LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Little Lake City School District

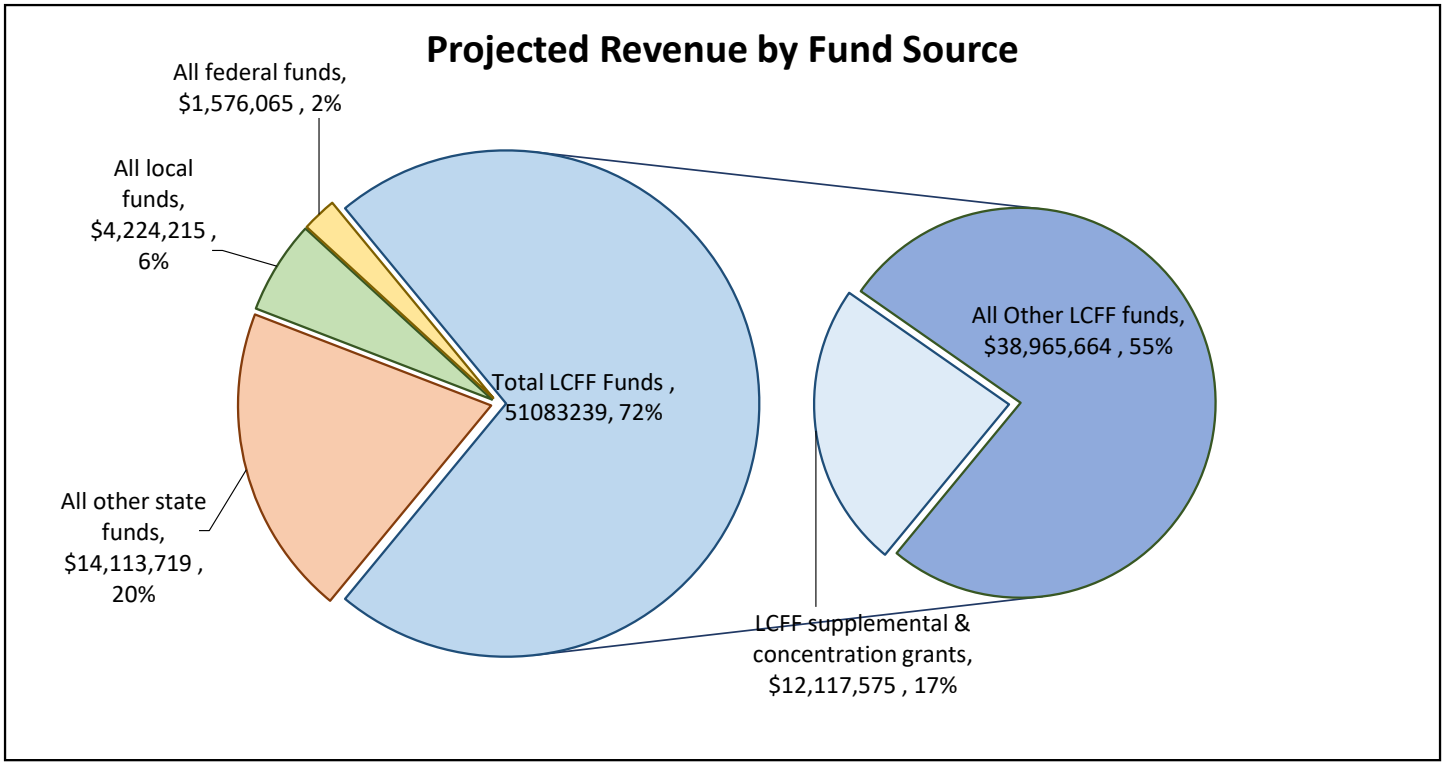
CDS Code: 19-64717

School Year: 2026-27

LEA contact information: Monica Johnson, (562) 868-8241 ext 2240, mjohnson@llcsd.net

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

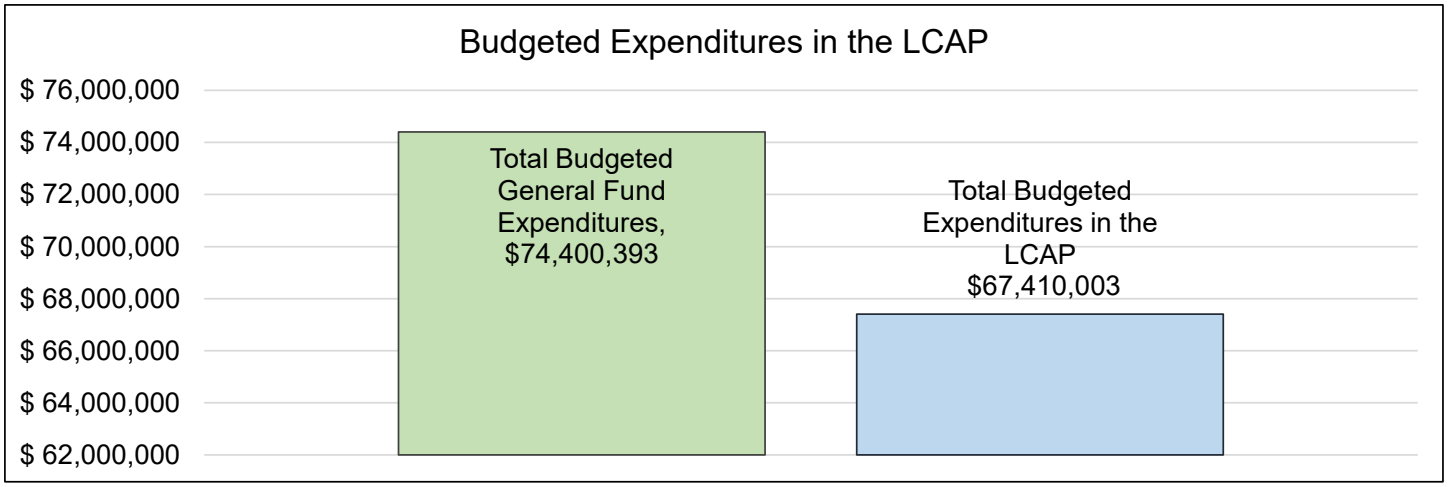


This chart shows the total general purpose revenue Little Lake City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Little Lake City School District is $70,997,238.00, of which $51,083,239.00 is Local Control Funding Formula (LCFF), $14,113,719.00 is other state funds, $4,224,215.00 is local funds, and $1,576,065.00 is federal funds. Of the $51,083,239.00 in LCFF Funds, $12,117,575.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Little Lake City 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: Little Lake City School District plans to spend $74,400,393.00 for the 2026-27 school year. Of that amount, $67,410,003.00 is tied to actions/services in the LCAP and $6,990,390.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

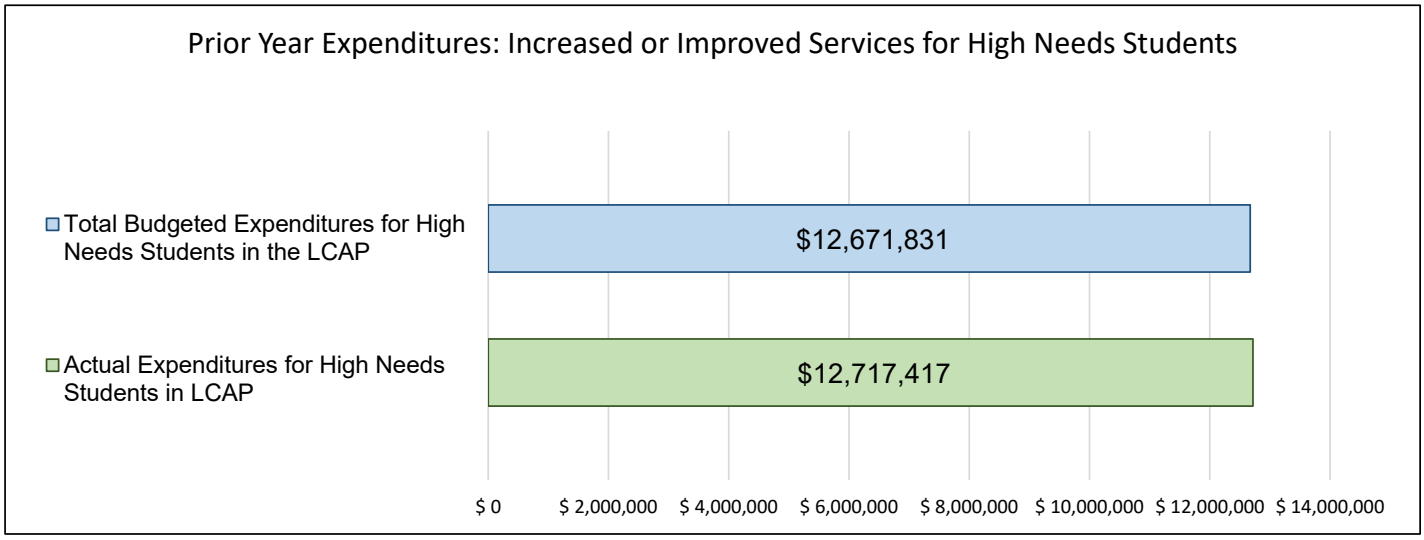
Expenditures not included in LCAP include the projected STRS On Behalf ($2.75 million), as well as projected staff and department costs arising from business services, technology, personnel services and operations ($6.58 million).

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

In 2026-27, Little Lake City School District is projecting it will receive $12,117,575.00 based on the enrollment of foster youth, English learner, and low-income students. Little Lake City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Little Lake City School District plans to spend $12,117,575.00 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 Little Lake City 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 Little Lake City 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, Little Lake City School District's LCAP budgeted $12,671,831.00 for planned actions to increase or improve services for high needs students. Little Lake City School District actually spent $12,717,417.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Little Lake City Elementary	Monica Johnson Acting Superintendent	mjohnson@llcsd.net (562) 868-8241 ext 2240

Plan Summary 2026-2027

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.

Established in 1871, the Little Lake City School District is a suburban TK–8 elementary district located in the southeastern portion of Los Angeles County, where the I-605 and I-5 freeways intersect. Its boundaries span portions of Santa Fe Springs, Norwalk, and Downey. Upon completing eighth grade, students typically matriculate to Santa Fe High School within the Whittier Union High School District. Guiding the district's work is its mission: with a focus on learning, the shared mission of the Little Lake City School District community is to provide a quality education that ensures success for every student.

The district operates nine schools serving 3,431 students. Its seven elementary campuses are Cresson Elementary, Jersey Avenue Elementary, Lakeland Elementary, Lakeview Elementary, Paddison Elementary, Studebaker Elementary, and William W. Orr Elementary. Its two middle schools are Lake Center Middle School and Lakeside Middle School. The district employs approximately 232 certificated teaching staff and 221 classified employees who together support student learning and operations across all nine sites.
Mobility rates within Little Lake remain relatively low, and the student population is ethnically homogeneous. Demographically, students are approximately 89.8% Hispanic, 3% White/non-Hispanic, 1.3% African-American, with the remainder identifying as other ethnicities. English learners make up 9.1% of enrollment, with the vast majority reporting Spanish as their primary language. Roughly 78.4% of students across the district qualify as socioeconomically disadvantaged, and foster youth represent 0.4% of the population.

Like many districts in the region, Little Lake has navigated notable challenges in recent years. The district continues to respond to declining enrollment trends affecting communities throughout Los Angeles County. In the spring of 2026, the district and its certificated employees worked through a labor dispute that resulted in a ten-day teachers' strike, and the district remains committed to strengthening relationships, supporting staff, and maintaining a steady focus on student learning moving forward.
A wide range of programs support student growth across the district. Every school receives federal Title I funding, along with state Local Control Funds including supplemental and concentration allocations directed toward English learners, socioeconomically disadvantaged students, and foster youth. GATE programming, English learner services (including structured English immersion and both designated and integrated ELD), and special education supports are available at all sites. Each of the seven elementary schools provides full-day transitional kindergarten and kindergarten, and elementary students receive specialized instruction in art, music, and physical education. William W. Orr Elementary houses the district's dual language program, which currently serves students in TK and kindergarten and will expand to include first grade in the 2026–27 school year. At the middle school level, students may enroll in vocal, art, and instrumental music electives and participate in a robust LEGO robotics program. Both middle schools also house AVID programs. Free before- and after-school extended learning opportunities are offered at every campus.

The Professional Learning Communities framework is deeply embedded in the work of the Little Lake City School District. A shared focus on learning, collaboration, and results

shapes practices across all schools. Pacing guides and curriculum alignment documents define expectations for student learning, while common assessments, district benchmarks, and state testing supply both formative and summative data. All elementary schools implement a Response to Intervention (RtI) model in language arts and mathematics that is systematic, directive, and timely. The middle schools employ an intervention and acceleration model addressing student needs in language arts, mathematics, English Language Development, history/social science, and science. Anchored by the beliefs that put Students First, recognize that Results Matter, and call for doing Whatever it Takes, the district keeps student achievement at the center of its mission.

District schools have earned the following honors:
- Six elementary schools have been designated California Distinguished Schools
- All nine schools have been recognized as California Gold Ribbon Schools
- All nine schools have earned Title I Academic Achievement School recognition
- Both middle schools have been named National Schools to Watch and have each been redesignated in the program
- One middle school has been honored as an AVID Schoolwide Site of Distinction
- One elementary school has earned National Blue Ribbon School recognition
- Two elementary schools have received the CSBA Golden Bell Award
- The Family Resource Center has also received the CSBA Golden Bell Award
- All nine schools have been named Honor Roll Schools by the Campaign for Business and Education Excellence
- Seven of the nine schools have received the PBIS Implementation Award
- The district was recognized by Michael Fullan as one of twenty districts "On the Go"

In response to the requirement to identify all schools within the LEA receiving Equity Multiplier funding: no schools in the Little Lake City School District qualify for or receive Equity Multiplier funding at this time.

Reflections: Annual Performance

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

The following demonstrates Little Lake's successes based on the 2025 California School Dashboard, statewide assessment data, and local data and assessment tools.

LCAP Parent Survey — 2026
The LCAP Parent Survey provides valuable feedback used to monitor program effectiveness and guide future decisions. The survey was distributed to all parents via email on May 6, 2026, and a total of 819 parents responded. Survey results, based on the four goals within the 2026-2027 LCAP, are listed below. The percentage noted reflects the percentage of parents who either "Agree" or "Strongly Agree" with each statement.

STUDENT ACHIEVEMENT
- My school provides my child with strong academic instruction. 97%
- My child has learned new skills and improved this year. 97%
- My child's school is preparing them for future college or career paths. 93%
- I am pleased with the progress my child is making toward meeting state standards. 93%

CONDITIONS FOR LEARNING
- My child's school facilities are clean, safe, and in good condition. 93%
- My child's school provides them with the materials and technology needed to help them learn. 97%

EDUCATIONAL PARTNER ENGAGEMENT
- I am adequately informed about my child's learning progress. 94%
- There is good school-parent communication. 94%
- I am aware of school events and meetings. 99%

- I attend school events and meetings. 99%
- I am aware of parent education and parent leadership opportunities. 96%
- I participate in parent education and parent leadership meetings and workshops. 52%

SCHOOL CLIMATE
- The school provides a safe environment for students. 96%
- The school-wide PBIS/discipline policy is effective. 93%
- My child enjoys attending school each day. 94%
- I have a positive relationship with staff at my child's school. 97%

OVERALL
- In general, I am satisfied with my child's school. 95%

These results, which directly reflect the feedback of our educational partners, indicate a high level of satisfaction not only overall, but also across the actions and services provided under the four goals of the LCAP.

2025 California School Dashboard
The 2025 California School Dashboard reflects continued growth across multiple state indicators. In the area of English Language Arts, the district performed at 19.7 points above standard, an increase of 4.3 points from the prior year. In Mathematics, the district was 17.5 points below standard, an increase of 9.0 points from the prior year, representing a particularly strong year-over-year gain. In the area of Chronic Absenteeism, the district was at 15.0% chronically absent, declining 3.5 points from the prior year and continuing the multi-year downward trend (down from 30.8% in 2022, 25.5% in 2023, and 18.4% in 2024). The Suspension Rate was at 1.6%, an increase of 0.4% from the prior year, but remains well below the state rate of 2.9%. In the area of English Learner Progress, the district achieved 56.2% of English learners making progress, performing in the Green level and exceeding the state rate of 46.4%. Long-Term English Learners performed in the Blue level with 71.2% making progress, increasing 13.8% from the prior year. In Science, the district scored 57.5 points above standard, an increase of 2.7 points and exceeding the state average of 52.6 points above standard.

All five local indicators on the 2025 Dashboard were also identified as "Standard Met," including Implementation of Academic Standards, Access to a Broad Course of Study, Basics, Parent and Family Engagement, and Local Climate Survey.

CAASPP Results (2024–2025)
The 2024–2025 CAASPP results reflect continued gains in both English Language Arts and Mathematics. In English Language Arts, the district increased by approximately 2 percentage points to 60% of students proficient, with the largest grade-level gain in 5th grade at +11 points. Several subgroups showed growth, including Latino (+3), Low Income (+3), Two or More Races (+7), Homeless (+4), and RFEPs (+2). In Mathematics, the district increased by 2 percentage points to 44% of students proficient, with a notable +12 point gain in 7th grade. Subgroup gains were seen for Latino (+3), African American (+4), Low Income (+2), Asian (+3), Students with Disabilities (+1), Homeless (+2), and RFEPs (+4). In Science, the district increased by 5 percentage points to 38% of students proficient on the CAST, with both 5th grade and 8th grade showing growth.

ELPAC Results (2024–2025)
The Little Lake City School District continues to outpace surrounding districts and the state in English learner proficiency. On the 2024–2025 Summative ELPAC, 26.50% of LLCSD English learners scored at Level 4 (Proficient), compared to 18.21% in Los Angeles County and 15.53% statewide. LLCSD's Level 4 proficiency rate also exceeded that of every comparison district reviewed, including East Whittier (21.15%), Downey (18.56%), El Rancho (16.50%), Los Nietos (16.46%), South Whittier (15.78%), Whittier City (15.64%), and Norwalk-La Mirada (12.27%).

California Healthy Kids Survey
The Little Lake City School District administers the California Healthy Kids Survey annually to 5th and 7th grade students. For LCAP purposes, students are asked to rate their perception of school connectedness and school safety. The 2025–2026 results reflect continued strong feelings of connection and safety among Little Lake students:

Elementary School Connectedness: 88%
Elementary School Safety: 89%
Middle School Connectedness: 87% — the highest middle school connectedness rate recorded over the past eleven years
Middle School Safety: 90%

These results affirm the district's continued investment in PBIS, full-time counselors at every site, Second Step social-emotional learning, and the relationship-building work taking place daily across all nine campuses.

Per LCAP requirements, the following identifications from the 2023 California School Dashboard remain unchanged during the three-year LCAP cycle:

Lowest Performance Level — LEA Groups:
- African American — Suspension Rate
- Multiple Races — Chronic Absenteeism
- White — Chronic Absenteeism

Lowest Performance Level — School Groups:
- Jersey Avenue Elementary: English Learners (Chronic Absenteeism), Students with Disabilities (English Language Arts)
- Lake Center Middle School: English Learners (Chronic Absenteeism and Mathematics), Homeless (Mathematics), Students with Disabilities (English Language Arts and Mathematics)
- Lakeview Elementary: Students with Disabilities (English Language Arts and Mathematics)
- Paddison Elementary: Homeless (Chronic Absenteeism)
- Studebaker Elementary: English Learners (Chronic Absenteeism)

Progress on Identified Subgroups — 2025 Dashboard
Suspension: In the area of Suspension, the African American subgroup was previously identified at the Red level on the 2023 Dashboard. Following the implementation of targeted social-emotional supports through school counselors, family liaisons, and the district social worker, the African American subgroup declined by 9.2% on the 2024 Dashboard, moving out of the lowest performance band. On the 2025 Dashboard, the African American subgroup is at the Orange level (3.6% suspended, an increase of 1.6%) which still shows improvement from the original Red identification, but an area we will continue to monitor closely. The specific LCAP action directed at addressing suspension for this identified subgroup is reflected within Goal #3, Action #1 (Alternatives to Suspension/PBIS), which includes the use of SWIS to disaggregate behavior data by subgroup and respond with targeted, evidence-based interventions.

Chronic Absenteeism: The district remains committed to improving student attendance overall and within the identified subgroups. The work is supported by the LCAP Central Committee, the District Attendance Clerk (now in its third year at 6.0 hours per day), the District Student Attendance Review Board (SARB), and Saturday School offerings at all sites at least twice per year. On the 2025 Dashboard, every previously identified subgroup continued to improve or remain out of the lowest performance band:

- White students declined 8.5 points to 11.8% (Yellow)
- Two or More Races declined 11.8 points to 18.4% (Yellow)
- English Learners at Jersey, Lake Center, and Studebaker continued to show improvement, with the LEA-level English Learner subgroup now at 13.0% (Yellow)
- Homeless students at Paddison and across the LEA continued the downward trend, with the LEA-level Homeless subgroup at 24.2% (Orange), declining 2.6 points
- The African American subgroup remains at the Red level for Chronic Absenteeism districtwide at 22.0% (maintained from the prior year), and Foster Youth declined 3.9 points to 22.2% (Orange). Both groups will receive heightened focus in 2026–2027 through expanded family engagement, monitoring through the SARB process, and tiered intervention.

The specific LCAP actions directed at addressing chronic absenteeism for these identified subgroups are reflected within Goal #3, Action #2 (Counselors) and Action #5 (Student Services Support), as well as Goal #4, Action #1 (Parent Involvement/Family Outreach), Action #2 (Pupil Engagement/Attendance), and Action #3 (Social Worker).

Academic Performance: Among the subgroups previously identified at the lowest performance level in English Language Arts and Mathematics, the 2025 Dashboard reflects continued gains. Districtwide, Students with Disabilities scored 65.7 points below standard in English Language Arts (Orange, maintained 2.7 points) and 96.3 points below standard in Mathematics (Orange, increased 4.5 points). At the school level, prior identifications at Lake Center, Jersey, and Lakeview have all shown measurable improvement. Districtwide, Homeless students performed at 4.3 points below standard in ELA (Green, increased 12.8 points) and 42.5 points below standard in Mathematics (Yellow, increased 7.2 points). To strengthen instruction for these subgroups, the district will continue to focus on core English Language Arts and Mathematics instruction through updated pacing guides and assessments, multiple opportunities for SBAC practice (IABs, FIABs, and district benchmarks via Illuminate), and ensuring proper use of accommodations and designated supports. This work continues as a collaborative effort between special education teachers, general education teachers, and district TOSAs. The district will also further support homeless students by working closely with Family Liaisons, monitoring academic performance, and ensuring that tutoring resources (Tutor.com and site-based tutoring) are accessed consistently.

The specific LCAP actions directed at addressing English Language Arts achievement for these identified subgroups are reflected within Goal #1, Action #2 (School-based Professional Development), Action #5 (Tier 3 Increased Support), Action #11 (Student Interventions), Action #17 (ELA/ELD TOSAs), Action #21 (Instructional Assistants), and Action #22 (Academic Support TOSAs). The specific LCAP actions directed at addressing Mathematics achievement for these identified subgroups are reflected within Goal #1, Action #12 (Math TOSAs), Action #22 (Academic Support TOSAs), and Action #25 (English Learner Support), along with Action #11 (Student Interventions) and Action #21 (Instructional Assistants).

Summary and Next Steps
The data above is a result of the supports and services put in place for students and families and reflects the dedication of all staff members of the Little Lake City School District. We are proud of our students' successes and will continue to build upon these successes in 2026–2027 in the following ways:
Student Achievement: We will continue to provide students with rigorous, standards-based instruction and intervention to ensure academic progress. We will strengthen our intervention model with more specific and targeted Tier 2 and Tier 3 interventions using research-based supports and materials. We will continue to refine the use of SSTs and Tier 3 interventions, including the use of general education instructional assistants. Tutoring services will be available both in person and virtually. State data will continue to guide professional development, with an increased focus on Mathematics, Students with Disabilities, and inclusive practices. The district will also continue to grow its dual language program at William W. Orr Elementary, expanding to include first grade in 2026–2027.

Learning Recovery Emergency Block Grant (LREBG)
The Little Lake City School District has unexpended Learning Recovery Emergency Block Grant funds for the 2026-2027 LCAP year. These funds will be allocated to Goal #3, Action #2 (Counselors), to support 1.5 School Psychologist positions. This investment will support student mental health and social-emotional needs, support school counselors, and provide direct intervention to students whose well-being and learning have been most impacted in recent years.

Rationale: The action funded with LREBG dollars aligns with the allowable uses identified in EC Section 32526(c)(2), particularly those related to providing learning supports for students whose learning has been most impacted, including students with social-emotional and mental health needs, students with disabilities, English Learners, and students experiencing homelessness. The action is expected to address areas of need identified in the district's needs assessment under EC Section 32526(d), including the continued academic and social-emotional recovery of student groups identified at the lowest performance level on the 2023 Dashboard.

