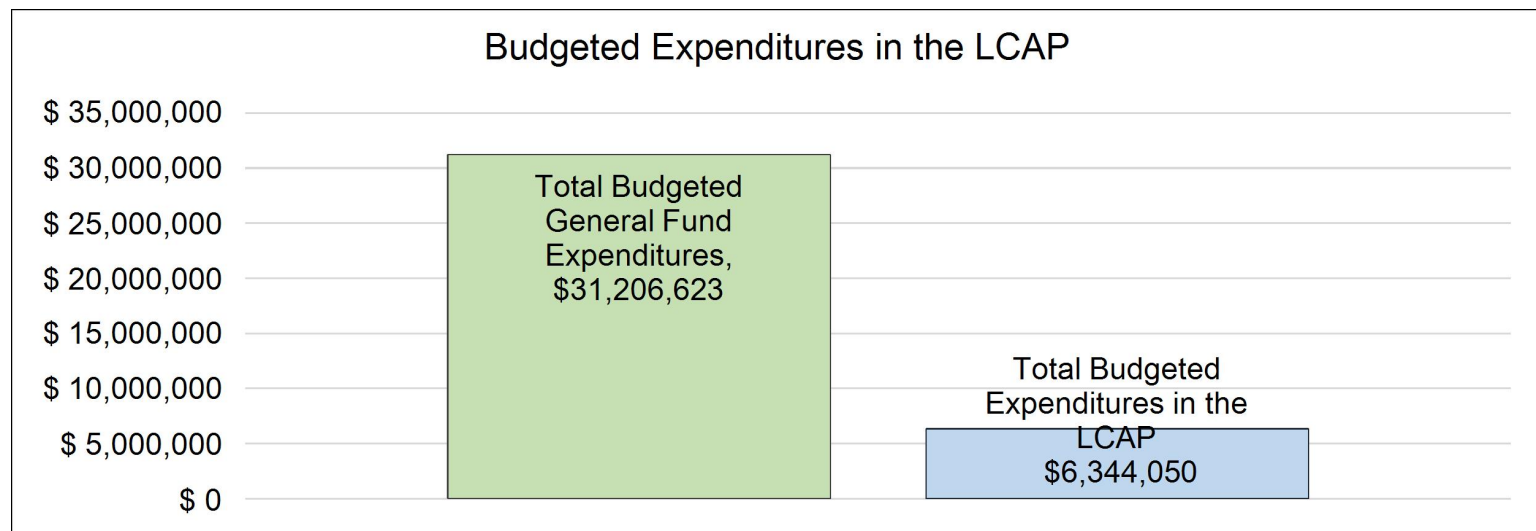


This chart shows the total general purpose revenue Lakeside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lakeside Union School District is \$32,352,266, of which \$24,074,265 is Local Control Funding Formula (LCFF), \$4,968,692 is other state funds, \$2,315,504 is local funds, and \$993,805 is federal funds. Of the \$24,074,265 in LCFF Funds, \$4,454,204 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 Lakeside Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lakeside Union School District plans to spend \$31,206,623 for the 2026-27 school year. Of that amount, \$6,344,050 is tied to actions/services in the LCAP and \$24,862,573 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

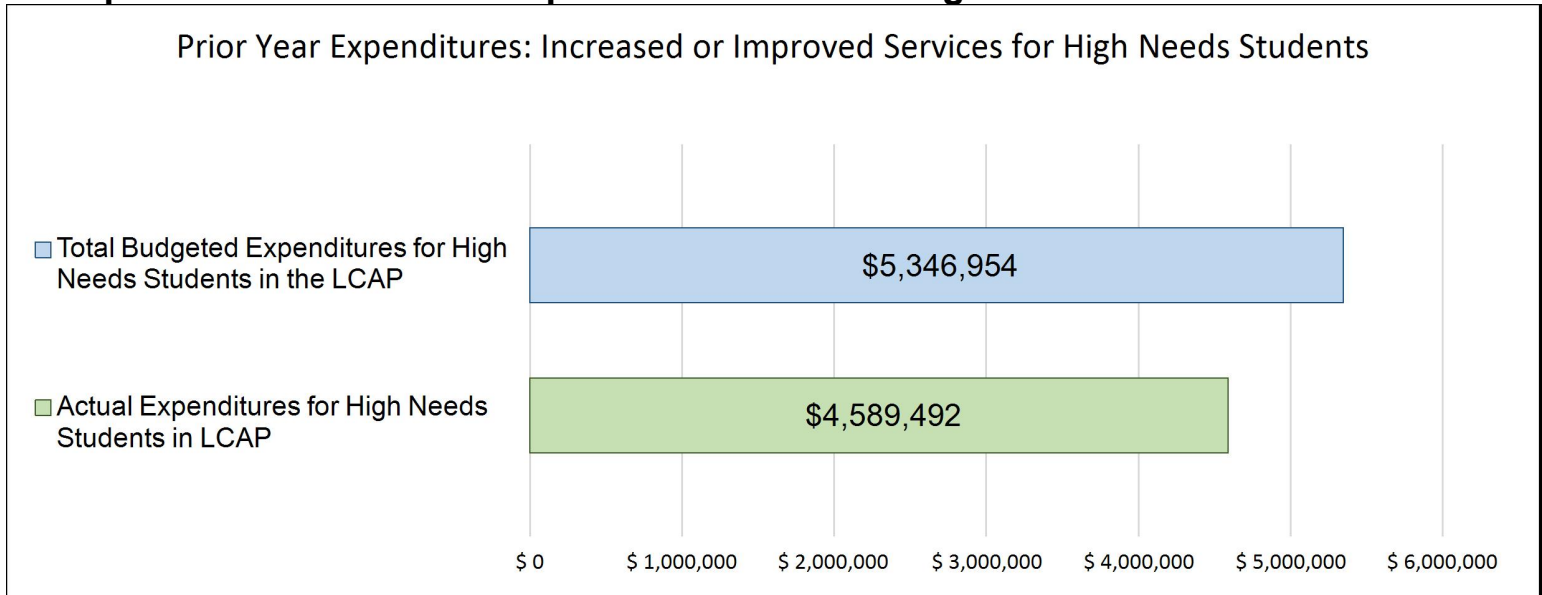
General Fund budget expenditures not included in the LCAP consist of essential operational costs necessary to sustain district functions. These include staff salaries and benefits, instructional and operational supplies, contracted services that support day-to-day operations, and capital outlay projects for facility improvements and infrastructure needs. Additionally, expenditures may be supported by a combination of state, federal, and local funding sources.

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

In 2026-27, Lakeside Union School District is projecting it will receive \$4,454,204 based on the enrollment of Foster Youth, English learner, and low-income students. Lakeside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lakeside Union School District plans to spend \$5,163,552 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Lakeside 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 Lakeside 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 2025-26, Lakeside Union School District's LCAP budgeted \$5,346,954 for planned actions to increase or improve services for high needs students. Lakeside Union School District actually spent \$4,589,492 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$757,462 had the following impact on Lakeside Union School District's ability to increase or improve services for high needs students:

The district received one-time revenues designated for specific purposes that align with LCAP goals and actions. To maximize available resources, these one-time funds were utilized to support applicable LCAP-aligned expenditures in place of LCFF funding. This approach allowed the district to preserve LCFF resources while still implementing planned actions and services. The resulting LCFF carryover obligation of 3.403% has been incorporated into the 2026–27 LCAP and is reflected in the Total Percentage to Increase or Improve Services calculation.

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
Lakeside Union School District	Ty Bryson District Superintendent	tbryson@lakesideusd.org 661-836-6658

Plan Summary [2026-27]

General Information

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

DISTRICT OVERVIEW

The Lakeside Union School District (LUSD) is situated in the southwest region of Bakersfield, spanning an expansive area of over 200 square miles. Despite its vast coverage, LUSD maintains a close-knit community atmosphere, serving a diverse population of approximately 1,608 students across two primary schools.

Lakeside School, established in 1941, caters to students from Transitional Kindergarten to 8th grade. Nestled in an agricultural locale roughly five miles southwest of Bakersfield, Lakeside School boasts a rich history and a range of amenities including a full-size pool, gym, and auditorium. This institution offers a comprehensive educational experience tailored to the needs of students across multiple grade levels.

In contrast, Donald E. Suburu School, established in 1996, focuses on students from Preschool Special Day Class through Transitional Kindergarten through 5th grade. Situated within the Silver Creek residential development, this school serves as a hub of learning and community engagement, providing a nurturing environment for young learners to thrive academically and socially.

The district's demographic landscape is characterized by large agricultural expanses, interspersed with residential areas predominantly consisting of single-family homes. Socioeconomically, the residential areas within LUSD encompass a spectrum ranging from low to medium income levels, reflecting the diverse economic backgrounds of the district's families.

Overall, Lakeside Union School District is committed to providing high-quality education, fostering student growth and success, and nurturing

a sense of community among its students, families, and staff members. LUSD has no identified equity multiplier sites. Lakeside Union School District Facts:

(Data from KiDS, March 2026)

Two school sites:

- Lakeside School serving grades TK-8th with 927 students
- Donald E. Suburu School serving grades Preschool SDC & TK-5th with 824 students

District Ethnic Diversity (students):

- Hispanic Latino 69%
- White 10%
- Asian 10%
- African American 5%
- Filipino 2%
- Two or more races 4%

District Student Groups (by percentage):

- English Learners 15%
- Long Term English Language Learner 1%
- Eligible for free or reduced price meals 59%
- Homeless 0.3%
- Foster Youth 0.3%
- Students with Disabilities 14%

VISION

To inspire a passion for learning, by empowering all students to acquire, understand and value the knowledge for success in an ever changing world.

MISSION

The Lakeside Union School District is committed to a quality educational program, responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, the Lakeside Union School District prepares all students to achieve their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

LUSD has a well defined tradition that strongly correlates student achievement with classroom instruction. State adopted curriculum is delivered by high quality teachers who receive professional development designed to enhance their instructional skills to improve student achievement. The certificated and classified employees of the district respect and enjoy working with students, and are dedicated to making their lives better.

Reflections: Annual Performance

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

Lakeside Union School District (LUSD) reviewed the 2025 California School Dashboard and 2025–26 local data, including Kern Integrated Data System (KiDS) suspension and grade distribution reports, to evaluate progress across state priorities and identify areas requiring intensified support.

Areas of Growth and Strength

English Language Arts (ELA)

District-wide ELA Distance from Standard increased by 6.6 points. Growth was observed across student groups, including English Learners (+9.3), Long-Term English Learners (+5.4), Socioeconomically Disadvantaged students (+5.1), and Students with Disabilities (+5.3). This improvement reflects strengthened Tier I literacy instruction and expanded designated and integrated ELD structures, which increased access to grade-level standards for unduplicated pupils. During the 2025–26 school year, grade-level teams participated in professional development to identify essential standards and develop common benchmark assessments to monitor student progress toward grade-level expectations.

Mathematics

District-wide mathematics performance improved by 2.0 points, with growth across English Learners (+3.9), Long-Term English Learners (+5.4), Socioeconomically Disadvantaged students (+1.2), and Students with Disabilities (+2.0). While growth occurred, the Distance from Standard data indicates that additional acceleration is necessary to close longstanding performance gaps. During the 2025–26 school year, teachers participated in targeted mathematics professional development focused on structured lesson design, scaffolding strategies, and the use of formative assessment to adjust instruction. These trainings were implemented to strengthen Tier I instruction in response to persistent Distance from Standard gaps.

English Learner Progress Indicator (ELPI)

51.7% of English Learners made progress toward English proficiency, representing a 10.8% increase. This improvement aligns with strengthened language development systems and increased monitoring of EL progress.

Chronic Absenteeism (Priority 5)

Chronic absenteeism decreased to 22.9% overall (down 5.9%). Reductions were observed across student groups:

English Learners (-7%)

Socioeconomically Disadvantaged (-4.6%)

Students with Disabilities (-8.9%)

Foster Youth (-34.6%)

These reductions suggest that attendance outreach, monitoring, and family communication systems improved engagement and reduced missed instructional time.

Suspension Rates (Priority 6)

District-wide suspension rates decreased to 1.4% (down 4.6%), with reductions across English Learners (-5.6%), Socioeconomically

Disadvantaged (-4.8%), Students with Disabilities (-4.4%), and Foster Youth (-6.5%).

This decline indicates that behavioral supports and restorative practices increased student access to instructional time.

Areas Requiring Focused Improvement

Despite measurable growth, several indicators remain in the lowest performance levels, requiring intensified and targeted strategies.

Mathematics – Distance from Standard (Red for SWD District-wide and Hispanic students at Lakeside School)

Significant DFS gaps remain for:

Long-Term English Learners (-179.7)

Students with Disabilities (-147.8)

English Learners (-111.3)

Socioeconomically Disadvantaged (-90.2)

Although improvement occurred, these data indicate that current instructional strategies are not yet sufficient to close performance gaps. Strengthening Tier I math instruction, providing structured intervention cycles, and increasing scaffolded access to grade-level problem-solving remain priorities.

ELA Performance Gaps

Students with Disabilities (-114), Long-Term English Learners (-91.9), and English Learners (-67.5) remain in the lowest performance levels despite growth. This indicates a need for deeper alignment between core literacy instruction and designated ELD, along with increased progress monitoring for intervention effectiveness. District-wide ELA professional development was provided to strengthen alignment between core literacy instruction and designated ELD, with emphasis on academic language development and structured reading routines for diverse learners.

Chronic Absenteeism with elevated subgroup rates

While no subgroup is currently Red, rates remain elevated for:

Foster Youth (36.0%)

Students with Disabilities (29%)

Socioeconomically Disadvantaged (25.4%)

These rates indicate that attendance barriers persist for vulnerable students, requiring sustained case management and school-based attendance teams.

Suspension Disproportionality

Although overall rates declined, Foster Youth (18.5%) and Students with Disabilities (3.4%) remain disproportionately represented.

Continued focus on inclusive practices and early behavioral intervention is necessary to reduce exclusionary discipline.

We use local data on suspension rates and grades to monitor student progress closely and provide targeted support. This information helps us implement timely interventions for students who may need additional assistance. Additionally, we use the data to offer ongoing support and professional development for our staff, ensuring they are equipped to meet the diverse needs of our students effectively.

Local Data Review (March 2026)

Local KiDS data provides mid-year indicators to monitor progress toward Dashboard outcomes:

Lakeside School Suspension Rate

- All Students: 0.90%
- AA at 0.0%
- EL at 1.45%
- SWD at 3.03%
- TOM at 0.0%

Lakeside School Core Subjects Summary ELA D & F %

- All Students: 22.29%
- AA at 28.38%
- EL at 27.78%
- SWD at 28.03%
- Hispanic 23.97%
- TOM at 27.31%

Lakeside School Core Subjects Summary Math D & F %

- All Students: 21.88%
- AA at 27.93%
- EL at 25.05%
- SWD at 22.31%
- Hispanic 23.39%
- TOM at 32.14%

Donald E. Suburu School Suspension Rate

- All Students: 0.58%
- AA at 2.17%
- EL at 0.0%
- SWD at 1.69%
- TOM at 2.08%
- AS at 0.0%

Donald E. Suburu School Grades Distribution Period 3 ELA D & F %

- All Students: 19.68%
- AA at 24.32%
- EL at 25.88%
- SWD at 18.70%

- TOM at 63.67%
- AS at 20.93%

Donald E. Suburu Grades Distribution Period 3 Math D & F %

- All Students: 22.97%
- AA at 24.00%
- EL at 28.23%
- SWD at 21.96%
- TOM at 36.67%
- AS at 11.63%

These course failure rates serve as early indicators of potential CAASPP performance gaps. Because D/F grades reflect access to and mastery of grade-level content, targeted intervention cycles and differentiated core instruction will be prioritized for identified subgroups.

Lowest Performance (Red) Indicators – 2025 Dashboard

- ELA (Red): No student groups identified.
- Mathematics (Red): Students with Disabilities (District-wide; both sites) and Hispanic students (Lakeside School).
- Suspension (Red): None identified.
- Chronic Absenteeism (Red): None identified.

LUSD will continue to address the disparities for student groups receiving "Red" performance levels on state indicators. The following Schools and Student Groups were identified within the Lowest-Performing levels on the 2023 Dashboard:

- ELA (Red): African American (District-wide), Students with Disabilities (District-wide; Schools: Lakeside, Suburu), English Learners (School: Lakeside)
- Math (Red): All Students (District-wide; School: Lakeside), African American (District-wide), English Learners (District-wide; School: Lakeside), Students with Disabilities (District-wide; Schools: Lakeside, Suburu), Two or More Races (District-wide), Hispanic (School: Lakeside)
- Suspension Rate (Red): All Students (District-wide), African American (District-wide; School: Lakeside), English Learners (District-wide; School: Lakeside), Foster Youth (District-wide), Hispanic (District-wide; School: Lakeside), Students with Disabilities (District-wide; Schools: Lakeside), Two or More Races (District-wide; School: Lakeside), White (District-wide; School: Lakeside), Socioeconomically Disadvantaged (School: Lakeside)
- Chronic Absenteeism (Red): African American (School: Suburu), Asian (School: Suburu), and Students with Disabilities (School: Suburu)

Response & Action Plan: To address disparities identified from the Schools and Student Groups at the lowest performance (Red) level on the 2023 (and current 2025) dashboards, LUSD is implementing targeted interventions:

1. Enhanced Instructional Support & Data-Driven Interventions:

- Increased access to differentiated instruction and high-quality instructional materials (Actions 1.1, 1.2, 1.4).

2. Professional Development:

- Ongoing training for teachers focused on effective strategies for low-performing student groups (Actions 1.1, 1.3, 1.4, 2.1, 3.2, 3.4).
3. Behavioral Interventions:
- Expansion of behavioral support programs to reduce suspension rates (Actions 2.1, 2.2, 2.4).
4. Community & Parent Engagement:
- Strengthening parent workshops and engagement initiatives to support student success (Action 2.2).
5. Monitoring & Adjustments:
- Regular data review cycles with staff and educational partners to assess progress and refine strategies (Actions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.4).
6. Attendance Support Teams:
- Establishing school-based attendance teams to address chronic absenteeism through personalized support (Actions 2.1, 2.2, 2.3).

Commitment to Equity & Continuous Improvement / LREBG

LUSD remains committed to data-driven decision-making and ongoing collaboration with educational partners to ensure equitable student success. Through these strategic actions, we aim to improve academic performance, reduce disparities, and create a supportive learning environment for all students.

As part of a comprehensive needs assessment, the LEA reviewed state and local assessment data, attendance data, behavior data, English learner progress data, and educational partner feedback as part of the annual review process. While progress was observed in several areas, the review identified continued needs related to literacy achievement, intervention services for students performing below grade level, English learner supports, student engagement, attendance, and school climate.

Implementation of intervention supports, English Language Development (ELD) professional learning, Positive Behavioral Interventions and Supports (PBIS), and attendance engagement efforts contributed to positive outcomes for many students. However, local data indicate that additional support is needed to accelerate academic growth, strengthen student engagement, and improve attendance outcomes for identified student groups.

As a result of this review, the LEA will continue to prioritize academic intervention (Action 1.1), English learner supports (Action 1.4), student engagement strategies (Action 2.1), and attendance improvement efforts (Action 2.3) in the 2026–27 LCAP. Learning Recovery Emergency Block Grant (LREBG) funds will be utilized to support these priorities and address ongoing student learning recovery and engagement needs. All four of these priorities align with the stated allowable uses for LREBG funds. For additional details, see descriptions within each of these four identified actions.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, Lakeside Union School District was not found eligible for Differentiated Assistance (DA). Despite this status change, the district will continue implementation of the improvement efforts initiated during the DA process to sustain progress and support improved outcomes for student groups. Prior DA identification was based on performance indicators in:

- State Priority 6 (School Climate) – Suspension Rate
- State Priority 5 (Student Engagement) – Chronic Absenteeism

- State Priority 4 (Student Achievement) – English Language Arts, Mathematics, and English Learner Progress

In January 2026, district leadership engaged in a collaborative review of state and local performance data with the Kern County Superintendent of Schools. This review included analysis of suspension rates, chronic absenteeism, English Language Arts and Mathematics achievement, English Learner Progress, and subgroup performance trends. The purpose of this collaboration was to reflect on progress since exiting DA status and identify areas requiring continued attention.

Although the district is no longer receiving formal technical assistance, these indicators continue to be monitored through structured leadership data review cycles to ensure sustained improvement and prevent re-identification.

