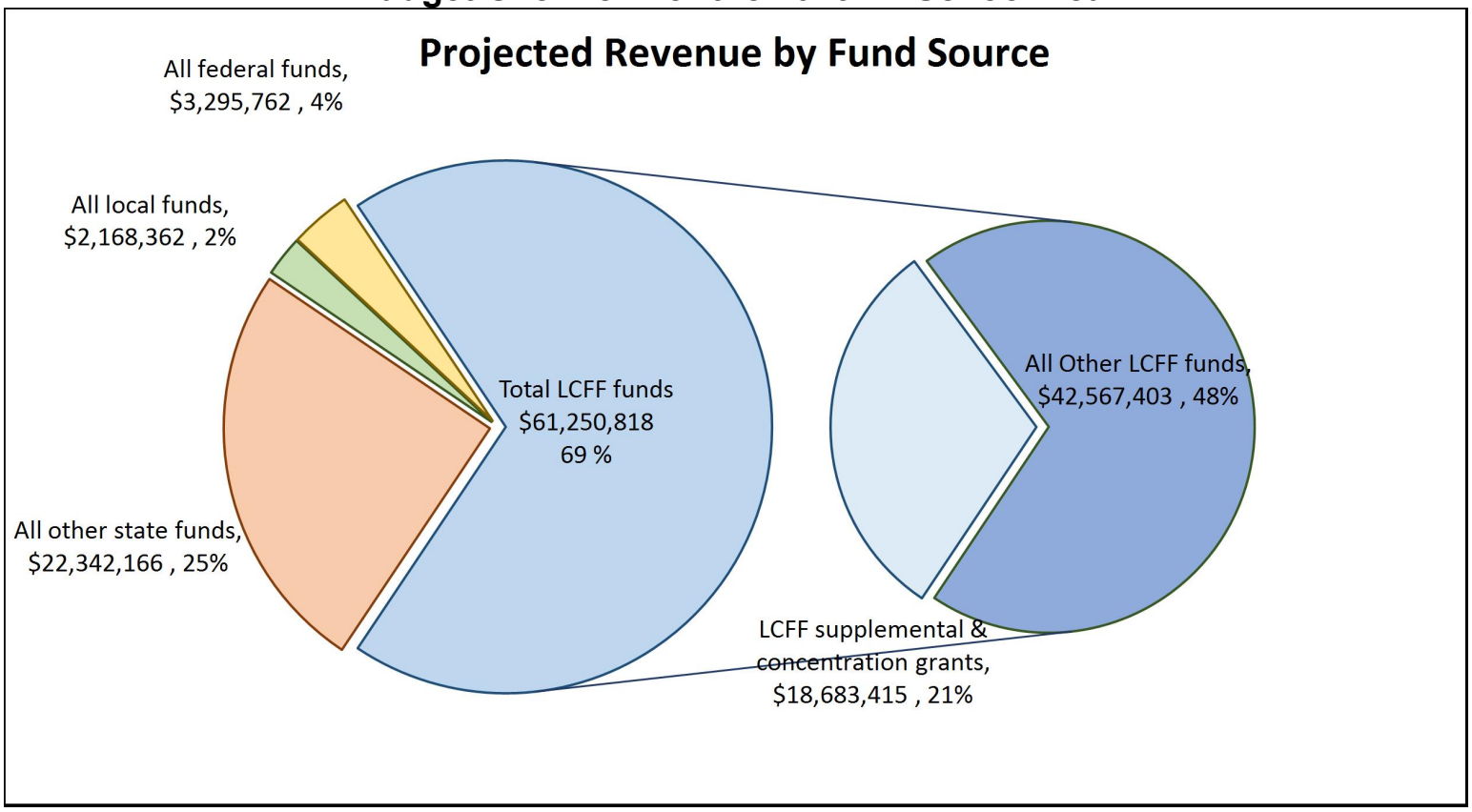
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lennox School District
CDS Code: 19647090000000
School Year: 2026-27
LEA contact information:
Becki Blanco
Assistant Superintendent of Instructional Services
becki_blanco@lennoxk12.org
(310) 695-4000

