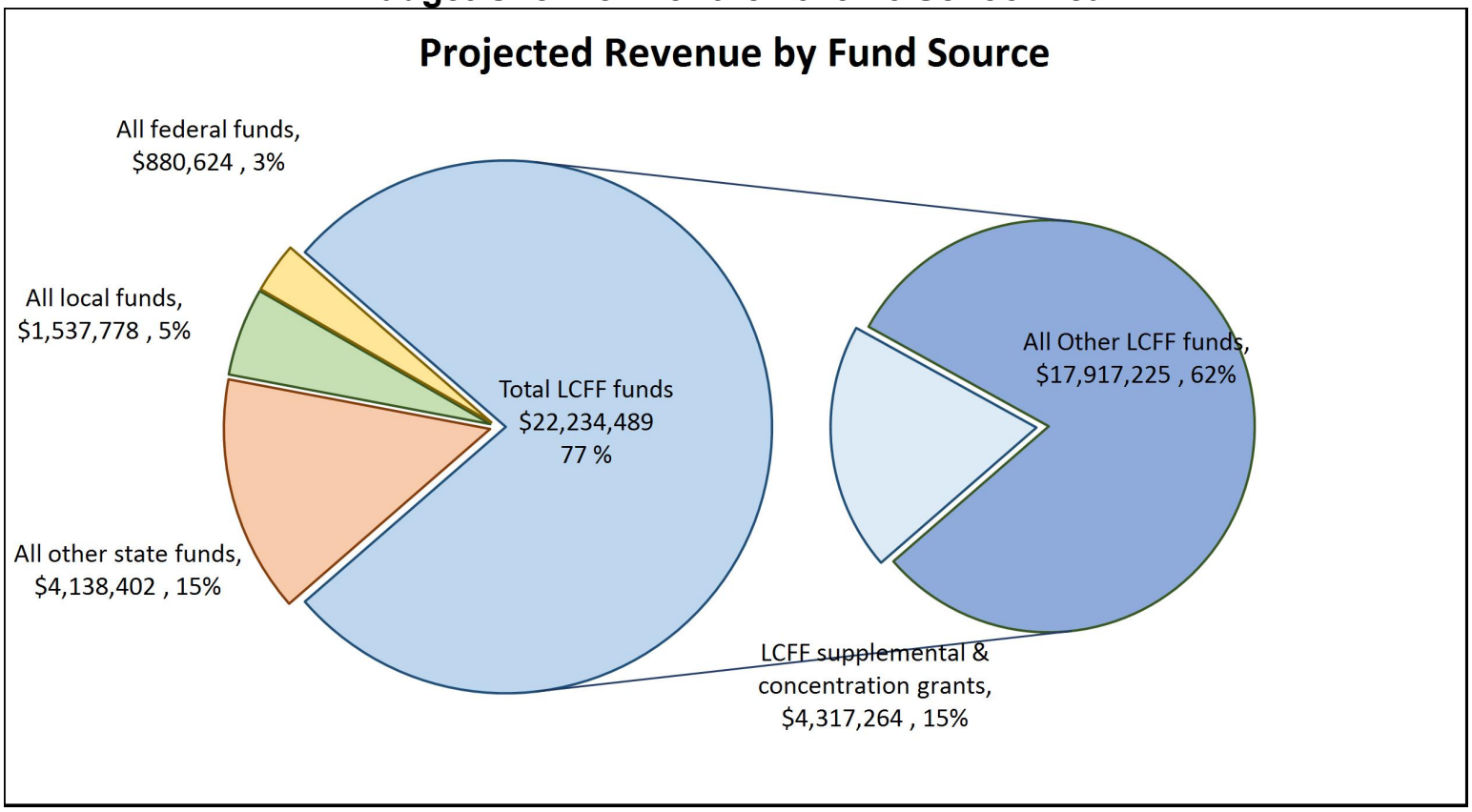
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lakeside Union School District
CDS Code: 15-63552-0000000
School Year: 2025-26
LEA contact information:
Ty Bryson
District Superintendent
tbryson@lakesideusd.org
661-836-6658

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

Budget Overview for the 2025-26 School Year

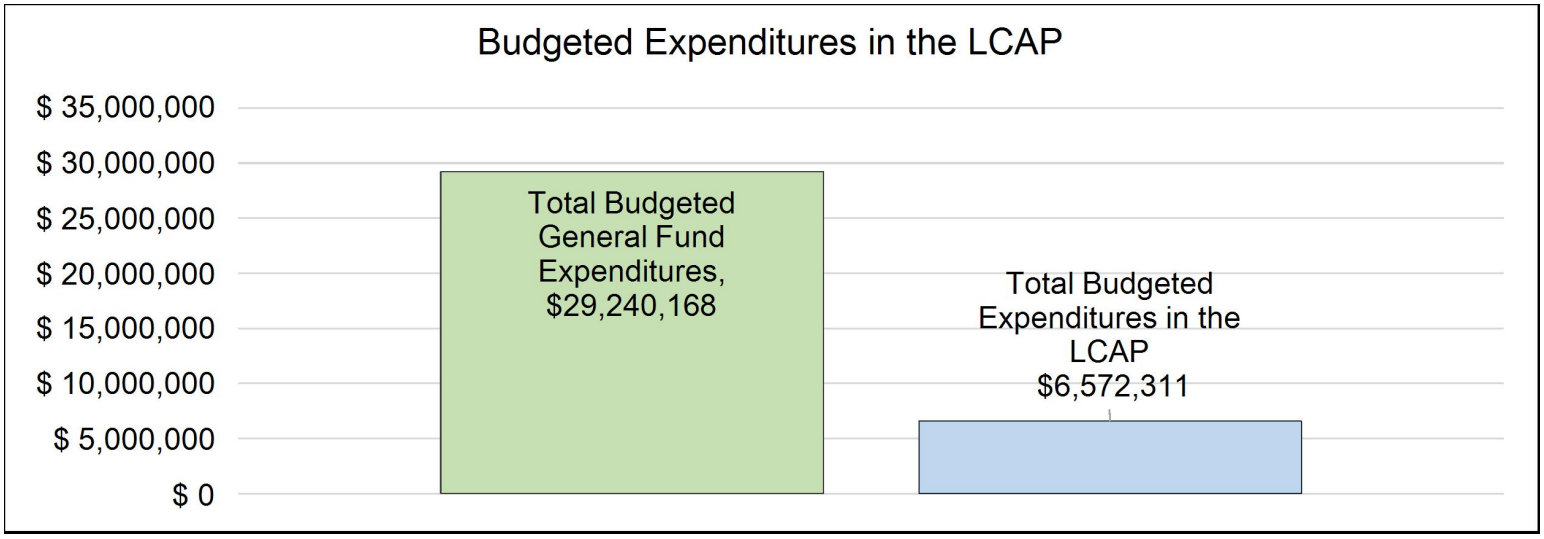


This chart shows the total general purpose revenue Lakeside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lakeside Union School District is $28,791,293, of which $22,234,489 is Local Control Funding Formula (LCFF), $4,138,402 is other state funds, $1,537,778 is local funds, and $880,624 is federal funds. Of the $22,234,489 in LCFF Funds, $4,317,264 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lakeside Union School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lakeside Union School District plans to spend $29,240,168 for the 2025-26 school year. Of that amount, $6,572,311 is tied to actions/services in the LCAP and $22,667,857 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

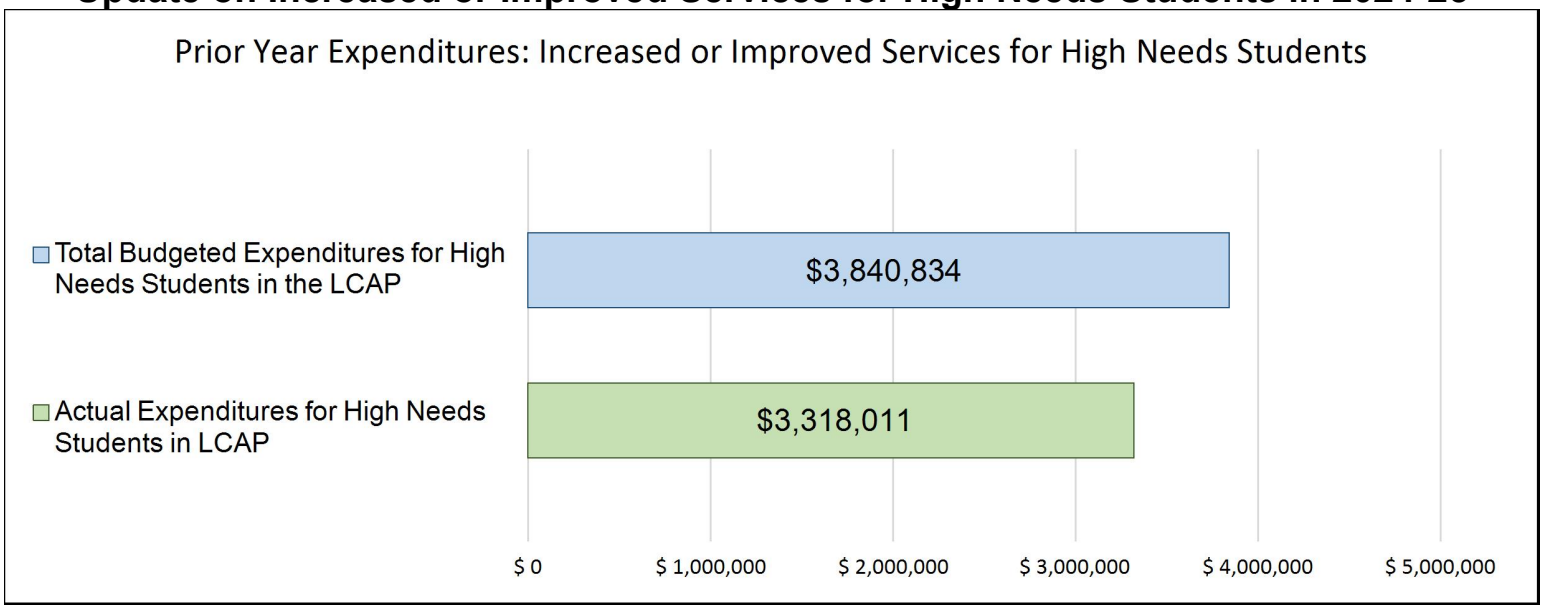
General Fund Budget expenditures not in the LCAP include operational expenditures such as staff salaries and benefits, supplies, and services required to maintain operations of the district. This also includes other state, federal and local funds.

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

In 2025-26, Lakeside Union School District is projecting it will receive $4,317,264 based on the enrollment of foster youth, English learner, and low-income students. Lakeside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lakeside Union School District plans to spend $5,346,954 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Lakeside Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lakeside Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Lakeside Union School District's LCAP budgeted $3,840,833.77 for planned actions to increase or improve services for high needs students. Lakeside Union School District actually spent $3,318,011 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $522,822.77 had the following impact on Lakeside Union School District’s ability to increase or improve services for high needs students:

This difference did not make a big impact the actions and services and the overall increased or improved services for high needs students in 2024-25. The district utilized other sources of funds to implement a few actions. It did cause the need to plan for a large carryover and implement services in the 2025/26 LCAP.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lakeside Union School District	Ty Bryson District Superintendent	tbryson@lakesideusd.org 661-836-6658

Plan Summary [2025-26]

General Information

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

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

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

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

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

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

a sense of community among its students, families, and staff members. LUSD has no identified equity multiplier sites. Lakeside Union School District Facts:
(Data from KiDS, March 2025)
Two school sites:

- Lakeside School serving grades TK-8th with 877 students
- Donald E. Suburu School serving grades Preschool SDC & TK-5th with 829 students

District Ethnic Diversity (students):

- Hispanic Latino 69%
- White 10%
- Asian 9%
- African American 5%
- Filipino 2%
- Two or more races 4%

District Student Groups (by percentage):

- English Learners 15%
- Long Term English Language Learner 1%
- Eligible for free or reduced price meals 64%
- Homeless 3%
- Foster Youth 1%
- Students with Disabilities 13%

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

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

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

Reflections: Annual Performance

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

Lakeside Union School District (LUSD) has reviewed its performance on the 2024 California School Dashboard and 2024-2025 local data, identifying both successes and areas needing targeted improvement.

Key Successes

- English Learner Progress: Increased by 2%, reflecting effective language development support.
- Chronic Absenteeism: Decreased 8.9%, with significant reductions for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.
- Science Performance: Increased percentage of students meeting or exceeding standards, particularly for Hispanic and White Student Group.

Key Challenges

Despite progress, persistent disparities remain, particularly in:

- English Language Arts (ELA): Districtwide performance declined by 4.1 points, with English Learners, Long-term English Learners(LTEL), SWD and African American students performing at the lowest levels.
- Mathematics: Districtwide scores were maintained, with English Learner, SED, SWD, African American, Hispanic, and LTEL students in the lowest performance level.
- Suspension Rates: Increased from 5.4% to 6.0%, disproportionately affecting SWD, African American, Hispanic, Two or More Races and LTEL students.
- Chronic Absenteeism: While overall rates improved, Foster Youth and Homeless students increased, while there was a slight decrease with Two or More Races students.