The district maintains focus on student groups previously identified for performance gaps, including African American students, English Learners, Foster Youth, Students with Disabilities, students identified as Two or More Races, and students experiencing homelessness.

Ongoing implementation of LCAP actions — including targeted academic instruction (Goal 1, Actions 1 and 2) and Positive Behavioral Interventions and Supports (Goal 2, Action 1; ATS Goal 2, Action 4) — supports continued progress in the areas previously identified for assistance.

The district remains committed to continuous improvement through collaborative partnership with the Kern County Superintendent of Schools and internal data review processes designed to sustain growth and promote equitable student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools in the Lakeside Union School District are eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
All Educational Partners, including but not limited to: - Teachers - Classified Staff - Administrators - Parents and Parent Advisory - Students Advisory Group - Community Members - Other Educational Partners	- We prioritize collaboration with all educational partners in the development of our Local Control and Accountability Plan (LCAP) to ensure a comprehensive and inclusive approach to addressing the needs of our students. This engagement encompasses meaningful dialogue and input from teachers, classified staff, administrators, parents, students, community members, and other educational partners. Through regular meetings, forums, surveys, and workshops, we seek diverse perspectives and insights to inform the goals, strategies, and actions outlined in the LCAP. By fostering a culture of partnership and collective responsibility, we strive to create a plan that reflects the needs and aspirations of our entire educational community and promotes equity, excellence, and student success for all (2026/2027 School Year). - For our students, we ensure meaningful engagement by involving middle school students in the LCAP process through ongoing input shared during their ASB (advisory) meetings throughout the year. We also collect a broad range of student perspectives through regular surveys, which help inform the development of goals, strategies, and actions in the LCAP (2026/2027 School Year). - Held a public hearing to provide an update regarding the specific actions and expenditures in the 2025 LCAP (February 2026).

Educational Partner(s)	Process for Engagement
	• Posted the LCAP for public comment prior to public hearing (June 2026) • Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP (June 2026) • Adopted the LCAP and budget at the board meeting and reported local indicator data as a non-consent item (June 2026) • Posted the adopted LCAP prominently on our district web page (July 2026)
Students and families	Hosted our annual barbeque to engage with students and families and to discuss needs they might have (May 2026).
Students	Surveyed 4th-8th grade students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (January 2026).
School Site Educational Partners (Parent Informational Meetings and School Site Council Meetings)	Surveyed educational partner groups separately at each school site to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (2025/2026 School Year).
Administration, Principals and Local Bargaining Unit Lakeside School & Donald E. Suburu School Teachers Association (LSTA) & Lakeside California School Employee Association (LCSEA)	Conducted input gathering sessions at each school site during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs (2025/2026 School Year).
Administrators/Principals	Conducted LCAP meetings with administration to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided (Bimonthly-2025/2026 School Year)
SELPA Administrator/Director of Student Support Services	Met quarterly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to: Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs; Identifying specific actions in the LCAP to address student needs; and identifying professional development opportunities needed to support the capacity of teachers, classified and administrators serving SWD (Quarterly-2025/2026 School Year).

Educational Partner(s)	Process for Engagement
English Learner Advisory Committee	Presented the LCAP to the English Learner Advisory Committee (October 2025 & January 2026). No comments were received for the Superintendent to responded to.
Local Bargaining Units (LSTA & LCSEA) & Families	Held LCAP Forum for Local Bargaining Units (LSTA & LCSEA) and LCAP Forum for Families to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs (January 2026).

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

The adopted LCAP was directly shaped by feedback gathered from families, students, teachers, mentors, and new teachers through district surveys and engagement processes. The district analyzed this feedback to identify strengths to sustain, perception gaps between groups, and areas requiring refinement. These findings informed revisions to goals, actions, and resource allocation.

Academic Achievement

(Goal 1: Actions 1.1, 1.2, 1.4; Goal 3: Action 3.4)

Educational partner feedback highlighted both instructional strengths and areas for improvement.

Family survey results indicated that only 39% agreed students struggling in reading receive adequate support and 48% agreed regarding math support. Students identified Reading/Language Arts (50%) and writing (37%) as challenging areas. While staff reported strong benchmark alignment to standards (90–95% positive), only 58% indicated Rtl strategies effectively support struggling students, and 58–63% rated academic coaching as effective.

New teacher feedback indicated confidence overall (90% feel well-equipped), but identified a need for additional support in serving students with disabilities and English Learners.

As a result, the adopted LCAP was refined to:

- Strengthen Tier I literacy and math instruction
- Clarify and improve Rtl implementation
- Expand coaching with emphasis on small group instruction
- Increase professional development focused on differentiation, Special Education, and English Learner strategies
- Improve transparency for families regarding intervention systems and progress monitoring

These refinements directly respond to identified gaps in perceived academic support and instructional effectiveness.

School Climate and PBIS

(Goal 2: Action 2.1)

Students reported strong understanding of school rules (98.4%), but fewer reported feeling safe and happy because of the rules (58.7%) or

recognized for positive behavior (54.2%). Staff and family responses regarding PBIS effectiveness ranged between 50–60% positive.

Because feedback reflected strong expectations but inconsistent implementation and recognition systems, the adopted LCAP prioritized:

- Increased consistency of PBIS implementation across classrooms
- Strengthened recognition systems
- Staff recalibration and targeted training
- Enhanced Tier I behavior supports
- These adjustments were incorporated to improve fidelity and student experience within existing PBIS systems.

Family Engagement and Communication

(Goal 2: Action 2.2; Goal 3: Actions 3.5–3.8)

Survey results revealed that 45% of families agreed there were meaningful engagement opportunities, while 48% disagreed. Additionally, 40% expressed dissatisfaction with school communication. In contrast, staff reported high confidence in teacher communication (95%), indicating a perception gap.

At the same time, families identified strengths in extracurricular programming (76–78% positive) and attendance messaging (76% positive).

In response, the adopted LCAP was influenced to:

- Improve clarity, consistency, and accessibility of communication
- Expand structured and meaningful engagement opportunities
- Increase transparency regarding academic supports and student progress
- Sustain investment in extracurricular programs and attendance messaging

These actions aim to address communication gaps while sustaining programs families value.

Mentorship and Induction Supports

(Goal 3: Action 3.2)

Survey data affirmed strong mentorship systems (74% of new teachers feel supported; 93% of mentors report significant impact). However, new teachers requested additional support in serving students with disabilities and English Learners.

As a result, the LCAP maintains strong mentorship structures while integrating targeted professional development focused on Special Education and English Learner instructional practices.

Campus Environment

(Goal 3: Action 3.3)

Students reported concerns regarding campus cleanliness (62.2% negative). This feedback informed site-level operational planning and increased attention to campus maintenance visibility and shared responsibility structures.

Overall Influence of Educational Partner Feedback

Educational partner input directly influenced the adopted LCAP by:

- Strengthening literacy and math instructional focus
- Refining RtI and coaching implementation
- Expanding professional development for Special Education and English Learner supports
- Recalibrating PBIS systems for greater consistency
- Enhancing family engagement and communication systems
- Sustaining strong extracurricular programming and attendance messaging
- Maintaining and strengthening mentor and induction supports

The adopted LCAP reflects both areas for growth and strengths identified by educational partners, ensuring that district priorities align with community input and support continuous improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal reflects our commitment to ensuring that all students receive a high-quality education and have the opportunity to achieve academic success across multiple subject areas. By emphasizing growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science, and English Language Development (ELD), we aim to provide a well-rounded education that prepares students for college, career, and lifelong learning. State assessments, local formative assessments, and course grades serve as important measures to gauge student progress and proficiency in these key subject areas. These assessments provide valuable data that inform instructional practices, curriculum development, and targeted interventions to support student learning. By setting the expectation for all students to demonstrate growth, we are promoting a growth mindset and fostering a culture of continuous improvement. This goal reflects our belief in the potential of every student to succeed and our dedication to providing the necessary resources, support, and opportunities to help them reach their full potential. Striving for all students to demonstrate growth towards meeting or exceeding standards in these critical academic areas, we are working towards closing achievement gaps, promoting equity in education, and empowering students to become confident, competent, and well-rounded individuals ready to contribute to society. The data from the California School Dashboard for the 2022/2023 academic year underscores a critical need for targeted interventions and support in English Language Arts (ELA), Math, and Science. Across various student subgroups, there are significant disparities in performance, as indicated by the distance from standard (DFS) and standard met or exceeded metrics. In ELA, the DFS for several student subgroups, such as English learners (ELs), Foster Youth (FY), Low Income, Students with Disabilities (SWD), and African American (AA) students, is notably high, with scores ranging from -101 to -112 (Data in Reflections). These disparities highlight the challenges these students face in achieving proficiency in reading and language arts, which are foundational skills essential for academic success across all subject areas. Similarly, in Math, there are substantial gaps in performance, with DFS scores ranging from -88 to -148 for various student subgroups (Data in Reflections). These findings underscore the need for targeted support and interventions to improve mathematical proficiency and numeracy skills among vulnerable student populations, including ELs, FY, Low Income, SWDs, and AA students. While the Science standard met or exceeded percentages reveal disparities in science proficiency across student subgroups, with particularly low rates for All Students, especially among ELs and SWD (Data in Reflections). This highlights the importance of addressing not only ELA and Math

but also Science proficiency to ensure that all students receive a well-rounded education and are adequately prepared for college and career success. Overall, the data underscores the urgency of implementing evidence-based strategies and interventions to address these disparities and ensure equitable access to high-quality education for all students. By focusing on targeted support and interventions tailored to the specific needs of vulnerable student populations, we can work towards closing achievement gaps and promoting academic success for all students.

The STAR Early Literacy data provided, reflecting Transitional Kindergarten (TK) through 2nd-grade readiness rates ranging from 49% to 70% and STAR Reading screening results indicating below-benchmark performance for 2nd through 8th graders, underscores a critical need for targeted interventions in literacy and early childhood education (Goal 1 Metric 1.7 and 1.8). These readiness rates suggest that a significant portion of our youngest learners may not possess the foundational literacy skills necessary for academic success. Similarly, the STAR Reading screening results highlight concerning levels of reading proficiency among students in later grades, with percentages of students below benchmark ranging from 61% to 83%. Addressing these disparities in literacy proficiency requires focused efforts to enhance early literacy instruction, provide targeted interventions, and allocate resources to support struggling readers. By prioritizing early literacy development and implementing evidence-based interventions, we can ensure that all students have the necessary literacy skills to succeed academically and reach their full potential. The STAR Math screening report for 1st through 8th grade, indicating percentages of students below benchmark ranging from 47% to 78%, underscores a significant need for targeted interventions in mathematics education (Goal 1 Metric 1.9). These results highlight concerning levels of mathematical proficiency among students across multiple grade levels, suggesting that many students may lack foundational math skills essential for academic success. Addressing these disparities in math proficiency requires focused efforts to enhance math instruction, provide targeted interventions, and allocate resources to support struggling students. By prioritizing math education and implementing evidence-based interventions, we can ensure that all students have the necessary mathematical skills to succeed academically and thrive in an increasingly quantitative world.

After gathering input from our educational partners, it has become evident that there is a pressing need to enhance academic support for all students, particularly those belonging to groups facing academic challenges such as our ELs, Low Income and FY. As a result, we are dedicated to refocusing our efforts to enhance student learning and address areas of need comprehensively. Our plan entails implementing targeted actions aimed at supporting student learning while closely monitoring their progress. Through the implementation of additional professional development initiatives, enrichment of academic programs, deployment of targeted interventions, and the utilization of ongoing progress monitoring utilizing local metrics, we aim to facilitate substantial growth among our students in the identified areas of need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from Standard (DFS) on CAASPP ELA Assessment Source: CA School Dashboard	2023 CAASPP ELA Distance from Standard - All Students - 34.1 - EL -64.8	2024 CAASPP ELA Distance from Standard	2025 CAASPP ELA Distance from Standard	2026 CAASPP ELA Distance from Standard	Distance from Standard: All Students +2.5 (-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4(a): Statewide assessments	• FY-No Data • Homeless -No Data • SED -43.2 • SWD -117.2 • AA -74.3 • TMR -45.6 Performance Level LUSD • All students Orange • EL Orange • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA Red • TMR Orange	• All Students -38.2 • EL -76.8 • FY-No Data • Homeless -No Data • SED -47.4 • SWD -119.3 • AA -81.3 • TMR -34.8 Performance Level LUSD • All students Orange • EL Red • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA Red • TMR No Color	• All Students -31.6 • EL -67.5 • LTEL -91.9 • FY-No Data • Homeless -40.9 • SED -42.3 • SWD -114 • AA -74.3 • TMR -37.1 Performance Level LUSD • All students Yellow • EL Yellow • LTEL Orange • FY No Color • Homeless No Color • Hispanic Yellow • SED Yellow • SWD Orange • AA Orange • TMR No Color	• All Students -25.1 • EL -55.8 • FY-No Data • Homeless -No Data • SED -34.2 • SWD -108.2 • AA -65.3 • TMR -36.6 Performance Level LUSD • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Yellow • TMR Yellow	• 34.1 to -31.6) • EL -2.7 (-64.8 to -67.5) • FY-No Data • Homeless No Data to -40.9 • SED +0.9 (-43.2 to -42.3) • SWD +3.2 (-117.2 to -114) • AA No change (-74.3 to -74.3) • TMR +8.5 (-45.6 to -37.1) Performance Level LUSD: • All students: Increased (Orange to Yellow) • EL: Increased (Orange to Yellow) • FY: No Color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• Homeless: No Color • Hispanic: Increased (Orange to Yellow) • SED: Increased (Orange to Yellow) • SWD: Increased (Red to Orange) • AA: Increased (Red to Orange) • TMR: N/A (Orange to No Color)
1.2	Distance from Standard (DFS) on CAASPP Math Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2023 CAASPP Math Distance from Standard LUSD • All Students - 85.3 • EL -99.6 • FY-No Data • Homeless -No Data • SED -89.1 • SWD -158.8 • AA -119.4 • Hispanic -89.1	2024 CAASPP Math Distance from Standard LUSD • All Students -85.3 • EL -115.2 • FY-No Data • Homeless -No Data	2025 CAASPP Math Distance from Standard LUSD • All Students -83.3 • EL -111.3 • LTEL - 179.7 • FY-No Data	2026 CAASPP Math Distance from Standard LUSD • All Students -76.3 • EL -90.6 • FY-No Data • Homeless -No Data • SED -80.1	Distance from Standard LUSD: • All Students +2.0 (-85.3 to -83.3) • EL -11.7 (-99.6 to -111.3) • FY-No Data • Homeless -N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- TMR -104.7 Performance Level LUISD - All students Orange - EL Red - FY No Color - Homeless No Color - SED Orange - SWD Red - AA Red - Hispanic Orange - TMR Red Distance from Standard Lakeside School - All Students - 99.7 - EL -127.2 - FY-No Data - Homeless -No Data - SED -102.4 - SWD -177 - AA -132.4 - Hispanic -104.3 - TMR -133.1 Performance Level Lakeside School - All students Red - EL Red - FY No Color	- SED -91.4 - SWD - 145.8 - AA -118.7 - Hispanic - 92.6 - TMR -56.3 Performance Level LUISD - All students Orange - EL Red - FY No Color - Homeless No Color - SED Orange - SWD Orange - AA Red - Hispanic Orange - TMR No Color Distance from Standard Lakeside School - All Students -96.3 - EL -131.6 - FY-No Data	- Homeless -80.5 - SED -90.2 - SWD - 147.8 - AA -113.5 - Hispanic - 89.1 - TMR -62.2 Performance Level LUISD - All students Orange - EL Orange - LTEL Orange - FY No Color - Homeless No Color - SED Orange - SWD Red - AA Orange - Hispanic Yellow - TMR No Color Distance from Standard Lakeside School	- SWD - 149.8 - AA -110.4 - Hispanic - 21.2 - TMR -95.7 Performance Level LUSD - All students Yellow - EL Yellow - FY No Color - Homeless No Color - SED Yellow - SWD Orange - AA Orange - Hispanic Green - TMR Orange Distance from Standard Lakeside School - All Students -90.7 - EL -118.2 - FY-No Data	- SED -1.1 (-89.1 to -90.2) - SWD +11 (-158.8 to -147.8) - AA +5.9 (-119.4 to -113.5) - Hispanic No change (-89.1 to -89.1) - TMR +42.5 (-104.7 to -62.2) Performance Level LUSD: - All students: No change (Orange to Orange) - EL: Increased (Red to Orange) - FY: No Color - Homeless: No Color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless No Color • SED Orange • SWD Red • AA Red • Hispanic Red • TMR No Color	• Homeless -No Data • SED - 103.3 • SWD - 171.1 • AA -148.9 • Hispanic - 101.2 • TMR Performance Level Lakeside School • All students: Orange • EL Red • FY No Color • Homeless • SED Red • SWD Orange • AA No Color • Hispanic Orange • TMR No Color	• All Students -93.3 • EL -127.4 • LTEL - 179.6 • FY-No Data • Homeless -No Data • SED -98.3 • SWD - 173.6 • AA -120.6 • Hispanic - 98.8 • TMR -76.4 Performance Level Lakeside School • All students: Yellow • EL Orange • LTEL No Color • FY No Color • Homeless No Color • SED Orange • SWD Red • AA No Color	• Homeless -No Data • SED -93.4 • SWD -168 • AA -123.4 • Hispanic - 95.3 • TMR -124 Performance Level Lakeside School • All students Orange • EL Orange • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Orange • Hispanic Orange • TMR No Color	• Hispanic: Increased (Orange to Yellow) • SED: No change (Orange to Orange) • SWD: No change (Red to Red) • AA: Increased (Red to Orange) • TMR: Red to No Color Distance from Standard Lakeside School • All students +6.4 (-99.7 to -93.3) • EL -0.2 (-127.2 to -127.4) • FY No Data • Homeless No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				- Hispanic Red - TMR No Color		- SED +4.1 (-102.4 to -98.3) - SWD +3.4 (-177 to -173.6) - AA +11.8 (-132.4 to -120.6) - Hispanic +5.5 (-104.3 to -98.8) - TMR +56.8 (-133.1 to -76.4) Performance Level Lakeside School - All students: Increased - EL: Increased - FY: N/A - Homeless: N/A - SED: No change (Orange to Orange) - SWD: No change (Red to Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						- AA: N/A - Hispanic: No change (Red to Red) - TMR: N/A
1.3	Distance from Standard (DFS) on CAASPP Science Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2023 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students - All Students 19% - EL 0% - FY No Data - Homeless No Data - SED 19% - SWD 3.70% - AA No Data - TMR 0%	2024 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students - All Students 24.19% - EL 0% - FY No Data - Homeless No Data - SED 20.45% - SWD 4.55% - AA No Data - TMR No Data Distance from Standard LUSD - All Students -17	2025 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students - All Students 27% - EL 2.04% - FY No Data - Homeless No Data - SED 21.85% - SWD 0% - AA 5.26% - TMR 35.29% The CAASPP Science assessment changed its reporting metric from Distance from Standard (DFS) to Average Science	2026 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students - All Students 24.1% - EL 7.7% - FY N/A - Homeless N/A - SED 22.5% - SWD 7.2% - AA 31.3% - TMR 11.9% Distance from Standard LUSD - All Students -12 - EL -29	Met/Exceed: - All Students +8% (19% to 27%) - EL +2.04% (0% to 2.04%) - FY No Data - Homeless No Data - SED +2.85% (19% to 21.85%) - SWD -3.70% (3.70% to 0%) - AA N/A (N/A to 5.26%) - TMR +35.29% (0% to 35.29%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• EL -34 • FY-No Data • Homeless -31 • SED -19 • SWD -27 • AA -19 • Hispanic -19 • TMR -17 • LTEL -31	Points to provide ease of interpretation. Average Science Points LUSD • All Students 50.3 • EL 42.1 • LTEL 41.8 • FY-No Data • Homeless No Data • SED 46.5 • SWD 32.1 • AA 33.6 • Hispanic 49 • TMR No Data	• FY-No Data • Homeless -26 • SED -14 • SWD -22 • AA -14 • Hispanic -14 • TMR -12 • LTEL -26	The CAASPP Science assessment changed its reporting metric from Distance from Standard (DFS) to Average Science Points to provide ease of interpretation. Average Science Points LUSD • All Students: N/A • EL: N/A • FY: N/A • Homeless: N/A • SED: N/A • SWD: N/A • AA: N/A • Hispanic: N/A • TMR: N/A • LTEL: N/A
1.4	English Learner Progress Indicator (ELPI) Source: CA School Dashboard	2023 CA Dashboard ELPI 50.6% making progress towards English language proficiency	2024 CA Dashboard ELPI 40.9% making progress towards English language proficiency	2025 CA Dashboard ELPI 51.7% making progress towards English language proficiency	2026 CA Dashboard ELPI 56.6% making progress towards English language proficiency	+1.1% (50.6% to 51.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4(e): Percentage of ELs who make progress toward English proficiency	English Learner Progress: Green	English Learner Progress: Red	English Learner Progress: Green	English Learner Progress: Green	
1.5	EL Reclassification Rate Source: DataQuest, Student Information System Priority 4(f): EL Reclassification Rate	2022/2023 DataQuest Ever ELs and Reclassification Status: 44.3%	2023/2024 DataQuest Ever ELs and Reclassification Status: 33.0%	2024/2025 DataQuest Ever ELs and Reclassification Status: 32.4%	2025/2026 DataQuest Ever ELs and Reclassification Status: 50.3%	-11.9% (44.3% to 32.24%)
1.6	DIBELS Mid Year All Grades Status Report Percent Well Below or Below Benchmark Source: KiDS Priority 8: Other Pupil Outcomes	2023 DIBELS March Mid Year All Grades Status Report: 39% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) - All students: 56% - SED: 60% - EL: 73%	2025 DIBELS March Mid Year All Grades Status Report: 36% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) - All Students: 52% - SED: 57% - EL: 72%	2026 DIBELS March Mid Year All Grades Status Report: 54% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) - All Students: 54% - SED: 57% - EL: 71%	2027 DIBELS March Mid Year All Grades Status Report: 33% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) - All Students: 48% - SED: 53% - EL: 68%	2026 DIBELS January Mid Year (Year 2) +15% (39% to 54%) 2026 KiDS Report - All: -2% (56% to 54%) - SED: -3% (60% to 57%) - EL: -2% (73% to 71%)
1.7	Percent of TK-2nd Grade Students Scoring at Intervention or Early Intervention Source: KIDS	2023 March STAR Early Literacy Screening Report Below Benchmark - TK: 54% - Kindergarten: 49% 1st Grade: 51%	2025 March STAR Early Literacy Screening Report Below Benchmark TK: No assessment for this	2026 March STAR Early Literacy Screening Report Below Benchmark TK: No assessment for this	2027 March STAR Early Literacy Screening Report Below Benchmark TK: No assessment for this	- TK: No assessment for this grade level - Kindergarten: No assessment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: Other Pupil Outcomes	2nd Grade: 70% (twenty-two 2nd Grade students were assessed) Students scoring at Intervention or Early Intervention (Spring): - All Students: 33% - SED: 41% - EL: 48%	grade level - Kindergarten: 59% 1st Grade: 48% 2nd Grade: No 2nd grade students struggling in reading to take the Early Literacy Screening Students scoring at Intervention or Early Intervention (Spring): - All Students: 30% - SED: 30% - EL: 44%	grade level - Kindergarten: No assessment for this grade level 1st Grade: 36% 2nd Grade: 86% (six 2nd grade students who are struggling in reading took the Early Literacy Screening) Students scoring at Intervention or Early Intervention (Winter): - All Students: 40% - SED: 42% - EL: 52%	grade level - Kindergarten: 43% 1st Grade: 45% 2nd Grade: 64% (based on twenty-two 2nd Grade students assessed) Students scoring at Intervention or Early Intervention (Spring 2027): - All Students: 26% - SED: 26% - EL: 40%	nt for this grade level 1st Grade: -15% (51% to 36%) 2nd Grade: +16% (70% to 86%) (six 2nd grade students who are struggling in reading took the Early Literacy Screening) Students scoring at Intervention or Early Intervention (Spring): - All Students: +7% (33% to 40%) - SED: +1% (41% to 42%) - EL: +4% (48% to 52%)
1.8	STAR Reading-Percent of 2nd-8th Grade	2024 March STAR Reading Screening	2025 March STAR Reading Screening	2026 March STAR Reading Screening	2027 March STAR Reading Screening	STAR Reading Screening Report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students Scoring at Intervention or Early Intervention Source KIDS Priority 8: Other Pupil Outcomes	Report Below Benchmark 2nd Grade: 61% 3rd Grade: 62% 4th Grade: 63% 5th Grade: 65% 6th Grade: 83% 7th Grade: 74% 8th Grade: 76% Students scoring at Intervention or Early Intervention (Spring): • All Students: 50% • SED: 54% • EL: 81%	Report Below Benchmark 2nd Grade: 41% 3rd Grade: 47% 4th Grade: 46% 5th Grade: 52% 6th Grade: 56% 7th Grade: 51% 8th Grade: 32% Students scoring at Intervention or Early Intervention (Spring): • All Students: 40% • SED: 44% • EL: 72%	Report Below Benchmark 2nd Grade: 35% 3rd Grade: 23% 4th Grade: 32% 5th Grade: 40% 6th Grade: 40% 7th Grade: 37% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Winter): • All Students: 34% • SED: 36% • EL: 68%	Report Below Benchmark 2nd Grade: 55% 3rd Grade: 56% 4th Grade: 57% 5th Grade: 59% 6th Grade: 77% 7th Grade: 68% 8th Grade: 70% Students scoring at Intervention or Early Intervention (Spring 2027): • All: 38% • SED: 40% • EL: 68%	Below Benchmark 2nd Grade: -26% (61% to 35%) 3rd Grade: -39% (62% to 23%) 4th Grade: -31% (63% to 32%) 5th Grade: -25% (65% to 40%) 6th Grade: -43% (83% to 40%) 7th Grade: -37% (74% to 37%) 8th Grade: -47% (76% to 29%) Students scoring at Intervention or Early Intervention (Spring): • All: -16% (50% to 34%) • SED: -18% (54% to 36%) • EL: -13% (81% to 68%)
1.9	STAR Math-Percent of 1st-8th Grade Students scoring Intervention or Early Intervention Source: KiDS	2024 March STAR Math Screening Report Below Benchmark 1st Grade: 47% 2nd Grade: 63%	2025 March STAR Math Screening Report Below Benchmark 1st Grade: 40%	2026 March STAR Math Screening Report Below Benchmark 1st Grade: 31%	2027 March STAR Math Screening Report Below Benchmark 1st Grade: 41%	March STAR Math Screening Report Below Benchmark 1st Grade: -16% (47% to 31%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: Other Pupil Outcomes	3rd Grade: 61% 4th Grade: 64% 5th Grade: 62% 6th Grade: 78% 7th Grade: 71% 8th Grade: 73% Students scoring at Intervention or Early Intervention (Spring): - All Students: 43% - SED: 44% - EL: 59%	2nd Grade: 50% 3rd Grade: 37% 4th Grade: 51% 5th Grade: 42% 6th Grade: 45% 7th Grade: 68% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Spring): - All Students: 41% - SED: 45% - EL: 57%	2nd Grade: 34% 3rd Grade: 24% 4th Grade: 31% 5th Grade: 41% 6th Grade: 36% 7th Grade: 40% 8th Grade: 36% Students scoring at Intervention or Early Intervention (Winter): - All Students: 34% - SED: 37% - EL: 59%	2nd Grade: 57% 3rd Grade: 55% 4th Grade: 58% 5th Grade: 56% 6th Grade: 72% 7th Grade: 65% 8th Grade: 67% Students scoring at Intervention or Early Intervention (Spring 2027): - All Students: 37% - SED: 41% - EL: 53%	2nd Grade: -29% (63% to 34%) 3rd Grade: -37% (61% to 24%) 4th Grade: -33% (64% to 31%) 5th Grade: -21% (62% to 41%) 6th Grade: -42% (78% to 36%) 7th Grade: -31% (71% to 40%) 8th Grade: -37% (73% to 36%) Students scoring at Intervention or Early Intervention (Spring): - All Students: -9% (43% to 34%) - SED: -7% (44% to 37%) - EL: 0% (59% to 59%)