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

Budget Overview for the 2026-27 School Year

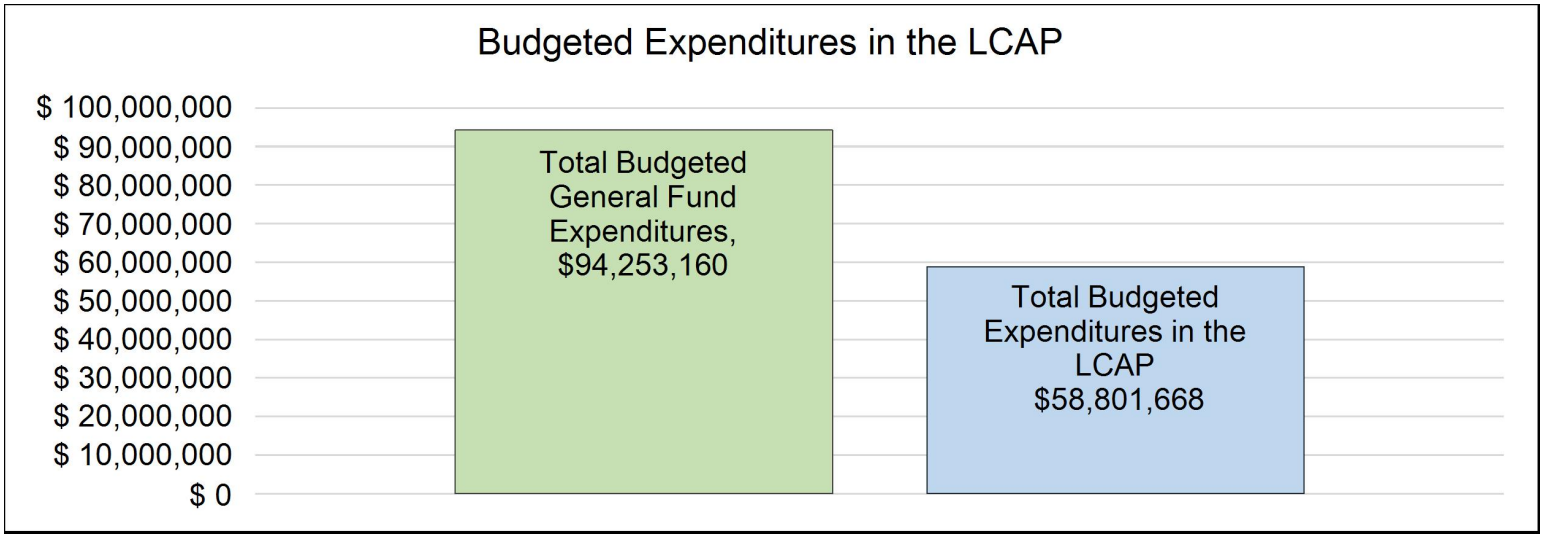


This chart shows the total general purpose revenue Lennox School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lennox School District is $89,057,108, of which $61,250,818 is Local Control Funding Formula (LCFF), $22,342,166 is other state funds, $2,168,362 is local funds, and $3,295,762 is federal funds. Of the $61,250,818 in LCFF Funds, $18,683,415 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 Lennox School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lennox School District plans to spend $94,253,160 for the 2026-27 school year. Of that amount, $58,801,668.00 is tied to actions/services in the LCAP and $35,451,492 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

"The budgeted expenditures that are not included in the LCAP will be used for the following:

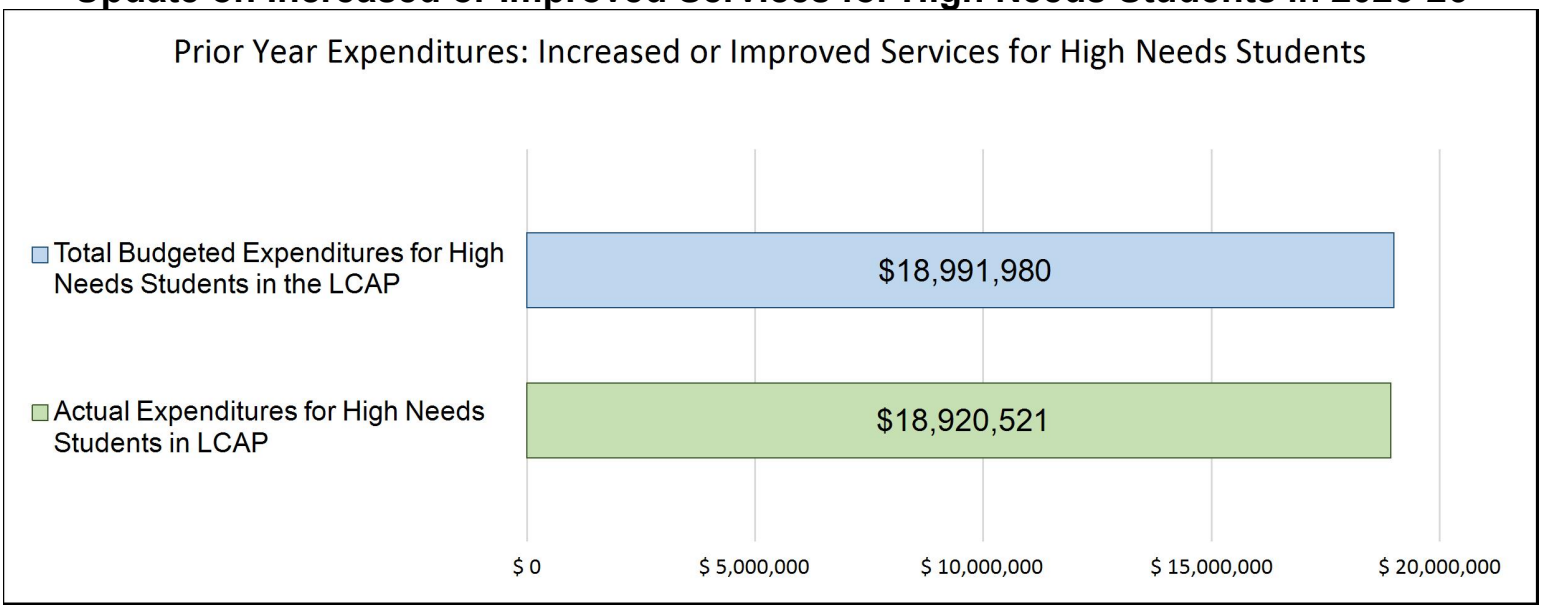
Significant general fund expenditures that are not included in the LCAP include facilities, maintenance and operations, custodial services, utilities, legal expenses, student transportation and special education cost. Additional funds including Prop 28, Title I, II, III and IV, Educator Effectiveness
Grant, and Literacy Coaches and Training Specialists Grant are not included in the LCAP."