Reflections: Technical Assistance

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

Although the Little Lake City School District is not eligible for Year 1 Differentiated Assistance based on the 2025 California School Dashboard, the district is eligible for Year 2 Differentiated Assistance support based on the 2024 Dashboard. Eligibility was identified in three areas for various student subgroups:

Priority 4 — Pupil Achievement: Long-Term English Learners in both English Language Arts and Mathematics

Priority 5 — Chronic Absenteeism: Foster Youth

Priority 6 — Suspensions: Foster Youth and Long-Term English Learners

The district continues to partner with the Los Angeles County Office of Education (LACOE) to receive technical assistance and support in addressing the needs of these subgroups. Through this partnership, the district has engaged in collaborative planning, root cause analysis, and the identification of evidence-based practices to drive continuous improvement.

To address the academic needs of Long-Term English Learners (LTELs), district leaders, site administrators, and TOSAs have continued to refine instructional strategies through ongoing professional development focused on integrated and designated English Language Development (ELD), academic language acquisition, and access to grade-level core content. The district has emphasized the use of common assessments and English learner data to monitor LTEL progress, inform instructional decisions, and ensure that students are receiving the targeted support necessary to reclassify and demonstrate growth in ELA and Mathematics. The work underway to address LTEL academic

needs is reflected within Goal #1, Action #2 (School-based Professional Development), Action #8 (District-wide Professional Development), Action #17 (ELA/ELD TOSAs), Action #23 (Bilingual Instructional Assistants), and Action #25 (English Learner Support). The 2025 Dashboard reflects encouraging movement, with Long-Term English Learners performing in the Blue level on the English Learner Progress indicator (71.2% making progress, an increase of 13.8%) and demonstrating a 32.8-point increase in Mathematics on the academic indicator.

To address Chronic Absenteeism among Foster Youth, the district continues to leverage its District Attendance Clerk, Family Liaisons, school counselors, and the District Student Attendance Review Board (SARB) to identify and support students and families. Foster Youth attendance is monitored monthly, and the district works closely with social workers and community partners to remove barriers to attendance and provide wraparound services. The work underway to address Foster Youth chronic absenteeism is reflected within Goal #3, Action #2 (Counselors) and Action #5 (Student Services Support), as well as Goal #4, Action #1 (Parent Involvement/Family Outreach), Action #2 (Pupil Engagement/Attendance), and Action #3 (Social Worker). The 2025 Dashboard reflects progress in this area, with Foster Youth chronic absenteeism declining by 3.9 percentage points.

To address the suspension rate among Foster Youth and Long-Term English Learners, the district continues to implement Positive Behavioral Interventions and Supports (PBIS) at all nine schools, sustain full-time counseling services at every site, and provide social-emotional learning instruction through the Second Step program. The district also continues to work closely with its school social worker and Family Liaisons to ensure that students receive timely intervention and support in lieu of exclusionary discipline whenever possible. The work underway to address Foster Youth and LTEL suspensions is reflected within Goal#3, Action #1 (Alternatives to Suspension/PBIS), Action #2 (Counselors), Action #4 (Behavior-Trained Instructional Assistants), Action #5 (Student Services Support), Action #6 (Student Safety), and the newly added Middle School Behavioral Intervention and Attendance Support action, as well as Goal #4, Action #3 (Social Worker). The 2025 Dashboard reflects continued progress, with Foster Youth suspensions declining 8.4 percentage points and Long-Term English Learner suspensions declining 4.1 percentage points.

The district remains committed to using its technical assistance partnership with LACOE to support continued progress for these student groups and to ensure that the actions and services identified within the LCAP align with the district's improvement priorities.

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.

Not applicable. The Little Lake City School District does not have any schools identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act.

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
Teachers	The Little Lake City School District prides itself on the inclusive and ongoing engagement of educational partners throughout the development of the LCAP and the annual review. The LCAP Central Committee first convened in October 2025 and included representative teachers from across the district. The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2026-2027 LCAP. The Central Committee, including teacher representatives, met on October 22, 2025, March 11, 2026, and May 14, 2026. In addition to the teacher representatives on the LCAP Central Committee, both a consultation meeting and a survey took place for all teachers across the district. Principals at each site held consultation meetings with certificated teachers, with all educational partner feedback due by March 6, 2026. The consultation meetings allowed all teachers to share their priorities for actions and services in the LCAP for 2026/2027. Following the consults, the annual Certificated LCAP survey was delivered by email to all LLCSD teachers asking questions from the teacher perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our teachers assisted in guiding the work and ultimately the recommendations of the Central Committee.
Principals/Administrators	The LCAP Central Committee first convened in October 2025 and included representative principals and administrators from across the district. The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2026-2027 LCAP. The Central Committee, including administrative representatives, met on October 22, 2025, March 11, 2026, and May 14, 2026. In addition to the principals/administrative representatives on the LCAP Central Committee, a consultation meeting was held for all administrators across the district. Principals and administrators attended a consultation meeting led by the Assistant Superintendent on January 7, 2026, which allowed all principals/administrators to share their priorities for actions and services in the LCAP for 2026/2027. The feedback from our principals/administrators assisted in guiding the work and ultimately the recommendations of the Central Committee.
Other School Personnel	The LCAP Central Committee first convened in October 2025 and included representative classified staff from across the district. The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2026-2027 LCAP. The Central Committee, including classified representatives, met on October 22, 2025, March 11, 2026, and May 14, 2026. In addition to the classified staff representatives on the LCAP Central Committee, both a consultation meeting and a survey took place for all classified staff members from across the district. Principals at each site held consultation meetings with classified staff, with all educational partner feedback due by March 6, 2026. The consultation meetings allowed all classified staff members to share their priorities for actions and services in the LCAP for 2026/2027. Following the consult meeting, the annual Staff LCAP survey was delivered by email to all LLCSD classified staff asking questions from the classified perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our classified staff assisted in guiding the work and ultimately the recommendations of the Central Committee.
Local Bargaining Units	The LCAP Central Committee first convened in October 2025 and included representative members from LLEA (Little Lake Educators Association) and CSEA (California School Employees Association), which are the district's two local bargaining units. The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2026-2027 LCAP. The Central Committee, including local bargaining unit representatives, met on October 22, 2025, March 11, 2026, and May 14, 2026. In addition to the local bargaining unit representatives on the LCAP Central Committee, both a consultation meeting and a survey took place in order to gather input from members. Educational Services administrators held separate consultation meetings with LLEA and CSEA union leadership on February 23, 2026. The consultation meetings allowed all bargaining unit representatives to share their priorities for actions and services in the LCAP for 2026/2027. Following the consult meetings, the annual Certificated and Staff LCAP surveys were delivered by email to all LLCSD certificated and classified staff asking questions from their perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our local bargaining units assisted in guiding the work and ultimately the recommendations of the Central Committee.

Parents	The LCAP Central Committee first convened in October 2025 and included representative parents from across the district. The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2026-2027 LCAP. The Central Committee, including parent representatives, met on October 22, 2025, March 11, 2026, and May 14, 2026. In addition to the parent representatives on the LCAP Central Committee, both a consultation meeting and a survey took place in order to gather further input from parents. Principals at each site held consultation meetings with their parent leadership groups (SSC and ELAC), with all educational partner feedback due by March 6, 2026. The consultation meetings allowed parent leaders at each site to share their priorities for actions and services in the LCAP for 2026/2027. Following the consults, the annual LCAP parent survey was delivered by email to all LLCSD parents asking questions from the parent perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our parents assisted in guiding the work and ultimately the recommendations of the Central Committee.
Students	Student input for the LCAP is gathered from students through a survey. The annual LCAP student survey was delivered by email to LLCSD students asking questions from the student perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our students assisted in guiding the work and ultimately the recommendations of the Central Committee.
Advisory Committees	The district has established parent advisory groups, DAC and DELAC. LCAP consultation occurred with the DAC/DELAC parent group on February 5, 2026. The consultation meeting allowed parent leaders at the district level to share their priorities for actions and services in the LCAP for 2026/2027. Following the final Central Committee meeting, draft LCAP plans for 2026/2027 were shared for review and comment with DAC/DELAC parents. The minutes reflect any questions that were asked and the responses given in writing to parents by the Superintendent's Designee.
SELPA	The Little Lake City School District prides itself on the inclusive and ongoing engagement of educational partners, particularly with the SELPA, throughout the development of the LCAP and the annual review. A SELPA administrator is an integral part of the LLCSD LCAP Central Committee and is consulted on the specific actions for students with exceptional needs. The SELPA representative attended the LLCSD LCAP Central Committee meetings to make recommendations and provide input for the 2026-2027 LCAP. The SELPA administrator met on October 22, 2025, March 11, 2026, and May 14, 2026.

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

The result of the educational partner engagement in the development, review, and implementation of the LCAP has been a shared understanding and continued support of the plan by all partners. For the 2026-2027 plan, the development process unfolded in the midst of a districtwide fiscal crisis and a ten-day teacher strike that took place in the spring of 2026. The initial input from educational partners was gathered prior to the financial shift that took place mid-year. Following the signing of a new tentative agreement, the district faced a significant decrease in LCAP funding as labor costs associated with existing actions and services increased. As a result, the Central Committee had to adjust its direction midway through the year, prioritizing actions and services based on student need within the constraints of a reduced budget. Throughout these challenges, the Committee remained consistent in identifying student safety as a top priority, and worked carefully to ensure that the actions and services within the LCAP reflected the most pressing needs of students, staff, and families.

The following is a summary of the feedback provided by our educational partners. Consult groups were asked for their input on actions and services for the 2026-2027 LCAP. The items listed below represent the top six existing actions that educational partner groups identified as priorities. The number after each item represents the number of times the action was prioritized across all groups, with the highest number indicating the highest ranking:

#1 - Counselors: 23 (Certificated - 9, Classified - 7, Parent - 7)
#2 - Academic Support TOSAs: 16 (Certificated - 6, Classified - 4, Parent - 6)
#3 - Student Safety: 16 (Certificated - 4, Classified - 7, Parent - 5)
#4 - General Education Instructional Assistants: 13 (Certificated - 2, Classified - 5, Parent - 5)
#5 - Grade Span Adjustment: 13 (Certificated - 5, Classified - 4, Parent - 4)
#6 - Student Interventions: 11 (Certificated - 4, Classified - 2, Parent - 5)

Following the initial identification of priorities, the Central Committee took into account the realities of the fiscal climate and shifted its analysis to focus on which actions and services could most effectively meet student needs within the available budget. Student safety remained at the forefront of these discussions and emerged as the area requiring the most immediate strengthening within the LCAP.

As a result, the Central Committee made the following recommendations for the 2026-2027 LCAP based on educational partner input and the fiscal context:

Student Safety: Additional funding and support were prioritized within the existing Student Safety action. Specifically, the action was expanded to include crossing guards and general education transportation, both of which were identified as critical to student safety and well-being. These additions reflect a direct response to the top concern voiced by educational partners across all groups.

Middle School Behavioral Intervention and Attendance Support: With the loss of one Assistant Principal due to declining enrollment, the Central Committee reviewed middle school student data and identified the need to reinvest in dedicated intervention-focused leadership at the middle school level. As a result, a new action was added to the LCAP for a Middle School Assistant Principal position focused on behavioral intervention, alternatives to suspension, and attendance support. This dedicated leadership will work directly with students, families, and staff to implement Tier 2 and Tier 3 behavioral interventions and coordinate attendance support, ensuring that middle school students continue to receive the focused, intervention-driven leadership they need.

Given the fiscal realities facing the district, the Central Committee also recommended decreased funding to several existing actions in order to preserve and strengthen the higher-priority areas identified above. These actions include Supplemental Materials, Professional Development, Elementary School Interventionists, Student Motivation, English Learner Professional Development, and Dual Language Professional Development. While these areas remain important to the district's work, the Committee determined that scaling back funding in these areas was necessary in order to sustain the actions most critical to student safety, mental health, and middle school support. In addition, many of these actions and services had not been fully expended in previous years, which further informed the Committee's decision to reduce allocations in these specific areas.

All comments from various educational partner groups were considered in making revisions to the LCAP moving forward. As a result of the inclusive process in identifying needs and priorities, setting goals, and developing actions and services, there is a districtwide commitment to the implementation of the LCAP.
Finally, the draft plan was made available on the LLCSD website. On June 9, 2026, the draft plan was presented to the Board of Education, and a public hearing was held. The Superintendent and designee responded to all comments from the public hearing. The final plan was presented to the Board of Education and approved on June 23, 2026. The approved plan was posted on the district website.

Goals and Actions

Goal

Goal #	Description	Type of Goal

1	Goal 1 - Student Achievement All K-8 students will demonstrate growth toward proficiency in core content areas as measured by: 1. CAASPP ELA in grades 3-8 (Priority #4) 2. District Assessments in grades K-2 for ELA 3. CAASPP Mathematics in grades 3-8 (Priority #4) 4. District Assessments in grades K-2 for Mathematics 5. California Science Test: Grades 5 and 8 (Priority #4) 6. District Assessments in history/social science in grades 7-8 7. EL Progress Indicator (Priority #4) 8. Reclassification rates for ELs (Priority #4) 9. Physical Fitness Test participation in grades 5 and 7 10. Self Reflection Tool - Implementation of State Standards (Priority #2) 11. Broad Course of Study Local Indicator (Priority #7)	Broad Goal

State priorities addressed by this goal.

2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

Student achievement sits at the core of our purpose and beliefs as a district, and every decision the LEA makes is viewed through the lens of how it advances learning for every student. The LEA and all educational partners are committed to allocating resources strategically to increase achievement and proficiency for all students by providing research-based instructional strategies, targeted intervention, and ongoing support. The Student Achievement goal ensures that all students show steady and consistent academic growth in core content areas, while also addressing the unique needs of our highest-priority student groups, including English Learners, foster youth, and low-income students.

The actions and services within this goal work together to provide a rigorous, supportive, and equitable educational program. These include professional development for teachers, supplemental and standards-aligned instructional materials, technology and instructional platforms, academic coaches and TOSAs, English learner support, and tiered intervention services. The district's Professional Learning Communities framework continues to anchor this work, ensuring that pacing guides, curriculum alignment, common assessments, and data analysis drive instructional decisions at every site. The Response to Intervention model in elementary schools, the intervention and acceleration model in middle schools, and structured ELD instruction at all sites further extend the supports available to students who need additional time, attention, or scaffolding to access grade-level content.

The metrics within this goal, drawing from both state and local data sources, will demonstrate growth toward proficiency in core content standards. These include CAASPP results in English Language Arts and Mathematics, local assessment data across content areas, California Science Test (CAST) results, and Physical Fitness Test participation. The data will also measure the growth of our English Learners through the English Learner Progress Indicator (ELPI) and reclassification rates, and will examine students' access to a broad course of study and to state-aligned curriculum offerings.

Taken together, the actions, services, and metrics within Goal #1 reflect the district's unwavering commitment to academic excellence, equity, and the belief that every student in

the Little Lake City School District has the right to a high-quality education that prepares them for success in their next educational transition and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA grades 3-8	2022/2023 CA Dashboard All: Maintain Hispanic: Maintain White: Increased AA: Declined Filipino: Increased Asian: Increased SWD: Increased LI: Maintained Homeless: Increased Foster: N/A ELs: Maintained RFEPs: Increased CAASPP 2022/2023 All: 56% Hispanic: 55% White: 57% AA: N/A Filipino: N/A Asian: 85% SWD: 18% LI: 52% Homeless: 37% Foster: N/A ELs: 20% RFEPs: 76%	2023/2024 CA Dashboard All: Increased Hispanic: Increased White: Declined African American: Increased Filipino: Increased Asian: Maintained SWD: Increased LI: Increased Homeless: Increased Foster: N/A ELs: Maintained RFEPs: Increased LTELs: Declined (Baseline Data) CAASPP 2023/2024 All: 58% Hispanic: 57% White: 63% African American: 47% (Baseline) Filipino: 81% (Baseline) Asian: 86% SWD: 20% LI: 54% Homeless: 45% Foster: N/A ELs: 22% RFEPs: 73%	2024/2025 CA Dashboard All: Increased Hispanic: Increased White: Maintained African American: Declined Filipino: Increased Asian: Increased SWD: Maintained Low Income: Increased Homeless: Increased Foster: N/A ELs: Increased RFEPs: Maintained LTELs: Increased CAASPP 2024/2025: All: 60% Hispanic: 60% White: 61% African American: 29% Filipino: 82% Asian: 84% SWD: 21% Low Income: 57% Homeless: 49% Foster: N/A ELs: 19% RFEPs: 75%	CA Dashboard -Maintain or Increase Overall and in all significant subgroups: All Hispanic White African American Filipino Asian SWD Low Income Homeless Foster ELs RFEPs LTELs CAASPP - Increase by 5% All: 61% Hispanic: 60% White: 62% AA: 52% Filipino: 86% Asian: 90% SWD: 23% LI: 57% Homeless: 42% Foster: N/A ELs: 25% RFEPs: 81%	CA Dashboard All: Increased Hispanic: Increased White: Decreased African American: No Change Filipino: No Change Asian: No Change SWD: Decreased Low Income: Increased Homeless: No Change Foster: N/A - No Data Available ELs: Increased RFEPs: Decreased LTELs: Increased CAASPP %: All: +4% Hispanic: +5% White: +4% AA: -18% (from 2023/2024 baseline) Filipino: +1% (from 2023/2024 baseline) Asian: -1% SWD: +3% LI: +5% Homeless: +12% Foster: N/A ELs: -1% RFEPs: -1%

2	District Assessments in grades K-2 for ELA	2023/2024 Trimester #3 ELA Benchmark K: 81% 1st: 66% 2nd: 44% K: EL: 67% LI: 76% FY: 50% 1st: EL: 61% LI: 63% FY: 100% 2nd: EL: 24% LI: 40% FY: 20%	2024/2025 Trimester #3 ELA Benchmark K: 79% 1st: 80% 2nd: 38% K: EL: 75% LI: 78% FY: 50% 1st: EL: 65% LI: 78% FY: 25% 2nd: EL: 20% LI: 33% FY: 75%	2025/2026 Trimester #3 ELA Benchmark K: 85% 1st: 87% 2nd: 76% K: EL: 76% LI: 83% FY: 78% 1st: EL: 84% LI: 87% FY: 88% 2nd: EL: 60% LI: 74% FY: 68%	Increase by 5% Kinder: 86% 1st: 71% 2nd: 49% K: EL:72% LI: 81% FY: 55% 1st: EL: 66% LI: 68% FY: 100% 2nd: EL: 29% LI: 45% FY: 25%	K: +4% 1st: +21% 2nd: +32% K: EL: +9% LI: +7% FY: +28% 1st: EL: +23% LI: +24% FY: -12% 2nd: EL: +36% LI: +34% FY: +48%

3	CAASPP Mathematics in grades 3-8	2022/2023 CA Dashboard All: Increased Hispanic: Increased White: Declined African American: Maintained Filipino: Increased Asian: Increased SWD: Increased Low Income: Increased Homeless: Increased Foster: N/A ELs: Maintained RFEPs: Increased CAASPP 2022/2023 All: 38% Hispanic: 37% White: 29% AA: N/A Filipino: N/A Asian: 69% SWD: 8% LI: 35% Homeless: 25% Foster: N/A ELs: 16% RFEPs: 48%	2023/2024 CA Dashboard All: Increased Hispanic: Increased White: Increased African American: Increased Filipino: Increased Asian: Increased SWD: Increased Low Income: Increased Homeless: Increased Foster: N/A ELs: Increased RFEPs: Increased LTELs: Declined (Baseline) CAASPP 2023/2024 All: 42% Hispanic: 40% White: 47% African American: 22% (Baseline) Filipino: 83% (Baseline) Asian: 69% SWD: 13% LI: 38% Homeless: 31% Foster: N/A ELs: 18% RFEPs: 48%	2024/2025 CA Dashboard: All: Increased Hispanic: Increased White: Declined African American: Maintained Filipino: Declined Asian: Increased SWD: Increased Low Income: Increased Homeless: Increased Foster: N/A ELs: Increased RFEPs: Increased LTELs: Increased CAASPP 2024/2025: All: 44% Hispanic: 43% White: 43% African American: 26% Filipino: 71% Asian: 78% SWD: 14% Low Income: 40% Homeless: 33% Foster: N/A ELs: 15% RFEPs: 52%	CA Dashboard - Maintain or Increase Overall and in all significant subgroups: All Hispanic White African American Filipino Asian SWD Low Income Homeless Foster ELs RFEPs LTELs CAASPP - Increase by 5% All: 43% Hispanic: 42% White: 34% AA: 27% Filipino: 88% Asian: 74% SWD: 13% LI: 40% Homeless: 30% Foster: N/A ELs: 21% RFEPs: 53%	CA Dashboard All: No Change Hispanic: No Change White: No Change African American: No Change Filipino: Decreased Asian: No Change SWD: No Change Low Income: No Change Homeless: No Change Foster: N/A (data not displayed) ELs: Increased RFEPs: No Changed LTELs: Increased CAASPP % point change from baseline: All: +6% Hispanic: +6% White: +14% AA: +4% (from 2023/2024 baseline) Filipino: -12 (from 2023/2024 baseline) Asian: +9% SWD: +6% LI: +5% Homeless: +8% Foster: N/A ELs: -1% RFEPs: +4%

4	District Assessments in grades K-2 for Mathematics	2023/2024 Trimester #3 Math Benchmark Kinder: 85% 1st: 76% 2nd: 51% K: EL: 83% LI: 83% FY: 50% 1st: EL: 67% LI: 73% FY: 80% 2nd: EL: 23% LI: 48% FY: 50%	2024/2025 Trimester #3 Math Benchmark Kinder: 83% 1st: 78% 2nd: 56% K: EL: 69% LI: 79% FY: 33% 1st: EL: 63% LI: 74% FY: 67% 2nd: EL: 69% LI: 54% FY: 0%	2025/2026 Trimester #3 Math Benchmark Kinder: 92% 1st: 88% 2nd: 67% K: EL: 85% LI: 91% FY: 88% 1st: EL: 81% LI: 86% FY: 68% 2nd: EL: 61% LI: 67% FY: 43%	Increase by 5% or maintain at 90% Kinder: 90% 1st: 81% 2nd: 56% K: EL: 88% LI: 88% FY: 55% 1st: EL: 72% LI: 78% FY: 85% 2nd: EL: 28% LI: 53% FY: 55%	Kinder: +7% 1st: +12% 2nd: +16% K: EL: +2% LI: +8% FY: +38% 1st: EL: +14% LI: +13% FY: -12% 2nd: EL: +38% LI: +19% FY: -7%
5	California Science Test: Grades 5 and 8	2022/2023 CAST 5th - 38% 8th - 32% 2022/2023 CAA Science 5th/8th - 38% 5th EL: 6% LI: 34% FY: N/A due low # 8th EL: 0% LI: 29% FY: N/A due to low #	2023/2024 CAST 5th - 33% 8th - 34% 2023/2024 CAA Science 5th/8th - 33% 5th EL: 5% LI: 28% FY: N/A due low # 8th EL: 0% LI: 31% FY: N/A due to low #	2024/2025 CAST: 5th: 35% 8th: 38% 2024/2025 CAA Science: 5th/8th: 38% 5th CAST grade subgroup data: EL: 3.69% LI: 21.98% FY: 11.5% (baseline) 8th CAST grade subgroup data: EL: 1.89% LI: 21.15% FY: 9.76% (baseline)	Increase by 5% 2022/2023 CAST 5th - 43% 8th - 37% 2022/2023 CAA Science 5th/8th - 43% 5th EL: 11% LI: 39% FY: 17% 8th EL: 5% LI: 34% FY: 15%	2024/2025 CAST 5th: -3% 2024/2025 CAST 8th: +6% 2024/2025 CAA Science 5th/8th: 0% (no change) 5th grade subgroup changes from baseline: EL: -2% LI: -12% FY: N/A - New baseline established in 2024/2025 8th grade subgroup changes from baseline: EL: +2% LI: -8% FY: N/A - New baseline established in 2024/2025

6	District Assessments in history/social science in grades 7-8	2023-2024 History Trimester #3 Benchmark 7th: 49% 8th: 67% 7th EL: 27% LI: 46% FY: 0% 8th EL: 25% LI: 65% FY 100%	2024-2025 History Trimester #3 Benchmark 7th: 82% 8th: 90% 7th EL: 60% LI: 82% FY: 100% 8th EL: 59% LI: 89% FY 100%	2025-2026 History Trimester #3 Benchmark 7th: 80% 8th: 84% 7th EL: 63% LI: 79% FY: 72% 8th EL: 74% LI: 84% FY 80%	Increase by 5% 7th: 54% 8th: 72% 7th EL: 32% LI: 51% FY: 5% 8th EL: 30% LI: 70% FY 100% - maintain	7th: +31% 8th: +17% 7th EL: +36% LI: +33% FY: +72% 8th EL: +49% LI: +19% FY: -20%
7	EL Progress Indicator	2022-2023 ELPAC EL Progress Indicator: Increased (59.4%) 21% of ELs scored a level 4 on ELPAC	2023-2024 ELPAC EL Progress Indicator: Increased (56.9%) 15% of ELs scored a level 4 on ELPAC	2024-2025 ELPAC: EL Progress Indicator: Maintained (56.2% Making Progress) 26.5% of ELs scored a Level 4 on ELPAC	EL Progress Indicator: Increase (65%) EL Proficiency (ELPAC): at least 20% of ELs scoring a level 4 of ELPAC	EL Progress Indicator: -3.2% ELs scoring a Level 4 on ELPAC: +5.5%
8	Reclassification rates for ELs	2022-2023 Reclassification Rate: 15%	2023-2024 Reclassification Rate: 15%	2024-2025: Reclassification Rate: 22.3%	Reclassification Rate: 15%, or at/above the state reclassification rate	Reclassification Rate: +7.3%