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

Local Data as of April 2025

Lakeside School

Kern Integrated Data System (KiDS) for Suspension Rate

- All Students: 1.45%
- AA at 1.92%
- EL at 0.71%
- SWD at 3.42%
- TOM at 0%

KiDS for Core Subjects Summary ELA D & F %

- All Students: 17.93%
- AA at 30.36%
- EL at 23.67%
- SWD at 18.95%
- TOM at 20.33%

KiDS for Core Subjects Summary Math D & F %
- All Students: 22.96%
- AA at 36.52%
- EL at 31.62%
- SWD at 22.04%
- TOM at 24%

Donald E. Suburu School
KiDS for Suspension Rate
- All Students: 0.68%
- AA at 1.79%
- EL at 0.68%
- SWD at 0.98%
- TOM at 4.35%
- AS at 0%

KiDS for Grades Distribution ELA D & F %
- All Students: 10.14%
- AA at 16.01%
- EL at 25.66%
- SWD at 13.33%
- TOM at 33.33%
- AS at 33.33%

KiDS for Grades Distribution Math D & F %
- All Students: 18.25%
- AA at 10.31%
- EL at 10.26%
- SWD at 16.67%
- TOM at 16.67%
- AS at 33.33%

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

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

Response & Action Plan: To address disparities identified from the Schools and Student Groups at the lowest performance (Red) level on the 2023 (and current 2024) dashboards, LUSD is implementing targeted interventions:

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

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

Lakeside Union School District has fully expended all previously apportioned Learning Recovery Emergency Block Grant (LREBG) funds. Should the district receive any additional LREBG allocations, the needs and specific uses of these funds will be clearly outlined within the 2026-27 LCAP.

Reflections: Technical Assistance

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

Our district has been identified to receive Differentiated Assistance (DA) support based on the performance on the 2024 CA School Dashboard. Specifically, for our student groups in relation to State Priority 6 (School Climate: Suspension Rate) for our African American, English Learners, Foster Youth, Two or More Races, and Homeless; State Priority 5 (Student Engagement: Chronic Absenteeism) for our English Learners, Foster Youth, and Two or More Races; and State Priority 4 (Student Achievement: English Language Arts, Math, English Learner Progress) for our African American, English Learners, and Homeless.

Our district continues to work collaboratively with the Kern County Superintendent of Schools to review performance data on the state and local indicators included in the California School Dashboard. This comprehensive review (February 2025) encompassed data related to suspension rates, student achievement in English Language Arts and Math, English Learner Progress, chronic absenteeism, and the performance trends of specific student subgroups. Through the analysis of performance data, we will identify both strengths and weaknesses in relation to the state priorities. Our district has demonstrated strengths in certain areas, while also recognizing areas in need of improvement, particularly in supporting the targeted student groups identified for DA.

Our focus is on identifying effective, evidence-based programs or practices that address the areas of weakness identified through data analysis. By leveraging research-driven strategies and interventions, we aim to provide targeted support to improve outcomes for all students, with a particular emphasis on supporting the needs of African American students, English learners, Two or More Races, Foster Youth, and Homeless.

Our district is committed to utilizing data-driven decision-making and evidence-based practices to address areas of need and improve outcomes for all students. Through collaborative efforts with the Kern County Superintendent of Schools and other educational partners, we are dedicated to creating a positive and supportive learning environment where every student can succeed through targeted academic instruction (Goal 1 Action 1 and Action 2) and positive behavior interventions and supports (PBIS Goal 2 Action 1, ATS Goal 2 Action 4).

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners, including but not limited to: • Teachers • Classified Staff • Administrators • Parents and Parent Advisory • Students Advisory Group • Community Members • Other Educational Partners	• We prioritize collaboration with all educational partners in the development of our Local Control and Accountability Plan (LCAP) to ensure a comprehensive and inclusive approach to addressing the needs of our students. This engagement encompasses meaningful dialogue and input from teachers, classified staff, administrators, parents, students, community members, and other educational partners. Through regular meetings, forums, surveys, and workshops, we seek diverse perspectives and insights to inform the goals, strategies, and actions outlined in the LCAP. By fostering a culture of partnership and collective responsibility, we strive to create a plan that reflects the needs and aspirations of our entire educational community and promotes equity, excellence, and student success for all (2025/2026 School Year). • For our students, we ensure meaningful engagement by involving middle school students in the LCAP process through ongoing input shared during their ASB (advisory) meetings throughout the year. We also collect a broad range of student perspectives through regular surveys, which help inform the development of goals, strategies, and actions in the LCAP (2025/2026 School Year). • Held a public hearing to provide an update regarding the specific actions and expenditures in the 2024 LCAP (February 2025).

Educational Partner(s)	Process for Engagement
	• Posted the LCAP for public comment prior to public hearing (June 2025) • Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP (June 2025) • Adopted the LCAP and budget at the board meeting and reported local indicator data as a non-consent item (June 2025) • Posted the adopted LCAP prominently on our district web page (July 2025)
Students and families	Hosted our annual barbeque to engage with students and families and to discuss needs they might have (May 2025).
Students	Surveyed 4th-8th grade students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (February 2025).
School Site Educational Partners (Parent Informational Meetings and School Site Council Meetings)	Surveyed educational partner groups separately at each school site to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (2024/2025 School Year).
Administration, Principals and Local Bargaining Unit Lakeside School & Donald E. Suburu School Teachers Association (LSTA) & Lakeside California School Employee Association (LCSEA)	Conducted input gathering sessions at each school site during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs (2024/2025 School Year).
Administrators/Principals	Conducted LCAP meetings with administration to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided (Bimonthly-2024/2025 School Year)
SELPA Administrator/Director of Student Support Services	Met quarterly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to: Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs; Identifying specific actions in the LCAP to address student needs; and identifying professional development opportunities needed to support the capacity of

Educational Partner(s)	Process for Engagement
	teachers, classified and administrators serving SWD (Quarterly-2024/2025 School Year).
English Learner Advisory Committee	Presented the LCAP to the English Learner Advisory Committee (November 2024 & January 2025). No comments were received for the Superintendent to responded to.
Local Bargaining Units (LSTA & LCSEA) & Families	Held LCAP Forum for Local Bargaining Units (LSTA & LCSEA) and LCAP Forum for Families to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs (February 2025).

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

The adopted LCAP reflects extensive input from our educational partners, including staff, families, and community members. Their feedback was critical in identifying areas of strength and opportunities for growth, directly influencing the development and prioritization of goals, actions, and resource allocation. Through surveys, meetings, and ongoing collaboration, the district was able to align initiatives with stakeholder needs while ensuring that actions remain fiscally responsible and impactful on student outcomes.

Small Group Instruction and Core Academics (Goal 1, Actions 1 & 2; Goal 3, Action 1 & 2):
Educational partners emphasized the need for stronger instructional support in English Language Arts (ELA) and mathematics, particularly through small group instruction. Staff expressed a need for more professional development and support to effectively implement small group strategies, and families shared concerns about the level of academic support their children are receiving. In response, the district will prioritize targeted training and coaching to strengthen instructional practices and promote student achievement in core subjects.

Support for English Learners (Goal 1, Action 4):
Stakeholders highlighted the importance of enhancing support for English Learners (ELs) and Long-Term English Learners (LTELs). While some staff reported success with current strategies, many identified the need for more specialized training and consistent implementation of effective practices. The district will review and refine EL programs, provide targeted supports for educators, and engage families to better meet the academic and language development needs of these students.

Positive Behavior Interventions and Supports (PBIS) (Goal 2, Action 1 & 4):
Feedback indicated that the current implementation of PBIS varies across sites and is not consistently perceived as effective. Staff and families expressed a desire for greater clarity, consistency, and visibility in how PBIS is applied. Students also indicated a need for more frequent and meaningful positive reinforcement. To address these concerns, the district will expand training, enhance implementation practices, and strengthen schoolwide systems for recognizing positive student behavior.

Campus Cleanliness (Goal 3, Action 3):
Concerns were raised about the overall cleanliness of school facilities, particularly restrooms and playgrounds. Ensuring clean and safe campuses is essential for fostering a positive learning environment. In response, the district will work with site staff to review custodial

routines, implement consistent cleaning schedules, and improve facility upkeep to better meet the expectations of students, staff, and families.

Collaboration Between General and Special Education (Goal 3, Action 4):
Educational partners identified a need for more frequent and structured collaboration between general education and special education staff. Gaps in communication and coordination can impact the success of students receiving special education services. The district will support improved collaboration by facilitating regular check-ins, shared planning opportunities, and strengthened partnerships between instructional teams, with guidance from the Director of Student Support Services and related specialists.

Attendance and Family Engagement (Goal 2, Actions 2 & 3):
Families voiced a need for more consistent support and communication regarding student attendance. Barriers to attendance and limited outreach were commonly cited concerns. In response, school administrators will work closely with office and support staff to develop a coordinated system of communication, outreach, and resources aimed at improving student attendance and fostering stronger family-school relationships.

Conclusion:
The adopted LCAP was thoughtfully designed to reflect the priorities and concerns raised by our educational partners. Each goal and action was selected based on its potential to support student success and long-term improvement. The district remains committed to sustaining an open dialogue with all stakeholders and to implementing strategies that promote equitable access, academic growth, and a safe, supportive school environment for all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal reflects our commitment to ensuring that all students receive a high-quality education and have the opportunity to achieve academic success across multiple subject areas. By emphasizing growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science, and English Language Development (ELD), we aim to provide a well-rounded education that prepares students for college, career, and lifelong learning.

State assessments, local formative assessments, and course grades serve as important measures to gauge student progress and proficiency in these key subject areas. These assessments provide valuable data that inform instructional practices, curriculum development, and targeted interventions to support student learning. By setting the expectation for all students to demonstrate growth, we are promoting a growth mindset and fostering a culture of continuous improvement. This goal reflects our belief in the potential of every student to succeed and our dedication to providing the necessary resources, support, and opportunities to help them reach their full potential. Striving for all students to demonstrate growth towards meeting or exceeding standards in these critical academic areas, we are working towards closing achievement gaps, promoting equity in education, and empowering students to become confident, competent, and well-rounded individuals ready to contribute to society.

The data from the California School Dashboard for the 2022/2023 academic year underscores a critical need for targeted interventions and support in English Language Arts (ELA), Math, and Science. Across various student subgroups, there are significant disparities in performance, as indicated by the distance from standard (DFS) and standard met or exceeded metrics. In ELA, the DFS for several student subgroups, such as English learners (ELs), Foster Youth (FY), Low Income, Students with Disabilities (SWD), and African American (AA) students, is notably high, with scores ranging from -101 to -112 (Data in Reflections). These disparities highlight the challenges these students face in achieving proficiency in reading and language arts, which are foundational skills essential for academic success across all subject areas. Similarly, in Math, there are substantial gaps in performance, with DFS scores ranging from -88 to -148 for various student subgroups (Data in Reflections). These findings underscore the need for targeted support and interventions to improve mathematical proficiency and numeracy skills among vulnerable student populations, including ELs, FY, Low Income, SWDs, and AA students. While the Science standard met or exceeded percentages reveal disparities in science proficiency across student subgroups, with particularly low rates for All Students, especially among ELs and SWD (Data in Reflections). This highlights the importance of addressing not only ELA and Math