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

In 2026-27, Lennox School District is projecting it will receive $18,683,415 based on the enrollment of Foster Youth, English learner, and low-income students. Lennox School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lennox School District plans to spend $18,702,458.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Lennox School District's LCAP budgeted $18,991,980 for planned actions to increase or improve services for high needs students. Lennox School District actually spent $18,920,521.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $71,459 had the following impact on Lennox School District’s ability to increase or improve services for high needs students:

There was no negative impact on students or services with the amount that was not spent.

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
Lennox School District	Becki Blanco Assistant Superintendent of Instructional Services	becki_blanco@lennoxk12.org (310) 695-4000

Plan Summary [2026-27]

General Information

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

The Lennox School District, located approximately two miles from Los Angeles International Airport (LAX), serves approximately 3,900 students in preschool through eighth grade across five elementary schools and one middle school. The district remains committed to ensuring every student is "On the Flight Path to Success" through high-quality instruction, strong support systems, and a focus on the whole child.

Due to declining enrollment and the need to maintain long-term fiscal stability, the Lennox School District Board of Education made the difficult decision to close Felton Elementary School at the end of the 2025–2026 school year. Beginning in the 2026–2027 school year, Felton's general education students will attend Buford Elementary School, located nearby, to minimize disruption for students and families. Students enrolled in Special Day Classes will be placed at their school of residence or a nearby school based on program needs as determined by their Individualized Education Programs (IEPs). The district is committed to ensuring a thoughtful and supportive transition for all impacted students, staff, and families.

The district continues to prioritize the implementation of a strong Multi-Tiered System of Supports (MTSS) framework to ensure students receive the academic, behavioral, and social-emotional support necessary for success. Through data analysis, targeted interventions, and tiered supports, Lennox works to meet the diverse needs of all learners. All schools maintain a daily, protected 50-minute intervention block to provide targeted academic support and enrichment based on student needs. This dedicated time ensures students receive timely intervention or extension opportunities to support academic growth.

Strengthening literacy instruction continues to be a major district priority. Lennox has made a significant investment in professional development aligned to the Science of Reading. More than 80 teachers and administrators are participating in Lexia LETRS (Language Essentials for Teachers of Reading and Spelling), a comprehensive two-year professional learning opportunity focused on evidence-based literacy practices. Approximately 60 educators will complete the full two-year training sequence in June 2026. As a result, teachers are increasingly implementing Science of Reading strategies within core English language arts instruction and during designated intervention time.

Leadership development continues to be an important part of the district's culture through implementation of The Leader in Me framework. This model promotes student leadership, goal setting, collaboration, and personal responsibility while supporting social-emotional development and student voice. The district also continues to implement restorative practices to promote positive school climates, strengthen relationships, and support student accountability. At the elementary level, the Playworks program supports structured recess activities that promote cooperation, conflict resolution, and student leadership.

Lennox School District also provides a variety of wraparound supports including school counselors, parent centers, before and after-school programs, Dual Language Immersion programs, and Engineering Academies. These programs reflect the district's ongoing commitment to supporting the whole child and preparing students for future academic success.