9	Physical Fitness Test participation in grades 5 and 7	Participation Rate 2023/2024 Grade 5: Aerobic Capacity 99% Abdominal Strength and Endurance 99% Trunk Extensor Strength and Flexibility 99% Upper Body Strength and Endurance 99% Flexibility 99% Grade 7: Aerobic Capacity 97% Abdominal Strength and Endurance 97% Trunk Extensor Strength and Flexibility 96% Upper Body Strength and Endurance 98% Flexibility 98%	Participation Rate 2024/2025 Grade 5: Aerobic Capacity 99% Abdominal Strength and Endurance 99% Trunk Extensor Strength and Flexibility 99% Upper Body Strength and Endurance 99% Flexibility 99% Grade 7: Aerobic Capacity 94% Abdominal Strength and Endurance 96% Trunk Extensor Strength and Flexibility 97% Upper Body Strength and Endurance 96% Flexibility 97%	Participation Rate 2025/2026 Grade 5: Aerobic Capacity 96% Abdominal Strength and Endurance 96% Trunk Extensor Strength and Flexibility 96% Upper Body Strength and Endurance 96% Flexibility 96% Grade 7: Aerobic Capacity 89% Abdominal Strength and Endurance 89% Trunk Extensor Strength and Flexibility 89% Upper Body Strength and Endurance 89% Flexibility 89%	Participation Rate: 95% or above in all areas for grades 5 and 7	Grade 5: Aerobic Capacity: -3% Abdominal Strength and Endurance: -3% Trunk Extensor Strength and Flexibility: -3% Upper Body Strength and Endurance: -3% Flexibility: -3% Grade 7: Aerobic Capacity: -8% Abdominal Strength and Endurance: -8% Trunk Extensor Strength and Flexibility: -7% Upper Body Strength and Endurance: -9% Flexibility: -9%
10	Self Reflection Tool - Implementation of State Standards	2023/2024 Average of 4 (Full Implementation) on the Self Reflection Tool Teacher LCAP Survey Q1 - My students receive strong academic instruction. 99% Q3 - The pacing guides and curriculum are rigorous and standards based. 97%	2024/2025 Average of 4 (Full Implementation) on the Self Reflection Tool Teacher LCAP Survey Q1 - My students receive strong academic instruction. 97% Q3 - The pacing guides and curriculum are rigorous and standards based. 95%	2025/2026 Average of 4 (Full Implementation) on the Self Reflection Tool Teacher LCAP Survey Q1 - My students receive strong academic instruction. 100% Q3 - The pacing guides and curriculum are rigorous and standards based. 94%	Maintain or Increase Average of 4 (Full Implementation) Teacher LCAP Survey Q1 - 95% or above Q3 - 95% or above	Average of 4 (Full Implementation) on the Self Reflection Tool - Maintained Teacher LCAP Survey Q1:+1% Q3: -3%

11	Broad Course of Study Local Indicator	2023/2024 Students have access to a broad course of study based on local indicator broad course of study narrative. Advanced Math Placement All students: 25% FY: 0% LI: 6.5% EL: .3% GATE Placement All students: 10% FY: .2% LI: 6.3% EL: 0%	2024/2025 Students have access to a broad course of study based on local indicator broad course of study narrative. Advanced Math Placement All students: 29% FY: 0% LI: 71% EL: .1% GATE Placement All students: 25% FY: 0% LI: 66% EL: 0%	2025/2026 Students have access to a broad course of study based on local indicator broad course of study narrative. 2025-2026 Advanced Math Placement: All: 23.3% FY: 0% LI: 76.2% EL: 0.4% 2025-2026 GATE Placement: All: 14.3% FY: 0.2% LI: 70.4% EL: 0.2%	Maintain Students have access to a broad course of study based on local indicator broad course of study narrative. Advanced Math Placement All students: 35% FY: 10% LI: 15% EL: 10% GATE Placement All students: 15% FY: 10% LI: 15% EL: 10%	No change - Status Maintained Advanced Math Placement: All: -1.7% FY: 0% — No change LI: +69.7% EL: +0.1% GATE Placement : All: +4.3% FY: 0% — No change LI: +64.1% EL: +0.2%

Goal Analysis for 2025-2026

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

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

The implementation of Goal #1 actions and services was successful overall, with the district remaining committed to ensuring that students received the instruction, intervention, and support necessary for academic growth. LCAP actions and services were regularly reviewed with site principals and district staff, and updates were shared publicly during the mid-year report. The annual District LCAP Survey continued to provide valuable insights from educational partners, including parents, teachers, support staff, and administrators, supporting ongoing analysis and refinement. While the year presented unique challenges, including a ten-day teacher strike in the spring of 2026 and a midyear fiscal shift, the district worked to maintain the integrity of Goal #1 implementation across all actions.

Little Lake successfully maintained access to supplemental materials, additional books (Action #1 and Action #13), and technology platforms (Action #20). All sites were able to purchase the supplemental materials needed to support targeted students. ST Math and Lexia continued to be implemented as planned, supporting students in both English Language Arts and Mathematics. Library Media Specialist staffing, which had presented a challenge in the prior year, was fully implemented in 2025-2026, with all positions in place and providing consistent service across sites.

Professional development at both site and district levels (Action #2, Action #8, and Action #24), structured common planning time (Action #7), and reflection opportunities continued to support rigorous instruction tailored to the needs of targeted students. Due to ongoing fiscal concerns and budget optics, the district scaled back on conference attendance this year. Even so, several notable professional development efforts moved forward. The Innovative Learning Collaboratives (Action #4, Action #6, and Action #15) continued as scheduled, with the Arts for All elementary teacher team remaining intact. While the multi-day UCLA Curtis Center math training was discontinued, the district

reinvested in mathematics professional development by holding a one-day training for all teachers, facilitated by the district's Math TOSAs, focused on the new California Math Framework. A particular highlight of the year were two full days of Universal Design for Learning training provided to all teachers, supporting more inclusive instructional practices districtwide. The district also launched the Supporting Inclusive Practices (SIP) team, which completed three days of foundational training and participated in a co-teaching training and pilot with 2Teach Global, laying important groundwork for expanded inclusive practices in future years.

The district successfully implemented Grade Span Adjustment (Action #10), maintaining small class sizes and a lower adult-to-student ratio across the district. Parent survey responses continued to reflect strong satisfaction with class size and instructional environment. The district also continued its efforts to hire and retain Highly Qualified Teachers (Action #14), though a slight decline in the percentage of fully credentialed and appropriately assigned teachers occurred this year, attributable to ongoing staffing pressures across the region.

The District's Teachers on Special Assignment (TOSAs) in English Language Arts, Mathematics, and Science (Actions #12, #17, and #18) were fully staffed and active throughout the year. TOSAs continued to provide coaching, classroom support, and professional development for teachers across the district. A significant achievement was the completion of the English Language Arts pacing guide work, which strengthened curriculum alignment and consistency across grade levels and incorperated updated Science components from our new curriculum, as well as the full day Math Framework training led by the Math TOSAs.

Technology-related actions, including Tech on the Go, the Tech TOSA, technology refresh plans, and Field Techs (Actions#3 and #19), were fully implemented to support instruction. The district successfully completed the 3rd grade Chromebook rollout that was prioritized in the prior year, extending the 1:1 device program down to 3rd grade. Hot Spots continued to be provided to families in need, and Field Techs continued to ensure timely device repair turnaround.

The district is particularly proud of its intervention work this year. Tier 2 and Tier 3 intervention programs (Actions #11, #22, #5, and #21) continued to grow stronger, with intervention support remaining stable for the 2025-2026 school year. Data-driven student placement decisions and ongoing collaboration between interventionists and classroom teachers contributed to the strength of the program. Supplemental academic interventions and enrichment opportunities outside of regular school hours (Actions #9 and #16) provided students with additional support. Summer school was held in summer 2025 and served approximately 650 students, and free before and after-school extended learning opportunities continued to be available at all nine school sites.

Actions #23, #25, and #26 ensured targeted support for English Learners through specialized materials, teacher professional development, bilingual instructional assistants, and the Dual Language Program. Bilingual instructional assistants continued to provide individualized support to English Learners and Newcomer students at sites with the greatest need. The Dual Language Program at William W. Orr Elementary expanded this year to include kindergarten, building on the strong foundation established with transitional kindergarten students, although the training offered through SEAL will not be offered again until next school year. English Learner professional development continued, with a focused emphasis on the district's English Language Development program and instructional practices for English Learners across content areas.

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.

The Director of Curriculum and Director of Fiscal Services collaborated throughout the year to ensure that funding aligned with planned actions and services. Additionally, the Ed Services team held monthly meetings with the Fiscal Supervisor to review LCAP budgets. In May 2026, the Directors analyzed budgeted expenditures and estimated actual expenditures, identifying variances of more than 20% over or under budget. Several actions experienced material differences in expenditures:

Action #2 (School-based Professional Development): Funds were significantly underspent due to a districtwide reduction in conferences and external professional learning in response to ongoing budget concerns, along with continued substitute shortages that limited the ability to release teachers for site-based trainings.

Action #5 (Tier 3 Increased Support): Funds were underspent as several new teachers filled this role during the year, resulting in reduced overall employee costs.

Action #11 (Student Interventions): Expenditures exceeded planned costs due to increased staffing needs to support the district's Tier 2 and Tier 3 intervention model, as well as step-and-column salary adjustments and rising health and welfare costs for interventionist staff.

Action #16 (Enrichment/Extended Day): Expenditures exceeded planned costs due to increased spending to support after-school programs across the district.

Action #19 (Technology To Go): Came in under budget as careful inventory management and the deactivation of unused devices reduced the number of new hotspots and devices that needed to be purchased during the year.

Action #21 (Instructional Assistants — Gen Ed): Funds were underspent due to staffing vacancies in general education instructional assistant positions and difficulty filling open positions throughout the year.

Action #25 (English Learner Support): Funds were significantly underspent. Strong English learner outcomes, including Green level performance on the English Learner Progress Indicator and a 22.3% reclassification rate, allowed the district to focus resources on the most impactful EL supports rather than expending the full planned amount.

Action #26 (Dual Language Program Professional Development): Funds were significantly underspent as the larger Dual Language Program training is scheduled to take place on an every-other-year cycle. The 2025-2026 year was a lighter implementation year, with the next major training cycle planned for the following year.

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

Actions designed to increase student achievement through supplemental materials, additional books (Actions #1 and #13), and technology platforms (Action #20) were effective in achieving their intended impact. Student achievement continued to improve on the 2025 California State Dashboard in English Language Arts, where the district received an "Increased" status with a 4.3-point gain, performing at 19.7 points above standard. CAASPP ELA proficiency rose to 60% districtwide, with English Learners scoring at 19%, Low-Income students at 57%, and Homeless students at 49%. In Mathematics, the district also received an "Increased" status on the 2025 Dashboard with a 9.0-point gain, performing at 17.5 points below standard. CAASPP Math proficiency reached 44% districtwide, with English Learners at 15% and Low-Income students at 40%. For foster youth, while statewide assessment data is not displayed at the Dashboard level due to small student counts, local benchmark data confirms effectiveness, with Foster Youth showing strong growth on the 2024-2025 Trimester 3 ELA benchmark, including +28 percentage points in kindergarten, +48 percentage points in 2nd grade, and +72 percentage points in 7th grade History/Social Science from baseline. The 2025-2026 LCAP Parent Survey affirms the reach of these supports, with 97% of parents agreeing their child has access to the materials and technology needed to support learning. Continued investment in ST Math and Lexia, combined with site-level autonomy in purchasing supplemental materials and consistent Library Media Specialist staffing at every site, contributed to these gains.

The implementation of professional development at both district and site levels (Actions #2, #8, and #24), along with common planning time (Action #7) and reflection time (Actions #4, #6, and #15), effectively supported rigorous instruction tailored to the needs of English Learners, low-income students, and foster youth. Innovative Learning Collaboratives continued as scheduled, allowing teacher teams to strategically focus on classroom instruction and the implementation of professional development learning while

sharing best practices. While the multi-day UCLA Curtis Center math training was discontinued this year, the district reinvested in a focused one-day mathematics training for all teachers facilitated by Math TOSAs on the new California Math Framework. A particularly impactful highlight of the year were the two full-day Universal Design for Learning trainings provided to all teachers, supporting more inclusive instructional practices districtwide. The district also launched the Supporting Innovative Practices (SIP) team, which completed three days of foundational training and engaged in co-teaching training and a pilot with 2Teach Global. The effectiveness of these efforts is reflected across all three unduplicated groups. On the 2025-2026 LCAP Teacher Survey, 100% of teachers agreed their students receive strong academic instruction and 94% agreed the pacing guides and curriculum are rigorous and standards based. CAASPP results reflect strong districtwide growth, with ELA proficiency reaching 60% and Math proficiency reaching 44%. For English Learners, CAASPP ELA proficiency was 19% and Math proficiency was 15%, and district benchmark data showed Math growth of +14 points in 1st grade and +38 points in 2nd grade from baseline. For low-income students, CAASPP ELA proficiency reached 57% and Math proficiency reached 40%, with additional ELA benchmark gains of +7 points in kindergarten, +24 points in 1st grade, and +34 points in 2nd grade. For foster youth, ELA benchmark data showed +28 percentage points growth in kindergarten and +48 in 2nd grade. The district also maintained a rating of "Full Implementation" on the California Standards Self-Reflection Tool.

The implementation of Grade Span Adjustment (Action #10) successfully contributed to student achievement for English Learners, low-income students, and foster youth by maintaining small class sizes and a lower adult-to-student ratio. With approximately 184 teachers serving 3,431 students, the district supported increased opportunities for small-group and individualized instruction in the TK-3 grade span. Local benchmark data confirms effectiveness across each unduplicated group. In kindergarten ELA, English Learners gained +9 points, low-income students gained +7 points, and foster youth gained +28 points from baseline. In kindergarten Math, English Learners gained +2 points, low-income students gained +8 points, and foster youth gained +38 points. Strong parent satisfaction with academic instruction at 97% on the 2025-2026 LCAP Parent Survey further reflects the impact of small class sizes. In addition, the hiring and retention of Highly Qualified Teachers (Action #14) supported student success by ensuring that highly trained and effective teachers were in classrooms providing strong first instruction. While the percentage of fully credentialed and appropriately assigned teachers experienced a slight decline this year to 91.2%, these actions remained effective, as reflected in the continued growth on the 2025 Dashboard in both English Language Arts (Increased, 4.3 points) and Mathematics (Increased, 9.0 points).

The implementation of professional development, coaching, and research-based instructional supports provided by District TOSAs in ELA, Mathematics, and Science (Actions #12, #17, and #18) was effective in improving student achievement for low-income students and foster youth. All TOSA positions were filled and active throughout the year, with the ELA TOSA team and Science TOSA collaborating with grade-level leads to complete pacing guide and assessment work that strengthened curriculum alignment across grade levels. For low-income students, the effectiveness of TOSA support is reflected in CAASPP proficiency reaching 57% in ELA and 40% in Math districtwide, along with strong local benchmark gains of +24 points in 1st grade ELA, +34 points in 2nd grade ELA, and +13 points in 1st grade Math from baseline. Our For English Learners, these actions were also effective, though continued growth is needed. English Learners reached 19% proficiency in ELA and 15% in Math on CAASPP, and while these rates remain low, Dashboard performance for English Learners increased by 7.5 points in ELA and 12.3 points in Math, and the district earned a Green level on the English Learner Progress Indicator with 56.2% of English Learners Making Progress. Local benchmark data further supports effectiveness, with English Learner Math growth of +14 points in 1st grade and +38 points in 2nd grade from baseline. For foster youth, effectiveness is demonstrated through local benchmark gains of +28 points in kindergarten ELA, +48 points in 2nd grade ELA, and +38 points in kindergarten Math. Science achievement, however, continues to present concerns. On the 2025 Dashboard, the district scored 57.5 points above standard in Science, an increase of 2.7 points, but at the subgroup level English Learners scored only 3.69% proficient in 5th grade and 1.89% proficient in 8th grade, while Low-Income students scored 21.98% and 21.15% respectively, and Foster Youth scored 11.5% and 9.76%. These results indicate that while the Science TOSA has provided valuable instructional support, additional investment and refinement are needed to drive meaningful progress in science achievement.

The implementation of technology-based actions, including Tech on the Go, the Tech TOSA, Chromebooks for all students, technology refresh plans, and Field Techs (Actions#3 and #19), effectively contributed to student achievement for English Learners, low-income students, and foster youth. This year, the district successfully completed the 3rd grade Chromebook rollout, extending the 1:1 device program to a younger grade level. Hot Spots continued to be provided to families in need, and Field Techs ensured timely device repairs. For English Learners, effectiveness is reflected in continued CAASPP gains, the Green level on the English Learner Progress Indicator, and the Blue level for Long-Term English Learners. For low-income students, effectiveness is evident in CAASPP proficiency of 57% in ELA and 40% in Math. For foster youth, local benchmark data shows strong gains in both content areas, including +28 points in kindergarten ELA and +38 points in kindergarten Math from baseline. The 2025-2026 LCAP Parent Survey reports that 97% of

parents agreed their child has access to the materials and technology needed for learnin

The implementation of academic interventions and enrichment opportunities, including Tier 2 Interventions (Actions #11 and #22), Tier 3 support (Actions #5 and #21), Summer School (Action #9), and Enrichment/Extended Day programs (Action #16), effectively contributed to student achievement for foster youth, in addition to English Learners and low-income students. The district's Tier 2 and Tier 3 intervention programs continued to grow stronger with stable intervention support throughout the year, including the work of interventionists, general education instructional assistants, and Academic Support TOSAs. Summer school served approximately 650 students in summer 2025, and free before and after-school extended learning opportunities continued at all nine sites. Effectiveness for foster youth is demonstrated by significant local benchmark growth, with foster youth ELA gains of +28 percentage points in kindergarten, +48 percentage points in 2nd grade, and +72 percentage points in 7th grade History/Social Science from baseline. For low-income students, CAASPP proficiency reached 57% in ELA and 40% in Math. For English Learners, Dashboard performance increased by 7.5 points in ELA and 12.3 points in Math, and homeless students saw a 12.8-point increase in ELA.

Efforts to support English Learners and Long-Term English Learners through additional materials, teacher professional development, bilingual instructional assistants, and the Dual Language Program (Actions #23, #25, and #26) yielded strong, measurable results this year. Bilingual instructional assistants continued to provide individualized support at sites with the greatest need, and the Dual Language Program at William W. Orr Elementary expanded to include kindergarten in 2025-2026. English Learner professional development continued, with a focused emphasis on the district's English Language Development program. The results affirm the effectiveness of these actions. On the 2025 California State Dashboard, the district performed at the Green level for English Learner Progress, with 56.2% of English Learners Making Progress, and Long-Term English Learners performed at the Blue level, with 71.2% Making Progress, an increase of 13.8%. The percentage of English Learners scoring a Level 4 on the Summative ELPAC reached 26.5%, significantly outpacing Los Angeles County at 18.21% and the state at 15.53%. The district's reclassification rate climbed to 22.3% in 2024-2025, a substantial increase from prior years and well above the state average. For the Dual Language Program, which is principally directed at English Learners with additional benefit to low-income students and foster youth, effectiveness is supported by foster youth kindergarten benchmark gains of +28 points in ELA and +38 points in Math from baseline, with all low-income kindergartners gaining +7 points in ELA and +8 points in Math. The 2025-2026 LCAP Teacher Survey further reflects this effectiveness, with 94% of teachers agreeing that English Learners receive the support and resources they need.

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.

In the third year of this LCAP cycle, the structure of Goal #1 remains intact; however, several actions within the goal have been adjusted as a direct result of the district's fiscal realities. Following the signing of a new tentative agreement, the district experienced a significant change in LCFF funding as the labor costs associated with many existing actions and services increased. As a result, the district carefully reviewed each action within Goal #1 and made the following adjustments for the 2026-2027 school year:

Action #1 (Supplemental Materials): Funding allocated to school sites for supplemental materials will be reduced. While this action remains an important part of the goal, the reduction was determined to be manageable given the strong inventory of materials already in place and the need to preserve funding in higher-priority areas.

Action #2 (Site Professional Development): Funding allocated to site-based professional development will be reduced for the 2026-2027 school year. The reduction reflects the need to redirect resources toward the district's most pressing priorities, while still preserving access to meaningful, focused professional learning opportunities at the site level.

Actions #5, #9, #11, #16, #21, and #22 (Student Intervention and Enrichment): Several adjustments will be made within the district's intervention model. After-school tutoring and the Tutor.com platform will be moved out of LCAP funding and into the district's Expanded Learning Opportunities Program (ELOP) funding, ensuring continued access for students while aligning the cost to the appropriate funding stream. The number of interventionists per site will be reduced due to fiscal constraints; however, the intervention program itself will not be eliminated, and the Tier 2 and Tier 3 intervention model that has shown success over the past several years will continue to operate at every school site.

Action #20 (Digital Instructional Platforms): The number of online platforms supported through LCAP funding will be reduced. Platform usage data and outcomes were reviewed,

and funding will be focused on the most effective and widely used platforms, ensuring that the district continues to invest in tools with the strongest evidence of supporting student learning.

Action #24 (Effective Instruction): This action will be eliminated for the 2026-2027 school year due to budgetary constraints. The district-wide professional development and materials previously supported through this action are duplicative of the funding already allocated to school sites through Action #1 (Supplemental Materials) and Action #2 (Site Professional Development). The elimination of Action #24 streamlines the goal while preserving access to professional development and instructional materials through the site-allocated actions that remain in place.

Actions #25 and #26 (English Learner Professional Development and Dual Language Professional Development): Funding for English Learner professional development and Dual Language professional development will be reduced. This decision was informed by both the district's strong performance on English learner indicators (Green level on the English Learner Progress Indicator, Blue level for Long-Term English Learners, 26.5% of ELs scoring a Level 4 on ELPAC, and a 22.3% reclassification rate) as well as the historical underspending of these specific allocations over the past several LCAP cycles. Core English Learner supports, including bilingual instructional assistants and the Dual Language Program, will remain in place.

The goal explanation has been revised and expanded for the 2026-2027 LCAP to more comprehensively reflect the work happening across Goal #1. While the core purpose remains anchored in student achievement and equity, the updated explanation now names the specific high-priority student groups served, the full range of actions and supports embedded in the goal, and the metrics used to monitor progress. These updates better reflect the breadth of work being implemented and the equity lens that guides the district's decision-making.

Finally, in relation to the metrics, during the 2024-2025 school year, Foster Youth science achievement data became reportable for the first time in both 5th and 8th grades. As a result, the Year 2 data has been established as the new baseline for the Foster Youth subgroup (5th grade: 11.5%; 8th grade: 9.76%), with corresponding Year 3 targets added (5th grade: 17%; 8th grade: 15%). The current difference from baseline for Foster Youth is therefore listed as N/A, as 2024-2025 represents the new baseline year for this subgroup.