Goal Analysis [2025-26]

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

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

All actions under Goal 1 contributed to measurable progress toward improving student success in English Language Arts (ELA), Math, and Science. The district experienced growth on the CAASPP assessments in ELA, Math, and Science, reflecting positive movement in overall

academic performance. Local assessment data further supports this progress, with increases observed across grade levels and among most student groups in STAR Reading, Early Literacy, and Math.

The district demonstrated significant improvement in English Learner progress during the 2025 Dashboard cycle. ELPI performance for English Learners increased from 40.9 in 2024 to 51.7 in 2025, while ELPI performance for Long-Term English Learners (LTELs) increased substantially from 35.0 to 76.9. These gains reflect strengthened implementation of English Language Development supports and targeted interventions for English Learners. While overall achievement trends are positive, the district will continue prioritizing designated and integrated ELD instruction, ongoing progress monitoring, and targeted academic supports to sustain growth and improve outcomes for English Learners across all student groups.

Action 1.1 supported student achievement through a contract with KCSOS to identify ELA essential standards and develop common formative assessments for TK–8. Staff participation in this professional development was 100%, reflecting strong districtwide commitment to instructional alignment. In addition, the district held five professional development sessions with a KCSOS Early Childhood expert to support TK/K and Special Education TK/K teachers in standards implementation and effective small group instruction practices.

During the 2025–26 school year, the district implemented a restructured Rtl model at one school site to strengthen literacy and math intervention systems. Although instructional aide absences continue to present challenges, the revised master schedule staggered Rtl blocks by grade level, allowing focused support for one grade level at a time and improving overall coordination of services. This structure increased flexibility and improved coverage during staff absences.

For the 2026–27 school year, the district will implement the same Rtl restructuring model at the second school site to ensure consistency across the district. Additionally, grade-level teams will provide structured small group instruction during the Rtl block so that all students receive targeted support or enrichment. Instructional aides will continue to provide supplemental assistance to maximize student access to intervention and extension opportunities.

Action 1.2 included ongoing ELA/ELD professional development provided by the ELD/Rtl Coordinator during staff meetings and early release days, along with full implementation of the supplemental phonemic awareness and phonics program Heggerty and Superkids in grades K–2. A supplemental phonemic awareness and phonics program was also introduced for use by instructional aides during the Rtl block. The ELD/Rtl Coordinator provided targeted professional development and regular check-ins to support implementation fidelity and ensure alignment with district literacy goals.

Action 1.3 continued implementation of the AVID program, which provides a structured framework to support student organization, engagement, and college and career-readiness skills.

Action 1.4 included implementation of the Vista Higher Learning designated ELD curriculum for all 1st–8th grade ELD teachers. As this is a new platform, staff are continuing to build familiarity and instructional capacity. Ongoing support has been provided by site administrators and the ELD/Rtl Coordinator, including three days of release time for grade-level collaboration, feedback, and next-step planning to strengthen designated ELD instruction.

During the 2025–26 school year, Learning Walks were implemented using Google Forms to collect instructional data, analyze trends, and provide individualized feedback to teachers. For the 2026–27 school year, the district will further strengthen designated ELD implementation by establishing clear “must have” instructional expectations visible during designated ELD instruction. Professional learning will continue to be differentiated based on identified needs from Learning Walk data to ensure targeted support and continuous improvement in program implementation.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1, Actions 1–4 were primarily due to staffing vacancies that impacted full implementation of planned positions. The total budgeted expenditures for Actions 1–4 were \$2,036,933 while the Estimated Actual Expenditures totaled \$1,711,497.00

For Action 1, the district was unable to fill the second Academic Coach position due to a limited pool of qualified applicants. In response, the district restructured the one Academic Coach position that was filled to support both school sites with a focused emphasis on Year 1–3 teachers. Additionally, two Teacher on Special Assignment (TOSA) positions remained vacant because qualified candidates could not be secured. Despite these staffing shortages, the district continued implementation of the planned Response to Intervention (RtI) restructuring at the identified school site.

Supplemental ELA material expenditures were lower than anticipated because only consumable instructional materials were needed during the year.

Action 1.3, maintaining AVID supports and programming, was implemented as planned. Action 1.4, providing additional supports for English Learners (ELs) and Long-Term English Learners (LTELs), was also implemented as intended. ELPI outcomes for ELs and LTELs increased during the year, indicating continued progress in English language development supports.

Specific expenditure differences for each action are detailed in the Annual Update Tables.

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

Goal 1 actions were partially effective in making progress toward improving academic outcomes, with stronger evidence of effectiveness in mathematics, STAR Reading, overall ELA performance, and AVID literacy outcomes, and less consistent evidence in early literacy, DIBELS, and English Learner-specific outcomes.

Action 1.1, Supporting Student Success in Math, was generally effective in supporting progress toward mathematics outcomes. The action provided targeted mathematics intervention, instructional coaching, and supplemental supports designed to address identified gaps in mathematics achievement. CAASPP Math Distance from Standard improved for All Students by 2.0 points, Students with Disabilities by 11.0 points, African American students by 5.9 points, and students identifying as Two or More Races by 42.5 points. Lakeside School also demonstrated improvement for All Students, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, and students identifying as Two or More Races. Local STAR Math results also showed reductions in the percentage of students scoring below benchmark across all grade levels from baseline, and the percentage of All Students scoring at

Intervention or Early Intervention decreased by 9 percentage points. These results suggest the action was effective because it provided targeted intervention and instructional supports that addressed identified mathematics learning gaps, which corresponded with improved performance across multiple student groups. However, the action was not fully effective for all student groups, as English Learners declined by 11.7 points on CAASPP Math, Socioeconomically Disadvantaged students declined slightly at the district level, Hispanic students showed no districtwide change, and English Learners showed no improvement on the STAR Math Intervention/Early Intervention measure. Continued refinement of math intervention, scaffolding, and progress monitoring is needed to accelerate outcomes for these student groups.

Action 1.2, Supporting Student Success in ELA/ELD, was partially effective. The action provided instructional coaching, literacy intervention, supplemental instructional resources, and English Language Development supports intended to strengthen literacy achievement and access to grade-level content. CAASPP ELA results showed overall improvement, including a 2.5-point gain for All Students, a 0.9-point gain for Socioeconomically Disadvantaged students, a 3.2-point gain for Students with Disabilities, and a 10.8-point gain for students identifying as Two or More Races. Performance levels also improved for several groups, including All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students. CAST Science scores are also up 2.5 points this year. STAR Reading results provide additional evidence of effectiveness, with fewer students scoring below benchmark at every grade level from 2nd through 8th grade and reductions in the percentage of All Students, Socioeconomically Disadvantaged students, and English Learners scoring at Intervention or Early Intervention. Science outcomes also showed improvement in the percentage of students meeting or exceeding standards for All Students, English Learners, Socioeconomically Disadvantaged students, and students identifying as Two or More Races. However, the action was not consistently effective across all early literacy measures. DIBELS results reflected a 15 percentage point increase in the percentage of students identified as Strategic or Intensive, indicating a greater proportion of students requiring targeted literacy support. STAR Early Literacy also showed increases in the percentage of All Students, Socioeconomically Disadvantaged students, and English Learners scoring at Intervention or Early Intervention. These results suggest that while the action was effective in supporting progress in ELA, reading, and science outcomes through coaching, intervention, and instructional supports, additional attention is needed to strengthen foundational literacy instruction and early intervention systems.

Action 1.3, Maintaining the AVID Program, was effective in supporting literacy outcomes for participating students. AVID implementation provided students with structured opportunities to develop reading comprehension, academic vocabulary, organization, note-taking, critical thinking, and collaborative learning skills through the AVID WICOR framework. AVID students demonstrated stronger literacy outcomes than the overall middle school population during the implementation period on both CAASPP ELA and STAR Reading measures. On the 2025 CAASPP ELA assessment, AVID students in grades 7 and 8 achieved a Distance from Standard of +37.1 compared to -1.3 for all students in grades 7 and 8. STAR Reading data also showed substantially lower rates of students requiring Intervention or Early Intervention supports, with 15% of AVID 7th-grade students and 7% of AVID 8th-grade students identified at these levels compared to 33% and 29% of all students, respectively. These results suggest that AVID strategies supported stronger literacy performance because students participating in AVID demonstrated substantially stronger literacy outcomes than their peers on both CAASPP ELA and STAR Reading measures.

Action 1.4, Additional Support for ELs and LTELs, was partially effective. The action provided designated and integrated English Language Development instruction, targeted intervention, and progress monitoring to address English language acquisition and academic achievement needs. The English Learner Progress Indicator increased by 1.1 percentage points from baseline, and English Learner performance levels improved in both ELA and Math. However, English Learners declined by 2.7 points in CAASPP ELA Distance from Standard and by 11.7 points in CAASPP Math Distance from Standard compared with baseline. The EL reclassification rate also declined by 11.9 percentage points from baseline. On the CAASPP Science assessment, the percentage of English Learners in grades 5 and 8 meeting or exceeding

standards increased from 0% at baseline to 2.04% in 2025, demonstrating modest improvement while remaining well below desired performance levels. Local literacy and math data were mixed, with English Learners improving on STAR Reading Intervention/Early Intervention rates but showing continued concerns in early literacy and no improvement in STAR Math Intervention/Early Intervention rates. DIBELS results reflected a 15 percentage point increase in the percentage of students identified as Strategic or Intensive, indicating a greater proportion of students requiring targeted literacy support. These results suggest the action was effective in supporting English language acquisition, as reflected in improved ELPI outcomes, but was less effective in accelerating academic achievement and reclassification outcomes, as evidenced by declines in CAASPP ELA, CAASPP Math, and reclassification rates. Although CAASPP Science results showed slight improvement, performance remained very low, indicating that additional support is needed to strengthen English Learners' access to and mastery of grade-level science content and academic language. Continued focus on designated and integrated ELD, progress monitoring, academic vocabulary, and access to grade-level instruction is needed.

Overall, Goal 1 actions contributed to measurable growth across multiple academic indicators, particularly in mathematics, reading, and overall ELA performance. The strongest evidence of effectiveness was observed in mathematics outcomes, intermediate literacy measures, and literacy performance among AVID participants. Areas requiring continued refinement include foundational literacy development, early intervention systems, and academic outcomes for English Learners to ensure improved outcomes for all student groups.

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.

For Action 1.1, the district expanded Mathematics professional development to include instructional learning walks and classroom modeling to strengthen teacher implementation of research-based instructional strategies. Additional funding in the amount of \$21,282.40 will support these expanded professional development opportunities through the Learning Recovery Emergency Block Grant (LREBG) and Literacy/Math Grant rather than LCAP funds. The district also added one additional elementary teacher at each elementary school site and four additional single-subject teaching positions for grades 7 and 8, including one teacher each in English Language Arts, Mathematics, Science, and Social Studies. These positions were added to increase instructional capacity, reduce class sizes, and provide students with greater access to content-specific instruction and individualized academic support. These additions were made because analysis of student performance data and educational partner feedback identified a need for increased teacher capacity to provide more responsive instruction, targeted academic support, and greater opportunities for student engagement within core content areas. Additionally, districtwide professional development with classroom modeling was added for Transitional Kindergarten and Kindergarten teachers to strengthen early literacy and foundational instructional practices.

For Action 1.2, additional funding was added to strengthen Response to Intervention (RtI) supports within classrooms and at each school site. In addition, a portion of the funding for the additional elementary and middle school teaching positions described in Action 1.1 was allocated to this action because reduced class sizes and increased instructional staffing provide greater opportunities for intervention, progress monitoring, differentiated instruction, and targeted academic support for students who are not yet meeting grade-level standards. These adjustments were made because local assessment data demonstrated ongoing needs in literacy and mathematics and indicated that students require continued intervention and targeted academic support to accelerate learning.

For Action 1.3, an AVID field trip to a local community college and university was added to expand college and career-readiness opportunities and increase student exposure to postsecondary pathways.

For Action 1.4, English Language Development (ELD) professional development will be funded through LREBG resources, and ELD curriculum purchases will be supported through restricted lottery funds. These adjustments were made to continue strengthening supports for English Learners and Long-Term English Learners based on Dashboard ELPI outcomes and ongoing identified needs in English Language Development instruction.

No significant changes were made to the overall goal description. The revisions to actions and funding sources were made to strengthen implementation, align resources to identified student needs, and improve the effectiveness of instructional supports and interventions.