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from Standard (DFS) on CAASPP ELA Assessment	2023 CAASPP ELA Distance from Standard • All Students - 34.1	2024 CAASPP ELA Distance from Standard		2026 CAASPP ELA Distance from Standard	Distance from Standard: • All Students -4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard Priority 4(a): Statewide assessments	• EL -64.8 • FY-No Data • Homeless -No Data • SED -43.2 • SWD -117.2 • AA -74.3 • TMR -45.6 Performance Level LUSD • All students Orange • EL Orange • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA Red • TMR Orange	• All Students -38.2 • EL -76.8 • FY-No Data • Homeless -No Data • SED -47.4 • SWD -119.3 • AA -81.3 • TMR -34.8 Performance Level LUSD • All students Orange • EL Red • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA Red • TMR No Color		• All Students -25.1 • EL -55.8 • FY-No Data • Homeless -No Data • SED -34.2 • SWD -108.2 • AA -65.3 • TMR -36.6 Performance Level LUSD • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Yellow • TMR Yellow	• EL -12 • FY-No Data • Homeless -No Data • SED -4.2 • SWD -2 • AA -7 • TMR +10.8 Performance Level LUSD: • All students: No change • EL: Decreased • FY: N/A • Homeless: N/A • Hispanic: No change • SED: No change • SWD: No change • AA: No change • TMR: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Distance from Standard (DFS) on CAASPP Math Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2023 CAASPP Math Distance from Standard LUSD • All Students - 85.3 • EL -99.6 • FY-No Data • Homeless -No Data • SED -89.1 • SWD -158.8 • AA -119.4 • Hispanic -89.1 • TMR -104.7 Performance Level LUISD • All students Orange • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Red • Hispanic Orange • TMR Red Distance from Standard Lakeside School • All Students - 99.7 • EL -127.2 • FY-No Data	2024 CAASPP Math Distance from Standard LUSD • All Students -85.3 • EL -115.2 • FY-No Data • Homeless -No Data • SED -91.4 • SWD - 145.8 • AA -118.7 • Hispanic - 92.6 • TMR -56.3 Performance Level LUISD • All students Orange • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Orange • AA Red		2026 CAASPP Math Distance from Standard LUSD • All Students -76.3 • EL -90.6 • FY-No Data • Homeless -No Data • SED -80.1 • SWD - 149.8 • AA -110.4 • Hispanic - 21.2 • TMR -95.7 Performance Level LUSD • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Orange	Distance from Standard LUSD: • All Students- No change • EL -15.6 • FY-No Data • Homeless -No Data • SED -2.3 • SWD +13 • AA +0.7 • Hispanic - 3.5 • TMR +48.3 Performance Level LUSD: • All students: No change • EL: No change • FY: N/A • Homeless: N/A • Hispanic: No change • SED: No change • SWD: Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless -No Data • SED -102.4 • SWD -177 • AA -132.4 • Hispanic -104.3 • TMR -133.1 Performance Level Lakeside School • All students Red • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Red • Hispanic Red • TMR No Color	• Hispanic Orange • TMR No Color Distance from Standard Lakeside School • All Students -96.3 • EL -131.6 • FY-No Data • Homeless -No Data • SED -103.3 • SWD -171.1 • AA -148.9 • Hispanic -101.2 • TMR Performance Level Lakeside School • All students: Orange • EL Red • FY No Color • Homeless • SED Red • SWD Orange		• Hispanic Green • TMR Orange Distance from Standard Lakeside School • All Students -90.7 • EL -118.2 • FY-No Data • Homeless -No Data • SED -93.4 • SWD -168 • AA -123.4 • Hispanic -95.3 • TMR -124 Performance Level Lakeside School • All students Orange • EL Orange • FY No Color • Homeless No Color • SED Yellow	• AA: No change • TMR: N/A Distance from Standard Lakeside School • All students +3.4 • EL -4.4 • FY N/A • Homeless N/A • SED -0.9 • SWD +5.9 • AA -16.5 • Hispanic +3.1 • TMR N/A Performance Level Lakeside School • All students: Increased • EL: No change • FY: N/A • Homeless: N/A • SED: Decreased • SWD: Increased • AA: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• AA No Color • Hispanic Orange • TMR No Color		• SWD Orange • AA Orange • Hispanic Orange • TMR No Color	• Hispanic: Increased • TMR: N/A
1.3	Distance from Standard (DFS) on CAASPP Science Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2023 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 19% • EL 0% • FY No Data • Homeless No Data • SED 19% • SWD 3.70% • AA No Data • TMR 0%	2024 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 24.19% • EL 0% • FY No Data • Homeless No Data • SED 20.45% • SWD 4.55% • AA No Data • TMR No Data Distance from Standard LUSD		2026 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 24.1% • EL 7.7% • FY N/A • Homeless N/A • SED 22.5% • SWD 7.2% • AA 31.3% • TMR 11.9% Distance from Standard LUSD • All Students -12	Met/Exceed: • All Students +5% • EL No change • FY No Data • Homeless No Data • SED +1% • SWD +1% • AA No Data • No Data Distance from Standard: • All Students: N/A • EL: N/A • FY: N/A • Homeless: N/A • SED: N/A • SWD: N/A • AA: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• All Students -17 • EL -34 • FY-No Data • Homeless -31 • SED -19 • SWD -27 • AA -19 • Hispanic - 19 • TMR -17 • LTEL -31		• EL -29 • FY-No Data • Homeless -26 • SED -14 • SWD -22 • AA -14 • Hispanic - 14 • TMR -12 • LTEL -26	• Hispanic: N/A • TMR: N/A • LTEL: N/A
1.4	English Learner Progress Indicator (ELPI) Source: CA School Dashboard Priority 4(e): Percentage of ELs who make progress toward English proficiency	2023 CA Dashboard ELPI 50.6% making progress towards English language proficiency English Learner Progress: Green	2024 CA Dashboard ELPI 40.9% making progress towards English language proficiency English Learner Progress: Red		2026 CA Dashboard ELPI 56.6% making progress towards English language proficiency English Learner Progress: Green	-9.8%
1.5	EL Reclassification Rate Source: DataQuest, Student Information System Priority 4(f): EL Reclassification Rate	2022/2023 DataQuest Ever ELs and Reclassification Status: 44.3%	2023/2024 DataQuest Ever ELs and Reclassification Status: 33.0%		2025/2026 DataQuest Ever ELs and Reclassification Status: 50.3%	-11.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	DIBELS Mid Year All Grades Status Report Percent Well Below or Below Benchmark Source: KiDS Priority 8: Other Pupil Outcomes	2023 DIBELS March Mid Year All Grades Status Report: 39% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All students- 56% • SED-60% • EL-73%	2025 DIBELS March Mid Year All Grades Status Report: 36% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students- 52% • SED-57% • EL-72%		2027 DIBELS March Mid Year All Grades Status Report: 33% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students- 48% • SED-53% • EL-68%	2025 DIBELS March Mid Year - 3% 2025 KiDS Report • All: -4% • SED: -3% • EL: -1%
1.7	Percent of TK-2nd Grade Students Scoring at Intervention or Early Intervention Source: KIDS Priority 8: Other Pupil Outcomes	2023 March STAR Early Literacy Screening Report Below Benchmark TK: 54% Kindergarten: 49% 1st Grade: 51% 2nd Grade: 70% (twenty-two 2nd Grade students were assessed) Students scoring at Intervention or Early Intervention (Spring): • All Students: 33% • SED: 41% • EL: 48%	2025 March STAR Early Literacy Screening Report Below Benchmark TK: No assessment for this grade level Kindergarten: 59% 1st Grade: 48% 2nd Grade: No 2nd grade students struggling in reading to take the Early Literacy Screening Students scoring at Intervention or		2027 March STAR Early Literacy Screening Report Below Benchmark TK: No assessment for this grade level Kindergarten: 43% 1st Grade: 45% 2nd Grade: 64% (based on twenty-two 2nd Grade students assessed) Students scoring at Intervention or Early Intervention (Spring 2027):	TK: No assessment for this grade level Kindergarten: +10% 1st Grade: -3% 2nd Grade: No 2nd grade students struggling in reading to take the Early Literacy Screening Students scoring at Intervention or Early Intervention (Spring):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Early Intervention (Spring): • All Students: 30% • SED: 30% • EL: 44%		• All Students: 26% • SED: 26% • EL: 40%	• All Students: -3% • SED: -11% • EL-: -4%
1.8	STAR Reading-Percent of 2nd-8th Grade Students Scoring at Intervention or Early Intervention Source KIDS Priority 8: Other Pupil Outcomes	2024 March STAR Reading Screening Report Below Benchmark 2nd Grade: 61% 3rd Grade: 62% 4th Grade: 63% 5th Grade: 65% 6th Grade: 83% 7th Grade: 74% 8th Grade: 76% Students scoring at Intervention or Early Intervention (Spring): • All Students: 50% • SED: 54% • EL: 81%	2025 March STAR Reading Screening Report Below Benchmark 2nd Grade: 41% 3rd Grade: 47% 4th Grade: 46% 5th Grade: 52% 6th Grade: 56% 7th Grade: 51% 8th Grade: 32% Students scoring at Intervention or Early Intervention (Spring): • All Students: 40% • SED: 44% • EL: 72%		2027 March STAR Reading Screening Report Below Benchmark 2nd Grade: 55% 3rd Grade: 56% 4th Grade: 57% 5th Grade: 59% 6th Grade: 77% 7th Grade: 68% 8th Grade: 70% Students scoring at Intervention or Early Intervention (Spring 2027): • All-38% • SED-40% • EL-68%	STAR Reading Screening Report Below Benchmark 2nd Grade: -20% 3rd Grade: -15% 4th Grade: -17% 5th Grade: -13% 6th Grade: -27% 7th Grade: -23% 8th Grade: -44% Students scoring at Intervention or Early Intervention (Spring): • All: -10% • SED: -10% • EL: -9%
1.9	STAR Math-Percent of 1st-8th Grade Students scoring Intervention or Early Intervention	2024 March STAR Math Screening Report Below Benchmark 1st Grade: 47%	2025 March STAR Math Screening Report Below Benchmark		2027 March STAR Math Screening Report Below Benchmark	March STAR Math Screening Report Below Benchmark 1st Grade: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: KiDS Priority 8: Other Pupil Outcomes	2nd Grade: 63% 3rd Grade: 61% 4th Grade: 64% 5th Grade: 62% 6th Grade: 78% 7th Grade: 71% 8th Grade: 73% Students scoring at Intervention or Early Intervention (Spring): • All Students: 43% • SED: 44% • EL: 59%	1st Grade: 40% 2nd Grade: 50% 3rd Grade: 37% 4th Grade: 51% 5th Grade: 42% 6th Grade: 45% 7th Grade: 68% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Spring): • All Students: 41% • SED: 45% • EL: 57%		1st Grade: 41% 2nd Grade: 57% 3rd Grade: 55% 4th Grade: 58% 5th Grade: 56% 6th Grade: 72% 7th Grade: 65% 8th Grade: 67% Students scoring at Intervention or Early Intervention (Spring 2027): • All Students: 37% • SED:41% • EL: 53%	2nd Grade: -13% 3rd Grade: -24% 4th Grade: -13% 5th Grade: -20% 6th Grade: -33% 7th Grade: -3% 8th Grade: -44% Students scoring at Intervention or Early Intervention (Spring): • All Students: -2% • SED: +1% • EL: -2%

Goal Analysis [2024-25]

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

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

All actions under Goal 1 were fully implemented as planned with the district experiencing both successes and challenges throughout the process. Notable successes and challenges are provided below.
Action 1.1 supported student success in math through a contract with KCSOS to identify essential standards and develop common formative assessments for K–8. There was full staff participation in this professional development. The district also held 2 PDs with KCSOS TK expert to support our TK/K and Special Ed. TK/K teachers implementing standards and working in small group instruction. Some challenges related to this action were experienced with the implementation of the RtI program for literacy and math due to instructional aide absences. In response to this challenge, RtI will be strengthened through a restructured master schedule that aligns intervention blocks across grade levels, allowing for flexible support and coverage during staff absences.
Action 1.2 included professional development in ELA/ELD provided by the ELD/RtI Coordinator during staff meetings and early out days, and full implementation of Heggerty and Superkids programs for K–2.
Action 1.3, the AVID program, continues to provide a strong framework of support for students.

Action 1.4, A new program, Vista Learning, was implemented with our ELD Teachers. Staff are still becoming familiar with the new platform, and ongoing support is being provided by administrators and the ELD/RtI coordinator.

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.

Action 1.1 had a material difference between budgeted expenditures and estimated actual expenditures. The district underspent what was planned due to not being able to fill two RTI teacher positions. Lakeside was unable to fill the position and Suburu was able to utilize a substitute to fill the position. No other actions had material differences. Exact amount of differences can be found in the Annual Update Tables.

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

All actions under Goal 1 have contributed varying degrees of progress toward the goal of improving student mastery in English Language Arts (ELA), Math, and Science. While some metrics demonstrated gains—particularly in early literacy and science—limited progress was observed for English Learners and Socioeconomically Disadvantaged students in ELA and Math proficiency, indicating the need for continued targeted support.

Action 1.1 Supporting Student Success in Math, is associated with Math Proficiency and the following metrics are being monitored to evaluate its effectiveness:
Distance from Standard (DFS) – CAASPP Math
-All Students: -85.3 (no change)
-SED: -89.1 to -91.4 (declined by 2.3 points)
-EL: -99.6 to -115.2 (declined by 15.6 points)

STAR Math (Intervention or Early Intervention)
-All Students: 43% to 41% (improved by 2%)
-SED: 44% to 45% (declined by 1%)
-EL: 59% to 57% (improved by 2%)

Effectiveness: Action 1.1 was ineffective in improving Math achievement. DFS remained stagnant or worsened across all groups, with a substantial decline for ELs. While STAR Math results show slight improvement, overall the data confirms the need for additional math supports. In response to lower-then-expected outcomes, the district will partner with KCSOS to provide two professional development sessions for K–8 teachers focused on the effective use of manipulatives to support math instruction. Research indicates that hands-on learning through manipulatives can significantly improve mathematical understanding and achievement, particularly for low-income students, by making abstract concepts more accessible and engaging.