While these adjustments reflect the fiscal pressures facing the district, the Central Committee was deliberate in preserving the integrity of Goal #1. Core actions that demonstrate the strongest impact on student achievement, including TOSA support, intervention services, technology infrastructure, and direct support for English Learners and students with the greatest needs, will continue to be prioritized within the available funding. The district remains committed to monitoring student achievement data closely throughout 2026-2027 to ensure that these adjustments do not compromise progress toward the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Supplemental Materials	Action: The district will identify and purchase additional standards aligned supplemental materials to support instruction for targeted TK-8 students. Service: Targeted students will use materials to address their academic needs. Funds are allocated to school sites to purchase additional supplemental instructional materials based on student need. These additional materials include: guided reading books, novels for Book Clubs,	$155,000.00	Yes

		class magazine subscriptions, math manipulatives, etc.		
2	School-based Professional Development	Action: School sites will provide professional development in all content areas (e.g., conferences, site in services, collaboration sessions) for all instructional staff to support targeted students. Site specific professional development will be guided by the school's SLT (Student Achievement Leadership Team). Service: Targeted students will receive instruction and support from highly trained teachers, administrators, and classified instructional staff. Professional development will be provided across content areas with a focus on ELA and mathematics. The SLT will meet to establish site goals and specific professional development.	$90,000.00	Yes
3	Instructional Technology	Actions: The district will maintain targeted students' access to and use of classroom technology devices (e.g., Chromebooks) for instructional purposes. The district will institute a Chromebook refresh plan in order to provide 1:1 technology devices for students in grades 4th - 8th. To support this level of technology deployment, two additional Computer Field Technicians will be used. In addition, a Technology TOSA will provide professional development and training on the effective use of instructional technology to all teachers of targeted students and ensure integration and use of various online instructional platforms. Services: Targeted students will have consistent access to current technology devices allowing them to receive instruction that can be personalized, access to additional learning platforms and outlets, and to prepare them for their future. The integration of instructional technology devices in the classroom will support student learning and mastery of grade level content. Targeted students will receive effective instruction from teachers who are trained on effective technology integration and the use effective educational platforms	$609,339.00	Yes
4	ILC/Arts for All	Action: TK-8 principals will schedule and facilitate Innovative Learning Collaborative (ILC) sessions for each grade level and/or subject area team. ILC sessions will be conducted at each elementary site every two weeks. ILC sessions will be conducted at each middle school site for each content area every six weeks. The district will maintain itinerant instructors to provide Arts for All instruction. Service: Interventions and support directed to meet the instructional needs of targeted students will be planned during ILC sessions. Teachers of targeted students will discuss best instructional practices and strategies to meet the specific learning needs of students.	$213,500.00	Yes
5	Tier 3 Increased Support	Action: Additional certificated staffing (4.5 FTEs) will be allocated to all schools to provide additional Tier 3 proactive academic support to targeted students who are at risk in core academic areas. All schools will have a certificated teacher on site. Service: Targeted students will receive additional academic support in core academic areas from specialized certificated staff. Staff will provide consistent Tier 3 small group and one on one instruction to at risk students in ELA and mathematics. Depending on student need, staff will use research based strategies to address student academic needs, such as an additional dose of guided reading, number talks with the use of manipulative, close reading, etc.	$495,393.00	Yes
6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Action: The district will implement an Arts for All program for targeted TK-5 students at all elementary sites. The district will hire itinerant instructors to provide Arts for All instruction to targeted TK-5 students. Service: Targeted students will participate in ninety minutes of a biweekly rotation of art, music,	$0.00	Yes

		and additional PE instruction provided by itinerant teachers. This PE instruction is in addition to the service provided in Action #7.		
7	Grade Level Collaboration	Action: The district will maintain itinerant elementary physical education credentialed teachers to provide additional planning time for grade level teachers to design lessons to meet the needs of targeted students. Service: Targeted TK-5 students will participate in additional PE instruction with a designated itinerant PE teacher during the school day in order to provide teachers with additional common planning time within the instructional day.	$383,431.00	Yes
8	District-wide Professional Development	Action: The district will schedule and coordinate district-wide professional development/training days (3 days compensated) annually for all teachers and site administrators. Service: Targeted TK-8 students will participate in an instructional program that is consistent, research or evidence-based, and aligned with the California State Standards in core content areas, including ELD and physical education. Targeted students will receive instruction and support from highly trained teachers, administrators, and classified instructional staff.	$320,000.00	Yes
9	Summer School	Action: The district will design and offer a summer school program to build the academic proficiency of targeted students. The district will hire appropriate staff (certificated, classified, administrative) necessary to offer the summer school program to support targeted students. Service: Targeted students will attend a summer school program to assist them in attaining grade level proficiency. This service is currently not funded out of Supplemental and Concentration Grant funds, but is funded by the Expanded Learning Opportunities Grant.	$1,780,502.00	No
10	Grade Span Adjustment at 24 to 1	Action: The district will hire additional K-3rd grade classroom teachers to reduce the student to teacher ratio to an average of 24: 1. This constitutes 19 FTEs above the base requirement. Service: Targeted students in grades K-3rd will experience reduced class sizes and increased differentiated instruction. This will allow teachers to provide multiple opportunities for small group or one to one instruction throughout the instructional day. It will allow teachers to provide differentiated instruction in these smaller groups to best meet the needs of K-3 students.	$2,983,302.00	Yes
11	Student Interventions	Action: Every elementary and middle school will provide intervention/enrichment learning opportunities beyond the core program for targeted students in grades TK-8th. Elementary interventionists will be hired to support the Response to Intervention (RtI) program. School sites will also provide before and after school interventions to targeted students based on student need. Before and after school interventions will be funded by the Expanded Learning Opportunities Grant. Service: Targeted students will receive intervention/enrichment learning opportunities beyond the core program to build their proficiency in grade level ELA/ELD and mathematics standards. Elementary students will participate in RtI where they are grouped according to their academic needs with the most intensive students receiving small group instruction. Middle School students will receive intervention support in identified areas of need during their intervention/enrichment period. In addition, targeted students may receive small group intervention before or after school tutoring.	$685,214.00	Yes
12	Math TOSAs	Action: Instructional Mathematics TOSAs (2.0 FTE) will support classroom teachers in the implementation of mathematics instruction aligned with the California State Standards and the California Math Framework.	$283,998.00	Yes

		Service: Targeted TK-8 students, particularly unduplicated students, will receive more effective core instruction in mathematics. The Math TOSAs will provide on-going support and professional development to teachers to strengthen mathematics instruction and implement a consistent set of research-based strategies to best support the needs of students. In addition, support will be given specifically to students in the red subgroups for mathematics (English Learners at Lake Center, Homeless students at Lake Center, and Students with Disabilities at Lake Center and Lakeview).		
13	Library Services	Action: Every elementary and middle school will provide library services to all students in grades TK-8. Service: All TK-8 targeted students will benefit educationally from the use of the school library and will receive the services of a part-time library media specialist. The LMS will provide direct services to students in book selection at their independent reading level, class read alouds to promote new books and authors along with modeling reading strategies, and facilitate the checking out of books to encourage student literacy and to support English language arts instruction.	$229,105.00	Yes
14	Qualified Staff (repeated expenditure, Goal 2, Action 3) (repeated expenditure, Goal 2, Action 3)	Action: All teachers will implement instruction of the state standards during the regular class time and will provide additional support or enrichment of the standards during RtI time. Services: All students will receive additional support or enrichment of the state standards during RtI during time. (Priority 2)	$0.00	No
15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Action: All teachers will participate in Innovative Learning Collaborative sessions to continuously monitor student achievement by reviewing student data, including student work samples and assessment results. Teachers will identify areas of need and plan and modify instruction as needed to increase student achievement. Service: Students will receive instruction that has been carefully planned to meet their specific needs.	$0.00	Yes
16	Enrichment/Extended Day	Action: Identified targeted students will receive extended day enrichment opportunities such as technology courses, coding, and STEM related assemblies and activities. Service: Each school will provide extended day enrichment opportunities either before and after school for identified targeted students.	$116,487.00	No
17	ELA/ELD TOSAs	Action: The district will maintain a total of two ELA/ELD TOSAs to support classroom teachers in the implementation of ELA/ELD instruction in line with the California State Standards and ELA/ELD Framework in order to support English learners and Long Term English Learners. Service: Targeted students, specifically English learner and Long Term English Learner students, will receive more effective core instruction across the content areas and in ELD. The ELA/ELD TOSAs will provide on-going support and professional development to teachers to strengthen ELA and ELD instruction and implement a consistent set of research-based strategies to best support the needs of students.	$339,073.00	Yes
18	Science TOSA	Action: The district will maintain a Science TOSA to support classroom teachers in the implementation of science instruction aligned with the Next Generation Science Standards and Framework. The STEM Specialist will support the adopted curriculum and provide teachers with supplemental materials and additional lessons that allow for hands on exploration, as well as provide professional development in the area of NGSS with a focus on StemScopes, TWIG, and	$152,279.00	Yes

		Performance Tasks Services: TK-8 students, particularly unduplicated students, will receive more effective core instruction in science. The Science TOSA will provide on-going support and and professional development to teachers to strengthen science instruction and implement a consistent set of research-based strategies to best support the needs of students.		
19	Technology To Go-Internet and Computer Access	Action: The district will purchase additional Chromebooks and internet access for identified targeted students. Service: The District will assign Chromebooks and Internet access to targeted students that do not have access to these resources at home.	$10,000.00	Yes
20	Digital Instructional Platforms	Action: The district will identify and purchase additional digital instructional platforms to enhance and support student learning such as RAZ Plus, BrainPop, Literacy Footprints, ST Math, and Lexia. Specific platforms including RAZ Plus EL Edition will purchased as a supplement to the language acquisition program in order to support English learners. Service: The integration of additional digital instructional platforms will increase student engagement and support student learning, specifically in the area of language acquisition for English learners.	$188,894.00	Yes
21	Instructional Assistants (Gen Ed)	Action: The district will support nine 5.0 hour instructional assistants and fourteen 3.5 hour instructional assistants distributed to school sites by enrollment to support identified students and student groups based on need in the general education setting. Professional development will be provided to the instructional assistants. Service: Identified students and student groups will receive additional academic support in core content areas based on data and determined need.	$579,173.00	Yes
22	Academic Support TOSAs	Action: The district will maintain a total of eight Academic Support TOSAs to support intervention and instruction. TOSAs will support elementary school sites with the implementation of effective and systematic intervention including RtI, Tier 3 intervention, SSTs, tutoring, and the effective use of general education instructional assistants. This support is focused on improving outcomes for FY, EL, and LI students. In addition, support will be given specifically to students in the red subgroups (Students with Disabilities at Jersey, Lake Center, and Lakeview in English Language Arts, Students with Disabilities at Lake Center and Lakeview in Mathematics). Services: All TK-8 students, particularly unduplicated students, will receive effective intervention services based on their needs. The Academic Support TOSAs will provide support to all teachers, interventionists, and general education instructional assistants to strengthen the intervention program and implement research-based strategies to best support the needs of students.	$1,121,726.00	Yes
23	Bilingual Instructional Assistants	Action: The district will maintain two bilingual instructional assistants (6.0 hours) to provide language acquisition support to newcomer English language learner students. Service: Identified newcomer English language learners will receive small group or 1:1 instruction in language acquisition to help build their language proficiency in English.	$107,126.00	Yes
24	Effective Instruction	Action: The district will provide district-wide professional development for teachers and staff to ensure equitable training in effective and research based practices in identified areas of need. Additionally, supplemental instructional materials will be purchased district-wide to ensure that all students have access to relevant supplemental materials to support their learning.	$0.00	No

		Service: Targeted students will receive highly effective instruction from highly trained teachers in identified areas of need. Students will also have access to supplemental materials providing for a well rounded education. * This action has been removed for the 2026/2027 school year		
25	English Learner Support	Action: The district will provide additional support to English learners and Long Term English Learners (LTELS, beyond the core designated and integrated ELD program, while also focusing support on the red subgroup of English Learners in mathematics from Lake Center. The support will include additional language acquisition support programs and materials in addition to additional professional development for all ELD teachers beyond the core program. Service: English Learners, including LTELS, and specifically the identified subgroup in red, will receive highly effective language acquisition instruction from highly trained teachers.	$40,000.00	Yes
26	Dual Language Program Professional Development	Action: The district will open a Dual Language Immersion program with a TK and Kindergarten program at one site. The program will be a 90/10 model with the targeted language of Spanish. This action will specifically provide additional professional development for the dual language program staff above and beyond core instruction training in order to provide the students, particularly English learners, with the most effective instructional strategies in order to gain proficiency in both languages. The goal of the program includes bilingualism and biliteracy in both languages by the end of elementary school. Service: Targeted students, including English Learners, will receive high quality instruction from highly trained teachers and develop high levels of language proficiency and literacy in English and Spanish.	$40,000.00	Yes

Goal

Goal #	Description	Type of Goal
2	Goal 2 - Conditions for Learning Conditions for Learning will support growth toward proficiency in content area standards (e.g., California State Standards), as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified, administrative and instructional staff. 3. Sufficiency of standards-aligned instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services	Maintenance of Progress Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

The Little Lake City School District and its educational partners share a strong belief that a safe, supportive, and well-resourced learning environment is foundational to student success. When the conditions for learning are firmly in place, effective teaching and meaningful student learning can flourish. The Conditions for Learning goal is designed to ensure that every classroom, campus, and program across the district is equipped to support student growth toward proficiency in core content standards, including the California State Standards.

The actions within this goal collectively work to provide a high-quality, equitable, and consistent educational experience for every student. This includes ensuring that all schools have access to standards-aligned instructional materials, well-maintained facilities, fully credentialed and appropriately assigned teachers, sufficient basic supplies and services, and safe and reliable transportation for eligible students. Together, these elements form the infrastructure that allows teaching and learning to thrive on a daily basis.

The metrics within this goal serve as the district's measure of how well these conditions are being maintained and improved over time. They include results from the Facilities Inspection Tool, the percentage of fully credentialed and appropriately assigned teachers, sufficiency of standards-aligned instructional materials as documented through a Board Resolution, the provision of student transportation services, and the allocation of base funds to support daily operations at every school site. Taken together, these measures help the district ensure that conditions for learning remain strong and continue to support student achievement and well-being throughout the Little Lake City School District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Facilities Inspection Tool Target	2023/2024 9/9 schools received a Good/Excellent rating	2024/2025 9/9 schools received a Good/Excellent rating	2025/2026 9/9 schools received a Good/Excellent rating	9/9 schools receive a Good/Excellent rating	No change - Maintained
2	Rates of fully credentialed and appropriately assigned teachers	2021/2022 Qualified Teachers - 93.1%	2022/2023 Qualified Teachers - 91.4%	2023/2024 Qualified Teachers - 91.2%	Qualified Teachers - 100%	Qualified Teachers: -1.9%
3	Sufficiency of standards-aligned instructional materials (Board Resolution)	2023/2024 100% sufficiency based on Board Resolution No. 24-024 on 9/26/23	2024/2025 100% sufficiency based on Board Resolution No. 25-043 on 9/24/24	2025/2026 100% sufficiency based on Board Resolution No. 26-024 on 9/23/25	Maintain 100% sufficiency based on William's Board Resolution	No change - Maintained
4	Student transportation, as required by IEPs and safety criteria	2023/2024 100% of eligible students are provided with transportation.	2024/2025 100% of eligible students are provided with transportation.	2025/2026 100% of eligible students are provided with transportation.	Provide student transportation to 100% of eligible students	No change - Maintained
5	Basic Supplies and Services	2023/2024 100% of sites were allocated base funds to maintain basic supplies and services.	2024/2025 100% of sites were allocated base funds to maintain basic supplies and services.	2025/2026 100% of sites were allocated base funds to maintain basic supplies and services.	Maintain basic supplies and services, based on allocated base funds, to 100% of sites.	No change - Maintained

Goal Analysis for 2025-2026

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.

Little Lake maintained 100% sufficiency in standards-aligned instructional materials (Action #1), guided by Board Resolution No. 26-024 adopted on September 23, 2025. This ensured that students continued to have access to high-quality curricular resources at every site. There were no new curriculum adoptions this year; rather, materials were purchased as needed to replace consumable items and worn or damaged resources. No major challenges were encountered in maintaining sufficiency levels, though ongoing monitoring remains essential for continued compliance.

Little Lake successfully maintained and improved school facilities (Action #2), ensuring a safe, clean, and conducive learning environment for students. Routine maintenance and general upkeep continued across all nine sites and the district office throughout the year. While larger capital improvement projects this year were funded through bond proceeds rather than LCFF, the day-to-day facility care and upkeep supported student well-being, with no major challenges reported.

The district continued prioritizing the assignment of fully credentialed teachers (Action #3) to provide high-quality instruction. Efforts remained focused on retaining experienced educators and offering professional development opportunities. The percentage of fully credentialed and appropriately assigned teachers experienced a slight decline this year, attributable to broader staffing pressures affecting districts across the region.

The district continued allocating base funds across all sites (Action #4), ensuring essential supplies and services supported student learning and daily operations. All nine sites received their base allocations as planned, with 100% of sites successfully receiving basic supplies and services throughout the year.

Student transportation for eligible students (Action #5) was successfully maintained at 100%, ensuring equitable access to education for those requiring specialized transportation services. Transportation services were provided as planned throughout the year, with no significant disruptions or changes.

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.

The Director of Curriculum and Director of Fiscal Services collaborated throughout the year to ensure that funding aligned with planned actions and services. Additionally, the Ed Services team held monthly meetings with the Fiscal Supervisor to review LCAP budgets. In May 2026, the Directors analyzed budgeted expenditures and estimated actual expenditures, identifying variances of more than 20% over or under budget. Two actions within Goal #2 experienced material differences in expenditures:

Action #1 (Standards Aligned Instructional Materials): Funds were underspent as the district had no new curriculum adoptions during the 2025-2026 school year and required fewer replacement materials than originally projected. Sites continued to maintain 100% sufficiency in instructional materials throughout the year.

Action #4 (Basic Supplies and Services): Expenditures exceeded planned costs as the district received an increase in allocations following the original LCAP adoption, which allowed for additional expenditures in support of basic supplies and services across all nine school sites. The increased funding supported daily operational needs and helped sustain instructional and site-level services throughout the year.

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

Action #1 Standards-Aligned Instructional Materials was effective based on the evidence of 100% sufficiency per Board Resolution No. 26-024 (9/23/25) for 2025-2026. 97% of parents agree that their child has access to the necessary materials and technology to support learning.

Action #2 Maintenance of Facilities was effective as evidenced by 9/9 schools receiving a Good/Excellent rating in 2025-2026 according to the Facilities Inspection Tool Target. On the LCAP Parent Survey, 93% of parents confirm that school facilities are well-maintained and provide a safe environment for learning.

Action #3 Qualified Staff was effective. Evidence of its effectiveness includes 91.2% of teachers were fully credentialed and appropriately assigned in 2024-2025. Additionally, strong parent satisfaction with academic instruction, 97%, suggests that qualified staff are contributing to student success.

Action #4 Basic Supplies and Services was effective. Evidence of its effectiveness includes that 100% of school sites were allocated base funds to maintain basic supplies and services in 2025-2026. In addition, 97% of parents agree their child has the materials and technology needed to support learning.

Action #5 Student Transportation was effective. Evidence of its effectiveness includes that 100% of eligible students were provided transportation in 2025-2026, ensuring compliance with IEPs and safety criteria.

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.

Despite the fiscal pressures impacting the district, no major changes are being made to Goal #2 for the 2026-2027 school year. The actions within this goal continue to address foundational needs that are essential to safe, equitable, and effective conditions for learning.

The goal explanation has been revised and expanded for the 2026-2027 LCAP to more comprehensively reflect the work happening across Goal #2. While the core purpose remains anchored in the belief that a safe, supportive, and well-resourced learning environment is foundational to student success, the updated explanation now names the specific actions and supports embedded in the goal, including standards-aligned instructional materials, well-maintained facilities, fully credentialed teachers, basic supplies and services, and student transportation, as well as the specific metrics used to monitor progress. These updates better reflect the infrastructure that allows teaching and learning to thrive on a daily basis.

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	Standards Aligned Instructional Materials	Action: The district will select, adopt and purchase standards aligned instructional materials for grades K-8. Service: All K-8 students will have the use of standards aligned instructional materials.	$194,481.00	No
2	Maintenance of Facilities	Action: The district will complete facilities maintenance projects according to the Five-Year Deferred Maintenance Plan.	$2,204,767.00	No

		Service: School staff and students will work in facilities that rate good to excellent on the OPSC Facilities Inspection Tool.		
3	Qualified Staff	Action: The district will attract and retain qualified general and special education teachers, administrators, and classified staff to provide research-based instruction, monitor growth, and provide differentiated support and enrichment to all TK-8 students, as appropriate. The district will provide competitive compensation and satisfactory working conditions. Qualified staff will teach according to their credential in designated core content areas. In addition, both designated and integrated ELD programs will be taught by appropriately credentialed teachers to all eligible English learners. Service: All TK-8 students will receive research-based instruction and differentiated support designed to build their proficiency as measured by SBAC assessments, district common assessments, and school based informal assessments.	$34,094,634.00	No
4	Basic Supplies and Services	Action: The district will provide sufficient supplies to support daily operations and instruction. Service: Supplies necessary to support daily operations and instruction for students will be provided to schools and the district.	$14,639,190.00	No
5	Transportation	Action: The district will provide busing services for selected groups of general and special education students. Service: Eligible general and special education students will be safely transported to and from school.	$1,811,644.00	No

Goal

Goal #	Description	Type of Goal
3	Goal 3 - School Climate School Climate will be conducive to effective teaching and learning, as measured by: 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety/Connectedness Survey Rates (Grades 5 and 7) 4. Parent Safety/Connectedness Survey Rates 5. Teacher Safety/Connectedness Survey Rates	Broad Goal

State priorities addressed by this goal.

6

An explanation of why the LEA has developed this goal.

The School Climate goal was developed to ensure that the school climate is conducive to effective teaching and learning. The Little Lake The Little Lake City School District and its educational partners understand that there is a strong connection between students feeling safe and connected to their school and academic achievement. It is because of this belief that the LCAP Central Committee has dedicated a goal to school climate. The School Climate goal is designed to ensure that every student experiences a positive, supportive, and emotionally safe learning environment that promotes both their well-being and their academic growth.

To support students' connectedness to school and ensure their social and emotional well-being, this goal includes actions and services that directly impact students. These include the implementation of Positive Behavior Interventions and Supports (PBIS) and the use of the SWIS data system to inform behavioral decision-making, elementary and middle school counselors, School Psychologist support funded through the Learning Recovery Emergency Block Grant (LREBG), behavior-trained instructional assistants, motivational programs and activities that promote student engagement, and additional campus supervision through trained Student Supervision Associates, crossing guards, and general education transportation. The goal also includes a coordinator-level position to monitor student services and a Middle School Assistant Principal dedicated to behavioral intervention, alternatives to suspension, and attendance support. Together, these actions provide a multi-layered system of support designed to meet the diverse social, emotional, and behavioral needs of students across all nine school sites.
To monitor the effectiveness of this goal, the district has developed metrics that measure school climate through multiple stakeholder perspectives. These include results from the California Healthy Kids Survey, the LCAP Parent Survey, the LCAP Teacher Survey, and the LCAP Student Survey, as well as Dashboard measures for suspension and expulsion. The district strives for 100% of students to feel safe and connected at school to ensure their overall success. Ensuring a positive school climate will help students reach their full potential and positively contribute to their communities, both within Little Lake City School District and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension Rate	2022-2023 Suspension Rate: 1.7% FY: 4%: EL: 1.7% LI: 1.9% AA: 11.1%	2023-2024 Suspension Rate: 1.2% FY: 12.1%: EL: 1.2% LI: 1.3% AA: 1.9%	2024-2025 Suspension Rate: 1.6% FY: 3.7% EL: 0.8% LI: 1.8% AA: 3.6%	Suspension Rate: 1.7% or below for all	All: -0.1% FY: -0.3% EL: -0.9% LI: -0.1% AA: -7.5%
2	Expulsion Rate	2022-2023 Expulsion Rate: 0% FY: 0%: EL: 0% LI: 0%	2023-2024 Expulsion Rate: 0% FY: 0%: EL: 0% LI: 0%	2024-2025 Expulsion Rate: All: 0% FY: 0% EL: 0% LI: 0%	Expulsion Rate: 0% for all	Expulsion Rate: All: 0% No Change FY: 0% No Change EL: 0% No Change LI: 0% No Change
3	School Safety Survey Rates -Students (Grades 5 and 7) -Parents (Q13) -Teachers (Q15)	2023/2024 School Safety Survey Rates Students: 5th grade: 96% 7th grade: 85% FY: 67% EL: 78% LI: 83% Parents: 95% Parents (FY): 100% Parents (EL): 97% Parents (LI): 96% Teachers: 90%	2024/2025 School Safety Survey Rates Students: 5th grade: 91% 7th grade: 89% FY: 100% EL: 77% LI: 86% Parents: 96% Parents (FY): 100% Parents (EL): 96% Parents (LI): 96% Teachers: 96%	2025-2026 School Safety Survey Rates: Students: 5th grade: 89% 7th grade: 90% FY: 100% EL: 90% LI: 84% Parents: 96% Parents (FY): 100% Parents (EL): 97% Parents (LI): 96% Teachers:97%	School Safety Survey Rates Students: 5th grade: 95% or above 7th grade: 90% or above FY: 72% EL 83% LI 88% Parents: 95% or above Parents (FY): 95% or above Parents (EL): 95% or above Parents (LI): 95% or above Teachers: 90% or above	Students: 5th grade: -7% 7th grade: +5% FY: +33% EL: +12% LI: +1% Parents:+1% Parents (FY): 0 Parents (EL): 0 Parents (LI): 0 Teachers: +7%

4	Student School Connectedness Survey Rates -Students (Grades 5 and 7) -Parents (Q16) -Teachers (Q18)	2023/2024 School Connectedness Survey Rates Students: 5th grade: 90% 7th grade: 83% FY: 67% EL: 82% LI: 84% Parents: 96% Parents (FY): 100% Parents (EL): 98% Parents (LI): 97% Teachers: 82%	2024/2025 School Connectedness Survey Rates Students: 5th grade: 89% 7th grade: 84% FY: 100% EL: 92% LI: 86% Parents: 97% Parents (FY): 100% Parents (EL): 97% Parents (LI): 97% Teachers: 89%	2025-2026 School Connectedness Survey Rates: Students: 5th grade: 88% 7th grade: 87% FY: 100% EL: 68% LI: 58% Parents:94% Parents (FY):100% Parents (EL): 94% Parents (LI): 94% Teachers: 86%	School Connectedness Survey Rates Students: 5th grade:95% or above 7th grade: 90% or above FY: 72% EL: 87% LI: 89% Parents: 95% or above Parents (FY): 95% or above Parents (EL): 95% or above Parents (LI): 95% or above Teachers: 90% or above	Students: 5th grade: -2% 7th grade: +4% FY:+33% EL: -14% LI: -26% Parents: -2% Parents (FY) 0 Parents (EL) -4% Parents (LI) -3% Teachers:+4%

Goal Analysis for 2025-2026

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.