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	Supporting Student Success in Math	The district will continue to strengthen Tier I mathematics instruction and intervention systems in response to persistent Distance from Standard gaps identified on the 2025 Dashboard, particularly for Students with Disabilities (districtwide) and Hispanic students at Lakeside School. - Supportive Math Practices In partnership with KCSOS, teachers will refine alignment to priority math standards and expand the use of Common Formative Assessments (CFAs). During the 2026–2027 school year, professional development support will expand to include instructional learning walks, classroom modeling, and coaching cycles focused on conceptual understanding, mathematical discourse, and scaffolded problem-solving. Teachers in grades TK–8 will also receive additional training on the effective use of manipulatives and standards-aligned instructional practices. These supports strengthen instructional coherence because teachers use real-time student data, modeled instructional practices, and collaborative reflection to adjust instruction and increase access to grade-level content. - Supportive Math Environments Academic Coaches, counselors, school psychologists, instructional leaders, and site administrators will collaborate with teachers to address both academic and socio-emotional barriers to math engagement. During the 2026–2027 school year, the district will maintain one Academic Coach at each school site to support instructional coaching, data analysis, classroom modeling, and intervention planning. The district will also add one additional elementary teacher at each elementary school site to	\$730,212.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reduce class sizes and increase opportunities for differentiated instruction, progress monitoring, and targeted academic support. In grades 7 and 8, the district will add four additional single-subject teaching positions, including one teacher each in English Language Arts, Mathematics, Science, and Social Studies. These positions increase instructional capacity because they allow teachers to provide more individualized support, respond to student learning needs more effectively, and increase student access to grade-level standards-based instruction. By integrating instructional scaffolds, behavioral supports, instructional coaching, additional staffing, and smaller instructional settings, classrooms will increase access to grade-level problem-solving for Students with Disabilities and other identified student groups. • Supportive Math Interventions The district will continue implementation of a structured Response to Intervention (RtI) model in mathematics and English Language Arts. Intervention blocks will remain aligned across grade levels through the master schedule to allow flexible grouping and targeted small-group instruction. During 2026–2027, the district will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand intervention materials and programs, including iReady mathematics intervention supports. Student progress will be monitored through benchmark assessments, CFA data, STAR Math, and local literacy measures to determine the effectiveness of interventions and guide instructional adjustments. LREBG-Funded Components Portions of this action (\$58,377) are supported with Learning Recovery Emergency Block Grant (LREBG) funds to accelerate mathematics learning recovery through professional learning, intervention materials, and supplemental instructional supports. LREBG funds will support mathematics professional development provided through Kern County Superintendent of Schools, teacher release time for professional learning, RtI supplemental intervention materials, and the Reflex mathematics intervention program. These components were selected because Dashboard results, local assessment data, and educational partner feedback identified persistent mathematics achievement gaps and a continued need to strengthen Tier I instruction and intervention systems. Research supports the use of high-		

Action #	Title	Description	Total Funds	Contributing
		quality professional learning, instructional coaching, and targeted intervention programs because these approaches increase teacher capacity to deliver effective mathematics instruction and provide students with additional opportunities to develop foundational and grade-level mathematics skills. These activities align with the allowable uses of Learning Recovery Emergency Block Grant funds related to accelerating progress to close learning gaps through evidence-based learning supports and learning recovery programs designed to improve academic proficiency. Effectiveness will be monitored through STAR Math, Common Formative Assessments, local benchmark assessments, intervention progress monitoring data, and California School Dashboard mathematics outcomes. 2026–2027 Enhancements During the 2026–2027 school year, the district will further strengthen instructional systems through the following refinements: • Expanded KCSOS mathematics professional development, including instructional learning walks and classroom modeling • Districtwide TK/K professional development focused on foundational literacy and numeracy practices • Continued implementation of iReady mathematics supports utilizing LREBG funds • Additional RtI instructional materials and intervention supports utilizing LREBG funds • Increased English Language Development (ELD) professional development to strengthen integrated and designated ELD practices • One additional elementary teacher at each elementary school site to reduce class size and increase individualized instructional support • Four additional middle school single-subject teaching positions in English Language Arts, Mathematics, Science, and Social Studies to increase instructional capacity and student access to content-specific instruction These refinements are necessary because current Dashboard and local		

Action #	Title	Description	Total Funds	Contributing
		assessment data indicate that identified student groups continue to require structured academic supports, targeted interventions, smaller instructional settings, and increased access to grade-level instruction in order to accelerate achievement and close performance gaps. Personnel Supporting Implementation • Director of Curriculum, Instruction, and Assessment (50%) • Academic Coach – Lakeside School (25%) • Academic Coach – Donald E. Suburu School (25%) • Additional Elementary Teachers (one per elementary school site) • Additional Middle School Single-Subject Teachers (one each in English Language Arts, Mathematics, Science, and Social Studies serving grades 7–8) These positions provide instructional leadership, facilitate PLT data cycles, support classroom implementation, strengthen intervention planning, reduce class sizes, increase opportunities for differentiated instruction, and expand individualized academic support to improve outcomes for unduplicated pupils and identified student groups.		
1.2	Supporting Student Success in ELA/ELD	Supportive ELA/ELD Environments: The district will continue strengthening Tier I literacy instruction by aligning essential ELA standards (TK–8) and developing Common Formative Assessments (CFAs) through structured collaborative meetings. These CFAs will guide instruction, inform small-group reteaching, and monitor progress toward grade-level standards because teachers will use timely assessment data to identify skill gaps and adjust instruction based on student performance. Library resources will continue to expand access to diverse, culturally responsive texts aligned to students' instructional reading levels to increase student engagement, reading stamina, and access to grade-level literacy tasks. The district will continue implementation of a comprehensive phonemic awareness and phonics program in grades TK–2 to strengthen	\$1,341,215.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foundational literacy skills necessary for long-term reading success. The district will continue implementation of a comprehensive phonemic awareness and phonics program in grades TK–2 to strengthen foundational literacy skills necessary for long-term reading success. The district will continue utilizing Heggerty foundational literacy resources and RtI instructional materials and programs designed to accelerate literacy development for students performing below grade level. These supports are intended to strengthen foundational reading skills because students receive systematic instruction in phonemic awareness, phonics, fluency, and early literacy development that supports access to grade-level reading tasks. School psychologists, Academic Coaches, instructional leaders, and the RtI/ELD Coordinator will support teachers in addressing both academic and socio-emotional barriers that impact literacy development and classroom engagement. The district will also add one additional elementary teacher at each elementary school site and four additional middle school single-subject teaching positions, including one teacher each in English Language Arts, Mathematics, Science, and Social Studies serving grades 7 and 8. These positions increase instructional capacity because teachers are able to provide more individualized instruction, more frequent progress monitoring, differentiated support, and targeted intervention for students experiencing literacy and language development challenges. Reduced class sizes and increased staffing support improved access to grade-level literacy instruction and responsive academic support for unduplicated pupils and other identified student groups. Supportive ELA/ELD Interventions Instructional aides, paraprofessionals, and classroom teachers will deliver targeted small-group literacy interventions within the general education classroom during structured intervention blocks and differentiated instructional periods. Instructional aides, paraprofessionals, and classroom teachers will deliver targeted small-group literacy interventions within the general education classroom during structured intervention blocks and differentiated instructional periods. The district will continue providing RtI instructional materials and intervention resources to strengthen targeted reading instruction for students requiring additional academic support.		

Action #	Title	Description	Total Funds	Contributing
		Progress will be monitored through benchmark assessments, CFA data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Heggerty progress monitoring tools, and local literacy assessments to ensure timely instructional adjustments and intervention responsiveness. Progress will be monitored through benchmark assessments, CFA data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Heggerty progress monitoring tools, and local literacy assessments to ensure timely instructional adjustments and intervention responsiveness. 2026–2027 Refinement During the 2026–2027 school year, the district will expand instructional coaching capacity through two Academic Coaches to increase classroom-based coaching cycles focused on: • Explicit vocabulary instruction for English Learners • Structured reading routines • Scaffolded writing supports • Progress monitoring for intervention effectiveness • Differentiated small-group instruction within Tier I settings • Reduced class sizes and increased instructional capacity through the addition of elementary and middle school teaching positions This refinement is necessary because 2025 Dashboard ELA data indicates that while Red status was eliminated, Students with Disabilities, English Learners, and Long-Term English Learners remain significantly below standard and continue to require structured literacy supports, scaffolded instruction, targeted intervention access, and increased opportunities for individualized instruction to accelerate achievement. Personnel Supporting Implementation • Director of Curriculum and Instruction (50%) • Academic Coach – Lakeside School (25%) • Academic Coach – Donald E. Suburu School (25%) • RtI/ELD Coordinator (50%) • Instructional Aides and Paraprofessionals • Additional Elementary Teachers (one per elementary school site)		

Action #	Title	Description	Total Funds	Contributing
		Additional Middle School Single-Subject Teachers (one each in English Language Arts, Mathematics, Science, and Social Studies serving grades 7–8) These positions provide instructional leadership, intervention coordination, classroom coaching, class-size reduction, differentiated instructional support, and targeted literacy interventions to strengthen literacy outcomes and increase access to grade-level instruction for unduplicated pupils and identified student groups.		
1.3	Maintaining AVID Program	The district will maintain and strengthen implementation of AVID (Advancement Via Individual Determination) to increase college and career readiness, academic language development, organizational skills, and student engagement, with a focus on unduplicated pupils. An AVID teacher and trained tutors will provide structured academic support, including: - Explicit instruction in academic vocabulary and writing strategies - Structured note-taking and inquiry routines - Organization and study skill development - Small-group tutoring focused on content-area comprehension AVID strategies will be embedded across content areas to increase rigor while providing scaffolds that support access to grade-level texts and tasks. During the 2026–2027 school year, the district will expand college and career awareness opportunities through an AVID field trip designed to expose students to postsecondary educational environments and reinforce college and career readiness goals. This experience is intended to increase student engagement, motivation, and understanding of postsecondary pathways by connecting classroom learning to future educational opportunities.	\$24,461.00	Yes
1.4	Additional Support for ELs and LTELs	Support for All English Learners (ELs)	\$353,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG-Funded Professional Learning: During the 2026–2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds (\$5,550) will support additional professional development focused on designated and integrated English Language Development (ELD). This professional learning was selected because ELPI results, reclassification data, and educational partner feedback identified a need to strengthen instructional practices that support language acquisition and access to grade-level content. Research supports ongoing professional learning because increased teacher capacity strengthens implementation of language development strategies and increases opportunities for English Learners to engage in academic language production. Effectiveness will be monitored through ELPI results, reclassification rates, STAR Reading, DIBELS, and local English Learner progress monitoring data. The ELD/RtI Coordinator and instructional aides will provide classroom-based and small-group support to ensure English Learners receive explicit language instruction aligned to ELD standards. A monitoring system will be used to track English language acquisition and academic progress to ensure timely intervention when growth benchmarks are not met. Additional Targeted Support for Long-Term English Learners (LTELs) Recognizing the distinct needs of Long-Term English Learners, the district will implement structured supports including: • Explicit academic vocabulary instruction • Scaffolded writing frameworks • Formative assessment cycles focused on language production • Progress monitoring using STAR, DIBELS, and classroom-based measures These supports are designed to accelerate language development, strengthen academic language proficiency, and increase reclassification readiness because students will receive structured opportunities to practice language production, receive targeted feedback, and apply academic language within grade-level instructional tasks.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To foster a safe and supportive learning environment for our Low-income, foster youth, and English Learners (ELs), we employ a range of support systems aimed at enhancing parent involvement, student engagement, and overall school climate for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district developed a goal focused on parent involvement, student engagement, and fostering a positive school climate to address two critical issues: increasing student attendance and reducing suspension rates. The aim is to create a safe and supportive learning environment for all students.

District data reveals concerning trends in chronic absenteeism and suspension rates across various student subgroups. Although Chronic absenteeism rates have shown a decline among all students, our English Learner (EL), Foster Youth (FY), and Low income are still high compared to all student groups (Data in Reflections).

Furthermore, suspension rates have shown troubling increases, especially among EL, FY, and Low Income student groups (Data in Reflections). These increases indicate a need for targeted interventions to address disciplinary issues and promote positive behavior among these student populations.

In response to these data trends, the district has prioritized initiatives aimed at increasing parent involvement, enhancing student engagement, and fostering a positive school climate. By actively involving parents in the educational process, creating engaging learning environments for students, and cultivating a positive school culture, the district aims to improve student attendance and reduce suspension rates. These efforts align with the district's commitment to ensuring all students have access to a safe and supportive learning environment where they can thrive academically and socio emotionally.

The data on suspension rates and chronic absenteeism rates at Donald E. Suburu School and Lakeside School reveal notable disparities among different student subgroups within each school, as well as variations between the two schools. At Donald E. Suburu School, the suspension rates are relatively low overall but significantly higher for certain student subgroups, such as African American (AA) and Two or More Races (TOM) (Data in Reflections). While at Lakeside School, the suspension rates are higher overall compared to Donald E. Suburu School, with similar disparities among student subgroups(Data in Reflections).

Chronic absenteeism rates are notably elevated across both schools, indicating a widespread issue with students missing school regularly. At both schools, the chronic absenteeism rates are particularly concerning among certain student subgroups, including EL, FY, and Low Income student groups (Data in Reflections).

In summary, the identified needs revolve around promoting equity, providing targeted interventions and support services, fostering community and family engagement, and enhancing cultural competency among school staff. Addressing these needs is crucial for creating a safe, supportive, and inclusive learning environment where all students can thrive academically and socio emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Indicators for Parent and Family Engagement Source: CA School Dashboard Priority 3(a): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.	2024 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.	2025 Local Indicator indicated 100% of the Parent and Family Engagement Indicators were fully implemented.	2026 Local Indicator indicated 19% of the Parent and Family Engagement Indicators are not fully implemented.	25 percentage point improvement; all Parent and Family Engagement Indicators are now fully implemented.
2.2	ELAC/DELAC Meeting Participation Source: CA School Dashboard Priority 3(b): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	During the 2023-2024 School year we had thirteen parents attended the five ELAC/DELAC Meetings.	During the 2024-2025 School year we had twenty-three parents attended the four ELAC/DELAC Meetings.	During the 2025-2026 School year we had 32 parents attended the two ELAC/DELAC Meetings.	During the 2026-2027 School year we will maintain thirteen parents attending the five ELAC/DELAC Meetings.	+19 parents attended ELAC/CELAC Meetings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	IEP Meeting Participation Source: CA School Dashboard Priority 3(c): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023-2024 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2024-2025 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2025-2026 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2026-2027 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	0% change; access has been maintained at 100% across all years
2.4	Attendance Rate Source: Student Information System Priority 5(a): Student Engagement	April 2024 KiDS Year to Date Attendance: -Lakeside School: 92.24% -Suburu School: 92.30%	April 2025 Year to Date Attendance: All students: 93.49% -Lakeside School: 92.66% -Suburu School: 93.23%	April 2026 Year to Date Attendance: - All students: 93.66% - Lakeside School: 93.93% - Suburu School: 93.36%	April 2027 KiDS Year to Date Attendance: -Lakeside School: 95.24% -Suburu School: 95.30%	- Lakeside School: +1.69% (92.24% to 93.93%) - Suburu School: +1.06% (92.30% to 93.36%)
2.5	Chronic Absenteeism Rate. Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 5(b): Student Engagement	-2023 CA School Dashboard: Chronic Absenteeism -District: All Students 35.7% Yellow -Lakeside School: All Students 32.8% Yellow -Donald E. Suburu School: All Students 37.3% Yellow	2024 CA School Dashboard: -District: All Students 28.8% Yellow SED: 30% (-6.6%) EL: 29.1% (-4.4%) FY: 70.6% (+46.8%) -Lakeside School: All Students 32.8% Yellow	2025 CA School Dashboard: -District: All Students 22.9% Yellow SED: 25.4% (-4.6%) EL: 22.1% (-7%) FY: 36.0% (-34.6%) -Lakeside School: All Students	-2026 CA School Dashboard: Chronic Absenteeism -District: All Students 32.7% Yellow -Lakeside School: All Students 29.8% Yellow	- District: All Students: -12.8% (35.7% to 22.9%) - Lakeside School: -9.3% (32.8% to 23.50%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA 37.8% Red AS 28.3% Red SWD 41.0% Red -2024 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 27% -Donald E. Suburu School: 26%	-Donald E. Suburu School: All Students 27% Yellow AA 29.4% Orange AS 18.4% Yellow SWD 27.6% Orange 2025 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 23.4% -Donald E. Suburu School: 19.7%	23.50% Yellow -Donald E. Suburu School: All Students 21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange 2026 KiDS Percent of students who are identified as Chronically Absent. - Lakeside School: 18.70% - Donald E. Suburu School: 21.15%	-Donald E. Suburu School: All Students 34.3% Yellow AA 34.8% Yellow AS 25.3% Yellow SWD 38.0% Yellow -2027 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 24% -Donald E. Suburu School: 23%	- Donald Suburu School: All Students - 15.9% (37.3% to 21.40%) AA -19.9% (37.8% to 17.9%) AS -12.9% (28.3% to 15.40%) SWD -16.4% (41.0% to 24.60%) KiDS Percent of students chronically absent - Lakeside School - 8.3% (27% to 18.70%) - Donald E. Suburu School - 4.85 (26% to 21.15%)
2.6	Middle School Dropout Rate Source: Kern Integrated Data System (KiDS) Priority 5(c): Student Engagement	-April 2024 KiDS Middle School Dropout Rate: 0.54%	April 2025 KiDS Middle School Dropout Rate: 0.25%	April 2026 KiDS Middle School Dropout Rate: 0%	-April 2027 KiDS Middle School Dropout Rate: 0.20%	-0.54% (0.54% to 0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Suspension Rate Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 6(a): School Climate	2023 CA School Dashboard Suspension Rate. All Students 5.4% Red AA 13.8% Red SWD 6.9% Red AS 1.8% Orange TOM 12.3% Red EL 3.9% Red FY 20.8% Red Hispanic 5.0% Red White 5.6% Red SED 5.7% Orange Lakeside School All Students 9.5% Red EL 9.0% Red SED 10.3% Red SWD 9.5% Red AA 27.0% Red Hispanic 8.9% Red White 9.4% Red TMR 12.3% Red -April 2024 KiDS Suspension Rate Data All Students 4.24% AA 7.22% SWD 5.37% AS 1.57% TOM 5.56% EL 3.93%	2024 CA School Dashboard All Students 6% Orange AA 14% Red SWD 7.8% Red AS 0% Blue TOM 7.1% Red EL 5.6% Orange FY 25% Red Hispanic 6.5% Red White 3.5% Yellow SED 6.5% Red Lakeside School All Students 8.6% Orange EL 10.2% Red SED 9.6% Orange SWD 10.7% Red AA 19.6% Red Hispanic 9.7% Red White 4.9% Yellow TMR 8.2% Orange April 2025 KiDS Suspension Rate Data All Students 1.25% AA 2.80% SWD 3.08% AS 0% TOM 2.60% EL 0.69%	2025 CA School Dashboard All Students 1.4% Blue AA 4.9% Yellow SWD 3.4% Yellow AS 0% Blue TOM 2.5% Green EL 0.6% Blue FY 18.5% Orange Hispanic 1.3% Blue White 1.1% Blue SED 1.7% Green Lakeside School All Students 1.9% Green EL 0.6% Blue SED 2.3% Green SWD 5.3% Yellow AA 4.4% Yellow Hispanic 2.2% Green White 1.2% Green TMR 1.4% Green April 2026 KiDS Suspension Rate Data All Students 1.17% AA 1.06% SWD 3.59% AS 0% TOM 1.28% EL 1.04%	2026 CA School Dashboard Suspension Rate. All Students 5.1% Red AA 13.5% Red SWD 6.6% Red AS 1.5% Orange TOM 12% Red EL 3.0% Green FY 19.9% Orange Hispanic 4.1% Yellow White 4.7% Yellow SED 4.8% Yellow Lakeside School All Students 9.2% Orange EL 8.7% Orange SED 10% Orange SWD 9.2% Orange AA 26.7% Orange Hispanic 8.6% Orange White 9.1% Orange TMR 12.0% Orange -April 2027 KiDS Suspension Rate Data All Students 4.21% AA 6.92% SWD 5.34% AS 1.53%	- Dashboard LUSD: All Students -4.0% (5.4% to 1.4%) AA -8.9% (13.8% to 4.9%) SWD -3.5% (6.9% to 3.4%) AS -1.8% (1.8% to 0%) TOM -9.8% (12.3% to 2.5%) EL -3.3% (3.9% to 0.6%) FY -2.3% (20.8% to 18.5%) Hispanic -3.7% (5.0% to 1.3%) White -4.5% (5.6% to 1.1%) SED -4% (5.7% to 1.7%) - Dashboard Lakeside School All Students -7.6% (9.5% to 1.9%) EL -8.4% (9.0% to 0.6%) SED -8% (10.3% to 2.3%) SWD -4.2% (9.5% to 5.3%) AA -22.6% (27.0% to 4.4%) Hispanic -6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					TOM 5.53% EL 3.90%	(8.9% to 2.2%) White -8.2% (9.4% to 1.2%) TMR -10.9% (12.3% to 1.4%) April 2025 KiDS Suspension Rate Data All Students - 3.07% (4.24% to 1.17%) AA -6.16% (7.22% to 1.06%) SWD -1.78% (5.37% to 3.59%) AS -1.57% (1.57% to 0%) TOM -4.28% (5.56% to 1.28%) EL -2.89% (3.93% to 1.04%)
2.8	Expulsion Rate Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 6(b): School Climate	-2023 CA Dashboard 0% -April 2024 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	April 2025 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	April 2026 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	-April 2027 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	0% change; (0% to 0%)
2.9	Student Surveys of sense of safety and school connectedness. Source: CA Healthy Kids Survey	-2023 CA Healthy Kids Survey -Grade 5 School Engagement and Supports	-2024 CA Healthy Kids Survey -Grade 5 School	-2025 CA Healthy Kids Survey -Grade 5 School	-2026 CA Healthy Kids Survey -Grade 5 School	-Grade 5 School Engagement and Supports School Connecte

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6(c): School Climate	- School Connectedness 63% - School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports - School connectedness 44% School Safety - School perceived as very safe or safe 27%	Engagement and Supports - School Connectedness 61% - School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports - School connectedness 37% School Safety - School perceived as very safe or safe 30%	Engagement and Supports - School Connectedness 60% - School Safety Feel safe at school 69% -Grade 7 School Engagement and Supports - School connectedness 31% School Safety - School perceived as very safe or safe 25%	Engagement and Supports - School Connectedness 69% - School Safety Feel safe at school 73% -Grade 7 School Engagement and Supports - School connectedness 50% School Safety - School perceived as very safe or safe 33%	ness - 3%(63% to 60%) - School Safety Feel safe at school- +2%(67% to 69%) -Grade 7 School Engagement and Supports - School connectedness - 13% (44% to 31%) School Safety - School perceived as very safe or safe -2% (27% to 25%)

Goal Analysis [2025-26]

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

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

All actions under Goal 2 were implemented either fully or partially during the year. While the district experienced measurable successes, several implementation challenges resulted in delays or limited impact in specific areas. Substantive differences between planned actions and actual implementation are described below.