The following actions are associated with ELA and Literacy Improvement:
Action 1.2 – Supporting Student Success in ELA/ELD, Action 1.3 – Maintaining AVID Program. The following metrics are being monitored to evaluate their effectiveness:

Distance from Standard (DFS) – CAASPP ELA
All Students: -34.1 to -38.2 (declined by 4.1 points)
-SED: -43.2 to -47.4 (declined by 4.2 points)
-EL: -64.8 to -76.8 (declined by 12 points)

CAASPP Science (% Met/Exceeded Standards)
-All Students: 19% to 24.19% (improved by 5.2 points)
-SED: 19% to 20.45% (improved by 1.45 points)
-EL: 0% (no change)

DIBELS Mid-Year Status (Strategic or Intensive)
-All Students: 56% to 52% (improved by 4%)
-SED: 60% to 57% (improved by 3%)
-EL: 73% to 72% (improved by 1%)

STAR Early Literacy (Intervention or Early Intervention)
-All Students: 33% to 30% (improved by 3%)
-SED: 41% to 30% (improved by 11%)
-EL: 48% to 44% (improved by 4%)

STAR Reading (Intervention or Early Intervention)
-All Students: 50-40% (improved by 10%)
-SED: 54-44% (improved by 10%)
-EL: 81-72% (improved by 9%)

Effectiveness: Actions 1.2–1.4 were moderately effective in improving early literacy for all students and SED students, as shown by improvements in DIBELS and STAR Early Literacy, and STAR Reading. However, CAASPP ELA DFS declined for all three student groups, most significantly for ELs, indicating the need for more intensive language development supports. In response to lower-than-expected ELA outcomes, the district will host eight collaborative meetings during the 2025–26 school year to identify essential ELA standards for grades TK–8 and develop common formative assessments (CFAs) to guide instruction and monitor student progress; in addition, to strengthen the district's RtI, the master schedule that aligns intervention blocks across grade levels will be restructured, allowing for flexible support and coverage during staff absences.

Action 1.4 Additional Support for ELs and LTELs is associated with English Learner Progress and the following metrics are being used to evaluate the action's effectiveness:

CAASPP ELA (Distance from Standard)
-ELs declined 12 points from -64.8 points from standard to -76.8 points from standard

CAASPP Math (Distance from Standard)
-ELs declined -15.6 points from -99.6 points from standard to -115.2 points from standard

CAASPP Science (% Met or Exceeded Standards)
-No change from 2023. ELs continue to have 0% meeting or exceeding standards

ELPI (% Making Progress Toward Proficiency)
-EL: 50.6% to 40.9% (declined by 9.8 points)

EL Reclassification Rate
-EL: 44.3% to 33.0% (declined by 11.3 points)

Action 1.4 was not effective in achieving its intended outcomes. Across both academic achievement and English language development metrics, ELs showed declining performance or stagnation. Although the new Vista Learning platform was implemented, its impact was limited in Year 1—possibly due to its novelty and the learning curve for staff. Additional coaching, structured implementation support, and alignment with core instruction may be necessary to improve outcomes in subsequent years. To support effectiveness of this action, the district will provide three professional development sessions to support all K–8 teachers with the implementation of the designated ELD program, Vista Learning during the 2025–26 school year, . These sessions will be led by district personnel and will not require additional funding.

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.

Metric 1.3 CAASPP Science Baselines for percent of students meeting or exceeding standards have been corrected from data reported during the Baseline Year.
Metrics 1.6-1.9 Have been changed to the KiDS platform as the source and the measurement to be reported for metrics 1.7-1.9 will change to students scoring at intervention or early intervention. Metric 1.6 will report Well Below or Below Benchmark

Action 1.1- Added how the action will be strengthened during the 2025-26 school year. Increase in funding to support personnel to implement the action.
Action 1.2- Added how the action will be strengthened during the 2025-26 school year. Increase in funding to support personnel to implement the action.
Action 1.4- This action has been separated into services provided to support all English Learners as well as the additional support provided to Long Term English Learners. There were no funding changes for the action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supporting Student Success in Math	• Supportive Math Practices: Partnering with KCSOS to examine math standards and develop Common Formative Assessments (CFAs) will ensure alignment with best practices, allowing teachers to deliver targeted instruction tailored to students' needs. • Supportive Math Environments: By leveraging the expertise of our school psychologists, teachers will receive valuable support in addressing students' individual learning challenges and socio-emotional needs, fostering a conducive learning environment for math achievement. • Supportive Math Interventions: Piloting Response to Intervention (RtI) in Math will provide timely interventions for struggling students, enabling them to receive the necessary support to grasp key mathematical concepts effectively. Monitoring student progress through an assessment system will allow educators to track growth, identify areas of improvement, and adjust instructional strategies accordingly, ensuring that all students receive the targeted support they need to succeed in math. • During the 2025–26 school year, the district will provide targeted professional development to strengthen instructional practices in early learning and across grade levels. This includes five sessions led by a TK expert from KCSOS to support TK/K and Special Education TK/K teachers with standards implementation and small group instruction, as well as two additional sessions for K–8 teachers focused on the effective use of manipulatives, also provided in partnership with KCSOS. The TK professional learning opportunities will be offered at no additional cost to the district. During the 2025-26 school year, RtI will be strengthened through a restructured master schedule that aligns intervention blocks across grade levels, allowing for flexible support and coverage during staff absences. The following positions will support the implementation of this action:	$501,865.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Director of C&I & Assessments (50% salary) TOSA-Lakeside School (50% salary) TOSA- Suburu School (50% salary) Academic Coach (50% salary)		
1.2	Supporting Student Success in ELA/ELD	• Supportive ELA/ELD Environments: By leveraging the expertise of our school psychologists, Response to Intervention (RtI) Coordinator teachers will receive valuable support in addressing students' individual learning challenges and socio-emotional needs, fostering a conducive learning environment for ELA/ELD achievement. The purchase of additional library resources will provide students with access to a diverse selection of books that cater to their varied interests and reading levels. While the continued implementation of a comprehensive Phonemic Awareness Program will support students in developing crucial foundational skills necessary for reading success. • Supportive ELA/ELD Interventions: Our instructional aides and paraprofessionals will work closely with teachers and the ELD/RtI Coordinator to deliver targeted interventions and support to unduplicated students. • Monitoring Phonemic Awareness & Phonics Progress: Utilize an online phonemic awareness and phonics program to monitor and track students' progress in foundational literacy skills. -During the 2025-26 School year, the district will host eight collaborative meetings to identify essential ELA standards for grades TK–8 and develop common formative assessments (CFAs) to guide instruction and monitor student progress These support systems and initiatives are designed to ensure that our unduplicated students receive the necessary resources and interventions to succeed academically and develop essential literacy skills for future academic achievement.	$1,189,998.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following positions will support the implementation of this action: Director of C&I & Assessments (50% salary) TOSA-Lakeside School (50% salary) TOSA- Suburu School (50% salary) Academic Coach (50% salary)		
1.3	Maintaining AVID Program	Maintaining AVID (Advancement Via Individual Determination) ensures ongoing support for students in developing critical academic skills, fostering college and career readiness, and promoting a culture of high expectations and success. An AVID Teacher and tutors provides a support system which further enhances our efforts to address the needs of our unduplicated students.	$27,028.00	Yes
1.4	Additional Support for ELs and LTELs	Support for All English Learners (ELs) To support English Learners (ELs), the district provides both designated and integrated English Language Development (ELD) during the instructional day, embedded into the daily master schedule. Targeted training in EL strategies is offered to teachers, and instructional aides and the ELD/RTI Coordinator provide additional classroom and small group support. Curriculum and resources are aligned with ELD standards to promote language acquisition and academic progress. The district uses a monitoring tool to track student growth and deliver timely interventions, ensuring ELs are supported linguistically and academically across all subject areas. During the 2025–26 school year, the district plans to hold three professional development sessions to support all K–8 teachers in implementing the designated ELD program, Vista Learning. These sessions will be facilitated by district personnel. Additional Targeted Support for Long-Term English Learners (LTELs) Recognizing the unique needs of Long-Term English Learners (LTELs), the district implements a comprehensive support plan specifically designed for this group. Teachers receive ongoing professional development focused on evidence-based practices for LTELs, including language scaffolding, formative assessment strategies, and culturally responsive	$318,042.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teaching. LTELs' academic and language progress is closely monitored using STAR, DIBELS, and classroom-based assessments to identify learning gaps and adjust instruction and interventions accordingly. These efforts aim to re-engage LTELs in their language development journey and accelerate their progress toward reclassification and academic success.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Indicators for Parent and Family Engagement Source: CA School Dashboard Priority 3(a): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.	2024 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.		2026 Local Indicator indicated 19% of the Parent and Family Engagement Indicators are not fully implemented.	No Change
2.2	ELAC/DELAC Meeting Participation Source: CA School Dashboard Priority 3(b): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	During the 2023-2024 School year we had thirteen parents attended the five ELAC/DELAC Meetings.	During the 2024-2025 School year we had twenty-three parents attended the four ELAC/DELAC Meetings.		During the 2026-2027 School year we will maintain thirteen parents attending the five ELAC/DELAC Meetings.	+10 parents at meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	IEP Meeting Participation Source: CA School Dashboard Priority 3(c): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023-2024 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2024-2025 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.		2026-2027 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	No Change
2.4	Attendance Rate Source: Student Information System Priority 5(a): Student Engagement	April 2024 KiDS Year to Date Attendance: -Lakeside School: 92.24% -Suburu School: 92.30%	April 2025 Year to Date Attendance: All students-93.49% -Lakeside School: 92.66% -Suburu School: 93.23%		April 2027 KiDS Year to Date Attendance: -Lakeside School: 95.24% -Suburu School: 95.30%	-Lakeside School: +0.42% -Suburu School: +0.93%
2.5	Chronic Absenteeism Rate. Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 5(b): Student Engagement	-2023 CA School Dashboard: Chronic Absenteeism -District: All Students 35.7% Yellow -Lakeside School: All Students 32.8% Yellow -Donald E. Suburu School: All Students 37.3% Yellow AA 37.8% Red AS 28.3% Red	2024 CA School Dashboard: -District: All Students 28.8% Yellow SED-30% (-6.6%) EL- 29.1% (-4.4%) FY-70.6% (+46.8%) -Lakeside School: All Students 32.8% Yellow		-2026 CA School Dashboard: Chronic Absenteeism -District: All Students 32.7% Yellow -Lakeside School: All Students 29.8% Yellow -Donald E. Suburu School: All	District All Students: -6.9% Lakeside School: No Change Donal Suburu School: All Students -10.3% AA -8.4% AS -9.9% SWD -13.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 41.0% Red -2024 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 27% -Donald E. Suburu School: 26%	-Donald E. Suburu School: All Students 27% Yellow AA 29.4% Orange AS 18.4% Yellow SWD 27.6% Orange 2025 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 23.4% -Donald E. Suburu School: 19.7%		Students 34.3% Yellow AA 34.8% Yellow AS 25.3% Yellow SWD 38.0% Yellow -2027 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 24% -Donald E. Suburu School: 23%	KiDS Percent of students chronically absent Lakeside School -3.6% Donal E. Suburu School -6.3%
2.6	Middle School Dropout Rate Source: Kern Integrated Data System (KiDS) Priority 5(c): Student Engagement	-April 2024 KiDS Middle School Dropout Rate: 0.54%	April 2025 KiDS Middle School Dropout Rate: 0.25%		-April 2027 KiDS Middle School Dropout Rate: 0.20%	-0.29%
2.7	Suspension Rate Source: CA School Dashboard, Kern Integrated Data System (KiDS)	-2023 CA School Dashboard Suspension Rate. All Students 5.4% Red AA 13.8% Red SWD 6.9% Red AS 1.8% Orange TOM 12.3% Red	2024 CA School Dashboard All Students 6% Orange AA 14% Red SWD 7.8% Red AS 0% Blue		-2026 CA School Dashboard Suspension Rate. All Students 5.1% Red AA 13.5% Red SWD 6.6% Red AS 1.5% Orange	Dashboard LUSD: All Students +0.6% AA +0.2% SWD +0.9% AS -1.8% TOM -5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6(a): School Climate	EL 3.9% Red FY 20.8% Red Hispanic 5.0% Red White 5.6% Red SED 5.7% Orange Lakeside School All Students 9.5% Red EL 9.0% Red SED 10.3% Red SWD 9.5% Red AA 27.0% Red Hispanic 8.9% Red White 9.4% Red TMR 12.3% Red -April 2024 KiDS Suspension Rate Data All Students 4.24% AA 7.22% SWD 5.37% AS 1.57% TOM 5.56% EL 3.93%	TOM 7.1% Red EL 5.6% Orange FY 25% Red Hispanic 6.5% Red White 3.5% Yellow SED 6.5% Red Lakeside School All Students 8.6% Orange EL 10.2% Red SED 9.6% Orange SWD 10.7% Red AA 19.6% Red Hispanic 9.7% Red White 4.9% Yellow TMR 8.2% Orange April 2025 KiDS Suspension Rate Data All Students 1.25% AA 2.80% SWD 3.08% AS 0% TOM 2.60% EL 0.69%		TOM 12% Red EL 3.0% Green FY 19.9% Orange Hispanic 4.1% Yellow White 4.7% Yellow SED 4.8% Yellow Lakeside School All Students 9.2% Orange EL 8.7% Orange SED 10% Orange SWD 9.2% Orange AA 26.7% Orange Hispanic 8.6% Orange White 9.1% Orange TMR 12.0% Orange -April 2027 KiDS Suspension Rate Data All Students 4.21% AA 6.92% SWD 5.34% AS 1.53% TOM 5.53% EL 3.90%	EL +1.7% FY +4.2% Hispanic +1.5% White -2.1% SED +0.8% Dashboard Lakeside School All Students -0.8% EL +1.2% SED -0.7% SWD +1.2% AA -7.4% Hispanic +0.8% White -4.5% TMR -4.1% April 2025 KiDS Suspension Rate Data All Students -2.99% AA -4.42% SWD -2.29% AS -1.57%% TOM -2.94% EL -3.24%
2.8	Expulsion Rate Source: CA School Dashboard, Kern	-2023 CA Dashboard 0% -April 2024 KiDS -District: 0%	April 2025 KiDS -District: 0% -Lakeside School: 0%		-April 2027 KiDS -District: 0% -Lakeside School: 0%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Integrated Data System (KiDS) Priority 6(b): School Climate	-Lakeside School: 0% -Donald E. Suburu School: 0%	-Donald E. Suburu School: 0%		-Donald E. Suburu School: 0%	
2.9	Student Surveys of sense of safety and school connectedness. Source: CA Healthy Kids Survey Priority 6(c): School Climate	-2023 CA Healthy Kids Survey -Grade 5 School Engagement and Supports • School Connectedness 63% • School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports • School connectedness 44% School Safety • School perceived as very safe or safe 27%	-2024 CA Healthy Kids Survey -Grade 5 School Engagement and Supports • School Connectedness 61% • School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports • School connectedness 37% School Safety • School perceived as very safe or safe 30%		-2026 CA Healthy Kids Survey -Grade 5 School Engagement and Supports • School Connectedness 69% • School Safety Feel safe at school 73% -Grade 7 School Engagement and Supports • School connectedness 50% School Safety • School perceived as very safe or safe 33%	-Grade 5 School Engagement and Supports • School Connectedness -2% • School Safety Feel safe at school- No Change -Grade 7 School Engagement and Supports • School connectedness -7% School Safety • School perceived as very safe or safe +3%