Over the past year, the district continued to implement a comprehensive series of initiatives aimed at enhancing student behavior support, school climate, and overall safety. These actions focused on alternatives to suspension, counseling services, student motivation, behavior-trained instructional assistants, student service coordination, and increased supervision. Each initiative was designed to strengthen positive behavioral interventions and supports (PBIS), social-emotional learning (SEL), and student engagement. The district followed a tiered system of behavioral supports and strategically deployed personnel and resources to address student needs.

Little Lake was successful in continuing to provide full implementation of Alternatives to Suspension/PBIS (Action #1) across all schools. PBIS implementation continued at every site, supported through internal site teams and coaches. The district did not utilize LACOE PBIS training this year, as the foundational training has been completed and the work is now sustained through site-based coaching and ongoing implementation support. PBIS continues to contribute to positive student behavior and improved school connectedness across the district.

The district was successful in maintaining 9.0 FTE K-8 school counselors (Action #2) as planned, ensuring students continued to receive needed academic, behavioral, and social-emotional support. Counseling support contributed to strong engagement and well-being among students throughout the year. One notable challenge was that more than one counselor was out on leave during the year, requiring coverage adjustments at affected sites. While the level of support was not always at the originally planned level during those periods, the district made coverage arrangements to ensure students continued to have access to counseling services.

Schools carried out motivational initiatives (Action #3) such as assemblies, positive reinforcement programs, and engagement activities across all sites. Student motivation initiatives continued to enhance school climate and reinforce positive interactions between students, staff, and families.

The district maintained two Behavior-Trained Instructional Assistants (Action #4) to work under Behavior Specialists. Their role in collecting student behavior data and supporting individualized applied behavioral strategies continued throughout the year. Their data collection, modeling, and training support remained aligned with plans and continued to provide valuable support to students and staff.
The Student Services Coordinator (Action #5) continued in their role, focusing on attendance monitoring, social-emotional learning, and behavioral support coordination. The position remained stable and continued to play an important role in aligning supports across school sites and supporting the work of the District SARB.

Additional Student Supervision Associates (SSAs) (Action #6) were maintained above the baseline level of support. Schools continued to experience increased supervision during unstructured times, including recess, nutrition, and lunch. A particular success this year was the provision of an additional full day of training for SSAs, strengthening their capacity to support students and reinforce positive behavioral expectations. The expanded training directly addressed the staff development need identified in the prior year and contributed to more consistent implementation of supervision practices across sites.

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

The Director of Curriculum and Director of Fiscal Services collaborated throughout the year to ensure that funding aligned with planned actions and services. Additionally, the Ed Services team held monthly meetings with the Fiscal Supervisor to review LCAP budgets. In May 2026, the Directors analyzed budgeted expenditures and estimated actual expenditures, identifying variances of more than 20% over or under budget. Several actions experienced material differences in expenditures:

Action #1 (Alternatives to Suspension/PBIS): Funds were significantly underspent due to the district's continued transition away from external PBIS training. With foundational PBIS implementation now complete and sustained internally through site-based teams and coaches, the previously budgeted external training costs were no longer needed. As a result, the actual expenditure was significantly lower than the originally planned amount.

Action #3 (Student Motivation): Funds were underspent as several site-level motivational activities were able to be supported through existing site resources and donations, reducing the need to fully expend the planned allocation. Motivational assemblies, positive reinforcement programs, and engagement activities continued at all sites throughout the year.

Action #6 (Student Safety): Expenditures significantly exceeded planned costs as additional safety supports were added during the year, including crossing guards at high-traffic locations and general education transportation services. These additions reflect the district's response to student safety being identified as the top priority by educational partners during the LCAP development process.

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

Action #1, Alternatives to Suspension/PBIS, continued to be effective in supporting positive student behavior and reducing reliance on exclusionary discipline. The overall Suspension Rate remained low at 1.6% in 2024-2025, decreasing from the baseline of 1.7%. English Learners' suspension rates dropped meaningfully, declining 0.9 percentage points from baseline to 0.8%, and Low Income students declined to 1.8% (-0.1%). The most significant improvement was among African American students, whose suspension rate fell from a baseline of 11.1% to 3.6%, a decline of 7.5 percentage points and a notable shift out of the lowest performance level on the Dashboard. The Foster Youth suspension rate decreased from baseline at 4% to 3.7%, indicating continued improvement after the spike experienced in 2023-2024. Teacher perception of school safety reached 97% in 2025-2026, a 7-point increase from baseline, reflecting strong staff confidence in the safety of the learning environment.

Action #2, Elementary and Middle School Counselors, continued to be effective in supporting the academic, social, and emotional needs of English Learners, foster youth, and low-income students through 9.0 FTE counselors across all sites. For English Learners, effectiveness is reflected in the EL chronic absenteeism rate declining to 13.0%, a decrease of 10.7 percentage points from baseline, and the EL suspension rate declining to 0.8%, indicating that counselor-led supports are contributing to consistent school engagement and positive behavior. For foster youth, effectiveness is reflected in the FY chronic absenteeism rate declining to 22.2%, a decrease of 3.9 percentage points from baseline, and the 2025-2026 LCAP Parent Survey reporting that 100% of foster youth parents agree the school provides a safe environment. For low-income students, effectiveness is reflected in the LI chronic absenteeism rate declining to 16.8%, a decrease of 11.4 percentage points from baseline, and 96% of low-income parents reporting on the LCAP Parent Survey that the school provides a safe environment. The connectedness measures for English Learners and Low Income students on the LCAP Student Survey declined this year, indicating an area where additional counseling supports and intervention will be focused moving forward.

Action #3, Student Motivation, continued to support a positive school climate for English Learners, foster youth, and low-income students through schoolwide assemblies, positive reinforcement programs, and engagement activities at all sites. For English Learners, effectiveness is reflected in the 2025-2026 LCAP Student Survey, where 90% of EL students reported feeling safe at school, and 79% reported there is an adult at their school who cares about them. For foster youth, 100% of foster youth students reported feeling safe at school and 100% reported there is an adult at their school who cares about them on the LCAP Student Survey, although small sample size should be considered. For low-income students, 84% reported feeling safe at school and 89% reported there is an adult at their school who cares about them, reflecting strong student-staff relationships. Districtwide, student safety perceptions remained strong on the California Healthy Kids Survey at 89% in 5th grade and 90% in 7th grade, an increase of 5 points from baseline.

Action #4, Behavior-Trained Instructional Assistants, continued to be effective in providing targeted behavioral support and intervention for English Learners, foster youth, and low-income students. For English Learners, effectiveness is reflected in the EL suspension rate declining to 0.8%, a decrease of 0.9 percentage points from baseline, performing at the Green level on the Dashboard. For foster youth, the FY suspension rate decreased to 3.7%, with continued progress from the prior year's spike. For low-income students, the LI suspension rate remained low at 1.8%, a decrease of 0.1 percentage points from baseline. The work of Behavior-Trained Instructional Assistants in collecting student behavior data and implementing individualized applied behavioral strategies contributed to overall reductions in suspension rates districtwide at 1.6%. Together, these data points indicate that targeted behavioral support is reaching unduplicated student groups effectively.

Action #5, Student Services Coordinator, continued to support attendance monitoring, social-emotional learning, and behavioral support coordination for English Learners, foster youth, and low-income students. For English Learners, effectiveness is reflected in the EL chronic absenteeism rate declining to 13.0%, a decrease of 10.7 percentage points from baseline. For foster youth, the FY chronic absenteeism rate declined to 22.2%, a decrease of 3.9 percentage points from baseline, particularly meaningful for this Differentiated Assistance-eligible subgroup. For low-income students, the LI chronic absenteeism rate declined to 16.8%, a decrease of 11.4 percentage points from baseline. Districtwide, the attendance rate climbed to 94.14%, an increase of 1.91 percentage points from baseline, and overall chronic absenteeism declined to 15.0%. These improvements reflect the effectiveness of coordinated student services in supporting consistent school engagement among unduplicated student groups.

Action #6, Student Safety, including additional Student Supervision Associates (SSAs) above the baseline level of support, continued to provide increased supervision during unstructured times such as recess, nutrition, and lunch for English Learners, foster youth, and low-income students. For English Learners, effectiveness is reflected in the 2025-2026 LCAP Student Survey, where 90% of EL students reported feeling safe at school, and 97% of EL parents reported on the Parent Survey that the school provides a safe environment. For foster youth, 100% of foster youth students reported feeling safe at school on the LCAP Student Survey, and 100% of foster youth parents reported on the Parent Survey that the school provides a safe environment. For low-income students, 84% reported feeling safe at school on the LCAP Student Survey, and 96% of low-income parents reported on the Parent Survey that the school provides a safe environment. Districtwide, 89% of 5th graders and 90% of 7th graders reported feeling safe on the California Healthy Kids Survey, and the Teacher LCAP Survey indicated that 97% of teachers agreed the school provides a safe environment, an increase of 7 points from baseline.

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.

In the third year of this LCAP cycle, the structure of Goal #3 remains intact; however, several actions within the goal have been adjusted as a direct result of educational partner input and the district's fiscal realities. Following the signing of a new tentative agreement, the district experienced a significant decrease in LCAP funding as the labor costs associated with existing actions and services increased. The Central Committee remained deliberate in preserving and strengthening the actions most critical to student safety, mental health, and school climate. The following adjustments will be made to Goal #3 for the 2026-2027 school year:

Action #1 (Alternatives to Suspension / PBIS): The funding focus of this action will be adjusted for the 2026-2027 school year. The district will no longer fund PBIS training through this action, as the foundational PBIS implementation work is complete and is now sustained internally through site-based coaches and teams. Funding will instead support SWIS (School-Wide Information System) software to track and analyze student behavior data across all nine sites, enabling data-informed decision-making and stronger Tier 2 and Tier 3 behavioral supports.

Action #2 (Counselors): A 1.5 FTE School Psychologist position will be added under this action to expand the district's capacity to address student mental health and social-emotional needs. The School Psychologist position will be funded through the district's unexpended Learning Recovery Emergency Block Grant (LREBG) funds and aligns with the allowable uses identified in EC Section 32526(c)(2). This addition reflects the top-ranked priority identified by educational partners during the LCAP development process.

Action #3 (Student Motivation): Funding allocated to Student Motivation will be reduced for the 2026-2027 school year. This reduction reflects both the need to redirect resources toward the district's most pressing priorities and the historical underspending of this allocation in recent LCAP cycles. Student motivation and incentive efforts will continue, though at a reduced funding level.

Action #6 (Student Safety): This action will be expanded for the 2026-2027 school year to include crossing guards and general education transportation, in addition to the Student Supervision Associates already funded above the base. These services principally serve the safety needs of English Learners, foster youth, and low-income students, who are more likely to walk or bike to school, rely on public transportation, or live in households where caregivers work non-traditional hours that limit family-provided transportation or after-school supervision. Student safety was identified by educational partners across all groups as the most pressing priority area, and these additions reflect a direct response to that input. The expansion of this action ensures students continue to have safe and supervised access to school across all sites.

Action #7 (Middle School Behavior Intevention and Attendance Support): With the loss of one Assistant Principal position due to declining enrollment, a review of middle school student data confirmed the ongoing need for dedicated intervention-focused leadership at the middle school level. The district will fund one Middle School Assistant Principal position dedicated to leading behavioral intervention, alternatives to suspension, and attendance support. This position will work directly with students, families, and staff to implement Tier 2 and Tier 3 behavioral interventions, monitor and respond to SWIS behavioral data, coordinate attendance interventions in partnership with the District Attendance Clerk and SARB team, and design and oversee alternatives to suspension practices.

The goal explanation has been revised and expanded for the 2026-2027 LCAP to more comprehensively reflect the work happening across Goal #3. While the core purpose remains anchored in the belief that students must feel safe and connected at school in order to thrive academically, the updated explanation now names the specific actions and supports embedded in the goal and the metrics used to monitor progress. These updates better reflect the breadth of work being implemented and the district's continued commitment to a safe, supportive, and emotionally connected learning environment.

These adjustments to Goal #3 reflect both the educational partner input received during the LCAP development process and the district's commitment to ensuring that, despite fiscal pressures, the actions most critical to student safety, mental health, and school climate remain strong. The district will continue to monitor school climate, safety, suspension, and connectedness data closely throughout 2026-2027 to ensure that these adjustments support continued progress toward the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Alternatives to Suspension	Action: The district will support a positive school climate and reduce reliance on exclusionary discipline through the continued implementation of Positive Behavior Interventions and Supports (PBIS), the use of SWIS (School-Wide Information System) software to track and analyze student behavior data across all sites. This action directly supports the African American subgroup, previously identified at the lowest performance level on the 2023 Dashboard for Suspension, by ensuring that behavior data is disaggregated and analyzed by subgroup, enabling site teams to identify disproportionalities early and respond with targeted, evidence-based interventions in lieu of exclusionary discipline. The use of SWIS aligns with PBIS best practices and supports continued sustainment of the district's PBIS implementation through site-based coaches and teams.	$10,000.00	Yes
2	Elementary/Middle School Counselors	Action: The district will maintain itinerant elementary/middle school counselors (8.0 FTEs plus 1.0 FTE Concentration Add on) to support targeted students. The Little Lake City School District has unexpended Learning Recovery Emergency Block Grant funds for the 2026-2027 LCAP year. These funds will be allocated to Goal #3, Action #2 (Counselors) to support 1.5 FTE School Psychologist positions. Amount of LREBG Funds Used: $274,702 in LREBG funds will support the 1.5 FTE School Psychologist positions within Goal #3, Action #2 for the 2026-2027 school year. Rationale: The action aligns with the allowable uses identified in EC Section 32526(c)(2), particularly those related to providing learning supports for students whose learning has been most impacted, including students with social-emotional and mental health needs, students with disabilities, English Learners, and students experiencing homelessness. The action addresses areas of need identified in the district's needs assessment under EC Section 32526(d), including the continued academic and social-emotional recovery of student groups identified at the lowest performance level on the 2023 Dashboard. Research Supporting the Action: Research demonstrates that school-based mental health services delivered by school psychologists are associated with improved student social-emotional well-being, reduced behavioral incidents, and improved school engagement, particularly for students from low-income families, English Learners, and students who have experienced trauma or instability (Suldo, Gormley, DuPaul, & Anderson-Butcher, 2014). The 1.5 FTE positions will provide mental health assessment, counseling, behavior intervention planning, and consultation across all nine school sites with a focus on the needs of unduplicated student groups. Metric Used to Monitor Impact: The impact of this action will be monitored through Goal #3, Metric #1 (Suspension Rate) and Goal #3, Metric #4 (School Connectedness Survey Rates), with	$1,619,038.00	Yes

		particular attention to outcomes for unduplicated student groups.		
3	Student Motivation	Action: Each school will provide student motivational activities, including positive reinforcement rewards and prizes, school assemblies, recess/nutrition games/activities, and activities throughout the school day. These activities are designed to encourage and support school connectedness and a positive school climate. Service: Targeted student participation in motivational activities will increase school climate and connectedness.	$100,000.00	Yes
4	Behavior Trained Instructional Assistants	Action: The district will maintain two behavior trained instructional assistants (6.0 hours) to provide support across the district under the Behavior Specialists. Support will include collecting data on student behavior, providing individualized applied behavioral support strategies and techniques, and assisting teachers and staff in implementing and reinforcing behavior strategies and plans. Service: Identified students will receive behavior support, guidance, and strategies to enhance their social emotional development and increase positive behavior.	$112,979.00	Yes
5	Student Services Support	Action: The district will hire a Coordinator to provide student services support including attendance monitoring, social emotional learning, and behavioral support based on MTSS and coordinate services for students. Service: Targeted students will benefit from the coordination of services under the Student Services Department including close monitoring of attendance, SEL, and behavioral support.	$106,070.00	Yes
6	Student Safety	Action: The district will hire additional Student Supervision Associates (SSAs) above the base requirement to provide increased supervision across the campus during unstructured time. In addition, the district will provide crossing guards at high-traffic locations and general education transportation services to support safe access to school for students, particularly English Learners, foster youth, and low-income students who are more likely to walk, bike, or rely on transportation to reach school.	$1,006,779.00	Yes
7	Middle School Behavioral Intervention and Attendance Support	The district will fund one Middle School Assistant Principal position dedicated to leading behavioral intervention, alternatives to suspension, and attendance support efforts at the middle school level. This position will work directly with students, families, and staff to implement Tier 2 and Tier 3 behavioral interventions, monitor and respond to SWIS behavioral data, coordinate attendance interventions in partnership with the District Attendance Clerk and SARB team, and design and oversee alternatives to suspension practices. The position is designed to provide focused, intervention-driven leadership that addresses the social-emotional, behavioral, and attendance needs of English Learners, foster youth, and low-income students, who are most affected by disciplinary practices and chronic absenteeism.	$179,958.00	Yes

Goal

Goal #	Description	Type of Goal
4	Goal 4 - Educational Partner Engagement Educational Partner Engagement will be inclusive, strategic and purposeful, as measured by (metrics): 1. Parent Survey Response Rate 2. Parent Satisfaction Survey Results 3. Attendance Rate 4. Chronic Absenteeism Rate 5. Middle School Dropout Rate 6. Parent Survey Results - Parent Decision Making 7. Parent Survey Results - Parent Participation	Broad Goal

State priorities addressed by this goal.

3, 5

An explanation of why the LEA has developed this goal.

The Little Lake City School District and its educational partners recognize and value the essential role that parents and families play in their child's education, as well as the critical partnership between home and school. To foster this positive relationship, parents and parent groups must hold a meaningful and active role within the school setting. Equally important is the engagement of students themselves, as a strong sense of connection and engagement significantly and positively influences student growth, attendance, and achievement.

The Educational Partner Engagement goal was developed to ensure that family, parent, and student engagement is inclusive, strategic, and purposeful. The actions and services within this goal provide parent education opportunities that allow parents to increase their own knowledge and awareness so they are better equipped to support their children at home. The goal also provides multiple opportunities for parent involvement on campus and access to school leadership and decision-making positions, including School Site Councils, English Learner Advisory Committees, and parent-teacher organizations. In addition, the goal supports direct services to families through Family Outreach Liaisons, attendance monitoring and outreach, and social work and case management support, all of which help to remove barriers that can interfere with consistent engagement and learning.

The metrics within this goal provide insight into both the level and the effectiveness of the district's engagement efforts. These include the LCAP Parent Survey response rate, overall parent satisfaction, attendance rate, chronic absenteeism rate, middle school dropout rate, and parent survey results related to parent decision making and parent participation. Together, these measures allow the district to monitor how well families are informed, involved, and empowered as partners in their child's education.

Little Lake City School District is a school community built on respect and trust. The Educational Partner Engagement goal allows the district to continue strengthening authentic partnerships with families, ensuring that every parent and student has a voice in the educational process and the support needed to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	LCAP Parent Survey Response Rate	2023/2024 Parent Survey Response Rate - 65%	2024/2025 Parent Survey Response Rate - 41%	2025/2026 Parent Survey Response Rate - 24%	Growth Target - At or above 80%	Parent Survey Response Rate: -41%
2	LCAP Parent Survey Results	2023/2024 Parent Satisfactory Survey Results - 96%	2024/2025 Parent Satisfactory Survey Results - 96%	2025/2026 Parent Satisfactory Survey Results - 95%	Maintain at or above 95%	Parent Satisfactory Survey Results:-1%
3	Attendance Rate	2022-2023 Attendance Rate: 92.23%	2023-2024 Attendance Rate: 93.92%	2024-2025 Attendance Rate: 94.14%	Growth Target: 97%	Attendance Rate: +1.91%
4	Chronic Absenteeism Rate	2022/2023 Chronic Absenteeism Rate: All: 25.5% FY: 26.1% EL: 23.7% LI: 28.2% Two or more races: 38.1% White: 30.7% Homeless: 38.5%	2023/2024 Chronic Absenteeism Rate: All: 18.4% FY: 35.7% EL: 16.7% LI: 20.3% Two or more races: 30.2% White: 20.3% Homeless: 26.8%	2024-2025 Chronic Absenteeism Rate: All: 15.0% FY: 22.2% EL: 13.0% LI: 16.8% Two or more races: 18.4% White: 11.8% Homeless: 24.2%	Chronic Absenteeism Rate - Decrease by 5% All- 20% FY: 21% EL: 18% LI: 23% Two or more races: 33% White: 25% Homeless: 33%	All: -10.5% FY: -3.9% EL: -10.7% LI: -11.4% Two or more races: -19.7% White: -18.9% Homeless: -14.3%
5	Middle School Dropout Rate	2022-2023 Middle School Dropout Rate: 0%	2023-2024 Middle School Dropout Rate: 0%	2024-2025 Middle School Dropout Rate: 0%	Maintain at 0%	0% No change

6	LCAP Parent Survey Results: Parent Decision Making	2023/2024 Q 11 - I am aware of parent education and parent leadership opportunities. All parents: 95% FY: 100% EL: 97% LI: 95% Q 12 - I participate in parent education and parent leadership meetings and workshops. All parents: 50% FY: 53% EL: 69% LI: 53%	2024/2025 Q 11 - I am aware of parent education and parent leadership opportunities. All parents: 96% FY: 100% EL: 98% LI: 96% Q 12 - I participate in parent education and parent leadership meetings and workshops. All parents: 52% FY: 45% EL: 45% LI: 52%	2025/2026 Q 11 - I am aware of parent education and parent leadership opportunities. All parents: 96% FY: 100% EL: 92% LI: 96% Q 12 - I participate in parent education and parent leadership meetings and workshops. All parents: 52% FY: 100% EL: 72% LI: 53%	Q11: All parents: Maintain or above 95% FY: Maintain or above 95% EL: Maintain or above 95% LI: Maintain or above 95% Q12: All parents: Maintain or above 50% FY: Maintain or above 50% EL: Maintain or above 50% LI: Maintain or above 50%	Q11: All parents: +1% FY: 0 EL: -5% LI: +1% Q12: All parents: +2% FY: +47% EL: +3% LI: 0 - No change
7	LCAP Parent Survey Results: Parent Participation	2023/2024 Q10 - I attend school events and meetings. All parents 95% FY: 100% EL: 97% LI: 96%	2024/2025 Q10 - I attend school events and meetings. All parents 96% FY: 100% EL: 96% LI: 96%	2025/2026 Q10 - I attend school events and meetings. All parents: 99% FY: 100% EL: 95% LI: 99%	All parents: Maintain or above 95% FY: Maintain or above 95% EL: Maintain or above 95% LI: Maintain or above 95%	All parents: +4% FY: 0 EL: -2% LI: +3%

Goal Analysis for 2025-2026

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.

Educational partner engagement is essential for fostering meaningful collaboration between schools, families, and the broader community. By actively involving parents, partners, and students in decision-making processes, the district works to create a more supportive and responsive learning environment. Effective engagement strategies ensure that families are informed, empowered, and equipped with the resources they need to support student success. Through structured outreach efforts, leadership opportunities, and direct services, the district continues to strengthen connections that enhance student engagement, attendance, and overall well-being.

The district and school sites implemented Parent Involvement/Family Outreach (Action #1) initiatives to enhance home-school communication and encourage leadership opportunities. Families had access to a variety of site-specific events as well as leadership roles through PTA/PTO, SSC, and ELAC. Family Outreach Liaisons continued in their roles throughout the year, playing a crucial part in supporting families and ensuring that targeted students received necessary services and resources. The Family Resource Center also continued to support families by helping to remove barriers and connect families to resources that support student stability and success. The initiative continued to foster stronger family-school connections through ongoing communication, events, and leadership participation.

To promote Pupil Engagement and Attendance (Action #2), the district maintained a dedicated Attendance Clerk to monitor attendance, with a particular focus on unduplicated students and identified red subgroups. The Attendance Clerk spent mornings at school sites to provide direct support and worked diligently to keep site staff updated regarding chronically absent students, ensuring that interventions were timely and targeted. WEB continued to be implemented at the middle schools to reinforce a positive school climate and strengthen peer connections. The District Student Attendance Review Board (SARB) convened during the year, though one scheduled SARB meeting was cancelled due to the spring teacher strike. Saturday School was offered at several sites to provide students with opportunities to recover attendance. While parental responsiveness remained a challenge in some cases, the dedicated work of the Attendance Clerk and site teams contributed to continued improvement in student attendance and engagement.

The district retained a Social Worker (Action #3) to provide direct support to students and families, focusing on mental health services, resource coordination, and counseling. Efforts continued to be directed toward unduplicated students and red subgroups at risk due to chronic absenteeism. Implementation centered on targeted case management and individualized interventions, and the Social Worker continued to play an important role in supporting student social-emotional well-being and connecting families to critical support networks.

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.

The Director of Curriculum and Director of Fiscal Services collaborated throughout the year to ensure that funding aligned with planned actions and services. Additionally, the Ed Services team held monthly meetings with the Fiscal Supervisor to review LCAP budgets. In May 2026, the Directors analyzed budgeted expenditures and estimated actual expenditures, identifying variances of more than 20% over or under budget. For the 2025-2026 LCAP year, no actions within Goal #4 experienced variances of more than 20% between planned and estimated actual expenditures.