Action 2.1 – PBIS Implementation

- Action 2.1 was intended to support full districtwide implementation of PBIS in response to elevated suspension and referral rates. While PBIS structures remain in place at school sites, the planned formal training for site teams did not occur during the year as scheduled. The delay was due to site-level scheduling constraints and competing operational priorities. As a result, implementation consistency varied across sites. The district will ensure that formal PBIS training for site teams is scheduled and completed in the coming year to strengthen fidelity of implementation and improve alignment of behavior response systems.

Action 2.2 – Family Engagement and Home Visits

- Action 2.2 focused on strengthening school–home partnerships through weekly home visits conducted by the Student Achievement Support & Intervention team and counselors, along with offering the Loving Solutions parent course. Home visits continued as planned; however, participation in the Loving Solutions course remained limited, with 5–6 families participating districtwide, consistent with the prior year. While participation in the targeted parent course remained low, the district successfully expanded overall communication access, with 98.9% of families connected to ParentSquare. This high level of connectivity has improved the district’s ability to communicate with families in multiple languages and provide timely information regarding student supports. Increasing active participation in structured parent education opportunities remains an area for refinement.

Action 2.3 – Health and Attendance Supports

- Action 2.3 was designed to promote regular school attendance through partnerships with outside agencies, on-site services through the KCSOS Dental Clinic, RN participation in IEP meetings, and support from health technicians under RN supervision. While partnerships and health technician services continued, the district was unable to secure a part-time RN until second semester. This staffing delay resulted in reduced availability of direct RN services during the first half of the year. Once hired, the part-time RN was able to help with participation in IEP meetings and health service coordination. Recruitment challenges in specialized positions were the primary barrier to full implementation.

Action 2.4 – Pathways Alternative to Suspension

- Action 2.4 introduced and implemented the Pathways program as an alternative to suspension to support improved student decision-making. The program was implemented as planned during the year. The district’s overall suspension rate decreased from 5.4% in 2024–25 to 1.4% in 2025–26. This decline indicates that providing a structured alternative focused on reflection, skill-building, and restorative practices is associated with reduced reliance on exclusionary discipline practices. Continued monitoring will determine whether the reduction is sustained across student groups.

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.

Minor expenditure variances occurred due to normal fluctuations in staffing, supplies, and service costs; however, these differences were not material and did not significantly impact implementation of the planned actions. Overall expenditures remained substantially aligned with the approved budget and planned services.

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

Goal 2 actions were generally effective in making progress toward improving student engagement, attendance, family engagement, school climate, and reductions in exclusionary discipline. The strongest evidence of effectiveness is reflected in improved attendance rates, reduced chronic absenteeism, reduced suspension rates, a reduced middle school dropout rate, and the maintenance of a 0% expulsion rate. However, survey results related to school connectedness and perceived safety indicate that continued attention is needed to strengthen student relationships, belonging, and school climate, particularly at the middle school level.

Action 2.1, Positive Behavior Interventions and Supports (PBIS) and Administrative Student Support, was generally effective in supporting improved school climate, student engagement, attendance, and reductions in exclusionary discipline. Through the coordinated implementation of PBIS systems, student behavior supports, attendance monitoring, and administrative intervention, the district experienced measurable improvements in several key outcomes. Districtwide suspension rates for All Students decreased from 5.4% to 1.4%, with reductions also observed among African American students, Students with Disabilities, English Learners, Foster Youth, Hispanic students, White students, Socioeconomically Disadvantaged students, and students identifying as Two or More Races. Lakeside School similarly demonstrated reductions in suspension rates across reported student groups. The district also maintained a 0% expulsion rate. Attendance outcomes improved during the year, as evidenced by increased attendance rates and reductions in chronic absenteeism. Safety and connectedness showed mixed results between 5th and 7th grade surveyed students. These improvements suggest that behavioral supports, student monitoring, and attendance interventions contributed to keeping students engaged in school and reducing barriers to participation.

Action 2.2, Building Stronger School-Home Partnerships: Promoting Parent Involvement, was effective in supporting progress toward Goal 2. Parent and family engagement indicators improved, with all Parent and Family Engagement indicators fully implemented. ELAC/DELAC participation increased by 19 parents compared with baseline, and IEP meeting participation was maintained at 100% across all years. Attendance and engagement outcomes also improved, with attendance rates increasing at both Lakeside School and Donald E. Suburu School, chronic absenteeism decreasing at the district level and at both school sites, and the middle school dropout rate decreasing from 0.54% to 0%. School climate outcomes also improved, as reflected in the California School Dashboard Suspension Rate. The district's All Students suspension rate decreased from 5.4% (Red) at baseline to 1.4% (Blue) in 2025. Significant improvements were also observed across multiple student groups, including English Learners (3.9% Red to 0.6% Blue), Hispanic students (5.0% Red to 1.3% Blue), White students (5.6% Red to 1.1% Blue), African American students (13.8% Red to 4.9% Yellow), Students with Disabilities (6.9% Red to 3.4% Yellow), Socioeconomically Disadvantaged students (5.7% Orange to 1.7% Green), and Two or More Races students (12.3% Red to 2.5% Green), while Foster Youth improved from 20.8% (Red) to 18.5% (Orange). These outcomes suggest that family outreach, parent engagement, communication, and school-home partnership efforts strengthened connections between families and schools, which corresponded with improvements in attendance, student engagement, school climate, and student retention.

Action 2.3, Promoting Regular School Attendance, was effective. Attendance rates increased from baseline at both school sites, with Lakeside School improving from 92.24% to 93.93% and Donald E. Suburu School improving from 92.30% to 93.36%. Chronic absenteeism also decreased significantly. Districtwide chronic absenteeism declined from 35.7% to 22.9%, Lakeside School decreased from 32.8% to 23.5%, and Donald E. Suburu School decreased from 37.3% to 21.4%. KiDS data also reflected reductions in the percentage of students identified as chronically absent at both schools. These results indicate that attendance monitoring, outreach, home visits, health-related supports, and attendance incentives contributed to improved student engagement and reduced missed instructional time. Continued implementation is warranted, particularly because chronic absenteeism remains elevated for some student groups.

Action 2.4, Promoting Positive Growth: An Alternative to Suspension, was highly effective in reducing suspension rates. Districtwide suspension rates declined for All Students and every reported student group, including African American students, Students with Disabilities, English Learners, Foster Youth, Hispanic students, White students, Socioeconomically Disadvantaged students, Asian students, and students identifying as Two or More Races. Lakeside School also demonstrated substantial reductions across all reported student groups. These results suggest that the alternative-to-suspension approach contributed to reduced reliance on exclusionary discipline while maintaining student access to instruction. Continued implementation should focus on sustaining these reductions while addressing remaining disproportionality for groups with comparatively higher suspension rates.

However, California Healthy Kids Survey results indicate that continued attention is needed to strengthen student connectedness and perceptions of safety. Grade 5 school connectedness decreased slightly from 63% to 60%, while Grade 7 school connectedness declined from 44% to 31%. Grade 7 perceptions of school safety also decreased. These results suggest that while the action was effective in improving behavioral and attendance outcomes, it was only partially effective in improving students' sense of belonging and connection to school.

Based on these results, the district will continue implementation of PBIS and student support systems while refining relationship-building strategies, student engagement opportunities, and targeted school climate supports. Beginning in 2026–27, the district will fund a 0.50 FTE Vice Principal position to continue providing administrative leadership for behavior support systems, attendance interventions, and school climate initiatives. This adjustment reflects the district's assessment of current needs while maintaining the capacity necessary to sustain progress in student engagement, attendance, and discipline 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.

Based on reflections from implementation, student outcome data, and identified areas of continued need, several adjustments were made to Goal 2 actions for the 2026–27 school year to strengthen student engagement, attendance, behavior supports, and school climate systems.

For Action 2.1, student incentives for positive behaviors will be funded through the Learning Recovery Emergency Block Grant (LREBG) to expand positive behavior reinforcement efforts and strengthen school climate supports. The district also added play-based learning opportunities for Transitional Kindergarten classrooms districtwide to support student engagement, self-regulation, and early social-emotional development. In addition, the district increased school psychology intern support from one to two interns to expand student mental health, behavior, and assessment services across school sites. To strengthen coordination of attendance interventions, PBIS implementation, student behavior supports, and school climate initiatives, the district also added 50% of the Vice Principal position to Action 2.1. This adjustment was made in response to continued needs identified through attendance, behavior, and school climate data, including survey results indicating a need to improve student connectedness and perceptions of safety.

For Action 2.2, a Family Night was added to increase opportunities for family engagement and strengthen school-home partnerships based on reflections regarding the need for increased parent participation and connectedness.

For Action 2.3, the district added student incentives for a Most Improved Attendance Field Trip and additional attendance improvement incentives funded through LREBG. These additions were made in response to positive attendance growth and reductions in chronic absenteeism, with the goal of sustaining and further improving student attendance outcomes.

For Action 2.4, Crisis Prevention Intervention (CPI) training was added to strengthen staff capacity to respond to student behavioral needs using de-escalation and proactive intervention strategies. This adjustment was made in response to educational partner feedback and school climate data indicating a continued need to strengthen student connectedness, perceptions of safety, and proactive behavior supports while maintaining reductions in suspension rates.

No significant changes were made to the overall goal description, metrics, or target outcomes. The revisions to actions, staffing allocations, and funding sources were made to strengthen implementation, sustain improvements in attendance and behavior outcomes, increase family engagement opportunities, expand student support services, and continue efforts to improve student connectedness and school climate.

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	Positive Behavior Interventions and Supports (PBIS).	Continue to Build a Positive School Environment The district will continue to provide staff release time and professional development focused on Positive Behavioral Interventions and Supports (PBIS) to strengthen a multi-tiered system of behavioral, social-emotional, and student engagement supports. These efforts are designed to cultivate safe, structured, and inclusive learning environments where unduplicated pupils experience consistent behavioral expectations, positive relationships, and increased school connectedness because students who feel safe, supported, and connected to school are more likely to attend regularly, engage in learning, and demonstrate positive behaviors. During the 2025–2026 school year, the district expanded schoolwide communication and student engagement efforts through the installation of a large marquee at Donald E. Suburu School to improve communication with students, families, and the community. The district also added funding to support mentor school psychologist interns to increase student access to social-emotional and behavioral support services. During the 2026–2027 school year, the district will expand supports by:	\$510,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Increasing student incentives that recognize positive behavior, improved attendance, and student achievement. - Expanding play-based learning opportunities within Transitional Kindergarten classrooms districtwide to strengthen student engagement, self-regulation, social-emotional development, and school readiness skills. - Increasing behavioral and mental health support capacity through the addition of a second school psychologist intern. - Providing 0.50 FTE Vice Principal support to coordinate PBIS implementation, attendance interventions, student behavior supports, restorative practices, and school climate initiatives. These refinements are necessary because local attendance, behavior, and school climate data indicate that some student groups continue to experience lower levels of school connectedness and engagement. Additional behavioral supports, social-emotional interventions, attendance monitoring, and administrative coordination are being provided because educational partner feedback and local data identified a need to strengthen students' sense of belonging, improve attendance, reduce behavioral incidents, and increase participation in the instructional program. PBIS Interventions Counselors, school psychologist interns, Student Achievement Support and Intervention staff, the Vice Principal, and site teams will provide personalized behavioral, attendance, and social-emotional support to students through targeted interventions, attendance monitoring, check-ins, mentoring, restorative support practices, and family communication. Student incentives and recognition systems will continue to reinforce positive behavior, attendance improvement, and school engagement because consistent positive reinforcement, timely intervention, and relationship-based supports increase student motivation, strengthen school connectedness, and support improved attendance and participation in learning. LREBG-Funded Student Incentives During the 2026–2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds (\$17,600) will support student incentives that recognize positive behavior and reinforce school engagement through the		

Action #	Title	Description	Total Funds	Contributing
		district's PBIS framework. These incentives were selected because attendance, behavior, and school climate data, along with educational partner feedback, identified a need to strengthen student connectedness, increase engagement in school, and promote positive behavioral outcomes. Research supports the use of positive reinforcement and recognition systems because consistent acknowledgement of desired behaviors increases student motivation, strengthens school connectedness, and contributes to improved behavioral and attendance outcomes. Effectiveness will be monitored through attendance rates, chronic absenteeism rates, suspension rates, California Healthy Kids Survey results, and other school climate indicators. The effectiveness of this action will be measured through attendance rates, chronic absenteeism rates, suspension rates, California Healthy Kids Survey results, and other school climate indicators.		
2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	By prioritizing stronger home-to-school partnerships, the district aims to support the academic success, attendance, and school connectedness of unduplicated pupils. Through parent information nights, bilingual stipends for classified staff, family engagement activities, and web-based communication tools, the district will foster a collaborative environment where families feel informed, welcomed, and actively involved in their children's education. Web-based communication tools and expanded school-to-home messaging systems will provide families with timely access to attendance information, school events, academic updates, and student support resources. These communication systems are designed to strengthen ongoing dialogue between families and schools because consistent communication and family engagement increase student connectedness, improve attendance habits, and strengthen academic support systems for students.	\$30,821.00	Yes
2.3	Promoting Regular School Attendance	Promoting Student Health and Attendance: The district will continue providing school-based health, wellness, and attendance supports through the coordinated efforts of the registered nurse, contracted part-time	\$388,739.00	Yes

Action #	Title	Description	Total Funds	Contributing
		registered nurse, health technicians, and campus supervisors. These staff members will conduct health screenings and assessments to identify attendance-related health concerns, provide health education to students and families, collaborate with families and medical providers to address chronic health conditions affecting attendance, and implement wellness supports designed to strengthen student well-being and school engagement. Campus supervisors and site staff will continue to promote positive student attendance by monitoring attendance patterns, communicating with students and families regarding attendance concerns, and implementing student attendance incentives and positive reinforcement systems designed to improve attendance habits and strengthen school connectedness. During the 2026–2027 school year, the district will expand supports by: Implementing attendance incentive programs, including a Perfect Attendance Field Trip and attendance improvement incentives supported through Learning Recovery Emergency Block Grant (LREBG) funds (\$6000). Attendance improvement incentives were selected because chronic absenteeism data and educational partner feedback identified a need to strengthen student engagement, school connectedness, and regular school attendance. Research supports the use of positive attendance recognition and incentive programs because consistent acknowledgment of attendance growth and improvement can strengthen student motivation, reinforce positive attendance habits, and increase participation in the instructional program. The additional contracted part-time registered nurse will continue supporting the implementation of health and attendance services during the 2026–2027 school year to increase student access to health-related interventions and attendance supports.		
2.4	Promoting Positive Growth: An	The district will continue implementation of an Alternative to Suspension program designed to address disparities in disciplinary outcomes, strengthen student engagement, and promote equitable behavioral	\$179,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Alternative to Suspension	supports within the school community. The program provides students with a structured, supportive alternative to exclusionary discipline practices while maintaining access to instruction, social-emotional supports, and behavioral interventions. During the 2026–2027 school year, the district will expand behavioral intervention supports by providing Crisis Prevention Intervention (CPI) training to strengthen staff capacity to respond to behavioral escalation, implement proactive intervention strategies, and support positive student behavior through de-escalation and restorative support practices. Students assigned to the Alternative to Suspension program will receive targeted behavioral support, guided reflection activities, academic assistance, and social-emotional skill development designed to help students identify behavioral triggers, strengthen self-regulation skills, and maintain positive school engagement. The program is intended to reduce lost instructional time and strengthen student connectedness because students remain engaged in learning while receiving structured behavioral interventions and restorative support.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To enhance the conditions of learning, we prioritize recruiting and retaining qualified teachers and implementing standards-aligned curriculum while providing clean and safe facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The decision to develop a goal centered on enhancing the conditions of learning arises from several key considerations reflected in the data and school assessments. While Donald E. Suburu School boasts an exemplary rating with minimal repairs needed, Lakeside School requires some attention for repairs, highlighting the importance of optimizing the learning environment for effective education delivery. Furthermore, academic performance indicators from the CA School Dashboard, notably in ELA, Math, and Science (Data in Reflections), reveal areas where improvement is warranted, suggesting the need for recruiting and retaining qualified educators and implementing curriculum aligned with standards to bolster student achievement. Moreover, assessments such as STAR Early Literacy and Reading, indicating a significant portion of students performing below benchmark levels, along with a substantial number below benchmark in STAR Math, underscore the necessity of offering targeted support for unduplicated students, as well as providing a diverse course of study catering to the varied needs of all students. This commitment to equity and inclusion ensures that every student, irrespective of background or language proficiency, has equitable access to high-quality education and opportunities for academic advancement, ultimately fostering an environment where all students can thrive academically and personally. By prioritizing these efforts, the school can create an environment where every student has the opportunity to succeed academically and thrive personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of Teachers Appropriately Assigned Source: DataQuest, Teacher Assignment Monitoring Outcome (CalSAAS)	2021-22 Teaching Assignment Monitoring Outcomes Clear 91.7% Out-of-Field: 0%	2022-23 Teaching Assignment Monitoring Outcomes Clear 78% Out-of-Field: 0%	2023-24 Teaching Assignment Monitoring Outcomes Clear 67.6% Out-of-Field: 0%	2024-25 Teaching Assignment Monitoring Outcomes Clear 94.7% Out-of-Field: 0%	Teaching Assignment Monitoring Outcomes Clear - 24.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1(a): Teachers : Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching.					(91.7% to 67.6%) Out-of-Field: 0% (0% to 0%)
3.2	Percentage of students with access to standards-aligned materials. Source: Local Data, Self Reflection Tool Priority 1(b): Standards-aligned Instructional Materials for every student.	2023 CA Dashboard Local Indicators: Instructional Materials: 100% of students	2024 CA Dashboard Local Indicators: Instructional Materials: 88% of students	2025 CA Dashboard Local Indicators: Instructional Materials: 100% of students	2026 CA Dashboard Local Indicators: Instructional Materials: 100% of students	0% change; access has been maintained at 100% across all years
3.3	Overall Rating of School Site Facility Inspection Tool (FIT) Source: Facility Inspection Tool Priority 1(c): School facilities are maintained in good repair.	2023 Overall Rating of School Site FIT. 207 areas that did not meet "Good Repair" Standard November 2022 Overall Rating FIT Lakeside School: Good Donald E. Suburu School: Exemplary	2025 Overall Rating of School Site FIT. 102 areas that did not meet "Good Repair" Standard January 2025 Overall Rating FIT Lakeside School: Fair Donald E. Suburu School: Exemplary	2026 Overall Rating of School Site FIT. 82 areas that did not meet "Good Repair" Standard December 2025 Overall Rating FIT Lakeside School: Good Donald E. Suburu School: Good	2026 Overall Rating of School Site FIT. 20 areas that did not meet "Good Repair" Standard November 2025 Overall Rating FIT -Lakeside School: Good -Donald E. Suburu School: Exemplary	125 less areas that did not meet "Good Repair" Standard (207 to 82) Overall Rating FIT - Lakeside = No overall rating change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						from baseline Suburu = One rating level decrease (Exemplary to Good)
3.4	Rubric Scores for Implementation of State Standards Source: Kern Integrated Data System (KiDS) Priority 2(a): Implementation of State Academic Standards Performance Indicator	2023 Rubric Scores for Implementation of State Standards:100%	2024 Rubric Scores for Implementation of State Standards: 68%	2025 Rubric Scores for Implementation of State Standards: 83%	2026 Rubric Scores for Implementation of State Standards:100%	-17% change; (100% to 83%)
3.5	School Site Master Schedule indicating designated English Language Development (ELD). Percentage of standards implemented Source: Student Information System Priority 2(b): How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining	2023 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all	2024 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards.	2025 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards.	2026 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards.	0% change; access has been maintained at 100% across all years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	academic content knowledge and English language proficiency.	subject areas to support ELs in gaining academic knowledge and language proficiency.	100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	
3.6	School Site Master Schedule indicating All Students have access to a broad course of study Source: Student Information System, Local Data Priority 7(a): Access to a Broad Course of Study	2023 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2025 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating All Students have access to a broad course of study: 100% of students have access to a broad course of study per the Master Schedule.	0% change; access has been maintained at 100% across all years
3.7	School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study Source: Student Information System, Local Data Priority 7(b): Programs and services developed and provided to low income, English learner, foster youth pupils	2023 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2025 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% Low Income, English Learner, Foster Youth pupils have access to a broad course of study per the Master Schedule.	0% change; access has been maintained at 100% across all years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	School Site Master Schedule indicating students with disabilities have access to a broad course of study Source: Student Information System, Local Data Priority 7(c): Programs and services developed and provided to students with disabilities	2023 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2025 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	0% change; access has been maintained at 100% across all years