Goal Analysis [2024-25]

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

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

All actions under Goal 2 were fully implemented as planned with the district experiencing both successes and challenges throughout the process. Notable successes and challenges are provided below.
Action 2.1 supported the implementation of PBIS districtwide to address increased suspension and referral rates.
Action 2.2 focused on building stronger school-home partnerships through weekly home visits conducted by the Student Achievement Support & Intervention team and counselors. Additionally, the district offered an evening parent course, Loving Solutions, though participation was limited to 5–6 parents districtwide. These outreach efforts represent a comprehensive approach to family engagement.
Action 2.3 promoted regular school attendance by providing families with access to outside agencies, offering on-site health services through KCSOS Dental Clinic, and ensuring RN support at IEP meetings. Health technicians also supported students on campus under RN supervision.
Action 2.4 introduced the Pathways program, an alternative to suspension class to support better student decision-making.

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.

Action 2.2 Building Stronger School-Home Partnerships had a material difference between budgeted expenditures and estimated actuals. The district underspent what was planned because of unexpected delay purchasing and installing a marquee at Suburu School due to on site construction. No other actions had material differences. Exact amount of differences can be found in the Annual Update Tables.

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

All actions under Goal 2 have contributed varying degrees of progress toward the goal of fostering a safe and supportive learning environment (Actions 2.1, 2.4) by also improving attendance and reducing chronic absenteeism (Action 2.3), and increasing parent engagement (Action 2.2).
The following metrics are being used to evaluate the effectiveness of actions in Goal 2:

Chronic absenteeism: Decreased by 4.4% (ELs), 6.6% (SED), 6.9% (All Students)
Suspension rate: Increased by 1.7% (ELs) , 0.8% (SED), 0.8% (All Students)
Attendance rate: Increased districtwide (+1.2%)
Expulsion rate: Remained at 0%
Dropout rate: Decreased by 0.29% for all students
Student Surveys (Grade 7):
-Connectedness: Decreased from 44% to 37% (-7%)

-Safety perception: Increased from 27% to 30% (+3%)

Effectiveness: Goal 2 actions were effective in improving attendance and reducing chronic absenteeism for English Learners and SED students. However, rising suspension rates and declines in student connectedness point to areas requiring targeted adjustments, especially in behavioral supports and student engagement.

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

The following metric was revised:
Metric 1.8 Expulsion rate will be reported solely from the KiDS and so CA Dashboard has been removed since it is not reported on the Dashboard.

Action 2.3- Additional funding has been added to support an additional contracted nurse and to provide student incentives.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions and Supports (PBIS).	• Continue to Build A Positive School Environment: Partnering with KCSOS to provide staff release time for PBIS training building a multi-tiered social culture and behavior support system to cultivate a positive and engaging learning environment for our unduplicated students. • PBIS Interventions: Counselor and Student Achievement Support & Intervention staff offer personalized assistance to students to help build a positive and welcoming learning environment. Additionally, we utilize student incentives and a management system to recognize and reinforce positive behavior, fostering a school community where every student feels valued and motivated to succeed.	$370,314.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	By prioritizing a stronger home-to-school connection, we aim to support our unduplicated students. Through initiatives such as parent information nights, bilingual stipends for classified staff, and web-based communication tools, we foster a collaborative environment where families feel empowered and involved in their children's education. Additionally, web-based communication tools provide convenient platforms for ongoing dialogue, keeping families informed and engaged in their child's educational experiences.	$26,145.00	Yes
2.3	Promoting Regular School Attendance	Promoting Student Health and Attendance: The school nurse and health technicians conduct health screenings and assessments to identify attendance-related health issues. They provide health education to students and families, collaborate with families and medical providers to manage chronic health conditions affecting attendance, and implement wellness programs to promote student health and well-being. Our campus supervisor will promote positive student attendance by monitoring and addressing attendance concerns with staff, students and families and providing student incentives. An additional Part Time RN will be contracted beginning in 2025-26 school year to support the effective implementation of this action.	$379,761.00	Yes
2.4	Promoting Positive Growth: An Alternative to Suspension	Provide an alternative to suspension class to address disparities in disciplinary outcomes and promote equity in our school community. By offering alternative disciplinary measures, we aim to support students' social and emotional development while maintaining a safe and inclusive learning environment.	$172,666.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of Teachers Appropriately Assigned Source: DataQuest, Teacher Assignment Monitoring Outcome (CalSAAS)	2021-22 Teaching Assignment Monitoring Outcomes Clear 91.7% Out-of-Field: 0%	2022-23 Teaching Assignment Monitoring Outcomes Clear 78% Out-of-Field: 0%		2024-25 Teaching Assignment Monitoring Outcomes Clear 94.7% Out-of-Field: 0%	Teaching Assignment Monitoring Outcomes Clear -13.7% Out-of-Field: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1(a): Teachers : Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching.					
3.2	Percentage of students with access to standards-aligned materials. Source: Local Data, Self Reflection Tool Priority 1(b): Standards-aligned Instructional Materials for every student.	2023 CA Dashboard Local Indicators: Instructional Materials: 100% of students	2024 CA Dashboard Local Indicators: Instructional Materials: 88% of students		2026 CA Dashboard Local Indicators: Instructional Materials: 100% of students	-12%
3.3	Overall Rating of School Site Facility Inspection Tool (FIT) Source: Facility Inspection Tool Priority 1(c): School facilities are maintained in good repair.	2023 Overall Rating of School Site FIT. 207 areas that did not meet "Good Repair" Standard November 2022 Overall Rating FIT Lakeside School: Good Donald E. Suburu School: Exemplary	2025 Overall Rating of School Site FIT. 102 areas that did not meet "Good Repair" Standard January 2025 Overall Rating FIT Lakeside School: Fair Donald E. Suburu School: Exemplary		2026 Overall Rating of School Site FIT. 20 areas that did not meet "Good Repair" Standard November 2025 Overall Rating FIT -Lakeside School: Good -Donald E. Suburu School: Exemplary	-105 areas that did not meet "Good Repair" Standard Overall Rating FIT Lakeside School - one rating level Donald E. Suburu School- No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Rubric Scores for Implementation of State Standards Source: Kern Integrated Data System (KiDS) Priority 2(a): Implementation of State Academic Standards Performance Indicator	2023 Rubric Scores for Implementation of State Standards:100%	2024 Rubric Scores for Implementation of State Standards: 68%		2026 Rubric Scores for Implementation of State Standards:100%	-32%
3.5	School Site Master Schedule indicating designated English Language Development (ELD). Percentage of standards implemented Source: Student Information System Priority 2(b): How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency.	2023 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	2024 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and		2026 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			language proficiency.		language proficiency.	
3.6	School Site Master Schedule indicating All Students have access to a broad course of study Source: Student Information System, Local Data Priority 7(a): Access to a Broad Course of Study	2023 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.		2026 School Site Master Schedule indicating All Students have access to a broad course of study: 100% of students have access to a broad course of study per the Master Schedule.	No Change
3.7	School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study Source: Student Information System, Local Data Priority 7(b): Programs and services developed and provided to low income, English learner, foster youth pupils	2023 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.		2026 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% Low Income, English Learner, Foster Youth pupils have access to a broad course of study per the Master Schedule.	No Change
3.8	School Site Master Schedule indicating students with disabilities have access to a broad course of study	2023 School Site Master Schedule indicating students with disabilities have access to a broad course of	2024 School Site Master Schedule indicating students with disabilities have access to a		2026 School Site Master Schedule indicating students with disabilities have access to a	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Student Information System, Local Data Priority 7(c): Programs and services developed and provided to students with disabilities	study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.		broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	

Goal Analysis [2024-25]

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

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

All actions under Goal 3 were fully implemented as planned with the district experiencing both successes and challenges throughout the process. Notable successes and challenges are provided below.
Action 3.1 provided additional standards-aligned instructional materials to support high-quality teaching and learning.
Action 3.2 focused on nurturing teacher excellence through professional development and support for staff retention.
Action 3.3 ensured clean and safe facilities across school sites, with ongoing maintenance and improvements.
Action 3.4 delivered targeted support for students with disabilities by expanding push-in services for grades 4–8, allowing students to remain in general education classrooms with appropriate supports.
Action 3.5 offered after-school sports. The program served a total of 86 students: ELs- 6, 55-SED, 1 Foster Youth.
Action 3.6 provided band and choir programs. The choir program served a total of 190 students: ELs-34, SED-122, FY-1. The band program served a total of 97 students: ELs-2, SED-34, FY-1
Action 3.7 supported student engagement through Camp KEEP. 77 students participated in Camp Keep: ELs 2, SED-34, FY-1
Action 3.8 implemented an aquatics program which served 362 students. ELs-38, SED-211, FY-3

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 following actions had a material difference between budgeted expenditures and estimated actual expenditures. No other actions had material differences. Exact amount of differences can be found in the Annual Update Tables.
Action 3.1 Additional Standards-Aligned Instructional Materials- A material difference occurred because several expenses were either overprojected or ultimately unnecessary. Chromebooks, headphones, and carts were purchased using Fund 21 instead of LCFF funds, reducing costs to this action. Additionally, benefits for technology support were overestimated. The district also budgeted for the Saavas

science curriculum, which had already been paid for, and actual costs for ELA/ELD and additional math materials were lower than anticipated. As a result, the action was over budgeted and underspent.
Action 3.2 Nurturing Teacher Excellence- A material difference occurred because induction fees were originally budgeted for eight teachers, but thirteen teachers participated in the program during 2024–25. This resulted in the action being under budgeted and overspent due to the higher-than-expected participation.
Action 3.3 Ensuring Clean & Safe Facilities- A material difference occurred due to custodians being hired several months into the year and an incorrect hourly rate used in the budgeting process. Additionally, several planned Maintenance, Operations, and Transportation (MOT) purchases—such as a trailer, mower, flatbed, cabinet storage, and facility repairs—had not yet been completed, resulting in the action being over budgeted and underspent
Action 3.4 Targeted Supports for SWDs- A material difference occurred because the cost of special education speech-language pathology (SLP) services exceeded the budget. The position was budgeted as part-time, but actual expenditures reflect costs aligned with a full-time SLP, resulting in the action being overspent and under budgeted.
Action 3.7 Camp Keep- A material difference occurred due to the cost of Camp KEEP. We initially planned to support families by providing $100 per student who attended. However, the actual cost of Camp KEEP required families to seek additional assistance, resulting in this action being overspent and under budgeted.