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

Action #1, Parent Involvement/Family Outreach, continued to be effective in supporting strong family-school connections and providing direct support to families through Family Outreach Liaisons. Parent satisfaction remained at a high level, with 95% of parents reporting overall satisfaction with their child's school in 2025-2026, holding steady within 1 point of baseline. Parent participation at school events remained strong, with 99% of parents reporting attendance at school events and meetings, an increase of 4 percentage points from baseline. Foster Youth parents maintained 100% participation, and Low Income parents reported 99% attendance. Awareness of parent education and leadership opportunities also remained strong at 96%, an increase of 1 point from baseline. Notably, parent participation in parent education and leadership meetings showed a significant increase among Foster Youth parents (100%, +47 points from baseline) and English Learner parents (72%, +3 points from baseline), reflecting effective targeted outreach to these family groups. The 2025-2026 Parent Survey response rate declined to 24% from a baseline of 65%, which the district attributes in large part to the timing of the survey, which was administered shortly after the conclusion of the spring 2026 teacher strike. Given the heightened emotions in the community at that time, the district intentionally limited follow-up reminders to avoid placing additional strain on families. While the lower response rate is a notable shift from prior years, the satisfaction levels and engagement results among the 819 parents who did respond continue to reflect strong family connections to the district.

Action #2, Pupil Engagement/Attendance, continued to be highly effective in improving overall attendance rates and reducing chronic absenteeism districtwide. The district's attendance rate increased from 92.23% in 2022-2023 to 94.14% in 2024-2025, reflecting a continued positive trend toward the growth target of 97%. Chronic absenteeism rates showed significant improvement, with overall chronic absenteeism decreasing from 25.5% at baseline to 15.0% in 2024-2025, a decline of 10.5 percentage points. All identified subgroups continued to show substantial improvement, including Foster Youth (-3.9 points to 22.2%), English Learners (-10.7 points to 13.0%), Low Income students (-11.4 points to 16.8%), Two or More Races (-19.7 points to 18.4%), White students (-18.9 points to 11.8%), and Homeless students (-14.3 points to 24.2%). The Foster Youth subgroup, identified as eligible for Differentiated Assistance for Chronic Absenteeism, demonstrated particularly meaningful progress. The Middle School Dropout Rate remained at 0%, holding steady with no change from baseline. These results reflect the sustained effectiveness of the District Attendance Clerk, the District Student Attendance Review Board (SARB), Saturday School offerings, and the close coordination between school sites and family liaisons.

Action #3, the District Social Worker, continued to be effective in supporting students and families with mental health services, resource coordination, and individualized case management for English Learners, foster youth, and low-income students. For English Learners, effectiveness is reflected in the EL chronic absenteeism rate declining to 13.0% in 2024-2025, a decrease of 10.7 percentage points from baseline, indicating that the Social Worker's resource coordination and family engagement work is contributing to consistent school engagement for EL students and families. The 2025-2026 LCAP Parent Survey also reports that 97% of EL parents agree the school provides a safe environment, and 72% of EL parents reported participation in parent education and parent leadership meetings, a notable increase from baseline that reflects the effectiveness of the Social Worker's direct outreach and family connection work. For low-income students, effectiveness is reflected in the LI chronic absenteeism rate declining to 16.8%, a decrease of 11.4 percentage points from baseline, and 96% of low-income parents reporting on the LCAP Parent Survey that the school provides a safe environment. For foster youth, the FY chronic absenteeism rate declined to 22.2%, a decrease of 3.9 percentage points from baseline. Districtwide, the overall attendance rate climbed to 94.14%, an increase of 1.91 percentage points from baseline, and chronic absenteeism declined to 15.0%, reflecting the combined impact of attendance monitoring, family engagement, and direct social work support across all sites.

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.

In the third year of this LCAP cycle, the structure of Goal #4 remains largely intact; however, one adjustment has been made as a result of reflections on prior practice and the district's fiscal realities. Following the signing of a new tentative agreement, the district experienced a significant decrease in LCAP funding as the labor costs associated with existing actions and services increased. As a result, the district carefully reviewed each action within Goal #4 and made the following adjustment for the 2026-2027 school year:

Action #3 (Social Worker): The Social Worker action will be funded through the district's mental health funding rather than Supplemental and Concentration (S&C) funding for the 2026-2027 school year. This shift aligns the cost of the position to the appropriate funding stream while ensuring that the social work services that support students and families remain fully in place. The Social Worker will continue to provide direct support to students and families, focusing on mental health services, resource coordination, and individualized case management for unduplicated students and identified red subgroups.

It should be noted that, while the Social Worker position is shifting out of S&C funding within Goal #4, the district is expanding its overall mental health and social-emotional support capacity through the addition of 1.5 FTE School Psychologist positions under Goal #3, Action #2 (Counselors). These positions, funded through the district's unexpended Learning Recovery Emergency Block Grant (LREBG) funds, will further strengthen the district's ability to meet the mental health and social-emotional needs of students whose well-being and learning have been most impacted.

The goal explanation has been revised and expanded for the 2026-2027 LCAP to more comprehensively reflect the work happening across Goal #4. While the core purpose remains anchored in the district's belief that strong partnerships between home and school are essential to student success, the updated explanation now names the specific leadership and engagement structures available to families, including SSC, ELAC, and PTA/PTO, the direct services that support families such as Family Outreach Liaisons, attendance monitoring, and social work support, as well as the specific metrics used to monitor progress. These updates better reflect the breadth of work being implemented and the district's continued commitment to authentic, inclusive family and student engagement.

The remaining actions within Goal #4, including Parent Involvement/Family Outreach and Pupil Engagement and Attendance, will continue as planned for the 2026-2027 school year. The district remains committed to monitoring attendance, chronic absenteeism, parent engagement, and parent participation data closely throughout the year to ensure continued progress toward the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement/Family Outreach	Action: The district and school sites will develop parent engagement and parent involvement and leadership opportunities to increase effective home-school communication, participation in site workshops, school events, and leadership/decision-making activities. In addition, the district will maintain Family Outreach Liaisons to provide direct support and services to families in need in order to promote the success of targeted students. Service: Parents will be able to attend school site specific activities such as Science Night, Literacy Night, Family Events, and various parent trainings. Additionally, parents will have the opportunity to serve in leadership roles on PTA/PTO, SSC and ELAC. Family Outreach Liaisons will work directly with targeted students and families to provide related services and resources to support students and families.	$169,100.00	Yes

2	Pupil Engagement/Attendance	Action: District and site plans (SPSAs) will include programs designed to increase stakeholder engagement and to reinforce positive school climate, such as WEB implementation at both middle schools. The District will maintain one 6.0 hour elementary attendance clerk for TK-5 schools in order to monitor attendance and provide outreach to families with attendance issues. The attendance clerk closely monitors all unduplicated students. In addition, the action will also support red subgroups (White - District, Two or More Races - District, English Learners - Jersey, English Learners - Lake Center, English Learners - Studebaker, and Homeless - Paddison). The attendance clerk also provides resources and referrals to our family outreach liaisons. Service: Targeted students will experience and exhibit increased engagement through programs designed to build student to student connection and engagement. Targeted students, including identified red subgroups, will be closely monitored in the area of attendance with interventions and support plans made for those who continue to be chronically absent.	$61,800.00	Yes
3	Social Worker	Action: The district will maintain one social worker to provide support for students and families across the district. Support will include providing and coordinating mental health services, connections to community resources, and one to one and small group counseling. Support will be prioritized for unduplicated students. In addition, the social worker will also support the red subgroups for chronic absenteeism (White - District, Two or More Races - District, English Learners - Jersey, English Learners - Lake Center, English Learners - Studebaker, and Homeless - Paddison). Service: The social worker will work directly with targeted students and families to provide case management, resources, advocacy, and implementation of program This item was removed from Supplemental and Concentration Funds for the 2026/2027 school year.	$176,021.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$12,117,575.00	$1,412,463.00

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
31.58%	0.00%	$0.00	31.58%

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 #(s)	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	In assessing the unique needs, conditions, and circumstances of our English Learners, low-income students, and foster youth, the district recognizes that these student groups often benefit from additional supplemental materials designed to accelerate academic growth. English Learners, in particular, need exposure to a wide range of resources that expand language access for both themselves and their families as they continue to build English proficiency. Foster youth and low-income students likewise benefit	To address the unique needs of our English Learner, foster youth, and low-income students, as well as the teachers who serve them, each school site is allotted funds to purchase standards-aligned supplemental materials tailored to these populations. While every school site has adopted core instructional materials, sites often require additional resources to meet the specific academic and language needs of their EL, FY, and LI students. Supplemental materials such as novels, guided reading books, magazine subscriptions, and hands-on manipulatives extend beyond the core program and provide the depth and variety needed to support and accelerate	The district will closely monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used throughout the year to gauge the effectiveness of this action and inform ongoing adjustments (Goal 1, Metric #1, #2, #3, #4).

from enriched instructional materials that broaden their exposure to content and experiences they may not otherwise have access to outside of school. A review of both Dashboard and local assessment data confirms that English Learner, low-income, and foster youth students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, the district reflected gains across all three groups, with all students, English Learners, and low-income students each registering an "Increased" status. Even so, persistent achievement gaps remain. Districtwide, all students performed 19.7 points above standard in ELA, while English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. However, local benchmark data confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students), 88% in 1st grade (vs. 87% all students), and 68% in 2nd grade (vs. 76% all students), demonstrating that foster youth continue to perform below their peers in early literacy outcomes. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected improvement across all students, low-income students, and English Learners, each earning an "Increased" status. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again demonstrates a continued gap, with foster youth scoring 88% in kindergarten Math (vs. 92% all students), 68% in 1st grade (vs. 88% all students), and 43% in 2nd grade (vs. 67% all students). These results reinforce the need for continued investment in	student learning. These actions are provided on an LEA-wide basis because all students benefit from access to additional supplemental materials that enrich and strengthen their learning experience.	

	standards-aligned supplemental materials that close the gap between foster youth and their peers		
1-2	After assessing the needs, conditions, and circumstances of foster youth, low-income, and English Learner students, the district recognizes that these student populations require targeted support to accelerate academic growth and narrow the achievement gap. Central to this work is ensuring that teachers are trained in the most effective, research-based instructional strategies to meet the diverse learning needs of these student groups. Both Dashboard and local assessment data confirm that English Learner, low-income, and foster youth students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all three groups, including all students, English Learners, and low-income students, registered an "Increased" status, signaling positive movement across the board. At the same time, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students), 88% in 1st grade (vs. 87% all students), and 68% in 2nd grade (vs. 76% all students), underscoring the importance of building teacher capacity through professional development that responds to the needs of this group. A similar trend was seen in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Even so, the overall distance from standard underscores the continued need for highly trained teachers. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-	To address the needs of our foster youth, low-income, and English Learner students, the teachers who serve these students will receive professional development based on site-specific needs in order to increase their effectiveness in delivering standards-based instruction. Strengthening teacher capacity through targeted, research-based professional learning directly supports the district's effort to increase student achievement and close the achievement gap for these student groups. This action is provided on an LEA-wide basis because all students benefit from having highly trained, well-prepared teachers in the classroom	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to gauge the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4).

	income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data confirms that foster youth continue to perform below their peers in Mathematics, scoring 88% in kindergarten (vs. 92% all students), 68% in 1st grade (vs. 88% all students), and 43% in 2nd grade (vs. 67% all students). These outcomes reinforce the need for site-based professional development that equips teachers to deliver targeted, responsive instruction for foster youth alongside other unduplicated student groups.		
1-3	Dashboard and local assessment data confirm that English Learner, low-income, and foster youth students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the importance of consistent access to instructional technology that supports their learning both in and out of school. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the	Integrating technology into daily instruction ensures that English Learner, foster youth, and low-income students have increased opportunities to use technology as a learning tool. A Technology TOSA provides training and support for technology integration across content areas and through the use of multiple instructional platforms. Technology devices are purchased to provide English Learner, foster youth, and low-income students with increased opportunities to practice the same digital skills they will be expected to use for CAASPP and local assessments. Upkeep and repair of devices is provided by Computer Field Technicians so that students consistently have access to working, reliable technology. These actions are provided on an LEA-wide basis because all students benefit from access to technology devices and technology support.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4).

	Dashboard level due to a small student count. Local benchmark data again demonstrates a continued gap, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). Foster youth are also more likely to experience instability in housing and family circumstances, which can limit consistent access to instructional technology at home. In addition, parent survey data continues to indicate that English Learner, foster youth, and low-income students are less likely to have reliable access to technology devices and internet connectivity to support their learning at home as compared to all students.		
1-4, 1-6, 1-15	After assessing the needs, conditions, and circumstances of English Learner, low-income, and foster youth students, the district recognizes that these populations need to be monitored carefully and that specialized instructional strategies are needed in order for these student groups to increase student achievement. Dashboard and local assessment data confirm that English Learner, low-income, and foster youth students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the need for arts-integrated and instructional support that strengthens student engagement and connection to learning.	To address the needs of our English Learner, foster youth, and low-income students, teachers of these students will participate in Innovative Learning Collaboratives (ILC) on a biweekly basis to analyze current data and student work, plan for instruction, and monitor the progress of student subgroups. ILC is an ongoing, systematic process for analyzing and disaggregating data using specific norms and protocols. This process allows teacher teams to make informed instructional decisions that result in the effective delivery of instruction, specifically targeting the learning needs of English Learners, foster youth, and low-income students. During ILC, specific strategies are identified to meet the needs of these students based on data, and the progress of English Learner, foster youth, and low-income students is closely monitored. While teacher teams engage in this collaborative work, students receive instruction through Arts for All (art, music, and physical education). These actions are provided on an LEA-wide basis because all students benefit from increased and targeted instructional strategies and ongoing progress monitoring.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4).

	A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). These results underscore the value of arts-integrated learning experiences that engage foster youth in academic content through creative and meaningful approaches.		
1-5	After assessing the needs, conditions, and circumstances of English Learner, low-income, and foster youth students, the district recognizes that students from these specialized populations are academically at-risk based on assessment data and need increased prevention and intervention services in core academic areas to increase their academic achievement. Dashboard and local assessment data confirm that English Learner, low-income, and foster youth students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the	To address the needs of our English Learner, low-income, and foster youth students, students who have been identified as academically at-risk through the use of CAASPP data, district benchmark assessment data, reading levels, and teacher input will receive increased prevention and intervention services (Tier 3 Support) in core academic areas to increase their academic achievement levels. These actions are provided on an LEA-wide basis because all students who are identified as at-risk can benefit from increased prevention and intervention services.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4).

	importance of Tier 3 intervention services that provide individualized, intensive support to close persistent achievement gaps. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). These results underscore the at-risk academic status of foster youth and the need for Tier 3 prevention and intervention services that address foundational gaps in core content areas.		
1-7	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations benefit from specialized instructional strategies. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and	To address the needs of our English Learner, foster youth, and low-income students, TK-5 teachers of these students will utilize common planning time to collaborate with grade-level colleagues in order to increase their effectiveness in delivering standards-based instruction and specialized instructional strategies. This collaborative planning time allows teachers to analyze student needs, share effective practices, and design targeted instruction for English Learners, foster youth, and low-income students. These actions are provided on an LEA-wide basis because all students benefit from carefully planned and effectively delivered instruction.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4).

	68% in 2nd grade (vs. 76% all students), reinforcing the importance of grade-level collaboration time that allows teachers to plan instructional strategies responsive to the needs of foster youth. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). These results underscore the value of common planning time that gives teachers the opportunity to identify and implement specialized instructional strategies for foster youth alongside other unduplicated student groups. Research shows that providing common planning time and collaboration for teachers, at their specific grade level, allows them to identify specific strategies and plan instruction to address the academic needs of English Learner, foster youth, and low-income students (DuFour, 2011; McGrath, 2010).		
1-8	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations benefit from specialized instructional strategies. Teachers of English Learner, foster youth, and low-income students indicate that training in the specific strategies needed to best deliver instruction is essential in order to increase student learning. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English	To address the needs of our English Learner, foster youth, and low-income students, teachers of these students will participate in three district-wide professional development days to increase their effectiveness in delivering standards-based instruction. This focused professional learning equips teachers with the specialized strategies needed to meet the academic needs of English Learners, foster youth, and low-income students. These actions are provided on an LEA-wide basis because all students benefit from carefully planned and effectively delivered instruction.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4).

	Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the importance of districtwide professional development that builds teacher capacity to deliver effective, research-based instruction for foster youth. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). These results underscore the need for ongoing districtwide professional development that equips teachers with strategies to support foster youth alongside other unduplicated student groups.		
1-10	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these students need additional attention and support as evidenced by subgroup data. Through feedback from unduplicated pupil families and their teachers, the district has also found that smaller class sizes remain one of the top priorities. Research indicates that reduced class	To address the needs of our English Learner, foster youth, and low-income students, TK-3 students from these groups will receive instruction in classes with a lowered student-to-teacher ratio, thereby increasing their opportunities for interaction with the teacher through small group instruction and increased differentiation. By hiring additional certificated staff to reduce student-to-teacher ratios, TK-3 English Learner, foster youth, and low-income students are able to receive targeted and individualized support to meet their needs	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups

sizes in the early grades produce the greatest academic benefits for students from low-income families and students of color, with effects that can persist into later grades (Schanzenbach, 2014; Mosteller, 1995; Dynarski et al., 2013). Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the importance of smaller class sizes in the early grades that provide foster youth with the individualized attention research suggests is most impactful for academic growth. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). These results underscore the value of grade span adjustment in the TK-3 range, which research connects most directly to academic gains for	through multiple opportunities for small group or one-to-one instruction throughout the school day. These actions are provided on an LEA-wide basis because all students benefit from having instruction in a smaller group setting.	(Goal 1, Metric #1, #2, #3, #4).

	students from underserved backgrounds, including foster youth.		
1-11	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these specialized populations are academically at-risk based on assessment data and need increased intervention services in core academic areas to increase their academic achievement. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the need for daily intervention services in core academic areas to support foster youth alongside other at-risk student groups. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued	To address the needs of our English Learner, foster youth, and low-income students, TK-8 students from these groups will participate in daily interventions and/or extended learning opportunities beyond the core program that are data-driven, timely, systematic, and directive. By hiring interventionists, English Learner, foster youth, and low-income students are able to receive daily small group targeted instruction and support in Mathematics and English Language Arts to increase student learning. These actions are provided on an LEA-wide basis because all at-risk students can benefit from additional interventions in order to increase student achievement.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4).

	gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). These results confirm the at-risk academic status of foster youth and underscore the need for daily, targeted intervention services that address foundational gaps in core content areas.		

1-12	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations are performing below their peers in the area of Mathematics. English Learners, in addition to learning mathematical concepts, are simultaneously learning a mathematical language that is predicated on their acquisition of the English language. Foster youth experience high mobility rates due to unstable living conditions, which can leave gaps in new mathematical procedures that impede learning. Low-income students are more likely than their peers to lack early intervention supports and enrichment activities in the area of Mathematics. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for Mathematics, all students, low-income students, and English Learners each registered an "Increased" status. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 Math benchmark, foster youth scored 88% in kindergarten (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). These results reinforce the importance of Math TOSA support that builds teacher capacity to deliver responsive, research-based mathematics instruction that addresses the specific learning needs of foster youth and other unduplicated student groups.	To address the needs of our English Learner, foster youth, and low-income students in the area of Mathematics, math coaches will provide ongoing support and professional development to teachers to strengthen mathematics instruction and to implement a consistent set of research-based strategies that support the needs of English Learner, foster youth, and low-income students. These actions are provided on an LEA-wide basis because all students benefit from effective instruction delivered by a highly trained teacher in the area of Mathematics.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in Mathematics, along with local district assessments in Mathematics, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #3, #4).

1-13	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations are performing below their peers in the area of English Language Arts. Additionally, through input from unduplicated pupil families, the district learned that many families have limited resources to purchase independent reading books or limited opportunities to take their students to a public library. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students). These results reinforce the importance of Library Media Specialist support and consistent access to independent reading materials that strengthen literacy outcomes for foster youth alongside other unduplicated student groups.	To address the needs of our English Learner, foster youth, and low-income students, library services will be provided by a Library Media Specialist in all elementary and middle school libraries. By hiring Library Media Specialists at every school site, English Learner, foster youth, and low-income students have the opportunity to check out books on a regular basis, resulting in increased access to literacy at home. These actions are provided on an LEA-wide basis because all students benefit from additional opportunities for reading at their independent reading level.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts, along with local district assessments in English Language Arts, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2).

1-18	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations are performing below their peers in the area of Science. These populations would benefit from highly specialized, hands-on lessons designed to close achievement gaps and to give students the opportunity to explore and investigate Next Generation Science Standards (NGSS) phenomena. The 2025 Dashboard and CAST data confirm that gaps in science achievement persist. While the district performed at 57.5 points above standard overall on the Science indicator, an increase of 2.7 points, subgroup data reveals significant gaps. On the 2024-2025 CAST, English Learners scored 3.69% proficient in 5th grade and 1.89% proficient in 8th grade, while low-income students scored 21.98% in 5th grade and 21.15% in 8th grade. Foster youth scored 11.5% proficient in 5th grade and 9.76% in 8th grade. These results indicate a continued and substantial need to strengthen science instruction for unduplicated student groups.	To address the needs of our English Learner, foster youth, and low-income students in the area of Science, a STEM Specialist will provide ongoing support and professional development to teachers to strengthen science instruction and to implement a consistent set of hands-on strategies, including storylines and performance tasks. Teachers will receive ongoing support and professional development in creating phenomena-based lessons and deepening their understanding of NGSS and content knowledge. These actions are provided on an LEA-wide basis because all students benefit from effective core instruction in the Next Generation Science Standards.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. The California Science Test (CAST) will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #5).
1-19	Parent survey data indicates that English Learner, foster youth, and low-income students are less likely to have access to technology devices and internet connectivity to support their learning at home as compared to all students. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to	To address the needs of our English Learner, foster youth, and low-income students, the Technology on the Go program will provide Chromebooks and hotspots for student use at home as a different service. Priority for these devices begins with foster youth, English Learners, and low-income students, as many do not have access to these resources at home. Home use is critical, as it provides students access to online learning platforms and allows students to practice skills and research information as needed. These actions are provided on an LEA-wide basis because all students benefit from having technology and wifi access at home.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4).

	protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the need for reliable, home-based access to technology that supports consistent learning for foster youth. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). Foster youth are also more likely to experience instability in housing and family circumstances, which can limit consistent access to instructional technology at home, underscoring the importance of the Technology To Go program in providing both devices and internet connectivity to ensure equitable access to learning.		
1-20	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that students have learning needs across the curriculum, including gaps in their learning as compared to all students. Access to technology and technology-based platforms and subscriptions is limited for these student groups due to financial constraints. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however,	To address the needs of our English Learner, foster youth, and low-income students, the district will identify and purchase several digital platforms. The selected platforms will be used to enhance student learning and to serve as an instructional support tool. Selected platforms provide opportunities for students to work at their identified level and provide differentiated and scaffolded support based on identified student need. These actions are provided on an LEA-wide basis because all students benefit from additional learning tools and opportunities to engage with content, particularly content at their instructional level.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4, and #5).

	meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the need for access to digital instructional platforms that strengthen foundational literacy. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). These results underscore the value of digital instructional platforms in providing differentiated, scaffolded support to foster youth and other unduplicated student groups across content areas. Science achievement gaps also persist. On the 2024-2025 CAST, English Learners scored 3.69% proficient in 5th grade and 1.89% proficient in 8th grade, while low-income students scored 21.98% in 5th grade and 21.15% in 8th grade, indicating a continued need for instructional support tools across content areas.		
1-21	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes	To address the needs of our English Learner, foster youth, and low-income students, these students will have the opportunity to receive additional assistance within core classes through	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students

	that these specialized populations are academically at-risk based on assessment data and need increased intervention services in core academic areas to increase their academic achievement. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the need for direct, small-group instructional support from general education instructional assistants to close foundational literacy gaps for foster youth. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). These results underscore the value of general education instructional assistant support in providing small-group, in-class targeted instruction for foster youth alongside other	the use of instructional assistants. By hiring general education instructional assistants, English Learner, foster youth, and low-income students are able to receive small group targeted instruction and support in core content areas to increase student learning. These actions are provided on an LEA-wide basis because all at-risk students benefit from additional small group support to strengthen and accelerate their learning.	districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4).

	unduplicated student groups.		
1-22	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these specialized populations are academically at-risk based on assessment data, and effective and increased intervention services in core academic areas are needed to increase their academic achievement. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the need for tiered intervention services delivered by Academic Support TOSAs that provide direct, targeted support to foster youth. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and	To address the needs of our English Learner, foster youth, and low-income students, these students will have the opportunity to receive effective tiered intervention services during the school day and through before- and after-school programming. By hiring Academic Support TOSAs, English Learner, foster youth, and low-income students are able to receive small group targeted intervention and support within a tiered intervention model to increase student learning. These actions are provided on an LEA-wide basis because all at-risk students benefit from additional small group support to accelerate their learning.	The district will monitor student achievement data for English Learner, foster youth, and low-income students, as well as all students districtwide. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action in improving outcomes for unduplicated student groups (Goal 1, Metric #1, #2, #3, #4).