Goal Analysis [2025-26]

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

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

All actions under Goal 3 were fully or substantially implemented during the year. The district experienced both successes and implementation challenges related to staffing shortages, facilities planning, and adjustments to funding sources. Substantive differences between planned actions and actual implementation are described below.

Action 3.1 – Additional Standards-Aligned Instructional Materials

- Action 3.1 continued supporting standards-aligned instructional materials and technology access. The district maintained 100% student access to standards-aligned instructional materials and continued implementation of designated English Language Development (ELD) and broad course of study access through site master schedules. Planned purchases of Transitional Kindergarten (TK) furniture to support play-based learning were delayed and will occur during the 2026–27 school year. Additionally, some planned technology purchases were shifted from LCAP funding to Title IV funding sources.

Action 3.2 – Nurturing Teacher Excellence: Providing Comprehensive Support

- Action 3.2 focused on professional development and staff support for teachers. The district experienced challenges securing a long-term substitute teacher at one school site, which resulted in lower expenditures than originally planned. The district also continued to experience challenges recruiting and retaining fully credentialed staff. Despite these staffing challenges, professional development and instructional support efforts continued throughout the year.

Action 3.3 – Ensuring Access to Clean and Safe Facilities

- Action 3.3 maintained clean and safe school facilities across school sites. The district improved facility conditions significantly, reducing the number of areas not meeting “Good Repair” standards from 207 to 82. However, implementation challenges impacted several planned actions. The district was unable to hire two nighttime custodians because newly added classrooms were not yet ready for occupancy. Planned color coating work at Lakeside School was delayed due to additional building projects that needed to be completed first. The district was also unable to fill the District Clerk position for approximately two months because qualified applicants could not be secured. In addition, the district did not purchase a cargo trailer or flatbed trailer because there was no immediate operational need during the year.

Action 3.4 – Targeted Support for Students with Disabilities

- Action 3.4 continued providing targeted support for students with disabilities through instructional aide support and expanded services. Staff turnover among instructional aides presented ongoing implementation challenges and impacted continuity of support in some areas.

Action 3.5 – After School Sports

- Action 3.5 continued offering after-school athletics and extracurricular opportunities to support student engagement and access to a broad course of study. Athletic transportation costs were funded through general funds rather than LCAP funds during the year.

Action 3.5 – After School Sports

Action 3.6 – Band & Choir

Action 3.7 – Camp Keep

Action 3.8 – Aquatics

- Actions 3.5 through 3.8 were implemented substantially as planned. The district maintained 100% access to a broad course of study for all students, including low-income students, English learners, foster youth, and students with disabilities through school site master schedules.

Overall, the district continued implementing actions designed to support safe learning environments, instructional access, student engagement, and broad course of study opportunities while addressing ongoing staffing and facilities-related challenges.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3 were primarily related to delayed purchases, staffing vacancies, facility project timing, and shifts in funding sources during the year.

For Action 3.1, Maintaining Standards-Aligned Instructional Materials, Estimated Actual Expenditures were \$132,128.00 more than budgeted. The increase was primarily due to the need to purchase additional instructional materials and classroom furniture to accommodate enrollment changes and classroom expansion. These additional expenditures ensured that newly established and expanded classrooms were equipped with standards-aligned instructional materials and appropriate furniture to support student learning.

For Action 3.2, Nurturing Teacher Excellence Through Comprehensive Support, expenditures were lower than budgeted because one school site was unable to secure a long-term substitute teacher position for the full year as originally planned.

For Action 3.3, Ensuring Clean and Safe Facilities, Estimated Actual Expenditures were \$507,410.00 less than budgeted. The difference was primarily due to the district being unable to hire two nighttime custodians because newly added classrooms were not yet ready for occupancy. Planned color coating work at Lakeside School was delayed after previously unidentified building repairs were discovered that needed to be completed before the project could move forward. In addition, the district did not purchase a cargo trailer or flatbed trailer because there was no immediate operational need during the year, and the District Clerk position remained vacant for approximately two months due to recruitment challenges.

For Action 3.4, Support for Students with Disabilities, Estimated Actual Expenditures were \$208,912.00 less than budgeted due to ongoing turnover and staffing shortages among instructional aides, which impacted full staffing of planned support positions during the year.

For Action 3.5, After-School Sports, expenditures were lower than budgeted because athletic transportation costs were funded through general funds rather than LCAP funds.

Action 3.6, Band and Choir, was implemented as planned with no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action 3.7, Camp KEEP, expenditures were lower than budgeted due to lower-than-anticipated program costs during implementation.

For Action 3.8, Aquatics, expenditures were lower than budgeted due to lower-than-anticipated operational and program costs during the year.

Specific expenditure differences for each action are detailed in the Annual Update Tables.

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

Goal 3 actions were generally effective in maintaining access to conditions that support learning, including standards-aligned instructional materials, designated ELD, safe and clean facilities, and a broad course of study for all students and student groups. The strongest evidence of effectiveness is reflected in the district maintaining 100% student access to standards-aligned instructional materials, designated ELD, and broad course of study access for All Students, low-income students, English Learners, Foster Youth, and Students with Disabilities. However, some actions were only partially effective due to staffing challenges, delayed facility projects, and a decline in standards implementation indicators.

Action 3.1, Additional Standards-Aligned Instructional Materials, was effective in maintaining student access to instructional materials and instructional technology. The district maintained 100% student access to standards-aligned instructional materials across all years, and school site master schedules continued to demonstrate 100% implementation of designated English Language Development and access to a broad course of study for All Students, low-income students, English Learners, Foster Youth, and Students with Disabilities. These results

indicate that the action supported equitable access to instructional materials and course offerings. However, because the district's rubric score for implementation of state standards declined from 100% to 83%, continued attention is needed to ensure that access to materials is paired with consistent standards implementation across classrooms and content areas.

Action 3.2 supported teacher effectiveness and instructional support systems through professional development and staffing supports. While one school site was unable to secure a long-term substitute teacher position during the year, the district continued providing instructional support services. However, Teaching Assignment Monitoring Outcomes reflected staffing challenges, with the percentage of teachers holding clear credentials decreasing from 91.7% to 67.6%, while Out-of-Field assignments remained at 0%. In addition, Rubric Scores for Implementation of State Standards declined from 100% to 83%, indicating a continued need to strengthen standards implementation and instructional consistency across grade levels and content areas.

Action 3.3, Ensuring Access to Clean and Safe Facilities, was generally effective in improving facility conditions. The district reduced the number of areas not meeting "Good Repair" standards from 207 to 82, reflecting substantial improvement in facility conditions. Lakeside School maintained its overall FIT rating, while Donald E. Suburu School decreased from Exemplary to Good. These results indicate that the action contributed to safer and more functional learning environments, though continued attention is needed to address remaining repair needs and project delays.

Action 3.4 continued providing targeted support for students with disabilities through instructional aide support and expanded services. Staff turnover among instructional aides created challenges in maintaining continuity of support services throughout the year and remains an area requiring continued attention.

Action 3.5, After School Sports, was effective in maintaining access to extracurricular opportunities and a broad course of study. The district maintained 100% access to a broad course of study for All Students, low-income students, English Learners, Foster Youth, and Students with Disabilities. Although athletic transportation costs were funded through general funds rather than LCAP funds, the shift in funding source did not reduce student access to after-school athletics or related engagement opportunities. Continued implementation is warranted to sustain student participation, engagement, and access.

Action 3.6, Band and Choir, was effective in supporting student engagement, enrichment, and access to a broad course of study. The district maintained 100% broad course of study access for all identified student groups. In addition, the choir program served 186 students, including 31 English Learners and 111 Socioeconomically Disadvantaged students, while the band program served 137 students, including 13 English Learners, 84 Socioeconomically Disadvantaged students, and 1 Foster Youth student. These participation data indicate that the action provided meaningful enrichment opportunities for unduplicated pupils and supported access to arts-based learning.

Action 3.7, Camp KEEP, was effective in supporting experiential learning and maintaining access to a broad course of study. The district maintained 100% access for all students, including low-income students, English Learners, Foster Youth, and Students with Disabilities. A total of 72 students participated in Camp KEEP, including 3 English Learners and 46 Socioeconomically Disadvantaged students. These results indicate that the action provided students with access to outdoor education, environmental learning, relationship-building, and enrichment opportunities that may otherwise be less accessible outside of school.

Action 3.8, Aquatics, was effective in expanding access to physical education, water safety, and enrichment opportunities. The district maintained 100% access to a broad course of study for All Students, low-income students, English Learners, Foster Youth, and Students with Disabilities. The aquatics program served 346 students, including 39 English Learners, 204 Socioeconomically Disadvantaged students, and 2 Foster Youth students. These participation data indicate that the action supported equitable access to structured physical education enrichment and reduced barriers to water safety instruction for unduplicated pupils.

Overall, the actions associated with Goal 3 were effective in maintaining broad access to instructional programs, standards-aligned materials, designated ELD, facility improvements, and extracurricular opportunities. The district will continue addressing staffing challenges, standards implementation, and facility improvement needs to strengthen the effectiveness of actions moving forward.

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

Based on reflections from implementation, staffing challenges, student access data, and instructional needs identified during the year, several adjustments were made to Goal 3 actions, metrics, and expenditures for the 2026–27 school year to strengthen instructional supports, standards implementation, student access, and specialized services.

For Action 3.1, the district added professional development in Social Science and Science for middle school single-subject teachers to support identification and implementation of essential standards and strengthen instructional consistency across content areas. Additional funding was also added to expand play-based learning opportunities for students in Special Day Class (SDC) Preschool through SDC 2nd grade programs. In addition, the district will purchase a supplemental coding program for middle school electives to expand student access to technology and career-related enrichment opportunities.

For Action 3.2, the district anticipates an increase in newly hired teachers participating in the Teacher Induction Program and an increase in mentor teachers receiving stipends. These adjustments were made in response to staffing trends and the continued need to support teacher development, retention, and instructional effectiveness.

For Action 3.4, expenditures related to teletherapy speech services (Telespeech) are expected to increase due to ongoing challenges recruiting and retaining a Speech-Language Pathologist (SLP). The district will continue utilizing teletherapy services to maintain student access to required speech and language supports.

For Action 3.7, the district increased the Camp KEEP budget in anticipation of increased registration cost and student participation and interest in attending the program. This adjustment was made to expand opportunities for experiential learning, student engagement, and outdoor education experiences.

The district also revised the metrics associated with Actions 3.5 through 3.8. Previously, these actions utilized Chronic Absenteeism metrics; however, the district determined that a Broad Course of Study metric aligned to school site master schedules more accurately measures the intended outcome of these actions. The revised metric will monitor student access to extracurricular, enrichment, and elective opportunities through school site master scheduling to ensure consistency and alignment across Goal 3 actions and outcomes.

No significant changes were made to the overall Goal 3 description or broad course of study access targets. Also, changes in action funding are related to activities described within each applicable action. The revisions to actions, expenditures, and metrics were made to strengthen standards implementation, support staffing needs, expand enrichment opportunities, and maintain student access to instructional and support 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	Additional Standards-Aligned Instructional Materials	The district will continue to purchase and maintain standards-aligned instructional materials, provide classroom supply budgets for teachers and instructional aides, and ensure preschool and TK instructional resources are available to support early learning readiness and access to grade-level instruction. Instructional materials and classroom resources will support implementation of California Content Standards and English Language Development (ELD) Standards across grade levels and content areas. Classroom supply allocations will ensure that teachers, instructional aides, and students have access to instructional tools, supplemental materials, and learning resources necessary to support differentiated instruction, student engagement, and rigorous academic learning experiences.	\$196,618.00	Yes
3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	The district will continue partnering with Kern County Superintendent of Schools (KCSOS), providing veteran teacher mentorship stipends, and offering professional learning and instructional support designed to strengthen instructional capacity, teacher effectiveness, and staff retention across both school sites. Professional development, mentorship support, and collaboration with KCSOS will focus on strengthening instructional practices aligned to the needs of English Learners, Students with Disabilities, and students requiring academic and social-emotional supports. Veteran teacher mentors, instructional leaders, and district support staff will provide guidance, coaching, collaboration opportunities, and instructional support	\$248,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for new and continuing teachers to strengthen implementation of effective instructional strategies and classroom systems.		
3.3	Ensuring Access to Clean and Safe Facilities	The district will continue maintaining safe, clean, and well-maintained learning environments through custodial staffing, facility maintenance and upgrades, transportation services, safety monitoring systems, student support services, and operational supports across both school sites. Planned 2026–2027 activities include: • Continued facility maintenance and campus improvement projects districtwide • Maintain District Clerk staffing to support district operational systems, communication, and student services • Maintain student transportation vehicles, including buses and vans • Expand contracted telespeech services to address continued Speech and Language Pathologist (SLP) staffing shortages and ensure students receive required speech and language services • Support student enrichment and engagement opportunities, including increased Camp KEEP participation and transportation costs • Fund the district band teacher position through LCAP funds for the 2026–2027 school year • Continue campus supervision, safety monitoring, custodial services, and facility upkeep across both school sites During the 2025–2026 school year, planned campus color coating at Lakeside School was postponed due to additional facility repair and building needs identified prior to implementation. Additionally, the district did not hire the planned two night custodians because newly added portable classrooms were not yet ready for occupancy.	\$910,302.00	Yes
3.4	Targeted Support for Students with Disabilities	The district will provide specialized staffing, instructional supports, materials, and related services to ensure Students with Disabilities have access to grade-level standards, individualized supports, and a broad course of study within the least restrictive environment appropriate to student needs.	\$1,092,971.00	No

Action #	Title	Description	Total Funds	Contributing
		Services and supports include: • School psychologist support • Speech and language services • Instructional aides • Specialized instructional materials and adaptive equipment • Specialized Academic Instruction (SAI) services within Special Day Class (SDC) settings During the 2026–2027 school year, the district will expand special education services by adding two new Special Day Class (SDC) classrooms, including one classroom at Lakeside School and one classroom at Donald E. Suburu School. To support implementation, the district will hire two additional SDC teachers and four Instructional Aide II's to increase specialized instructional support, improve student access to individualized services, and strengthen implementation of students' Individualized Education Programs (IEPs). These expanded services are necessary to address increasing student support needs and ensure Students with Disabilities receive appropriate academic, behavioral, and instructional supports aligned to grade-level standards and individualized learning goals.		
3.5	After School Sports	The district will provide athletic stipends, coaching stipends, transportation, athletic supplies, and extracurricular program support to ensure all students have equitable access to organized athletics, enrichment opportunities, and a broad course of study beyond the instructional day. These programs are designed to increase student engagement, school connectedness, leadership development, collaboration skills, and participation in school activities that support the development of the whole child and strengthen access to comprehensive educational experiences.	\$16,113.00	Yes
3.6	Band & Choir	The district will provide a Band/Choir teacher, stipends, instruments, music supplies, and program support to ensure all students have equitable	\$96,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access to music education and performing arts opportunities as part of a broad course of study. Music education programs are designed to increase student engagement, creativity, collaboration, communication skills, and school connectedness while providing students with access to enrichment opportunities beyond core academic instruction.		
3.7	Camp Keep	The district will provide financial assistance, transportation, teacher stipends, and program support to ensure all 6th-grade students have equitable access to Camp KEEP, a standards-aligned outdoor science education program that is part of a broad course of study. Camp KEEP provides students with hands-on science instruction, outdoor learning experiences, collaboration opportunities, and environmental education activities designed to strengthen student engagement, problem-solving skills, communication, and access to experiential learning beyond the traditional classroom setting.	\$60,200.00	Yes
3.8	Aquatics	The district will maintain aquatics facilities, staffing, instructional programming, and safety supports, including pool management and lifeguard staffing, to ensure students have equitable access to swimming instruction and water safety education as part of a broad course of study. Aquatics instruction provides students with opportunities to develop physical education skills, water safety knowledge, collaboration skills, and participation in structured physical activity programs that support student wellness, engagement, and access to enrichment opportunities beyond the traditional classroom environment.	\$163,011.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,454,204	\$420,406

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.984%	3.403%	\$632,420.91	26.387%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Supporting Student Success in Math Need: District and state assessment data continue to identify mathematics as a critical area of need for unduplicated pupils. Analysis of the 2025 CAASPP Math data indicates that English Learners, Long-Term English Learners, socioeconomically disadvantaged students, Hispanic students, and Students with	This action increases and improves services for unduplicated pupils by strengthening Tier I mathematics instruction, expanding instructional capacity, reducing class sizes, and implementing structured intervention cycles aligned to identified performance gaps. Professional development focused on standards alignment, use of Common Formative Assessments, scaffolding strategies, conceptual mathematics instruction, instructional learning walks, and classroom modeling equips teachers to provide differentiated support within	- CAASPP Math (Goal 1 Metric 2) - STAR Math (Goal 1 Metric 9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disabilities continue to perform significantly below standard in mathematics. Districtwide CAASPP Math Distance from Standard results were -111.3 for English Learners, -179.7 for Long-Term English Learners, -90.2 for socioeconomically disadvantaged students, and -147.8 for Students with Disabilities, with Students with Disabilities remaining in the Red performance level districtwide. At Lakeside School, Hispanic students remained in the Red performance level with a Distance from Standard of -98.8, and Students with Disabilities remained Red at -173.6. January 2026 STAR Math screening data also identified significant percentages of students performing below benchmark levels, including 59% of English Learners and 37% of socioeconomically disadvantaged students scoring within the Intervention or Early Intervention ranges. Grade-level screening data further indicates that between 24% and 41% of students in grades 1–8 are performing below benchmark expectations in mathematics. Educational partner feedback also identified the need for stronger instructional scaffolds, clearer intervention systems, increased access to grade-level problem-solving opportunities, and smaller instructional settings that allow for more individualized support for students performing below standard.	the core classroom. This increases access to grade-level content for English Learners, Long-Term English Learners, and Low-Income students because teachers use assessment data, evidence-based instructional practices, and ongoing coaching support to adjust instruction and provide targeted reteaching. The district will also add one additional elementary teacher at each school site and four additional middle school single-subject teaching positions in English Language Arts, Mathematics, Science, and Social Studies. These positions increase and improve services for unduplicated pupils because smaller instructional settings and increased teacher capacity allow for more individualized instruction, more frequent progress monitoring, targeted intervention, and responsive support based on identified student needs. The structured Response to Intervention (RtI) model further increases services by providing timely, small-group intervention during aligned intervention blocks. Progress monitoring ensures that unduplicated pupils receive intensified support when benchmark growth is not demonstrated. Additional intervention materials, mathematics intervention programs, and professional learning opportunities funded through the Learning Recovery Emergency Block Grant (LREBG) increase and improve services for unduplicated pupils because these supports provide targeted intervention, expanded opportunities for skill development, and increased teacher capacity to deliver standards-aligned mathematics instruction. These supports are intended to address unfinished	