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

All actions under Goal 3 contributed varying degrees of progress toward the goal of improving student access to a standards-based curriculum, fully credentialed teachers, and well-maintained schools, as well as to improved chronic absenteeism rates. While there were notable successes in broad course access and targeted programs, some actions showed limited effectiveness based on measurable outcomes.

Action 3.1 – Additional Standards-Aligned Instructional Materials
Access to materials declined from 100% to 88% (–12%)
Implementation of State Standards dropped from 100% to 68% (–32%)
ELD and access to a broad course of study maintained at 100%
DFS on CAASPP ELA and Math declined for All Students and English Learners
Effectiveness: This action was not effective in improving instructional quality or student outcomes. Despite maintained access to ELD and a broad course of study, decreased implementation of state standards and a decline in performance metrics indicate the action did not meet its intended goals.

Action 3.2 – Nurturing Teacher Excellence
Percentage of fully credentialed teachers dropped from 91.7% to 78% (–13.7%)
Effectiveness: This action did not achieve its intended outcomes. We strive to hire fully credentialed teachers; however, retirements and ongoing student enrollment growth have made it increasingly challenging to fill all positions.

Action 3.3 – Ensuring Clean and Safe Facilities
Facility issues decreased from 207 to 102 (–105 areas needing repair)

FIT rating decreased at Lakeside (from Good to Fair) and remained Exemplary at Suburu
Effectiveness: This action was moderately effective. While there was meaningful progress in reducing facility deficiencies, the overall rating still leaves room for further improvement.

Action 3.4- Targeted Support for Students with Disabilities (SWD)
CAASPP Science scores for SWDs increased from 3.7% to 4.55%
Chronic absenteeism for SWDs declined by 13.4%
Effectiveness: This action was moderately effective. Though academic improvement was limited, chronic absenteeism declined significantly, indicating positive impact on engagement and attendance for SWDs.

Actions 3.5-3.8 Extracurricular Activities
Chronic Absenteeism decreased for all student groups except Foster Youth.
SED-30% (-6.6%)
EL- 29.1% (-4.4%)
FY-70.6% (+46.8%) High percentage rate can be partially attributed to the small number (11) of Foster Youth enrolled in the district.

Based on KiDS Chronic Absenteeism Rates from the 2024-25 school year some student groups who participated in certain extracurricular activities (Sports, Band) tended to have a lower chronic absenteeism rate than the reported 2024 chronic absenteeism rate, showing further improvement for these students.
Students who participated in sports had a Chronic Absenteeism rate of 12.64%; Low-Income students who participated had a chronic absenteeism rate of 16.07%
Students who participated in band had a Chronic Absenteeism rate of 13.40%; Low-Income students who participated had a chronic absenteeism rate of 18.18%

Effectiveness: This action was effective in improving attendance for most participating students, particularly low-income students.

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.

LUSD made revisions to Action 3.3 by changing the title from "Ensuring Clean and Safe Facilities" to "Ensuring Access to Clean and Safe Facilities." We believe this adjustment provides greater clarity regarding the intent and scope of the services being provided.

Although we had budgeted to hire two custodians, we faced challenges in securing personnel and were only able to fill these positions after the school year had begun. Additionally, several planned purchases were not completed due to ongoing construction or procurement challenges:

- Outdoor tables and umbrellas were not purchased because construction was not completed.
- A cargo trailer and flatbed were not acquired, as the shop remains under construction.
- A maintenance truck was not purchased due to the inability to find one within the allocated price range.

Moving forward into 2025-26, Action 3.3 will include the following:

- Hire two night custodians: $154,668.06
- Hire a District Clerk: $104,205.05
- Purchase two buses: $660,000.00
- Purchase two vans: $130,000.00
- Color coat Lakeside campus: $450,000.00

These planned actions reflect our ongoing commitment to improving access to clean, safe, and well-maintained facilities throughout the district.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Additional Standards-Aligned Instructional Materials	Providing additional standards-aligned materials ensures that instruction remains focused on key learning objectives, promoting consistency, rigor, and equity in education. Additionally, allocating an adequate classroom supply budget enables teachers and instructional aides to access the necessary resources to support their instructional goals effectively. Furthermore, providing preschool TK resources and TK/K crayons ensures that our youngest learners have access to age-appropriate materials, setting a strong foundation for their academic journey. These efforts underscore our commitment to providing quality education that meets the diverse needs of all students while maintaining high standards of excellence.	$138,454.00	Yes
3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	By partnering with Kern County Superintendent of Schools and offering certificated stipends to provide support to teachers ensures they have the resources, training, and guidance necessary to deliver effective instruction and meet the diverse needs of students, ultimately fostering a positive learning environment and promoting student success.	$216,528.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Ensuring Access to Clean and Safe Facilities	Providing a clean and safe facility is essential for creating an environment conducive to learning and well-being for all students and staff. With additional custodial staff, we ensure that our facilities are meticulously maintained, promoting health and safety throughout our school sites. Implementing a guest sign-in system enhances security measures, safeguarding our school community. Moreover, our transportation program facilitates access to education for all students, fostering inclusivity and reducing barriers to attendance. Additionally, a monitoring system for online access to students ensures responsible and safe internet usage, promoting digital literacy and cyber safety. Through these initiatives, we prioritize the holistic well-being of our school community and create an environment where students can thrive academically and socially. Specifically, planned activities within this action for 2025–2026 include: • Hire two night custodians: $154,668.06 • Hire a District Clerk: $104,205.05 • Purchase two buses: $660,000.00 • Purchase two vans: $130,000.00 • Color coat Lakeside campus: $450,000.00	$1,682,636.00	Yes
3.4	Targeted Support for Students with Disabilities	Of the 224 students with disabilities, 64% are low income, 9% are English Learners, and 1% are Foster Youth. These demographics underscore the need for targeted interventions and support to address the diverse needs of our student population. Given the data from the CAASPP assessments and suspension rates, it is clear that targeted interventions are necessary to improve outcomes for these students. To address the academic and support needs of students with disabilities, we will implement a comprehensive action plan involving our Director of Student Support Services, school psychologist, speech and language pathologist, instructional aides, and additional materials and resources. Our school psychologist, under the direction of our Director of Student Support Services, will conduct individual assessments and provide access to our counselors for on-site counseling to support the social-emotional well-being of students with disabilities. The speech and language pathologist will offer specialized instruction and therapy to enhance communication skills. Instructional aides will provide personalized academic support and assistive technology tools to facilitate learning. We will allocate funds for	$1,225,357.00	No

Action #	Title	Description	Total Funds	Contributing
		instructional materials and resources specifically tailored for students with disabilities. This includes adaptive equipment, accessible curriculum materials, and specialized training for teachers and support staff. By focusing on these areas, we aim to narrow the gap in academic achievement and create an inclusive and supportive learning environment for all students.		
3.5	After School Sports	By providing athletic stipends, coaching stipends, and transportation to sporting events, we aim to offer after-school sports opportunities and provide sporting supplies to all students, particularly our unduplicated students who may not have access otherwise. Engaging students in extracurricular activities like sports encourages school attendance by creating a sense of belonging and motivation to participate in school activities. This initiative also promotes physical well-being and social interaction, contributing to a positive school culture that supports student attendance and academic success.	$31,415.00	Yes
3.6	Band & Choir	By actively recruiting unduplicated students, including those from low-income backgrounds, we aim to provide access to music education opportunities that they may not otherwise have. Hosting parent information nights at all sites allows us to inform parents about the instrument program, which provides students with access to music supplies such as instruments, and sheet music at no cost.	$96,159.00	Yes
3.7	Camp Keep	Participation in Camp KEEP during 6th grade is a significant opportunity to promote positive attendance and enrich the educational experience for our students. By providing additional support for Camp KEEP registration fees and ensuring transportation for all 6th-grade students who wish to attend, we remove barriers that may prevent students, especially our unduplicated students, from participating in this valuable weeklong learning experience. Teacher stipends are also provided to support instruction, ensuring that students receive quality educational programming that aligns with curriculum standards.	$45,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Aquatics	Having a swimming pool, along with dedicated staff such as a pool manager, lifeguards, pool equipment and maintenance personnel, can significantly contribute to promoting positive school attendance in several ways. The presence of these resources provides our unduplicated students with unique opportunities for physical activity, skill development, and social engagement, which are crucial for their overall well-being and educational experience.	$150,387.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$4,317,264	$424,346