	43% in 2nd grade (vs. 67% all students). These results underscore the value of Academic Support TOSAs in providing effective tiered intervention services that address foundational gaps in core content areas for foster youth alongside other unduplicated student groups.		
1-26	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations need support to increase student achievement and close the achievement gap. Receiving highly effective instruction, including instruction in research-based routines and strategies, will assist students in closing the gap. These students benefit from highly trained teachers in instructional strategies and from opportunities to learn using multiple modalities. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students, English Learners, and low-income students each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. The foster youth subgroup did not meet the numerical threshold required for reporting at the Dashboard level, and individual data was not displayed in order to protect student privacy. Local benchmark data, however, confirms continued gaps for foster youth as well. On the 2024-2025 Trimester 3 ELA benchmark, foster youth scored 78% in kindergarten (vs. 85% all students) and 68% in 2nd grade (vs. 76% all students), reinforcing the value of dual language instruction and high-quality teacher professional development that builds foundational literacy in two languages for foster youth. A similar pattern emerged in Mathematics. The 2025 Dashboard reflected an "Increased" status for all students, low-income students, and English Learners. Despite this growth, the overall	The district operates a Dual Language Immersion Program at William W. Orr Elementary School. The program follows a 90/10 model with Spanish as the targeted language. For the 2026-2027 school year, the program will serve students in TK, kindergarten, and first grade, with continued grade-level expansion in subsequent years. This action provides high-quality professional development, above and beyond core instruction, to support teachers in helping students develop bilingualism and biliteracy. Although English Learner, foster youth, and low-income students are targeted by the program, it is provided to all students schoolwide at William W. Orr Elementary. Participating students receive high-quality instruction and develop high levels of language proficiency and literacy in both English and Spanish.	The district will monitor student achievement data for English Learners, foster youth, and low-income students, as well as all students participating in the Dual Language Immersion Program. CAASPP assessments in English Language Arts and Mathematics, along with local district assessments in both content areas, will be used to monitor the effectiveness of this action (Goal 1, Metric #1, #2, #3, and #4). In addition, the district will monitor data at the school level, including classroom walkthroughs, classroom observations, and local assessments.

	distance from standard remained substantial. All students were 17.5 points below standard, English Learners were 45.1 points below standard, and low-income students were 26.0 points below standard. As with English Language Arts, foster youth data was not displayed at the Dashboard level due to a small student count. Local benchmark data again confirms continued gaps, with foster youth scoring 88% in kindergarten Math (vs. 92% all students) and 43% in 2nd grade (vs. 67% all students). These results underscore the importance of the Dual Language Immersion Program and accompanying teacher professional development in providing foster youth with rigorous, multi-modal instruction that supports academic growth across content areas. Local assessment data, including District benchmarks and ongoing classroom walkthroughs and observations, will continue to be reviewed to monitor the academic growth of students participating in the Dual Language Immersion Program.		
3-1	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations face distinct needs that warrant targeted, data-informed behavioral and attendance supports beyond what is needed for the general student population. English Learners may experience additional behavioral and engagement challenges as they navigate language acquisition alongside academic and social demands, and they benefit from consistent, structured systems that promote predictability and clear expectations. Foster youth, due to mobility, inconsistent enrollment, and the broader stressors associated with the foster care system, are more likely to experience disruptions in school engagement, behavioral concerns, and chronic absenteeism. Low-income students often face barriers related to family circumstances, including unstable housing, food insecurity, and limited access to mental health and behavioral supports outside of school, all of which can affect classroom behavior, engagement, and attendance. As a result, these student groups	To address the unique needs of our English Learner, foster youth, and low-income students, the district will continue to implement Positive Behavior Interventions and Supports (PBIS) across all nine school sites and develop and use positive alternatives to suspension. With the foundational PBIS implementation work now complete and sustained internally through site-based coaches and teams, the district will fund SWIS (School-Wide Information System) software to support the next phase of this work. SWIS allows site teams to enter, monitor, and analyze student behavior data in real time, identify patterns, and make timely, evidence-based decisions about Tier 1, Tier 2, and Tier 3 supports. The use of SWIS is particularly important for unduplicated student groups, as it allows site teams to disaggregate behavior data by subgroup, identify disproportionalities early, and implement targeted interventions that close behavioral and attendance gaps for English Learners, foster youth, and low-income students. These actions are provided on an LEA-wide basis because all students benefit from safer school climates, improved school connectedness, and consistent, data-informed behavioral supports, but the design and intensity of the supports are driven by the specific needs of unduplicated student groups.	The district will monitor student data in the areas of Suspension, Chronic Absenteeism, and School Connectedness for English Learners, foster youth, and low-income students, as well as all students districtwide. CA Dashboard data for Suspension and Chronic Absenteeism, along with local data including student surveys, parent surveys, teacher surveys, and SWIS behavior reports will be used to evaluate the effectiveness of this action (Goal 3, Metric #1 and #4; Goal 4, Metric #4).

particularly benefit from a coordinated, data-informed system of behavioral and attendance supports that can identify needs early and respond with targeted interventions.

The 2025 Dashboard reflects the district's continued progress in the area of Suspension. The Suspension Rate for all students was 1.6%, while foster youth were at 3.7% (Yellow), English Learners were at 0.8% (Green), and low-income students were at 1.8% (Orange). Although the EL suspension rate is at the Green level, the FY suspension rate (3.7%) remains more than double the all-student rate, and LI students continue to experience suspension rates above the all-student average.

Chronic Absenteeism also remains an identified area of need, particularly for unduplicated student groups. On the 2025 Dashboard, foster youth were chronically absent at 22.2%, English Learners at 13.0%, and low-income students at 16.8%, compared to the all-student rate of 15.0%. Foster youth chronic absenteeism, identified as a subgroup eligible for Differentiated Assistance, has shown improvement, declining 3.9 percentage points from baseline, but continues to require focused, ongoing support.

Local survey data reflects continued investment in school climate and connectedness. The 2025-2026 California Healthy Kids Survey indicates that 88% of 5th grade students and 87% of 7th grade students reported feeling connected to school, with 89% of 5th grade and 90% of 7th grade students reporting they feel safe at school. The 2025-2026 LCAP Parent Survey reports that 96% of parents agree their child's school provides a safe environment, and 93% agree the schoolwide PBIS and discipline policy is effective. The 2025-2026 LCAP Teacher Survey reflects 97% teacher agreement that the school provides a safe environment, an increase of 7 percentage points from baseline. Notably, only 61% of teachers reported the schoolwide PBIS/discipline policy is effective, underscoring a clear staff-identified need to strengthen the data and intervention systems that support PBIS implementation.

	Research demonstrates that PBIS, when implemented with fidelity and supported by data-based decision-making tools, is associated with reductions in office discipline referrals and suspensions, particularly among student groups disproportionately affected by exclusionary discipline (Bradshaw et al., 2010)		
3-2	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations benefit from having mental health services and counseling services available directly at their school sites. National studies show that access to school-based mental health services remains limited, particularly for these student groups. The 2025 Dashboard reflects the district's continued progress in the area of Suspension. The Suspension Rate for all students was 1.6%, with foster youth at 3.7% (Yellow), English Learners at 0.8% (Green), and low-income students at 1.8% (Orange). The foster youth suspension rate remains more than double the all-student rate, and low-income students continue to experience suspension rates above the all-student average, underscoring the need for continued mental health and counseling supports. Local survey data reflects continued investment in school climate and connectedness. The 2025-2026 California Healthy Kids Survey indicates that 88% of 5th grade students and 87% of 7th grade students reported feeling connected to school, with 89% of 5th grade and 90% of 7th grade students reporting they feel safe at school. The 2025-2026 LCAP Parent Survey reports that 94% of parents agree their child enjoys attending school each day, and 96% agree the school provides a safe environment for students. The 2025-2026 LCAP Teacher Survey reflects 97% teacher agreement that the school provides a safe environment, an increase of 7 percentage points from baseline, and 86% agreement that there is a positive school climate on campus. Continued investment in counseling and mental health services helps sustain these positive	To address the needs of our English Learner, foster youth, and low-income students, the district will maintain elementary and middle school counselors to provide direct services to students, including mental health services and school-based counseling needed to meet the social-emotional needs of students. Each school site will have a designated school counselor. In addition, the district will add 1.5 FTE School Psychologist positions, funded through the district's unexpended Learning Recovery Emergency Block Grant (LREBG) funds, to further expand mental health and social-emotional support for students whose well-being and learning have been most impacted. These positions will support school counselors, conduct mental health assessments, provide direct intervention to students, and support the development and monitoring of social-emotional learning across all nine sites. These actions are provided on an LEA-wide basis because all students benefit from access to mental health, counseling, and social-emotional supports at their school sites	The district will monitor student data in the areas of Suspension and School Connectedness for English Learners, foster youth, and low-income students, as well as all students districtwide. CA Dashboard data for Suspension and local data including student surveys will be used to evaluate the effectiveness of this action (Goal 3, Metric #1 and #4).

	trends and ensures students who need additional support have access to it. Subgroup data, particularly the decline in school connectedness reported by English Learners and Low Income students on the 2025-2026 LCAP Student Survey, underscores the ongoing need for direct mental health and social-emotional support for students whose well-being has been most impacted in recent years.		
3-3	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations benefit from safer school climates and increased time in school. Research and data demonstrate that by improving school connectedness, English Learner, foster youth, and low-income students will increase attendance and, in turn, academic achievement. Local survey data indicates continued need to strengthen connectedness, particularly for unduplicated student groups. The 2025-2026 California Healthy Kids Survey indicates that 88% of 5th grade students and 87% of 7th grade students reported feeling connected to school. On the 2025-2026 LCAP Student Survey, 91% of students reported there is an adult at their school who cares about them, with English Learner students at 79% and low-income students at 89%. However, only 58% of students reported they enjoy attending school each day, indicating an area of need for continued motivation and engagement work. Foster youth, in particular, face elevated risk of disengagement from school due to mobility, inconsistent enrollment, and broader stressors associated with the foster care system. On the 2025 Dashboard, foster youth experienced a chronic absenteeism rate of 22.2%, compared to the all-student rate of 15.0%, and foster youth were identified as eligible for Differentiated Assistance based on Priority 5 (Chronic Absenteeism). The foster youth suspension rate	To address the needs of our English Learner, foster youth, and low-income students, all schools will provide motivational activities before, during, and after school, such as STEM club, chess club, robotics club, sports-related activities, and assemblies. These activities aim to improve student connections to school and overall attendance, particularly for unduplicated student groups. These actions are provided on an LEA-wide basis because all students benefit from motivational activities that strengthen students' connectedness to school.	The district will monitor student data in the areas of Suspension and School Connectedness for English Learners, foster youth, and low-income students, as well as all students districtwide. CA Dashboard data for Suspension and local data including student surveys, parent surveys, and teacher surveys will be used to evaluate the effectiveness of this action (Goal 3, Metric #1 and #4).

	was 3.7%, more than double the all-student rate of 1.6%. These data points reinforce the need for ongoing motivational activities and engagement opportunities that strengthen foster youth connection to school and reduce reliance on exclusionary discipline. In the area of Suspension, the 2025 Dashboard reflects continued progress for unduplicated student groups overall. The overall Suspension Rate declined to 1.6%, with English Learners at 0.8% (Green) and low-income students at 1.8% (Orange). However, the foster youth suspension rate (3.7%) and continued chronic absenteeism gap reinforce that these students require sustained, targeted engagement supports to maintain progress and improve outcomes.		

3-4	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations benefit from having social-emotional support and behavior services available when needed. National studies show that stressors faced by unduplicated student groups can lead to an increased need for behavior support and intervention. The 2025 Dashboard reflects the district's continued progress in the area of Suspension. The overall Suspension Rate declined to 1.6%, with foster youth at 3.7% (Yellow), English Learners at 0.8% (Green), and low-income students at 1.8% (Orange). The foster youth suspension rate remains more than double the all-student rate, and low-income students continue to experience suspension rates above the all-student average, indicating a continued need for direct behavioral intervention support. Local survey data reflects continued investment in school climate and connectedness. The 2025-2026 California Healthy Kids Survey indicates that 88% of 5th grade students and 87% of 7th grade students reported feeling connected to school. On the 2025-2026 LCAP Student Survey, 91% of students reported there is an adult at their school who cares about them, with English Learner students at 79% and low-income students at 89%. Continued behavioral and social-emotional support remains essential to sustaining positive school climate and reducing reliance on exclusionary discipline.	To address the needs of our English Learner, foster youth, and low-income students, the district will support two 6.0 hour Behavior Trained Instructional Assistants to provide direct support for students in need. Their responsibilities include tracking student behavior data, observing student behaviors, and implementing effective behavior strategies and individualized behavior plans. These actions are provided on an LEA-wide basis because all students in need of behavioral support benefit from direct services that improve their readiness to learn.	The district will monitor student data in the areas of Suspension and School Connectedness for English Learners, foster youth, and low-income students, as well as all students districtwide. CA Dashboard data for Suspension and local data including student surveys, parent surveys, and teacher surveys will be used to evaluate the effectiveness of this action (Goal 3, Metric #1 and #4).

3-5	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations benefit from having social-emotional support and behavior services available when needed, as well as coordinated services across attendance, behavior, and student support functions. The 2025 Dashboard reflects continued progress in the area of Suspension. The overall Suspension Rate declined to 1.6%, with foster youth at 3.7% (Yellow), English Learners at 0.8% (Green), and low-income students at 1.8% (Orange). While English Learners are at the Green level in the area of Suspension, EL students continue to demonstrate gaps in school connectedness and engagement, which are central to the work of the Student Services Coordinator. Local survey data reflects this continued need for EL students. On the 2025-2026 LCAP Student Survey, 79% of English Learners reported there is an adult at their school who cares about them, compared to 91% of all students, indicating a meaningful connectedness gap for English Learners. Coordinated student services, including direct outreach, tiered support, and individualized monitoring, are essential to addressing this gap. Chronic Absenteeism also remains an identified area of need. On the 2025 Dashboard, foster youth were chronically absent at 22.2% compared to the all-student rate of 15.0%, and low-income students at 16.8%. Foster youth chronic absenteeism, identified as a subgroup eligible for Differentiated Assistance, has shown meaningful improvement, declining 3.9 percentage points from baseline. Districtwide attendance reached 94.14% in 2024-2025, a 1.91 percentage point increase from baseline. Continued coordination of student services, tiered supports, and individualized monitoring is essential to sustaining these gains.	To address the needs of our English Learner, foster youth, and low-income students, the district will maintain a Coordinator of Student Services to provide additional support for unduplicated students throughout the district and to coordinate services for them. Targeted students will benefit from the coordination of services, tiered supports, and close monitoring led by the Coordinator in the areas of attendance, school discipline, and suspension. These actions are provided on an LEA-wide basis because all students benefit from the coordination of services and tiered supports provided by the Coordinator.	The district will monitor student data in the areas of Suspension, Chronic Absenteeism, School Connectedness, and Attendance for English Learners, foster youth, and low-income students, as well as all students districtwide. CA Dashboard data for Suspension and Chronic Absenteeism and local data including student surveys, parent surveys, and teacher surveys will be used to evaluate the effectiveness of this action (Goal 3, Metric #1 and #4; Goal 4, Metric #3 and #4).

3-6	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that there are unique needs related to feelings of safety and access to school among these student populations. Educational partners across all stakeholder groups consistently identified student safety as the top priority during the LCAP development process for 2026-2027. Students from low-income households, English Learner families, and foster youth households are more likely to walk, bike, or rely on public transportation to reach school. Many students from these groups also live in households where caregivers work non-traditional hours, limiting families' ability to provide direct transportation or after-school supervision. The LCAP Parent Survey consistently reflects that student safety remains a top family concern, particularly for low-income and English Learner families. Local survey data reflects continued investment in school safety. The 2025-2026 California Healthy Kids Survey indicates that 89% of 5th grade students and 90% of 7th grade students reported feeling safe at school. On the 2025-2026 LCAP Student Survey, 85% of students agreed they feel safe at school, with English Learner students at 90%, foster youth at 100%, and low-income students at 84%. The 2025-2026 LCAP Parent Survey reports that 96% of parents agree their child's school provides a safe environment, with foster youth parents at 100%, English Learner parents at 97%, and low-income parents at 96%. The 2025-2026 LCAP Teacher Survey reflects 97% teacher agreement that the school provides a safe environment, an increase of 7 percentage points from baseline. While these results are strong, the continued prioritization of student safety from educational partners reinforces the need for sustained and expanded safety supports across all sites.	To address the needs of our English Learner, foster youth, and low-income students, the district will hire additional Student Supervision Associates (SSAs) above the base requirement to provide increased supervision across the campus during unstructured time, particularly during recess, nutrition, and lunch. In addition, the district will provide crossing guards at high-traffic locations and general education transportation services to support safe access to school for students, particularly English Learners, foster youth, and low-income students who are more likely to walk, bike, or rely on transportation to reach school. The district will also continue to research and implement additional safety measures with a priority at the middle school sites to further strengthen campus safety. These actions are provided on an LEA-wide basis because all students benefit from increased safety measures on campus, including supervision, safe routes to school, and reliable transportation.	The district will monitor student data in the area of Student Safety for English Learners, foster youth, and low-income students, as well as all students districtwide. Local data including student surveys, parent surveys, and teacher surveys will be used to evaluate the effectiveness of this action (Goal 3, Metric #3).
4-1	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations benefit when their parents engage and participate in educational	To address the needs of our English Learner, foster youth, and low-income students, the district and school sites will develop parent engagement, parent involvement, and leadership opportunities to increase effective home-school communication, participation in site workshops, school events,	The district will monitor student achievement data and educational partner input on parent participation and decision making for English Learners, foster youth, and low-income students, as well as all students districtwide.

	programs. Research demonstrates a strong correlation between student achievement and parent involvement in their child's education. Research also shows that parents of English Learner, foster youth, and low-income students benefit from parent training that is specific to their needs, including training offered in their primary language and on topics relevant to their lives. Local data from the 2025-2026 LCAP Parent Survey indicates that parent involvement remains strong districtwide. 99% of parents reported attending school events and meetings, an increase of 4 percentage points from baseline. 96% of parents reported being aware of parent education and parent leadership opportunities, and notably, foster youth parents (100%) and English Learner parents (72%) reported significantly higher participation in parent education and leadership meetings than the all-parent rate of 52%, reflecting effective targeted outreach. Overall parent satisfaction with their child's school remained at 95%, holding steady within 1 point of baseline. While engagement results are strong, the academic and attendance gaps identified across the LCAP reinforce the need to continue to support parents as partners in their child's learning. Dashboard and local assessment data confirm that English Learner, foster youth, and low-income students continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students performed 19.7 points above standard, while English Learners were 14.0 points below standard and low-income students were 11.7 points above standard. In Mathematics, all students were 17.5 points below standard, while English Learners were 45.1 points below standard and low-income students were 26.0 points below standard. Foster youth data was not displayed at the Dashboard level due to a small student count, however local benchmark data confirms continued gaps for foster youth, with foster youth scoring 78% in kindergarten ELA (vs. 85% all students), 68% in 2nd grade ELA (vs. 76% all students), 88% in kindergarten Math (vs. 92% all students), and 43% in 2nd grade	and leadership and decision-making activities. In addition, the district will maintain Family Outreach Liaisons to provide direct support, services, and resources to families in need in order to promote the success of targeted students. These actions are provided on an LEA-wide basis because all students benefit from the opportunity to have their parents participate in various levels of parent activities, engagement, and leadership, as well as from the support and resources offered by the Family Outreach Liaisons.	CAASPP assessments in English Language Arts and Mathematics, along with local district assessments and Parent Survey results, will be used to monitor the effectiveness of this action (Goal 1, Metric #1, #2, #3, #4; Goal 4, Metric #6 and #7).

	Math (vs. 67% all students). In addition, foster youth chronic absenteeism remained at 22.2% on the 2025 Dashboard (vs. 15.0% for all students), and foster youth were identified as eligible for Differentiated Assistance based on Priority 5 (Chronic Absenteeism). These data points reinforce the need for continued targeted family engagement and outreach support for foster youth families to address both academic and attendance gaps.		

4-2	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students, the district recognizes that these student populations benefit from a positive school climate and from support during the transition from elementary to middle school. Research demonstrates a strong correlation between increased student achievement and a positive school climate. In addition, there is a documented correlation between attendance, connectedness, and feelings of safety. Simply put, students who feel safe and connected at school want to come to school. Research also indicates that in order to maximize learning opportunities and attendance rates for English Learner, foster youth, and low-income students, students must feel safe within their learning environment. English Learner students may at times struggle to build positive social relationships due to language barriers. Foster youth students may also struggle with relationships due to their life experiences, including inconsistent enrollment across school sites. Low Income students may not have the supports needed at home to develop positive relationships with adults and peers. The 2025 Dashboard reflects continued progress in the area of Chronic Absenteeism. The overall rate declined to 15.0%, a 10.5 percentage point decrease from baseline. Foster youth chronic absenteeism declined 3.9 points to 22.2%, English Learners declined 10.7 points to 13.0%, low-income students declined 11.4 points to 16.8%, and homeless students declined 14.3 points to 24.2%. The districtwide attendance rate climbed to 94.14% in 2024-2025, a 1.91 percentage point increase from baseline. Local connectedness data also reflects strong, sustained engagement. The 2025-2026 California Healthy Kids Survey indicates that 88% of 5th grade students and 87% of 7th grade students reported feeling connected to school. Continued attendance monitoring, family outreach, and middle school transition support remain essential to sustaining these positive trends.	To continue to address the needs of our English Learner, foster youth, and low-income students, the district and site plans (SPSAs) will include programs designed to increase educational partner engagement and reinforce positive school climate, such as WEB implementation at both middle schools. The district will also maintain one 6.0 hour elementary attendance clerk for TK-5 schools to monitor attendance and provide outreach to families with attendance concerns. The Attendance Clerk closely monitors all unduplicated students and provides resources and referrals to the Family Outreach Liaisons. These actions are provided on an LEA-wide basis because all students benefit from participation in activities such as WEB to promote school connectedness, and from close attendance monitoring with follow-up services as needed. In addition, this action supports the previously identified red subgroups, including White students (district), Two or More Races (district), English Learners (Jersey Avenue, Lake Center Middle School, and Studebaker), and Homeless students (Paddison).	The district will monitor student data in the areas of attendance, chronic absenteeism, and school connectedness for English Learners, foster youth, and low-income students, as well as all students districtwide. CA Dashboard data for Chronic Absenteeism and local data including student surveys, parent surveys, and teacher surveys will be used to evaluate the effectiveness of this action (Goal 3, Metric #4; Goal 4, Metric #3 and #4).

3-7	After assessing the needs, conditions, and circumstances of English Learner, foster youth, and low-income students at the middle school level, the district recognizes that these student populations face distinct needs that warrant dedicated, intervention-focused leadership beyond what is required for the general student population. English Learners in middle school often navigate the dual challenges of language acquisition and increased academic and social demands, requiring focused support to remain engaged and connected to school. Foster youth, due to mobility, inconsistent enrollment, and the broader stressors associated with the foster care system, are more likely to experience disruptions in school engagement, behavioral concerns, and chronic absenteeism, all of which can intensify during the middle school years. Low-income students often face barriers related to family circumstances, including unstable housing, food insecurity, and limited access to mental health and behavioral supports outside of school, all of which can affect classroom engagement, behavior, and consistent attendance. Research indicates that middle school students benefit from proactive, intervention-focused leadership that can implement Tier 2 and Tier 3 supports, coordinate attendance interventions, and design alternatives to suspension, with the strongest effects observed for students from low-income families and students disproportionately affected by exclusionary discipline (Skiba et al., 2014). The 2025 Dashboard reflects continued areas of need, particularly for unduplicated student groups at Lakeside Middle School. While the school-wide suspension rate was at 3.9%, suspension rates of English Learners were are 4.3% and suspension rates of Low Income students were 4.1% reflecting the need for support. The number of Foster Youth was too low to report at this time. Chronic Absenteeism also remains an identified area of need at Lakeside, particularly for unduplicated student groups. On the 2025 Dashboard, English Learners were chronically absent at 20% and low-income students at 16.8%, compared to the all-student rate of 15.1%.	To address the unique needs of our English Learner, foster youth, and low-income students at Lakeside Middle School, the district will fund an Assistant Principal position dedicated to leading behavioral intervention, alternatives to suspension, and attendance support. This position will work directly with students, families, and staff to implement Tier 2 and Tier 3 behavioral interventions, monitor and respond to SWIS behavioral data with a focus on identifying disproportionalities affecting unduplicated student groups, coordinate attendance interventions in partnership with the District Attendance Clerk and SARB team, and design and oversee alternatives to suspension practices. The position is designed to provide focused, intervention-driven leadership that addresses the specific social-emotional, behavioral, and attendance needs of unduplicated student groups, who are most affected by disciplinary practices and chronic absenteeism. These actions are provided on a school-wide basis because all middle school students benefit from focused, intervention-driven leadership, but the design and intensity of the supports are driven by the specific needs of English Learners, foster youth, and low-income students.	The district will monitor student data in the areas of Suspension, Chronic Absenteeism, and School Connectedness for English Learners, foster youth, and low-income students at Lakeside Middle School, as well as students school-wide. CA Dashboard data for Suspension and Chronic Absenteeism, along with local data including student surveys, parent surveys, teacher surveys, and SWIS behavior reports will be used to evaluate the effectiveness of this action.