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 data demonstrate that unduplicated pupils require increased access to grade-level mathematics instruction, targeted intervention supports, scaffolded problem-solving opportunities, and more individualized instructional support to address persistent achievement gaps. Educational partner feedback and local performance data also indicate a need for increased instructional capacity and smaller instructional settings so teachers can provide more responsive instruction, monitor student progress more frequently, and deliver targeted support based on identified learning needs. In addition, the LEA's Learning Recovery Emergency Block Grant (LREBG) needs assessment identified a continued need for targeted mathematics intervention, accelerated learning opportunities, and professional learning to address unfinished learning and persistent achievement gaps among unduplicated pupils. Scope: LEA-wide	learning and persistent mathematics achievement gaps identified through Dashboard, local assessment, and intervention data. Although principally directed toward unduplicated pupils, this action is provided on an LEA-wide basis because instructional coherence, reduced class sizes, expanded instructional staffing, master scheduling of intervention blocks, and professional development systems impact all classrooms. Providing these services on an LEA-wide basis maximizes consistency of implementation while ensuring that unduplicated pupils, who demonstrate the greatest academic needs based on Dashboard and local assessment data, receive increased and improved access to grade-level instruction, targeted intervention, and individualized academic support.	
1.2	Action: Supporting Student Success in ELA/ELD Need: 2025 CAASPP ELA Distance from Standard data and local literacy assessments indicate that English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Students with Disabilities	This action increases and improves services for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and other unduplicated pupils by strengthening foundational literacy instruction, expanding language development supports, increasing instructional capacity, and providing targeted small-group intervention aligned to identified student skill gaps.	• CAASPP ELA (Goal 1 Metric 1) • CAASPP Science (Goal 1 Metric 3) • DIBELS (Goal 1 Metric 6) • STAR Early Literacy (Goal 1 Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continue to perform significantly below standard in literacy despite overall improvement across student groups. 2025 CAASPP ELA results showed improvement for All Students (-31.6), English Learners (-67.5), Long-Term English Learners (-91.9), socioeconomically disadvantaged students (-42.3), and Students with Disabilities (-114). However, substantial achievement gaps remain for unduplicated pupils and identified student groups. January 2026 STAR Reading, STAR Early Literacy, and DIBELS data also identified high percentages of English Learners, socioeconomically disadvantaged students, and Students with Disabilities performing within the Intervention/Early Intervention ranges, indicating the continued need for foundational literacy instruction, language development support, and targeted small-group intervention. Additionally, 2025 CAASPP Science data reflects ongoing academic disparities for English Learners, socioeconomically disadvantaged students, and Students with Disabilities, demonstrating the need for strengthened literacy and academic language supports across content areas. Educational partner feedback also identified the need for expanded foundational literacy instruction, increased intervention support for students performing below grade level, and	The phonemic awareness and phonics program provides systematic, explicit foundational literacy instruction necessary for reading comprehension and academic language development. Small-group interventions, Rtl instructional materials, Heggerty resources, and structured intervention blocks increase targeted support and instructional time for students performing below grade level. Additional elementary teachers at each elementary school site and additional middle school single-subject teachers increase and improve services because reduced class sizes and expanded instructional capacity allow teachers to provide more individualized instruction, more frequent progress monitoring, differentiated literacy supports, and targeted intervention for students experiencing literacy and language development challenges. These staffing enhancements increase access to grade-level literacy instruction and responsive academic support for unduplicated pupils who demonstrate the greatest needs based on local assessment and Dashboard data. Expanded coaching support increases teacher capacity to implement scaffolded instructional strategies, structured language routines, explicit vocabulary instruction, and differentiated literacy supports that directly address language acquisition barriers for English Learners and Long-Term English Learners. Although principally directed toward unduplicated pupils, this action is provided on an LEA-wide basis because literacy systems, reduced class	• STAR Reading (Goal 1 Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	smaller instructional settings that allow teachers to provide more individualized instruction, frequent progress monitoring, and targeted academic support. These data demonstrate that unduplicated pupils require increased access to high-quality literacy instruction, language development supports, targeted intervention, and individualized academic support. Additional instructional capacity, reduced class sizes, and expanded intervention resources are necessary because they provide greater opportunities for differentiated instruction, progress monitoring, and responsive support designed to accelerate literacy achievement and close persistent performance gaps. Scope: LEA-wide	sizes, expanded instructional staffing, instructional alignment, intervention structures, and coaching supports impact all classrooms and ensure consistent implementation of literacy supports districtwide. Providing the action on an LEA-wide basis maximizes implementation fidelity while ensuring that unduplicated pupils receive increased and improved access to literacy instruction, language development supports, targeted intervention, and individualized academic support.	
1.3	Action: Maintaining AVID Program Need: District assessment data indicate that English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Students with Disabilities continue to perform below standard in English Language Arts despite overall improvement across student groups. According to the 2025 CAASPP ELA Distance from Standard results, All Students improved to -31.6, while English Learners scored -67.5, Long-Term English Learners scored -91.9,	This action increases and improves services for English Learners, Foster Youth, and Low-Income students by providing structured academic routines that explicitly teach academic vocabulary, writing frameworks, inquiry strategies, and organization skills. AVID increases services because unduplicated pupils receive targeted small-group tutoring and explicit instruction in skills that are not typically taught systematically in core classes. These supports improve access to grade-level texts and assignments because students develop the academic language and metacognitive strategies necessary for comprehension and analysis.	• CAASPP ELA (Goal 1 Metric 1) • STAR Reading (Goal 1 Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged students scored -42.3, and Students with Disabilities scored -114. Although performance improved and Red status was eliminated for some student groups, substantial achievement gaps remain for unduplicated pupils. January 2026 STAR Reading data also identified high percentages of students within the Intervention/Early Intervention ranges, including 71% of English Learners, 57% of socioeconomically disadvantaged students, and 75% of Students with Disabilities. Educational partner feedback identified the need for stronger academic language development, structured writing supports, organizational systems, and targeted intervention support to improve student performance on CAASPP and classroom assessments. These data indicate that unduplicated pupils require additional academic scaffolds, language supports, and structured intervention opportunities to access rigorous grade-level instruction and strengthen college and career readiness. Scope: LEA-wide	Although AVID strategies are implemented LEA-wide, the program is principally directed toward unduplicated pupils, who are prioritized for enrollment and receive targeted tutoring support. Delivering AVID schoolwide ensures instructional consistency while increasing access and academic scaffolding for students with the greatest demonstrated need.	
2.1	Action: Positive Behavior Interventions and Supports (PBIS).	Counselors, school psychologist interns, Student Achievement Support and Intervention staff, instructional staff, the Vice Principal, and site teams play integral roles in supporting student	Chronic Absenteeism Rate (Goal 2, Metric 5)

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: California Healthy Kids Survey results and educational partner feedback continue to identify a need to strengthen school connectedness, student engagement, and perceptions of safety, particularly among middle school students. According to the 2025 California Healthy Kids Survey, Grade 5 students reported school connectedness at 60% and feelings of safety at school at 69%. In contrast, Grade 7 students reported substantially lower levels of school connectedness at 31% and perceived school safety at 25%. These results indicate that many students, including unduplicated pupils, do not consistently experience a strong sense of belonging, positive peer and adult relationships, or a safe and supportive school environment. Educational partner feedback further identified a need for additional behavioral supports, social-emotional interventions, student recognition systems, attendance supports, and opportunities to strengthen student engagement and connectedness. These needs are particularly important for unduplicated pupils because barriers related to attendance, behavior, and school engagement can negatively affect access to instruction and academic success. In addition, 2025 California School Dashboard data indicates that while suspension rates and chronic absenteeism rates improved across	well-being, school connectedness, attendance, behavior, and academic engagement, which continue to be identified areas of need for unduplicated pupils. Through coordinated implementation of Positive Behavioral Interventions and Supports (PBIS), attendance interventions, social-emotional supports, and student engagement strategies, the district will provide students with consistent behavioral expectations, timely interventions, positive adult relationships, and opportunities for recognition and connection to school. The addition of 0.50 FTE Vice Principal support will increase the district's capacity to coordinate PBIS implementation, monitor attendance and behavioral data, support restorative practices, provide student and family outreach, and ensure consistent implementation of school climate initiatives across school sites. These services are designed to address identified barriers experienced by unduplicated pupils, including chronic absenteeism, disengagement from school, behavioral challenges, and lower levels of school connectedness. PBIS provides a structured framework for establishing clear behavioral expectations, implementing evidence-based interventions, and creating school environments where students feel safe, valued, and supported. Student incentives that recognize positive behavior, attendance improvement, and academic achievement are designed to reinforce engagement because consistent recognition and positive reinforcement increase student motivation, strengthen school	• Suspension Rate(Goal 2, Metric 7) • Expulsion Rate (Goal 2, Metric 8) • Staff, Student and Family Surveys (Goal 2, Metric 9)

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
	multiple student groups, disparities persist for several unduplicated student groups. The 2025 Dashboard Suspension Rate indicator reflects overall improvement, with All Students decreasing to 1.4%, English Learners decreasing to 0.6%, socioeconomically disadvantaged students decreasing to 1.7%, Students with Disabilities decreasing to 3.4%, and Foster Youth decreasing to 18.5%. Despite these improvements, Foster Youth and Students with Disabilities continue to experience suspension rates that are substantially higher than the rate for All Students, indicating a continued need for behavioral supports, restorative practices, and proactive interventions. Similarly, the 2025 Dashboard Chronic Absenteeism indicator reflects improvement across student groups, including All Students at 22.9%, English Learners at 22.1%, socioeconomically disadvantaged students at 25.4%, Students with Disabilities at 29.0%, and Foster Youth at 36.0%. Although chronic absenteeism declined across all reported groups, rates remain significantly elevated for Foster Youth, Students with Disabilities, and socioeconomically disadvantaged students. These data indicate a continued need for coordinated attendance monitoring, student engagement strategies, behavioral supports, and family outreach efforts designed to increase school connectedness and improve access to consistent instruction.	connectedness, and encourage regular participation in school. Student incentives supported through Learning Recovery Emergency Block Grant (LREBG) funds further increase and improve services for unduplicated pupils because they provide structured opportunities to recognize positive behavior and engagement, strengthen students' sense of belonging, and reinforce behaviors that support regular attendance and participation in school. The district will further strengthen social-emotional and behavioral support systems through the addition of a second school psychologist intern, Crisis Prevention Intervention (CPI) training for staff, and expanded play-based learning opportunities within Transitional Kindergarten classrooms. These services are intended to improve students' self-regulation, social-emotional development, and engagement in learning because students who develop strong behavioral and social-emotional skills are better able to access instruction and participate successfully in the school environment. These actions are provided on an LEA-wide basis because school climate, attendance, behavioral supports, and student engagement systems benefit all students while addressing the disproportionately higher rates of chronic absenteeism, suspension, disengagement, and lower levels of school connectedness experienced by unduplicated student groups. Providing these services districtwide allows the district to establish	

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 unduplicated pupils continue to experience higher rates of chronic absenteeism, disproportionate suspension rates, and lower levels of school connectedness, the district will provide expanded PBIS implementation, attendance interventions, social-emotional supports, student recognition programs, school psychologist intern services, and Vice Principal leadership to strengthen school climate, improve student engagement, and increase student access to instructional time. Scope: LEA-wide	consistent expectations, interventions, and support systems across all schools while increasing and improving services for unduplicated pupils who demonstrate the greatest need based on local and state data.	
2.2	Action: Building Stronger School-Home Partnerships: Promoting Parent Involvement Need: Although the district has demonstrated improvement in suspension rates and chronic absenteeism, educational partner feedback and student outcome data continue to indicate the need for increased family engagement and school connectedness supports, particularly for unduplicated pupils and students experiencing attendance challenges. According to the 2025 California School Dashboard, suspension rates declined across student groups, including All Students at 1.4% (a decrease of 4.6%), English Learners at 0.6% (a decrease of 5.6%), socioeconomically	Certificated and classified staff will provide parent informational meetings, family engagement activities, bilingual communication support, and ongoing outreach efforts to strengthen partnerships between home and school. By implementing these supports on an LEA-wide basis, families will receive increased access to information, communication tools, and school resources that support regular attendance, positive behavior, academic engagement, and student success. Family engagement efforts, including workshops, outreach programs, school communication systems, and relationship-building activities, are designed to empower families with the knowledge and resources necessary to support student attendance, reinforce positive behavior, and strengthen school connectedness. These services	• Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 5) • Middle School Dropout Rate (Goal 2, Metric 6) • Suspension Rate (Goal 2, Metric 7)

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
	disadvantaged students at 1.7% (a decrease of 4.8%), Students with Disabilities at 3.4% (a decrease of 4.4%), and Foster Youth at 18.5% (a decrease of 6.5%). Despite these improvements, Foster Youth and Students with Disabilities continue to experience disproportionately higher suspension rates compared to other student groups. Similarly, chronic absenteeism rates improved across student groups, including All Students at 22.9% (a decrease of 5.9%), English Learners at 22.1% (a decrease of 7%), socioeconomically disadvantaged students at 25.4% (a decrease of 4.6%), Students with Disabilities at 29% (a decrease of 8.9%), and Foster Youth at 36.0% (a decrease of 34.6%). While these improvements reflect positive progress, chronic absenteeism rates remain elevated for several unduplicated student groups. Additionally, April 2026 year-to-date attendance data indicates overall attendance at 93.66%, including 93.93% at Lakeside School and 93.36% at Donald E. Suburu School. The district also maintained a 0% KiDS middle school dropout rate as of April 2026. Educational partners emphasized the importance of continuing proactive family engagement, communication, and attendance support efforts to sustain these improvements and strengthen student success outcomes. Scope:	are provided on an LEA-wide basis because family engagement and school-to-home communication systems benefit all students while addressing the disproportionately higher rates of chronic absenteeism, disengagement, and behavioral challenges experienced by unduplicated student groups.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	Action: Promoting Regular School Attendance Need: The 2025 California Healthy Kids Survey continues to identify disparities in school connectedness and perceived school safety among students, particularly at the middle school level. According to the survey results, Grade 5 students reported school connectedness at 60% and feelings of safety at school at 69%. In contrast, Grade 7 students reported substantially lower levels of school connectedness at 31% and perceived school safety at 25%. These results indicate that many students, particularly middle school students and unduplicated pupils, continue to experience social-emotional and engagement challenges that may negatively impact attendance, school connectedness, and academic success. In addition, chronic absenteeism continues to disproportionately impact unduplicated student groups despite notable improvement. According to the 2025 California School Dashboard, chronic absenteeism rates decreased to 22.9% for All Students (a decrease of 5.9%), 22.1% for English Learners (a decrease of 7%), 25.4% for socioeconomically disadvantaged students (a decrease of 4.6%), 29% for Students with Disabilities (a decrease of 8.9%), and 36.0% for Foster Youth (a decrease of 34.6%). While	The registered nurse, contracted part-time registered nurse, health technicians, campus supervisors, and site staff play integral roles in supporting student health, wellness, attendance, and school connectedness for unduplicated pupils and other identified student groups. By providing these services on an LEA-wide basis, students and families will have increased access to health-related interventions, attendance supports, wellness resources, and proactive communication systems that address barriers to regular school attendance and student engagement. Health screenings, wellness supports, attendance monitoring, and family outreach are designed to identify and address health-related, social-emotional, and attendance barriers before they significantly impact student learning. Student attendance incentives and positive reinforcement systems are intended to strengthen attendance habits and increase student motivation because consistent recognition and engagement supports encourage students to attend school regularly and remain connected to the school community. Attendance improvement incentives supported through Learning Recovery Emergency Block Grant (LREBG) funds further increase and improve services for unduplicated pupils because they provide structured recognition opportunities for students demonstrating attendance growth, reinforce positive attendance behaviors, and strengthen students' connection to school.	• Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 5)

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
	the district has demonstrated significant progress in reducing chronic absenteeism, rates for Foster Youth, Students with Disabilities, and socioeconomically disadvantaged students remain elevated, indicating the continued need for targeted attendance, wellness, and student engagement supports. Additionally, April 2026 year-to-date attendance data reflects an overall district attendance rate of 93.66%, including 93.93% at Lakeside School and 93.36% at Donald E. Suburu School. Educational partner feedback emphasized the importance of continuing health, wellness, and attendance interventions to sustain positive attendance trends and strengthen student engagement and school connectedness. Scope: LEA-wide	These services are provided on an LEA-wide basis because student health, attendance, and wellness systems benefit all students while addressing the disproportionately higher rates of chronic absenteeism, disengagement, and school connectedness challenges experienced by unduplicated student groups.	
2.4	Action: Promoting Positive Growth: An Alternative to Suspension Need: The 2025 California School Dashboard Suspension Rate data reflects significant improvement across student groups, including All Students at 1.4% (a decrease of 4.6%), English Learners at 0.6% (a decrease of 5.6%), socioeconomically disadvantaged students at 1.7% (a decrease of 4.8%), Students with Disabilities at 3.4% (a decrease	The Alternative to Suspension program provides unduplicated pupils and other identified student groups with a supportive and constructive behavioral intervention environment that allows students to remain connected to instruction and school supports while addressing behavioral concerns. Rather than removing students from the instructional environment through exclusionary discipline practices, the program provides structured opportunities for reflection, behavioral coaching, academic support, and social-emotional skill development.	• Suspension Rate (Goal 2, Metric 7)

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
	of 4.4%), and Foster Youth at 18.5% (a decrease of 6.5%). While suspension rates declined districtwide, Foster Youth and Students with Disabilities continue to experience disproportionately higher suspension rates compared to other student groups, indicating the continued need for targeted behavioral and restorative intervention supports. Educational partner feedback and school climate data also indicate the importance of maintaining structured behavioral intervention systems that support students' social-emotional development, strengthen school connectedness, and reduce exclusionary disciplinary practices. Students experiencing behavioral challenges often require additional social-emotional, behavioral, and relationship-based supports to remain engaged in the instructional program and successfully participate in the school community. Scope: LEA-wide	The vice principal, Alternative to Suspension teacher, counselor, and support staff will collaborate to provide targeted behavioral interventions, restorative support practices, and individualized student assistance within a structured setting. These services are designed to strengthen self-regulation, improve behavioral decision-making, reduce repeat behavioral incidents, and increase school connectedness because students receive consistent support, intervention, and opportunities to practice positive behavioral skills. This action is provided on an LEA-wide basis because behavioral intervention systems, restorative supports, and alternatives to exclusionary discipline practices benefit all students while addressing the disproportionately higher suspension rates and behavioral support needs experienced by unduplicated student groups, particularly Foster Youth and Students with Disabilities.	
3.1	Action: Additional Standards-Aligned Instructional Materials Need: District assessment data indicate that English Learners, socioeconomically disadvantaged students, and Students with Disabilities continue to perform below standard in English Language Arts and Mathematics despite	Providing standards-aligned instructional materials increases and improves services for English Learners, socioeconomically disadvantaged students, Foster Youth, and other unduplicated pupils by ensuring access to rigorous grade-level curriculum aligned to California Content Standards and ELD Standards. Classroom supply allocations and instructional resources support differentiated instruction,	• CA Dashboard Local Indicators: Instructional Materials (Goal 3, Metric 2, 4-7)