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
24.414%	4.609%	$796,655.95	29.023%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supporting Student Success in Math **Need:** We have identified math as a critical need based on compelling data from multiple assessments and our educational partners. Staff, Family and Student surveys indicated a need for additional support in math. While our assessments also revealed a need for support in mathematics. The STAR Math assessment	Through the implementation of focused interventions and support services, we will address the needs of all students, with a focus on our unduplicated students, as well as other student groups such as Students with Disabilities, African Americans, and those identified as Two or More Races, who also exhibit low performance in Math. These professional development initiatives are designed to equip educators and instructional aides with the latest research-based strategies, instructional techniques, and resources necessary	• CAASPP Math (Goal 1 Metric 2) • STAR Math (Goal 1 Metric 9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	revealed that over 60% of our students are performing below benchmark levels in mathematics. Analysis of the Distance from Standard for CAASPP Math assessments has provided additional insights. Specifically, it has highlighted that our English Learners (99.6 points below standard) and Low Income students (89.1 points below standard) performed lower than All Students (85.3 points below). This data underscores a significant gap in math proficiency that requires immediate attention for these groups. **Scope:** LEA-wide	to foster engaging, effective, and student-centered teaching practices. By investing LEA-wide in the continuous growth and development of our educators, we aim to ensure that every student receives the highest quality of instruction to maximize their learning potential and academic success. By addressing this need head-on utilizing our school psychologist and our ELD/RtI Coordinator we will be implementing targeted interventions and support strategies, while working towards closing the achievement gap and ensuring equitable access to high-quality math education for our unduplicated students, as well as other student groups such as Students with Disabilities, African Americans, and those identified as Two or More Races, who also exhibit low performance in Math.	
1.2	**Action:** Supporting Student Success in ELA/ELD **Need:** Our educational partners identified a critical need to support our students, particularly our English Learners, Foster Youth, and low-income students in the areas of English Language Arts (ELA) and English Language Development (ELD) based on recent data and Staff, Family and Student Surveys . CAASPP ELA Distance From Standard (below standard) scores reveal significant disparities: All Students are 38 points below standard, whereas ELs are 101 points below standard, FY are 72 points below standard, and low-income students are 45 points below standard. Additionally, the 2023 CA Dashboard ELPI (English Learner Progress Indicator) shows	Our RtI Coordinator with the support of our classroom teachers and Instructional Aides, by providing students struggling in developing early literacy skills additional support for all students within the district, especially our unduplicated students. By providing additional support in TK-2nd grades with a phonemic awareness and phonics program, we can effectively address the early literacy skills needed to read at grade level, mitigating the risk of academic challenges persisting into 3rd grade and beyond, which will help support reading in Math and Science as well as writing skills for these two subjects. The Librarian will help foster literacy and reading skills by curating appropriate resources and conducting reading programs. School psychologist will play a vital role in guiding teachers and providing interventions for students facing challenges academically and socially. Lastly, by providing multiple assessment systems,	• CAASPP ELA (Goal 1 Metric 1) • CAASPP Science (Goal 1 Metric 3) • DIBELS (Goal 1 Metric 6) • STAR Early Literacy (Goal 1 Metric 7) • STAR Reading (Goal 1 Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that only 50.6% of ELs are making progress towards English language proficiency. Furthermore, according to the 2022/2023 DataQuest Ever ELs and Reclassification Status Report, 44.3% of students fall into the category of Ever ELs, highlighting the ongoing challenge in supporting students as they progress towards reclassification. **Scope:** LEA-wide	we can continue to monitor student progress making adjustments as needed to meet the needs of our unduplicated students.	
1.3	**Action:** Maintaining AVID Program **Need:** Our educational partners identified significant gaps in Distance From Standard (DFS) scores for our English Learners at 55.8 points below standard and our low-income students at 34.2 points below standard, it is clear there is work to be done. These disparities highlight the need for targeted support and interventions to ensure that all students, regardless of background, have the resources and assistance they need to succeed academically. While All Students are currently 25.1 points below standard, addressing the specific needs of our ELs and low-income students is crucial to narrowing the achievement gap and promoting equitable educational opportunities for everyone. **Scope:**	Implementing the AVID program presents a strategic solution to address this need. Given the significant distance from the standard for ELs (-55.8 in ELA) and low-income (-34.2 in ELA), AVID's structured approach to language acquisition and academic support can be particularly beneficial. An AVID Teacher and tutors will provide academic support to students and staff to bridge the learning gap in ELA. Benefitting all students within the LEA, AVID strategies can particularly help our unduplicated students improve their language proficiency, academic vocabulary, and critical thinking skills, all of which are crucial for success on the CAASPP and other assessments.	• CAASPP ELA (Goal 1 Metric 1) • STAR Reading (Goal 1 Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Positive Behavior Interventions and Supports (PBIS). **Need:** The CA Healthy Kids Survey results and our educational partners identified disparities in school connectedness and perceived safety between different grade levels, with Grade 7 students reporting lower levels of connectedness and feelings of safety compared to Grade 5 students. Furthermore, the 2023 CA School Dashboard's Suspension Rate data reveals significant disparities in disciplinary outcomes among various student groups, especially our unduplicated student groups. Additionally, the chronic absenteeism rate for our unduplicated student groups in our district is notably high at 35.7%. Specifically, Chronic Absenteeism for All Students declined from 44.6% to 35.7%, ELs declined significantly from 40.9% to 33.6%, FY declined from 57.9% to 23.8%, and low-income students declined significantly from 46.4% to 36.6%. However, suspension rates have increased significantly not only among our unduplicated student groups: ELs from 1.6% to 3.9%, FY from 11.1% to 20.8%, low-income students from 4% to 5.7%, but also within other student groups: All Students from 3.2% to 5.4%, Students with Disabilities from 4.5% to 6.9%, African American students from 6.4% to 13.8%, and Two or More Races students from 7.7% to 12.3%.	Our counselor, school psychologist interns, and Student Achievement Support & Intervention staff play integral roles in our efforts to support student well-being and academic success, an identified need of our unduplicated pupils. By implementing Positive Behavioral Interventions and Supports (PBIS) LEA-wide, we aim to enhance school connectedness, increase feelings of safety among students, and reduce suspension rates and chronic absenteeism. PBIS provides a structured framework for establishing clear behavioral expectations, implementing evidence-based interventions to address behavioral challenges, and cultivating a positive school culture where all students feel valued, respected, and supported. Through collaborative efforts and a commitment to PBIS principles, we can create a school environment where every student can thrive and succeed.	• Chronic Absenteeism Rate (Goal 2, Metric 5) • Suspension Rate(Goal 2, Metric 7) • Expulsion Rate (Goal 2, Metric 8) • Staff, Student and Family Surveys (Goal 2, Metric 9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Building Stronger School-Home Partnerships: Promoting Parent Involvement **Need:** Despite parents attending parent meetings, the persistently high rates of chronic absenteeism and suspension within the district underscore the critical need for increased parent and family involvement in the school community. According to the 2023 CA School Dashboard, Chronic Absenteeism for the district is at a concerning 35.7%, indicating that a significant number of students are missing valuable instructional time. Specifically, Chronic Absenteeism declined for All Students from 44.6% to 35.7%, and our unduplicated students (ELs from 40.9% to 33.6%, for FY from 57.9% to 23.8%, for low-income students). Additionally, the suspension rate for the district has increased to 5.4%, highlighting the prevalence of disciplinary issues that disrupt the learning environment. Specifically, suspension rates increased significantly for our unduplicated students; ELs from 1.6% to 3.9%, for FY from 11.1% to 20.8%, for low-income students from 4% to 5.7%. Our educational partners indicated that while parent meetings provide a platform for communication and engagement, addressing the underlying factors contributing to absenteeism and disciplinary issues	Certificated and classified staff will be offering parent informational meetings to foster stronger partnerships between home and school. By doing so LEA-wide, parents can play a crucial role in promoting regular attendance, positive behavior, and academic achievement among all students, especially our unduplicated student groups. Collaborative efforts such as parent workshops, family engagement activities, and outreach programs can empower parents with the knowledge, resources, and support needed to address attendance challenges and reinforce positive behavior at home. Through sustained parent and family involvement, we can work together to create a supportive and nurturing environment that encourages student success and well-being.	• Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 5) • Middle School Dropout Rate (Goal 2, Metric 6) • Suspension Rate (Goal 2, Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	requires a more comprehensive approach that actively involves parents and families in their child's education would be a great benefit for our unduplicated students. **Scope:** LEA-wide		
2.3	**Action:** Promoting Regular School Attendance **Need:** The CA Healthy Kids Survey highlights the importance of a counselor for 5th grade students, despite their relatively higher levels of school connectedness and perceived safety compared to 7th grade students. While 63% of 5th grade students report feeling a sense of school connectedness and 67% feel safe at school, it's crucial to recognize that there may still be students within this group who are experiencing social or emotional challenges that require support. With only 44% of 7th grade students reporting a sense of school connectedness and a mere 27% perceiving the school as very safe or safe, it is evident that many students may be experiencing social and emotional challenges that impact their well-being and academic success. Despite some improvement, chronic absenteeism remains a significant concern in our district. While the rates have declined for all students from 44.6% to 35.7%, ELs from 40.9% to 33.6%, FY from 57.9% to 23.8%, and low-income students from 46.4% to 36.6%, these figures are still alarmingly high. Chronic	The presence of a registered nurse, health technicians, and a campus supervisor in our schools will play a pivotal role in addressing the social, emotional, and health-related challenges of our unduplicated student groups as highlighted by the CA Healthy Kids Survey. By providing accessible support services at each school site (LEA-wide), these professionals will offer targeted interventions to students at different grade levels, ensuring that those experiencing social or emotional difficulties receive the necessary assistance. The registered nurse will contribute to students' overall well-being by addressing health-related concerns and providing timely interventions to support students' physical health. Furthermore, the presence of these professionals will help mitigate chronic absenteeism by identifying and addressing underlying issues that may prevent students from attending school regularly.	• Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism disrupts students' learning experiences, leading to gaps in knowledge, lower academic achievement, and increased dropout rates. These persistently high rates indicate that these groups face unique barriers to consistent school attendance, which may include health issues, lack of resources, or socio-economic challenges. Addressing chronic absenteeism in these vulnerable groups is crucial for ensuring equitable educational opportunities and fostering long-term academic success. **Scope:** LEA-wide		
2.4	**Action:** Promoting Positive Growth: An Alternative to Suspension **Need:** Our educational partners indicated that having an alternative to suspension class is a critical necessity to address the increasing suspension rates among our student population. The data from the California School Dashboard indicates a significant rise in suspension rates across various student groups: All Students increased significantly from 3.2% to 5.4%, English Learners (ELs) increased significantly from 1.6% to 3.9%, Foster Youth (FY) increased significantly from 11.1% to 20.8%, and Low Income students increased from 4% to 5.7%.	Implementing an alternative to suspension class provides an effective strategy to mitigate these suspension rates by offering unduplicated students, and all students within the LEA, a supportive and constructive environment to address behavioral issues. This approach allows students to remain engaged in their learning and social environments while receiving necessary interventions and support. The vice principal, alternative to suspension teacher, and counselor will work collaboratively to provide targeted interventions and resources in a structured setting. This team effort aims to help students build social-emotional skills, improve behavior, and ultimately reduce suspension rates, fostering a positive and inclusive school climate for all students.	• Suspension Rate (Goal 2, Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Additional Standards-Aligned Instructional Materials **Need:** Our educational partners using the 2023 CA Dashboard Local Indicators highlighted a crucial need for our commitment to providing and implementing standards-aligned instructional materials, particularly for our unduplicated student groups. While achieving a 100% implementation rate is commendable, it underscores the necessity of ensuring equitable access to quality educational resources for all students, regardless of their background or learning needs. Equitable access will allow our unduplicated students to further grow in their ELA and Math scores, which have been show to be significantly lower than all students on the 2023 CA Dashboard. **Scope:** LEA-wide	These actions directly address the needs of English Learners (ELs), Low-Income students, and Foster Youth by ensuring equitable access to high-quality education and resources. Maintaining standards-aligned materials supports ELs in language acquisition and helps bridge learning gaps for Low-Income and Foster Youth students. Additionally, providing an additional classroom supply budget ensures teachers can create engaging environments, while offering Preschool & TK resources and age appropriate TK/K crayons supports early development and removes barriers to participation for all students. Through these LEA-wide efforts, we strive to promote academic success and equity for all learners, regardless of their background or circumstances.	• CA Dashboard Local Indicators: Instructional Materials (Goal 3, Metric 2, 4-7) • Distance from Standard (DFS) on CAASPP ELA, Math and Science Assessment (Goal 1, Metric 1-3)
3.2	**Action:** Nurturing Teacher Excellence: Providing Comprehensive Support **Need:** In light of our student demographics, with over 70% classified as Low-Income, 16% identified	Veteran teachers will receive a stipend for supporting new staff, offering invaluable support and guidance in effective instructional strategies, mentorship, and classroom management techniques. Providing teacher support alongside Kern County Superintendent of Schools (KCSOS) and through collaboration with veteran teachers is	• CA Dashboard Local Indicators: Basics: Teachers (Goal 3, Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	as ELs and a slow increase in the number of Foster Youth, our educational partners indicated that it has become paramount to address the multifaceted needs of our diverse student body. Coupled with recent staff feedback revealing significant areas requiring support, including assisting students with Social-Emotional Learning (SEL), it is clear that targeted interventions and resources are essential. With 74% of staff expressing a need for assistance in supporting students with IEPs and SEL, and 71% seeking support for English Learners (ELs), there is a resounding call for comprehensive strategies to bolster academic and social-emotional growth. Furthermore, the expressed need for support in technology (54%) and engaging with families (49%) underscores the importance of equipping educators with the tools and skills necessary to leverage technology effectively for instruction and to foster meaningful partnerships with families. **Scope:** LEA-wide	integral to addressing the identified needs effectively. KCSOS offers invaluable support to our new teachers in addressing the needs of English Learners (ELs), Low-Income students, and Foster Youth (FY). Through specialized training and resources, KCSOS equips educators with strategies to effectively differentiate instruction, provide targeted interventions, and create inclusive learning environments. By leveraging KCSOS support, all our new teachers within the LEA gain the tools and knowledge necessary to meet the diverse needs of all students and ensure every learner receives the support they need to succeed academically and socio-emotionally. While our veteran teachers bring valuable experience and insights into effective instructional strategies, mentorship, and classroom management techniques, offering invaluable support and guidance to their colleagues.	
3.3	**Action:** Ensuring Access to Clean and Safe Facilities **Need:** The identified need addressed by our educational partners, Staff, Family and Student Surveys for additional custodial staff is underscored by concerning data indicating disparities in perceptions of cleanliness and maintenance within our school community.	Addressing this need is paramount to ensure a safe and conducive learning environment for all students with a particular focus on our unduplicated pupils. Implementing a guest sign-in system at each school site enhances security measures, fostering a sense of safety and accountability within our school community. Our office staff will oversee our guest sign-in system to ensure its effective operation. Similarly, establishing a transportation program ensures safe	• CA Dashboard Local Indicators: Basics: Facilities: (Goal 3, Metric 3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While only 50% of families and staff feel that our school building is well-cleaned and maintained, significantly lower percentages among 3rd-5th graders (33%) and 6th-8th graders (8%) share this sentiment (LCAP Survey). Our student demographics further highlight the importance of maintaining a clean and safe learning environment, with over 70% classified as Low-Income, 16% identified as ELs, and a slow increase in the number of Foster Youth. Addressing these perceptions and ensuring a well-maintained facility is crucial to supporting the academic and social-emotional success of our diverse student population. **Scope:** LEA-wide	and reliable transport for students, addressing access barriers and promoting inclusivity to ensure equitable educational opportunities for all. Our Transportation Coordinator will oversee the program to ensure efficiency and safety in student transportation. Additionally, custodians will play a crucial role in maintaining a clean and safe facility. They will ensure that our school buildings are well-maintained, supporting the health and well-being of our students and staff. By prioritizing these initiatives LEA-wide, we demonstrate our commitment to fostering a clean, safe, and supportive environment where every student can thrive.	
3.5	**Action:** After School Sports **Need:** Our educational partners indicated that After-school sports programs are essential to address chronic absenteeism, as evidenced by recent data. At a public hearing for our 2024 LCAP, a bargaining unit member mentioned looking forward to having transportation for after-school sports. The overall decline in chronic absenteeism among all students from 44.6% to 35.7% reflects a positive trend, demonstrating the effectiveness of extracurricular activities in improving attendance. Specifically, among English Learners (EL), there was a significant decline	By providing athletic stipends, coaching stipends, and transportation to sporting events, we aim to further enhance these programs, offering opportunities for all students, particularly our unduplicated students, who may not have had access otherwise. We plan to provide this to all LEA-wide as engaging students in sports fosters a sense of belonging, encourages regular attendance, and promotes physical and mental well-being, contributing to a positive school environment and overall academic success.	• Chronic Absenteeism Rate (Goal 2, Metric 5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	from 40.9% to 33.6%, and among Foster Youth (FY), absenteeism decreased from 57.9% to 23.8%. Low-income students also showed a significant decline from 46.4% to 36.6%. These improvements highlight the impact of after-school sports on student engagement and attendance. **Scope:** LEA-wide		
3.6	**Action:** Band & Choir **Need:** The data on chronic absenteeism and our Staff, Family and Students Surveys highlights the critical need for extracurricular activities like band and choir to support attendance improvement efforts. Across all student groups, there has been a significant decline in chronic absenteeism, from 44.6% to 35.7%, indicating positive progress in keeping students engaged and attending school regularly. Specifically, English Learners (EL) saw a notable decrease from 40.9% to 33.6%, while Foster Youth (FY) absenteeism declined dramatically from 57.9% to 23.8%. Low-income students also showed significant improvement, decreasing from 46.4% to 36.6%. **Scope:** LEA-wide	Research shows that music education enhances student engagement, academic achievement, and social-emotional development, contributing to a positive school environment. By providing a Band/Choir Teacher and a Band Stipend we aim to further enhance these programs, offering opportunities for all students, particularly our unduplicated students, who may not have had access otherwise. By actively recruiting unduplicated students, including those from low-income backgrounds, and providing access to music supplies and resources at no cost, we offer these services on an LEA-wide basis to ensure that all students have the opportunity to participate and benefit from these enriching experiences. The funds allocated for staffing, instrument cost for those in need, and instructional materials support the growth and sustainability of these programs, fostering a positive impact on attendance and overall student success.	• Chronic Absenteeism Rate (Goal 2, Metric 5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	**Action:** Camp Keep **Need:** The data on chronic absenteeism and input from our educational partners underscores the importance of programs like Camp KEEP in improving attendance rates among our students. Across all student groups, there has been a notable decline in chronic absenteeism, from 44.6% to 35.7%, indicating positive progress in student attendance. Specifically, English Learners (EL) experienced a significant decrease from 40.9% to 33.6%, while absenteeism among Foster Youth (FY) decreased dramatically from 57.9% to 23.8%. Low-income students also showed substantial improvement, decreasing from 46.4% to 36.6%. **Scope:** Schoolwide	Camp KEEP plays a crucial role in these improvements by providing a unique, weeklong outdoor learning experience that engages students in hands-on science and environmental education. By offering additional support for registration fees and transportation, and providing teacher stipends to ensure quality instruction, we make this experience accessible to all 6th-grade students, particularly those who may otherwise face barriers to participation, such as our pupils from low income families. While focusing on our unduplicated student groups, we plan to provide this action to all eligible 6th grade students as research shows that immersive outdoor education programs like Camp KEEP have a positive impact on student engagement and attendance. Such experiences not only reinforce classroom learning but also foster a sense of community and connection among students.	• Chronic Absenteeism Rate (Goal 2, Metric 5)
3.8	**Action:** Aquatics **Need:** The data on chronic absenteeism and our input from educational partners underscores the need for facilities like a swimming pool to support improved attendance rates among our students. Across all student groups, there has been a notable decline in chronic absenteeism, from 44.6% to 35.7%, indicating positive progress in student attendance. Specifically, English Learners (EL)	A pool manager, lifeguards, and pool maintenance staff play a vital role in ensuring the safety and operation of our pool facilities. Their expertise and dedication enable us to offer high-quality aquatic programs and maintain a safe environment for all students. Having a swimming pool at our school offers unique opportunities to promote regular attendance by providing physical education and aquatic activities. This includes swimming lessons, water safety training, and recreational swimming sessions. These activities not only contribute to the physical health and fitness of our students but also offer a fun and engaging way for them to	• Chronic Absenteeism Rate (Goal 2, Metric 5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experienced a significant decrease from 40.9% to 33.6%, while absenteeism among Foster Youth (FY) decreased dramatically from 57.9% to 23.8%. Low-income students also showed substantial improvement, decreasing from 46.4% to 36.6%. **Scope:** Schoolwide	participate in school activities. By making the pool accessible for students who need it, we ensure that all students, particularly our unduplicated students, have the chance to benefit from these enriching experiences. Research indicates that physical activity and recreational opportunities can enhance student engagement and reduce absenteeism. By investing in a swimming pool and associated programs, we provide a compelling reason for all students at Lakeside School to come to school regularly and participate actively in their education. This helps create a positive school environment that supports the overall well-being and academic success of our diverse student population.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Additional Support for ELs and LTELs **Need:** The 2023 CA Dashboard Local Indicators underscore the critical need for continued focus on addressing the diverse educational needs of our students, particularly English Learners (ELs). Of the 265 ELs in our district over 70% are identified as Low Income with only a few identified as Foster Youth. Our	Our ELD/RtI coordinator and instructional aides play a crucial role in supporting our students, particularly ELs and Long-Term English Learners (LTELs), through various initiatives and resources. They collaborate closely with teachers to develop and implement supplemental curriculum resources tailored to the diverse needs of our student population, ensuring differentiated instruction. Additionally, they assist in the allocation and utilization of additional classroom supply funds, providing teachers with the necessary materials to	• English Learner Progress Indicator (Goal 1 Metric 4) • EL Reclassification Rate (Goal 1 Metric 5) • Distance from Standard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	educational partners identified that a comprehensive support system is essential because English Learners (ELs) and Long-Term English Learners (LTELs) face unique challenges in acquiring language proficiency and academic skills. Data from the CA School Dashboard indicates that ELs are significantly below the standard in both English Language Arts (ELA) and Math, with a distance of -101 and -124, respectively, compared to the All Student Group's distance of -38 in ELA and -88 in Math. By providing specialized training for teachers, dedicated staff, tailored curriculum, and monitoring tools, we ensure that ELs and LTELs receive the support they need to bridge these gaps and thrive academically and linguistically. **Scope:** Limited to Unduplicated Student Group(s)	create a supportive learning environment. The ELD/RtI coordinator oversees a program to monitor all students' progress, with a focus on ELs and LTELs, ensuring timely interventions and academic growth. By allocating specific resources like bilingual materials and language support services, we promote equitable access to high-quality education and support language acquisition, helping all students achieve academic success.	(DFS) on CAASPP ELA, Math and Science Assessment (Goal 1, Metric 1-3)