	Local survey data further reflects areas of need at Lakeside Middle School. On the 2025-2026 LCAP Student Survey, all students reported levels of school connectedness at 92% while English Learners were at 80%, Foster Youth at 33%, and Low Income students at 60%, In addition, only 58% of Lakeside teachers reported the schoolwide PBIS/discipline policy is effective, underscoring a clear staff-identified need to strengthen the intervention systems that support unduplicated student groups..		

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1-17	After assessing the needs, conditions, and circumstances of English Learners, the district recognizes that they benefit from having highly trained teachers in English Learner strategies that go above and beyond core teaching strategies. Dashboard and local assessment data confirm that English Learners continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students and the English Learner subgroup each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard. A similar pattern emerged in Mathematics. On the 2025 Dashboard, all students and English Learners each registered an "Increased" status. Despite this growth, the overall distance from standard remains substantial. All students were 17.5 points below standard, while English Learners were 45.1 points below standard. In addition, while 26.5% of English Learners scored a Level 4 on the Summative ELPAC, well above Los Angeles County (18.21%) and the state (15.53%), continued growth remains a focus. The district's reclassification rate climbed to 22.3% in 2024-2025, also reflecting strong year-over-year improvement and continuing to outpace the state average.	ELA/ELD Specialists provide specific professional development and support to teachers of English Learners. Their services equip teachers with lessons, strategies, and resources that have a direct impact on the teaching and learning of English Learners. In addition, the ELA/ELD Specialists provide direct support to Bilingual Instructional Assistants who work with newcomer English Learners in small groups at school sites on essential language acquisition skills.	The district will monitor student achievement data for English Learners, including CAASPP assessments in English Language Arts and Mathematics, local district assessments in both content areas, the English Learner Progress Indicator (ELPI), and reclassification rates in order to monitor the effectiveness of this action (Goal 1, Metric #1, #2, #3, #4, #7, and #8)

1-23	After assessing the needs, conditions, and circumstances of English Learners, the district recognizes that they benefit from having additional time and instruction in language acquisition above and beyond what they receive in the general classroom during integrated and designated ELD. These students benefit from 1:1 and/or very small group instruction to help them acquire language skills and close the achievement gap. Dashboard and local assessment data confirm that English Learners continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students and the English Learner subgroup each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard. A similar pattern emerged in Mathematics. On the 2025 Dashboard, all students and English Learners each registered an "Increased" status. Despite this growth, the overall distance from standard remains substantial. All students were 17.5 points below standard, while English Learners were 45.1 points below standard. In addition, while 26.5% of English Learners scored a Level 4 on the Summative ELPAC, well above Los Angeles County (18.21%) and the state (15.53%), continued growth remains a focus. The district's reclassification rate climbed to 22.3% in 2024-2025, also reflecting strong year-over-year improvement and continuing to outpace the state average.	Identified newcomer English Learners will receive small group or 1:1 instruction from Bilingual Instructional Assistants in language acquisition to help build their language proficiency in English. The Bilingual Instructional Assistants will work directly with the ELA/ELD TOSAs to receive support and training in targeting students with the skills needed for academic success.	The district will monitor student achievement data for English Learners, including CAASPP assessments in English Language Arts and Mathematics, local district assessments in both content areas, the English Learner Progress Indicator (ELPI), and reclassification rates in order to monitor the effectiveness of this action (Goal 1, Metric #1, #2, #3, #4, #7, and #8).

1-25	After assessing the needs, conditions, and circumstances of English Learners, the district recognizes that they benefit from having highly trained teachers in English Learner strategies that go above and beyond the core teaching strategies. Dashboard and local assessment data confirm that English Learners continue to perform below their peers districtwide. On the 2025 Dashboard for English Language Arts, all students and the English Learner subgroup each registered an "Increased" status; however, meaningful learning gaps remain. While all students performed 19.7 points above standard in ELA, English Learners were 14.0 points below standard. A similar pattern emerged in Mathematics. On the 2025 Dashboard, all students and English Learners each registered an "Increased" status. Despite this growth, the overall distance from standard remains substantial. All students were 17.5 points below standard, while English Learners were 45.1 points below standard. Continued attention is also given to the previously identified red subgroup of English Learners at Lake Center Middle School in Mathematics. In addition, while 26.5% of English Learners scored a Level 4 on the Summative ELPAC, well above Los Angeles County (18.21%) and the state (15.53%), continued growth remains a focus. The district's reclassification rate climbed to 22.3% in 2024-2025, also reflecting strong year-over-year improvement and continuing to outpace the state average.	The district will provide continued support to English Learners, including Long-Term English Learners (LTELs), while also focusing support on the previously identified red subgroup of English Learners in Mathematics at Lake Center Middle School. The support will include language acquisition support programs and materials in addition to professional development for all ELD teachers, provided by the ELA/ELD TOSAs. English Learners, including LTELs and specifically the identified subgroup, will receive highly effective language acquisition instruction from highly trained teachers.	The district will monitor student achievement data for English Learners, including CAASPP assessments in English Language Arts and Mathematics, local district assessments in both content areas, the English Learner Progress Indicator (ELPI), and reclassification rates in order to monitor the effectiveness of this action (Goal 1, Metric #1, #2, #3, #4, #7, and #8).

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

N/A

Additional Concentration Grant Funding

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

Based on the feedback from our educational partners and through the work of the Central Committee, the following recommendations for additional staff positions were made: one school counselor, nine 5.0 hour instructional assistants, and fourteen 3.5 hour instructional assistants. This will impact students at all nine schools as each school will see an increase in staff based on these recommendations.

The additional school counselor is reflected in LCAP Goal #3, Action #2 (Elementary/Middle School Counselors) and will service middle school students. Our two middle school sites previously shared a counselor. This addition will allow each middle school to have their own dedicated school counselor on campus, thus expanding access and services to all 6th-8th grade students across the district. This staff member will provide a comprehensive counseling program which will include small group and individual counseling, identifying issues affecting school performance, collaborating with teachers to address students' needs, and providing outside resources to students and families.

Instructional Assistant positions will support all nine school sites. This action is identified in the LCAP under Goal #1, Action #21 (Instructional Assistants — General Education). The larger two elementary schools (Lakeview and Studebaker) will have two 5.0 hour instructional assistants and two 3.5 hour instructional assistants. The remaining five elementary schools (Cresson, Jersey Avenue, Lakeland, Paddison, and William Orr) will have one 5.0 hour instructional assistant and one 3.5 hour instructional assistant. The two middle schools will also receive support, with three 3.5 hour instructional assistants at Lake Center and two 3.5 instructional assistants at Lakeside. The amount of instructional assistant support was determined by student enrollment numbers with more support given to the larger sites with higher student enrollment.
The role of the instructional assistant is student focused, academic, fluid, and based on site and student needs. Data will be used by site administration and the SALT team to determine placement of the IAs working directly with students/student groups on academic needs. The academic area of focus will be site determined but will be restricted to academic core content areas (i.e. reading/ELA, mathematics, science, or social studies). Professional development for instructional assistants will be provided.

In addition, the district's Additional Concentration Grant Add-on funding supports increased staffing across multiple LCAP actions that provide direct services to students at all nine schools. These include Goal #3, Action #4 (Behavior-Trained Instructional Assistants), which funds two 0.75 FTE behavior-trained instructional assistants who provide individualized behavioral support and intervention; Goal #1, Action #23 (Bilingual Instructional Assistants), which funds two 0.75 FTE bilingual instructional assistants providing language acquisition support for newcomer English Learners at sites with the greatest need; and Goal #3, Action #6 (Student Safety), which funds additional Student Supervision Associates beyond the base allocation, crossing guards at high-traffic locations, and general education transportation services. Together with the school counselor and instructional assistant positions described above, these positions account for the district's Additional Concentration Grant Add-on staffing investment, ensuring that direct services to foster youth, English Learners, and low-income students are expanded across the district.

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	19:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	19:1

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-2027	$38,366,141.00	$12,117,575.00	31.58%	0.00%	31.58%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$51,963,801.00	$12,649,617.00	$1,217,457.00	$1,579,128.00	$67,410,003.00	$45,162,239.00	$22,247,764.00

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	Standards Aligned Supplemental Materials	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$155,000	$155,000	$0	$0	$0	$155,000	0.00%
1	2	School-based Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$90,000	$90,000	$0	$0	$0	$90,000	0.00%
1	3	Instructional Technology	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$409,339	$200,000	$609,339	$0	$0	$0	$609,339	0.00%

1	4	ILC/Arts for All	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$203,500	$10,000	$213,500	$0	$0	$0	$213,500	0.00%
1	5	Tier 3 Increased Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$495,393	$0	$495,393	$0	$0	$0	$495,393	0.00%
1	6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, TK-5	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	7	Grade Level Collaboration	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$383,431	$0	$383,431	$0	$0	$0	$383,431	0.00%
1	8	District-wide Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$320,000	$320,000	$0	$0	$0	$320,000	0.00%
1	9	Summer School	Low Income, Foster Youth, English learner (EL)	No				Ongoing	$556,921	$1,223,581	$0	$1,780,502	$0	$0	$1,780,502	0.00%
1	10	Grade Span Adjustment at 24 to 1	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, K-3	Ongoing	$2,983,302	$0	$2,983,302	$0	$0	$0	$2,983,302	0.00%

1	11	Student Interventions	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$685,214	$685,214	$0	$0	$0	$685,214	0.00%
1	12	Math TOSAs	Homeless, Low Income, Foster Youth, English learner (EL), Student with Disabilities (SWD)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$283,998	$0	$283,998	$0	$0	$0	$283,998	0.00%
1	13	Library Services	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$229,105	$0	$229,105	$0	$0	$0	$229,105	0.00%
1	14	Qualified Staff (repeated expenditure, Goal 2, Action 3) (repeated expenditure, Goal 2, Action 3)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	16	Enrichment/Extended Day	Low Income, Foster Youth, English learner (EL)	No				Ongoing	$0	$116,487	$0	$116,487	$0	$0	$116,487	0.00%
1	17	ELA/ELD TOSAs	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$339,073	$0	$339,073	$0	$0	$0	$339,073	0.00%

1	18	Science TOSA	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$152,279	$0	$152,279	$0	$0	$0	$152,279	0.00%
1	19	Technology To Go-Internet and Computer Access	Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
1	20	Digital Instructional Platforms	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$188,894	$188,894	$0	$0	$0	$188,894	0.00%
1	21	Instructional Assistants (Gen Ed)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$579,173	$0	$579,173	$0	$0	$0	$579,173	0.00%
1	22	Academic Support TOSAs	Student with Disabilities (SWD), Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$1,121,726	$0	$1,121,726	$0	$0	$0	$1,121,726	0.00%
1	23	Bilingual Instructional Assistants	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$107,126	$0	$107,126	$0	$0	$0	$107,126	0.00%
1	24	Effective Instruction		No					$0	$0	$0	$0	$0	$0	$0	0.00%
1	25	English Learner Support	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$40,000	$40,000	$0	$0	$0	$40,000	0.00%

1	26	Dual Language Program Professional Development	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK - K, Specific Schools, William Orr Elementary	Ongoing	$0	$40,000	$40,000	$0	$0	$0	$40,000	0.00%
2	1	Standards Aligned Instructional Materials	All	No				Ongoing	$0	$194,481	$0	$194,481	$0	$0	$194,481	0.00%
2	2	Maintenance of Facilities	All	No				Ongoing	$1,092,975	$1,111,792	$2,204,767	$0	$0	$0	$2,204,767	0.00%
2	3	Qualified Staff	All	No				Ongoing	$34,094,634	$0	$29,592,892	$2,932,730	$207,171	$1,361,841	$34,094,634	0.00%
2	4	Basic Supplies and Services	All	No				Ongoing	$0	$14,639,190	$6,462,589	$6,949,028	$1,010,286	$217,287	$14,639,190	0.00%
2	5	Transportation	All	No				Ongoing	$0	$1,811,644	$1,585,978	$225,666	$0	$0	$1,811,644	0.00%
3	1	Alternatives to Suspension	Foster Youth, Low Income, African-American, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
3	2	Elementary/Middle School Counselors	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,344,336	$274,702	$1,344,336	$274,702	$0	$0	$1,619,038	0.00%
3	3	Student Motivation	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
3	4	Behavior Trained Instructional Assistants	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$112,979	$0	$112,979	$0	$0	$0	$112,979	0.00%

3	5	Student Services Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$106,070	$0	$106,070	$0	$0	$0	$106,070	0.00%
3	6	Student Safety	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$1,006,779	$1,006,779	$0	$0	$0	$1,006,779	0.00%
3	7	Middle School Behavioral Intervention and Attendance Support	Foster Youth, English learner (EL), Low Income, All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Lakeside Middle School	Ongoing	$179,958	$0	$179,958	$0	$0	$0	$179,958	0.00%
4	1	Parent Involvement/Family Outreach	Foster Youth, Low Income, Homeless, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$149,100	$20,000	$169,100	$0	$0	$0	$169,100	0.00%
4	2	Pupil Engagement/Attendance	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$61,800	$0	$61,800	$0	$0	$0	$61,800	0.00%
4	3	Social Worker	Low Income, White, English learner (EL), Homeless, Foster Youth, Two or More Races	No				Ongoing	$176,021	$0	$0	$176,021	$0	$0	$176,021	0.00%

2026-2027 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
$38,366,141.00	$12,117,575.00	31.58%	0.00% - No Carryover	31.58%	$12,117,575.00	0.00%	31.58%	**Total:**	$12,117,575.00
								LEA-wide Total:	$11,411,418.00
								Limited Total:	$486,199.00
								Schoolwide Total:	$219,958.00

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	Standards Aligned Supplemental Materials	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$155,000.00	0.00%
1	2	School-based Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$90,000.00	0.00%
1	3	Instructional Technology	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$609,339.00	0.00%
1	4	ILC/Arts for All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$213,500.00	0.00%
1	5	Tier 3 Increased Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$495,393.00	0.00%

1	6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, TK-5	$0.00	0.00%
1	7	Grade Level Collaboration	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$383,431.00	0.00%
1	8	District-wide Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$320,000.00	0.00%
1	10	Grade Span Adjustment at 24 to 1	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, K-3	$2,983,302.00	0.00%
1	11	Student Interventions	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$685,214.00	0.00%
1	12	Math TOSAs	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$283,998.00	0.00%
1	13	Library Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$229,105.00	0.00%
1	15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
1	17	ELA/ELD TOSAs	Yes	Limited	English learner (EL)	All Schools	$339,073.00	0.00%
1	18	Science TOSA	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$152,279.00	0.00%
1	19	Technology To Go-Internet and Computer Access	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$10,000.00	0.00%
1	20	Digital Instructional Platforms	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$188,894.00	0.00%
1	21	Instructional Assistants (Gen Ed)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$579,173.00	0.00%
1	22	Academic Support TOSAs	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$1,121,726.00	0.00%
1	23	Bilingual Instructional Assistants	Yes	Limited	English learner (EL)	All Schools	$107,126.00	0.00%
1	25	English Learner Support	Yes	Limited	English learner (EL)	All Schools	$40,000.00	0.00%

1	26	Dual Language Program Professional Development	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK - K, Specific Schools, William Orr Elementary	$40,000.00	0.00%
3	1	Alternatives to Suspension	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$10,000.00	0.00%
3	2	Elementary/Middle School Counselors	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,344,336.00	0.00%
3	3	Student Motivation	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$100,000.00	0.00%
3	4	Behavior Trained Instructional Assistants	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$112,979.00	0.00%
3	5	Student Services Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$106,070.00	0.00%
3	6	Student Safety	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,006,779.00	0.00%
3	7	Middle School Behavioral Intervention and Attendance Support	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Lakeside Middle School	$179,958.00	0.00%
4	1	Parent Involvement/Family Outreach	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$169,100.00	0.00%
4	2	Pupil Engagement/Attendance	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$61,800.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$64,147,479.00	$67,627,529.00

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	Standards Aligned Supplemental Materials	Yes	$222,500.00	$196,510.00

1	2	School-based Professional Development	Yes	$265,000.00	$106,559.00
1	3	Instructional Technology	Yes	$588,980.00	$523,817.00
1	4	ILC/Arts for All	Yes	$213,500.00	$228,128.00
1	5	Tier 3 Increased Support	Yes	$614,860.00	$439,689.00
1	6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00
1	7	Grade Level Collaboration	Yes	$375,942.00	$357,224.00
1	8	District-wide Professional Development	Yes	$320,000.00	$320,000.00
1	9	Summer School	Yes	$1,849,825.00	$2,184,599.00
1	10	Grade Span Adjustment at 24 to 1	Yes	$2,510,603.00	$2,542,001.00
1	11	Student Interventions	Yes	$1,137,786.00	$1,590,021.00
1	12	Math TOSAs	Yes	$283,672.00	$275,681.00
1	13	Library Services	Yes	$222,912.00	$248,254.00
1	14	Qualified Staff (repeated expenditure, Goal 2, Action 3) (repeated expenditure, Goal 2, Action 3)	No	$0.00	$0.00
1	15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00
1	16	Enrichment/Extended Day	No	$116,487.00	$202,885.00
1	17	ELA/ELD TOSAs	Yes	$319,553.00	$312,053.00
1	18	Science TOSA	Yes	$157,196.00	$142,104.00
1	19	Technology To Go-Internet and Computer Access	Yes	$10,000.00	$6,000.00
1	20	Digital Instructional Platforms	Yes	$306,892.00	$325,538.00
1	21	Instructional Assistants (Gen Ed)	Yes	$571,080.00	$524,439.00
1	22	Academic Support TOSAs	Yes	$1,135,357.00	$1,045,097.00
1	23	Bilingual Instructional Assistants	Yes	$123,952.00	$104,812.00
1	24	Effective Instruction	Yes	$660,019.00	$660,019.00

1	25	English Learner Support	Yes	$100,000.00	$40,315.00
1	26	Dual Language Program Professional Development	Yes	$100,000.00	$2,670.00
2	1	Standards Aligned Instructional Materials	No	$194,481.00	$117,117.00
2	2	Maintenance of Facilities	No	$2,351,706.00	$2,435,251.00
2	3	Qualified Staff	No	$34,338,850.00	$34,037,544.00
2	4	Basic Supplies and Services	No	$10,856,039.00	$14,176,311.00
2	5	Transportation	No	$1,768,260.00	$1,756,405.00
3	1	Alternatives to Suspension/PBIS	Yes	$60,000.00	$11,043.00
3	2	Elementary/Middle School Counselors	Yes	$1,354,799.00	$1,372,200.00
3	3	Student Motivation	Yes	$154,000.00	$120,178.00
3	4	Behavior Trained Instructional Assistants	Yes	$120,036.00	$109,104.00
3	5	Student Services Support	Yes	$108,404.00	$101,852.00
3	6	Student Safety	Yes	$208,784.00	$612,605.00
4	1	Parent Involvement/Family Outreach	Yes	$187,180.00	$157,555.00
4	2	Pupil Engagement/Attendance	Yes	$60,436.00	$61,745.00
4	3	Social Worker	Yes	$178,388.00	$180,204.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$12,047,990.00	$12,671,831.00	$12,717,417.00	($45,586.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Standards Aligned Supplemental Materials	Yes	$222,500.00	$196,510.00	0.00%	0.00%
1	2	School-based Professional Development	Yes	$265,000.00	$106,559.00	0.00%	0.00%
1	3	Instructional Technology	Yes	$588,980.00	$523,817.00	0.00%	0.00%
1	4	ILC/Arts for All	Yes	$213,500.00	$228,128.00	0.00%	0.00%
1	5	Tier 3 Increased Support	Yes	$614,860.00	$439,689.00	0.00%	0.00%
1	6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00	0.00%	0.00%
1	7	Grade Level Collaboration	Yes	$375,942.00	$357,224.00	0.00%	0.00%
1	8	District-wide Professional Development	Yes	$320,000.00	$320,000.00	0.00%	0.00%
1	9	Summer School	Yes	$0.00	$0.00	0.00%	0.00%
1	10	Grade Span Adjustment at 24 to 1	Yes	$2,510,603.00	$2,542,001.00	0.00%	0.00%
1	11	Student Interventions	Yes	$1,137,786.00	$1,590,021.00	0.00%	0.00%
1	12	Math TOSAs	Yes	$283,672.00	$275,681.00	0.00%	0.00%
1	13	Library Services	Yes	$222,912.00	$248,254.00	0.00%	0.00%
1	15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00	0.00%	0.00%
1	17	ELA/ELD TOSAs	Yes	$319,553.00	$312,053.00	0.00%	0.00%
1	18	Science TOSA	Yes	$157,196.00	$142,104.00	0.00%	0.00%
1	19	Technology To Go-Internet and Computer Access	Yes	$10,000.00	$6,000.00	0.00%	0.00%
1	20	Digital Instructional Platforms	Yes	$306,892.00	$325,538.00	0.00%	0.00%
1	21	Instructional Assistants (Gen Ed)	Yes	$571,080.00	$524,439.00	0.00%	0.00%
1	22	Academic Support TOSAs	Yes	$1,135,357.00	$1,045,097.00	0.00%	0.00%

1	23	Bilingual Instructional Assistants	Yes	$123,952.00	$104,812.00	0.00%	0.00%
1	24	Effective Instruction	Yes	$660,019.00	$660,019.00	0.00%	0.00%
1	25	English Learner Support	Yes	$100,000.00	$40,315.00	0.00%	0.00%
1	26	Dual Language Program Professional Development	Yes	$100,000.00	$2,670.00	0.00%	0.00%
3	1	Alternatives to Suspension/PBIS	Yes	$60,000.00	$11,043.00	0.00%	0.00%
3	2	Elementary/Middle School Counselors	Yes	$1,354,799.00	$1,372,200.00	0.00%	0.00%
3	3	Student Motivation	Yes	$154,000.00	$120,178.00	0.00%	0.00%
3	4	Behavior Trained Instructional Assistants	Yes	$120,036.00	$109,104.00	0.00%	0.00%
3	5	Student Services Support	Yes	$108,404.00	$101,852.00	0.00%	0.00%
3	6	Student Safety	Yes	$208,784.00	$612,605.00	0.00%	0.00%
4	1	Parent Involvement/Family Outreach	Yes	$187,180.00	$157,555.00	0.00%	0.00%
4	2	Pupil Engagement/Attendance	Yes	$60,436.00	$61,745.00	0.00%	0.00%
4	3	Social Worker	Yes	$178,388.00	$180,204.00	0.00%	0.00%

2025-2026 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)
$37,971,445.00	$12,047,990.00	0.00%	31.73%	$12,717,417.00	0.00%	33.49%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$362,740.00	$92,399.00	$39,109.00	$43,304.00	$0.00	$1,041,576.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Standards Aligned Supplemental Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$155,000.00
1	2	School-based Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$90,000.00
1	3	Instructional Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$609,339.00
1	4	ILC/Arts for All	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$213,500.00
1	5	Tier 3 Increased Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$495,393.00
1	7	Grade Level Collaboration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$383,431.00
1	8	District-wide Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$320,000.00
1	9	Summer School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,780,502.00

1	10	Grade Span Adjustment at 24 to 1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,983,302.00
1	11	Student Interventions	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$685,214.00
1	12	Math TOSAs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$283,998.00
1	13	Library Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$229,105.00
1	14	Qualified Staff (repeated expenditure, Goal 2, Action 3) (repeated expenditure, Goal 2, Action 3)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	16	Enrichment/Extended Day	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$116,487.00
1	17	ELA/ELD TOSAs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$339,073.00
1	18	Science TOSA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$152,279.00
1	19	Technology To Go-Internet and Computer Access	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
1	20	Digital Instructional Platforms	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$188,894.00
1	21	Instructional Assistants (Gen Ed)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$579,173.00
1	22	Academic Support TOSAs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,121,726.00
1	23	Bilingual Instructional Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$107,126.00
1	25	English Learner Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
1	26	Dual Language Program Professional	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00

		Development							
2	1	Standards Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$194,481.00
2	2	Maintenance of Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,204,767.00
2	3	Qualified Staff	$196,709.00	$92,399.00	$31,157.00	$0.00	$0.00	$1,041,576.00	$34,094,634.00
2	4	Basic Supplies and Services	$166,031.00	$0.00	$7,952.00	$43,304.00	$0.00	$0.00	$14,639,190.00
2	5	Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,811,644.00
3	1	Alternatives to Suspension	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
3	2	Elementary/Middle School Counselors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,619,038.00
3	3	Student Motivation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
3	4	Behavior Trained Instructional Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$112,979.00
3	5	Student Services Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$106,070.00
3	6	Student Safety	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,006,779.00
4	1	Parent Involvement/Family Outreach	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$169,100.00
4	2	Pupil Engagement/Attendance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$61,800.00
4	3	Social Worker	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$176,021.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).