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
	overall improvement across student groups. For example, 2025 CAASPP ELA Distance from Standard results identified English Learners at -67.5 and Students with Disabilities at -114. Educational partner input identified the need for consistent access to standards-aligned instructional materials, classroom resources, and instructional supplies to support rigorous grade-level instruction and differentiated learning opportunities for students performing below standard. These data indicate that unduplicated pupils require consistent access to high-quality instructional materials and classroom resources that support scaffolded instruction, academic language development, and engagement with grade-level content. Scope: LEA-wide	academic language development, and scaffolded learning opportunities because teachers and instructional aides have access to materials necessary to address diverse learning needs and provide targeted instructional support. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and school sites, and consistent access to standards-aligned instructional materials and classroom resources is necessary to ensure equitable instructional access and consistent implementation of grade-level curriculum districtwide.	
3.2	Action: Nurturing Teacher Excellence: Providing Comprehensive Support Need: Teacher assignment monitoring outcomes identified that 67.6% of teachers were fully credentialed during the 2023–2024 school year. Educational partner feedback and staff surveys also identified the need for increased instructional support, professional development, and mentorship opportunities	Mentorship stipends, collaboration with KCSOS, and ongoing professional learning opportunities increase and improve services for unduplicated pupils by strengthening teacher capacity to implement effective instructional strategies, differentiated supports, and classroom practices aligned to the needs of English Learners, Students with Disabilities, and students performing below grade level. Veteran teacher mentorship and instructional collaboration support staff retention and	• CA Dashboard Local Indicators: Basics: Teachers (Goal 3, Metric 1)

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
	focused on serving English Learners, Students with Disabilities, and students requiring social-emotional and behavioral supports. These data indicate the need to strengthen teacher support systems, professional learning opportunities, and staff retention efforts to ensure unduplicated pupils have consistent access to appropriately credentialed staff and effective instructional practices. Scope: LEA-wide	instructional consistency because teachers receive ongoing guidance, coaching, and professional support that strengthens instructional effectiveness and reduces staffing instability. Increased instructional stability benefits unduplicated pupils by reducing disruptions in instructional continuity and improving access to qualified, supported instructional staff. This action is provided on an LEA-wide basis because teacher quality, instructional capacity, and staff retention impact all classrooms and student groups across both school sites.	
3.3	Action: Ensuring Access to Clean and Safe Facilities Need: Facility Inspection Tool (FIT) data identified 207 areas not meeting the “Good Repair” standard at baseline (2023). Although deficiencies decreased to 82 areas in 2025–2026, continued maintenance and facility improvement efforts remain necessary to sustain safe and functional learning environments across both school sites. Updated LCAP survey results also identified continued concerns regarding campus cleanliness and maintenance. Among families surveyed, 60% strongly agreed or agreed that campuses are cleaned and well maintained, while 38% disagreed or strongly disagreed. Student responses reflected greater concern, with only 38% reporting that campuses are clean and well maintained, while 62%	The district increases and improves services for unduplicated pupils by maintaining facility upkeep, strengthening operational systems, expanding student transportation access, supporting campus safety systems, and ensuring students receive necessary support services. Facility maintenance, custodial services, campus supervision, and transportation systems improve conditions of learning because students have access to safe, clean, functional, and reliable learning environments that support consistent school attendance and participation. Expanded telespeech services increase access to required speech and language supports for students despite ongoing staffing shortages in specialized service areas. Student enrichment opportunities, including Camp KEEP participation and music programs, increase student engagement, connectedness, and access to expanded learning experiences that may	• CA Dashboard Local Indicators: Basics: Facilities: (Goal 3, Metric 3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicated they are not. Staff survey results showed 53% reporting that campuses are clean and maintained, while 47% indicated they are not. Additionally, 53% of staff reported that staff and students do not consistently keep campuses clean and well maintained. These perception data, combined with ongoing facility maintenance needs and operational service demands, indicate the need for continued facility upkeep, campus supervision, transportation supports, and student service systems to maintain safe and supportive learning environments. Because over 70% of district enrollment consists of socioeconomically disadvantaged students, and a significant portion of students are English Learners and Foster Youth, maintaining safe, clean, and well-supported learning environments is necessary to reduce environmental and operational barriers that may disproportionately impact unduplicated pupils. Scope: LEA-wide	otherwise be less accessible to unduplicated pupils. These services are particularly important for socioeconomically disadvantaged students, English Learners, and Foster Youth because many students rely on school facilities, transportation systems, and school-based support services as primary access points for safe learning environments and enrichment opportunities. This action is provided on an LEA-wide basis because facility conditions, operational systems, transportation access, and student support services impact all students across both school sites, while providing increased and improved access and support for unduplicated pupils districtwide.	
3.5	Action: After School Sports Need: Educational partner feedback identified that socioeconomically disadvantaged students, English Learners, and Foster Youth	Providing athletic stipends, transportation, coaching support, and athletic supplies increases and improves services for unduplicated pupils by reducing financial and access barriers that may prevent participation in extracurricular programs and athletics.	School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6)

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
	experience financial, transportation, and participation barriers that may limit access to extracurricular activities, athletics, and enrichment opportunities that are part of a broad course of study. These barriers may reduce opportunities for student engagement, school connectedness, leadership development, and participation in school programs that support academic and social-emotional growth. Scope: LEA-wide	Transportation and program supports increase equitable access to a broad course of study because students are provided opportunities to participate in organized athletics and enrichment activities regardless of financial circumstances or transportation limitations. Participation in extracurricular programs strengthens school connectedness, student engagement, collaboration skills, and leadership development because students are actively connected to school programs and positive peer relationships beyond the instructional day. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and school sites, and equitable access to athletics, enrichment opportunities, and a broad course of study requires districtwide implementation.	- School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth pupils (Goal 3, Metric 3.7) - School Site Master Schedule indicating access to a broad course of study for Students with Disabilities (Goal 3, Metric 3.8)
3.6	Action: Band & Choir Need: English Learners, Foster Youth, and socioeconomically disadvantaged students may experience financial and participation barriers that limit access to enrichment programs and performing arts opportunities that are part of a broad course of study. Educational partner feedback identified the need to reduce financial and structural barriers that disproportionately impact unduplicated pupils' access to music education, enrichment	The district increases and improves services for unduplicated pupils by providing instruments, music supplies, instructional support, and performing arts opportunities at no cost to students, reducing financial barriers that may limit participation. Music education increases equitable access to a broad course of study because students are provided opportunities to participate in performing arts programs regardless of financial circumstances. Participation in music programs strengthens communication skills, collaboration, creativity, school connectedness, and student engagement because students actively participate in structured performance-based learning	- School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6) - School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth

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
	opportunities, and school engagement activities. Scope: LEA-wide	experiences and collaborative instructional activities. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and school sites, and equitable access to music education and performing arts opportunities requires districtwide implementation.	pupils (Goal 3, Metric 3.7) School Site Master Schedule indicating access to a broad course of study for Students with Disabilities (Goal 3, Metric 3.8)
3.7	Action: Camp Keep Need: Socioeconomically disadvantaged students, Foster Youth, and English Learners may experience financial and transportation barriers that limit participation in off-campus instructional programs and enrichment opportunities that are part of a broad course of study. Educational partner feedback identified the need to reduce financial and structural barriers that may disproportionately impact unduplicated pupils' participation in outdoor science education and experiential learning opportunities. English Learners also benefit from contextualized, hands-on learning experiences that reinforce academic vocabulary development and language acquisition within science instruction. Scope:	The district increases and improves services for unduplicated pupils by providing financial assistance, transportation, and program support that reduce barriers to participation in Camp KEEP and outdoor science education experiences. Providing transportation and covering program costs increases equitable access to a broad course of study because students are able to participate in standards-aligned science instruction and experiential learning opportunities regardless of financial circumstances. Camp KEEP participation strengthens student engagement, collaboration skills, environmental literacy, and academic language development because students actively participate in hands-on, inquiry-based instructional activities outside the traditional classroom environment. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all school sites, and equitable access to outdoor science education and experiential learning opportunities requires districtwide implementation and financial support systems.	- School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6) - School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth pupils (Goal 3, Metric 3.7) - School Site Master Schedule indicating access to a broad course of study for Students with

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
	Schoolwide		Disabilities (Goal 3, Metric 3.8)
3.8	Action: Aquatics Need: Socioeconomically disadvantaged students, English Learners, and Foster Youth may have limited access to community-based swim instruction, extracurricular physical education opportunities, and water safety programs outside of school. Educational partner feedback identified the need for structured, school-based physical education and enrichment opportunities that are accessible to unduplicated pupils regardless of financial circumstances or outside access to recreational programs. English Learners also benefit from structured instructional environments that integrate language development, academic vocabulary, and collaborative participation within physical education settings. Scope: Schoolwide	The district increases and improves services for unduplicated pupils by providing aquatics instruction, water safety education, staffing, and facility access at no cost to students, reducing financial and participation barriers that may otherwise limit access to physical education enrichment opportunities. Providing structured aquatics instruction increases equitable access to a broad course of study because students are able to participate in standards-aligned physical education and water safety instruction regardless of financial circumstances or outside access to swim programs. Aquatics programming strengthens physical wellness, collaboration skills, student engagement, and water safety knowledge because students actively participate in structured instructional activities aligned to physical education standards. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all school sites, and equitable access to aquatics instruction, physical education enrichment, and water safety programming requires districtwide implementation and facility access.	• School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6) • School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth pupils (Goal 3, Metric 3.7) • School Site Master Schedule indicating access to a broad course of study for Students with Disabilities (Goal 3, Metric 3.8)

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
1.4	Action: Additional Support for ELs and LTELs Need: English Learners and Long-Term English Learners continue to demonstrate significant gaps in academic performance relative to All Students despite overall improvement across accountability indicators. According to the 2025 CAASPP ELA Distance from Standard results, All Students improved to -31.6, while English Learners remained substantially below standard at -67.5. January 2026 STAR Reading and DIBELS data also identified 71% of English Learners within the Intervention/Early Intervention ranges, compared to 54% of All Students. Additionally, 2025 CAASPP Science results showed that only 2.04% of English Learners met or exceeded standards compared to 27% of All Students, demonstrating ongoing academic language and content access challenges. DataQuest data indicates that 32.4% of students are identified as Ever English Learners, and the 2025 English Learner Progress Indicator (ELPI) showed that 51.7% of English Learners are making progress toward English language proficiency, with the district earning a Green performance level.	This action increases services for English Learners by providing: • Dedicated designated ELD instruction embedded within the master schedule • Specialized professional development focused on language scaffolding • Additional ELD professional learning supported through Learning Recovery Emergency Block Grant (LREBG) funds to strengthen implementation of designated and integrated ELD instruction • Targeted small-group support from the ELD/Rtl Coordinator and instructional aides • Ongoing language acquisition monitoring to ensure timely instructional adjustments Services are improved because language objectives are intentionally aligned with core content instruction, increasing EL access to grade-level standards. Additional ELD professional learning funded through LREBG strengthens teacher capacity to implement designated and integrated ELD practices because teachers receive training, coaching, and instructional support focused on language development strategies that increase opportunities for students to engage in academic language production and access grade-level content. Because this action is specifically designed to	• English Learner Progress Indicator (Goal 1 Metric 4) • EL Reclassification Rate (Goal 1 Metric 5) • Distance from Standard (DFS) on CAASPP ELA, Math and Science Assessment (Goal 1, Metric 1-3) • DIBELS (Goal 1 Metric 6) • STAR Reading (Goal 1 Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational partner input identified the need for stronger alignment between language development instruction and core academic content, expanded academic language supports, and more consistent progress monitoring to improve reclassification outcomes and academic achievement. These data indicate that English Learners and Long-Term English Learners require increased structured language instruction, scaffolded academic supports, and systematic progress monitoring to accelerate English proficiency and increase access to grade-level instruction. Scope: Limited to Unduplicated Student Group(s)	address language acquisition barriers unique to English Learners and LTELs, it is limited to this unduplicated student group.	

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.

Not applicable.

Additional Concentration Grant Funding

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

The Lakeside Union School District will continue using additional Concentration Grant add-on funding to increase the number of staff providing direct services to students at school sites with high concentrations of foster youth, English learners, and low-income students. These staffing supports are designed to increase academic intervention, behavioral support, social-emotional services, attendance support, and access to instructional assistance for unduplicated pupils.

The district will continue funding School Psychologist Intern positions to expand student mental health, PBIS, and social-emotional supports (Goal 2, Action 1). For the 2026–27 school year, the district increased the number of School Psychologist Intern positions from one to two in order to provide additional direct support services to students and strengthen behavioral and intervention systems across school sites.

Additional Instructional Aides will continue supporting Response to Intervention (RtI) efforts in English Language Arts and Mathematics (Goal 1, Actions 1 and 2), providing targeted small-group and classroom support services to students identified for intervention. Student Achievement Supports & Interventions staff will continue addressing attendance, engagement, and behavioral concerns through direct student and family support services (Goal 2, Action 2). The district will also continue providing two counselor positions to support positive student behaviors, attendance interventions, student engagement, and social-emotional supports (Goal 2, Actions 1, 3, and 4). Campus Supervisors will continue assisting with attendance monitoring, PBIS implementation, supervision, and positive behavior supports across school sites (Goal 2, Actions 1 and 3).

The district will also continue providing an Alternative to Suspension Teacher position to support students through intervention, reflection, skill-building, and restorative practices designed to reduce exclusionary discipline and maintain student access to instruction (Goal 2, Action 4). AVID Tutors will continue supporting academic skill development and college and career readiness for students participating in AVID programs (Goal 1, Action 3).

In addition, Technology Instructional Aide support will continue assisting students and teachers with technology integration and access to instructional technology resources (Goal 3, Action 1). The district will also continue utilizing instructional support staff and specialized service providers, including teletherapy speech services when necessary, to maintain required student support services and increase access for unduplicated pupils.

These positions increase the availability of direct academic, behavioral, social-emotional, attendance, and instructional support services for unduplicated students and are intended to improve student engagement, access to interventions, and academic outcomes at school sites with high concentrations of foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:35
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$19,379,486	4,454,204	22.984%	3.403%	26.387%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,163,552.00	\$1,180,498.00	\$0.00	\$0.00	\$6,344,050.00	\$4,899,137.00	\$1,444,913.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supporting Student Success in Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$705,197.00	\$25,015.00	\$671,835.00	\$58,377.00			\$730,212.00	
1	1.2	Supporting Student Success in ELA/ELD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,241,609.00	\$99,606.00	\$1,341,215.00				\$1,341,215.00	
1	1.3	Maintaining AVID Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$14,221.00	\$10,240.00	\$24,461.00				\$24,461.00	
1	1.4	Additional Support for ELs and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$176,090.00	\$177,427.00	\$347,967.00	\$5,550.00			\$353,517.00	
2	2.1	Positive Behavior Interventions and Supports (PBIS).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$468,990.00	\$41,750.00	\$493,140.00	\$17,600.00			\$510,740.00	
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$29,821.00	\$1,000.00	\$30,821.00				\$30,821.00	
2	2.3	Promoting Regular School Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$379,766.00	\$8,973.00	\$382,739.00	\$6,000.00			\$388,739.00	
2	2.4	Promoting Positive Growth: An Alternative to Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$170,497.00	\$9,449.00	\$179,946.00				\$179,946.00	

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
3	3.1	Additional Standards-Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$50,762.00	\$145,856.00	\$196,618.00				\$196,618.00	
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$176,943.00	\$72,000.00	\$248,943.00				\$248,943.00	
3	3.3	Ensuring Access to Clean and Safe Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$372,752.00	\$537,550.00	\$910,302.00				\$910,302.00	
3	3.4	Targeted Support for Students with Disabilities	Students with Disabilities	No			All Schools	on-going	\$841,321.00	\$251,650.00		\$1,092,971.00			\$1,092,971.00	
3	3.5	After School Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$16,113.00	\$0.00	\$16,113.00				\$16,113.00	
3	3.6	Band & Choir	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$94,544.00	\$1,697.00	\$96,241.00				\$96,241.00	
3	3.7	Camp Keep	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th Grade	ongoing	\$7,500.00	\$52,700.00	\$60,200.00				\$60,200.00	
3	3.8	Aquatics	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School	ongoing	\$153,011.00	\$10,000.00	\$163,011.00				\$163,011.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$19,379,486	4,454,204	22.984%	3.403%	26.387%	\$5,163,552.00	0.000%	26.644 %	Total:	\$5,163,552.00
								LEA-wide Total:	\$4,592,374.00
								Limited Total:	\$347,967.00
								Schoolwide Total:	\$223,211.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supporting Student Success in Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$671,835.00	
1	1.2	Supporting Student Success in ELA/ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,341,215.00	
1	1.3	Maintaining AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,461.00	
1	1.4	Additional Support for ELs and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$347,967.00	
2	2.1	Positive Behavior Interventions and Supports (PBIS).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$493,140.00	
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,821.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Promoting Regular School Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$382,739.00	
2	2.4	Promoting Positive Growth: An Alternative to Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$179,946.00	
3	3.1	Additional Standards-Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$196,618.00	
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$248,943.00	
3	3.3	Ensuring Access to Clean and Safe Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$910,302.00	
3	3.5	After School Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,113.00	
3	3.6	Band & Choir	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,241.00	
3	3.7	Camp Keep	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th Grade	\$60,200.00	
3	3.8	Aquatics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School	\$163,011.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,572,311.00	\$5,605,937.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supporting Student Success in Math	Yes	\$501,865.00	\$356,885
1	1.2	Supporting Student Success in ELA/ELD	Yes	\$1,189,998.00	\$1,017,848
1	1.3	Maintaining AVID Program	Yes	\$27,028.00	\$17,782
1	1.4	Additional Support for ELs and LTELs	Yes	\$318,042.00	\$318,982
2	2.1	Positive Behavior Interventions and Supports (PBIS).	Yes	\$370,314.00	\$366,591
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	\$26,145.00	\$23,358
2	2.3	Promoting Regular School Attendance	Yes	\$379,761.00	\$365,301
2	2.4	Promoting Positive Growth: An Alternative to Suspension	Yes	\$172,666.00	\$172,897
3	3.1	Additional Standards-Aligned Instructional Materials	Yes	\$138,454.00	\$270,582
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	\$216,528.00	\$207,555
3	3.3	Ensuring Access to Clean and Safe Facilities	Yes	\$1,682,636.00	\$1,175,226

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	3.4	Targeted Support for Students with Disabilities	No	\$1,225,357.00	\$1,016,445
3	3.5	After School Sports	Yes	\$31,415.00	\$18,901
3	3.6	Band & Choir	Yes	\$96,159.00	\$96,123
3	3.7	Camp Keep	Yes	\$45,556.00	\$39,389
3	3.8	Aquatics	Yes	\$150,387.00	\$142,072

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,365,288	\$5,346,954.00	\$4,589,492.00	\$757,462.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supporting Student Success in Math	Yes	\$501,865.00	\$356,885		
1	1.2	Supporting Student Success in ELA/ELD	Yes	\$1,189,998.00	\$1,017,848		
1	1.3	Maintaining AVID Program	Yes	\$27,028.00	\$17,782		
1	1.4	Additional Support for ELs and LTELs	Yes	\$318,042.00	\$318,982		
2	2.1	Positive Behavior Interventions and Supports (PBIS).	Yes	\$370,314.00	\$366,591		
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	\$26,145.00	\$23,358		
2	2.3	Promoting Regular School Attendance	Yes	\$379,761.00	\$365,301		
2	2.4	Promoting Positive Growth: An Alternative to Suspension	Yes	\$172,666.00	\$172,897		
3	3.1	Additional Standards-Aligned Instructional Materials	Yes	\$138,454.00	\$270,582		
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	\$216,528.00	\$207,555		
3	3.3	Ensuring Access to Clean and Safe Facilities	Yes	\$1,682,636.00	\$1,175,226		
3	3.5	After School Sports	Yes	\$31,415.00	\$18,901		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Band & Choir	Yes	\$96,159.00	\$96,123		
3	3.7	Camp Keep	Yes	\$45,556.00	\$39,389		
3	3.8	Aquatics	Yes	\$150,387.00	\$142,072		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$18,585,917	\$4,365,288	4.609%	28.096%	\$4,589,492.00	0.000%	24.693%	\$632,420.91	3.403%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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