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

Not applicable.

Additional Concentration Grant Funding

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

The Lakeside Union School District will use the additional Concentration Grant add-on funding to expand our staff resources dedicated to supporting our students, including foster youth, English learners, and low-income students. This includes hiring School Psychologist interns to provide essential support in social-emotional learning and PBIS (Goal 2, Action 1), as well as additional Instructional Aides who will focus

on supporting Response to Intervention (RtI) efforts in ELA and Math (Goal 1, Action 1 & 2). Additionally, we are establishing Student Achievement Supports & Interventions positions(Goal 2, Action 1) to address attendance and behavior concerns, and a Campus Supervisor (Goal 2, Action 1 & 3) will assist with attendance, PBIS, and managing student behaviors. An Alternative to Suspension Teacher will guide students towards making positive choices (Goal 2, Action 4), while AVID Tutors will support ELA academic skills (Goal 1, Acton 3). Finally, a Technology Instructional Aide will assist with integrating technology in the classroom (Goal 3, Action), ensuring our students have the tools and support needed to succeed.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:34
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$17,683,362	$4,317,264	24.414%	4.609%	29.023%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,346,954.00	$1,225,357.00	$0.00	$0.00	$6,572,311.00	$4,183,876.00	$2,388,435.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supporting Student Success in Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$414,049.00	$87,816.00	$501,865.00				$501,865.00	
1	1.2	Supporting Student Success in ELA/ELD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$962,075.00	$227,923.00	$1,189,998.00				$1,189,998.00	
1	1.3	Maintaining AVID Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$16,424.00	$10,604.00	$27,028.00				$27,028.00	
1	1.4	Additional Support for ELs and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$144,670.00	$173,372.00	$318,042.00				$318,042.00	
2	2.1	Positive Behavior Interventions and Supports (PBIS).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$340,347.00	$29,967.00	$370,314.00				$370,314.00	
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,339.00	$22,806.00	$26,145.00				$26,145.00	
2	2.3	Promoting Regular School Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$368,761.00	$11,000.00	$379,761.00				$379,761.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Promoting Positive Growth: An Alternative to Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$168,166.00	$4,500.00	$172,666.00				$172,666.00	
3	3.1	Additional Standards-Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$45,277.00	$93,177.00	$138,454.00				$138,454.00	
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$168,953.00	$47,575.00	$216,528.00				$216,528.00	
3	3.3	Ensuring Access to Clean and Safe Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$402,307.00	$1,280,329.00	$1,682,636.00				$1,682,636.00	
3	3.4	Targeted Support for Students with Disabilities	Students with Disabilities	No			All Schools	on-going	$888,229.00	$337,128.00		$1,225,357.00			$1,225,357.00	
3	3.5	After School Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$15,415.00	$16,000.00	$31,415.00				$31,415.00	
3	3.6	Band & Choir	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$93,929.00	$2,230.00	$96,159.00				$96,159.00	
3	3.7	Camp Keep	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th Grade	ongoing	$1,548.00	$44,008.00	$45,556.00				$45,556.00	
3	3.8	Aquatics	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School	ongoing	$150,387.00	$0.00	$150,387.00				$150,387.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$17,683,362	$4,317,264	24.414%	4.609%	29.023%	$5,346,954.00	0.000%	30.237 %	**Total:**	$5,346,954.00
								LEA-wide Total:	$4,832,969.00
								Limited Total:	$318,042.00
								Schoolwide Total:	$195,943.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Supporting Student Success in Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$501,865.00	
1	**1.2**	Supporting Student Success in ELA/ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,189,998.00	
1	**1.3**	Maintaining AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,028.00	
1	**1.4**	Additional Support for ELs and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$318,042.00	
2	**2.1**	Positive Behavior Interventions and Supports (PBIS).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$370,314.00	
2	**2.2**	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,145.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Promoting Regular School Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,761.00	
2	2.4	Promoting Positive Growth: An Alternative to Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,666.00	
3	3.1	Additional Standards-Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,454.00	
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$216,528.00	
3	3.3	Ensuring Access to Clean and Safe Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,682,636.00	
3	3.5	After School Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,415.00	
3	3.6	Band & Choir	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,159.00	
3	3.7	Camp Keep	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th Grade	$45,556.00	
3	3.8	Aquatics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School	$150,387.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,557,457.77	$4,316,200.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Supporting Student Success in Math	Yes	$261,325.00	$198,676.02
1	**1.2**	Supporting Student Success in ELA/ELD	Yes	$823,134.00	$844,253.70
1	**1.3**	Maintaining AVID Program	Yes	$19,967.00	$20,321.42
1	**1.4**	Additional Support for ELs and LTELs	Yes	$270,634.00	$301,665.41
2	**2.1**	Positive Behavior Interventions and Supports (PBIS).	Yes	$311,103.77	$297,462.40
2	**2.2**	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	$58,604.00	$30,604.46
2	**2.3**	Promoting Regular School Attendance	Yes	$334,945.00	$308,197.41
2	**2.4**	Promoting Positive Growth: An Alternative to Suspension	Yes	$188,375.00	$172,070.47
3	**3.1**	Additional Standards-Aligned Instructional Materials	Yes	$387,551.00	$305,925.68
3	**3.2**	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	$141,395.00	$177,621.55
3	**3.3**	Ensuring Clean and Safe Facilities	Yes	$757,258.00	$393,973.27

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Targeted Support for Students with Disabilities	No	$716,624.00	$976,405.39
3	3.5	After School Sports	Yes	$32,232.00	$33,681.60
3	3.6	Band & Choir	Yes	$98,156.00	$90,934.91
3	3.7	Camp Keep	Yes	$30,322.00	$43,599.00
3	3.8	Aquatics	Yes	$125,832.00	$120,807.75

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,114,667.00	$3,840,833.77	$3,318,011.05	$522,822.72	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supporting Student Success in Math	Yes	$261,325.00	$198,676.02		
1	1.2	Supporting Student Success in ELA/ELD	Yes	$823,134.00	$844,253.70		
1	1.3	Maintaining AVID Program	Yes	$19,967.00	$20,321.42		
1	1.4	Additional Support for ELs and LTELs	Yes	$270,634.00	$301,665.41		
2	2.1	Positive Behavior Interventions and Supports (PBIS).	Yes	$311,103.77	$297,462.40		
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	$58,604.00	$30,604.46		
2	2.3	Promoting Regular School Attendance	Yes	$334,945.00	$308,197.41		
2	2.4	Promoting Positive Growth: An Alternative to Suspension	Yes	$188,375.00	$172,070.47		
3	3.1	Additional Standards-Aligned Instructional Materials	Yes	$387,551.00	$284,141.68		
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	$141,395.00	$177,621.55		
3	3.3	Ensuring Clean and Safe Facilities	Yes	$757,258.00	$393,973.27		
3	3.5	After School Sports	Yes	$32,232.00	$33,681.60		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.6**	Band & Choir	Yes	$98,156.00	$90,934.91		
3	**3.7**	Camp Keep	Yes	$30,322.00	$43,599.00		
3	**3.8**	Aquatics	Yes	$125,832.00	$120,807.75		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$17,285,487.00	$4,114,667.00	0%	23.804%	$3,318,011.05	0.000%	19.195%	$796,655.95	4.609%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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