Reflections: Annual Performance

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

2025 Dashboard and Local Data

Based on the 2025 California School Dashboard data and local measures, the Lennox School District continues to demonstrate progress in key areas while also identifying ongoing areas of need. The district continues to see positive trends in school climate indicators, particularly in suspension rates and chronic absenteeism, reflecting the impact of intentional efforts to support student engagement and well-being.

In Mathematics, 20.79% of students achieved Level 3 and 11.83% reached Level 4, showing that 32.62% of students are performing at or above grade level, showing that nearly one-third of students are meeting or exceeding the standard. In ELA 27.28% of students met the standard at Level 3 and 14.75% exceeded the standard at Level 4, indicating that 42.03% of students are performing at or above grade level. Overall, both subjects demonstrated gradual improvement throughout the past three years. Additionally, English learner progress data demonstrated that overall performance remained stable. According to the 2025 ELPAC results, 51% of English learners are making progress toward English language proficiency.

We also observed encouraging growth on our local STAR Renaissance assessments, particularly in the primary grades, with student performance improving from the Beginning of Year (BOY) to the Middle of Year (MOY) assessment windows. Additionally, during the 2025–2026 school year, the district began implementing the mCLASS DIBELS assessment system K-5 as a progress monitoring tool to strengthen literacy data practices and better inform instruction.

While the majority of our results show stability, they also reinforce the need for continued focus on strengthening Tier 1 instruction and targeted interventions.

Successes

One of our most notable accomplishments is the continued reduction in suspension rates. In 2025, the district reduced suspensions to 1.3% of students, a 0.5% improvement from the prior year. Additionally, our African American student groups moved this year from orange level to the yellow level. Most schools are now performing in the blue or green performance bands, demonstrating the continued success of restorative practices and positive behavior supports implemented across the district.

The district is also encouraged by the continued reduction in chronic absenteeism. The district reduced chronic absenteeism from 22% in 2024 to 20.3% in 2025, reflecting continued progress over the last few years. This improvement demonstrates the positive impact of focused attendance efforts, including family communication, early identification of attendance concerns, and increased student engagement strategies.

Although the district maintained its overall performance level on the English Learner Progress Indicator, we are encouraged by significant improvements at the school level. In 2024, both Dolores Huerta Elementary School and Moffett Elementary School were performing in the red performance band. In 2025, both schools demonstrated substantial growth, improving to the green performance band. Additionally, Buford Elementary School improved from the orange performance band to the green band.These improvements reflect the impact of strengthened English Language Development instruction, increased monitoring of English learner progress, and targeted supports for students.

The district also saw positive growth among several student groups in Mathematics. English Learners improved by 6.8 points, Recently Reclassified Fluent English Proficient students improved by 5.3 points, Long-Term English Learners improved by 3.9 points, and Students with Disabilities improved by 3.8 points in distance from standard. As a result of this growth, both our Long-Term English Learners and Students with Disabilities improved their Dashboard performance levels from red to orange, and our English Learner student group improved from orange to yellow. At the school level, we are particularly proud of Jefferson Elementary School, which is performing at the green performance level in Mathematics on the California School Dashboard.

Although the district maintained its overall performance level on the English Language Arts indicator, we are encouraged by growth among several important student groups. Students with Disabilities at Buford Elementary School, Lennox Middle School, and Felton Elementary School improved their performance levels from red to orange on the California School Dashboard. Additionally, English Learners at both Buford Elementary School and Moffett Elementary School improved from the orange performance level to the yellow level.

According to the 2025 California School Dashboard, the Lennox School District successfully met all local indicator requirements, demonstrating the district’s continued commitment to implementing state priorities and continuous improvement processes.

Challenges

Despite overall improvements in chronic absenteeism, several student groups continue to experience higher rates of absenteeism. African American students, students experiencing homelessness, and students identifying as Two or More Races are performing at the red level on the Chronic Absenteeism indicator. Site-level data also reflects areas of concern among specific student groups. At Jefferson Elementary School, Students with Disabilities are performing at the red level. At Dolores Huerta Elementary School, students experiencing homelessness are performing at the red level. At Felton Elementary School, the All Students group, English Learners, students experiencing homelessness, and Socioeconomically Disadvantaged students are all performing at the red level. At Buford Elementary School, students experiencing homelessness are also performing at the red performance level.

Despite areas of growth at several school sites, challenges remain in the English Learner Progress Indicator. Felton Elementary School experienced a significant decline in performance on this indicator, resulting in placement in the red performance band on the 2025 California School Dashboard.

Despite some areas of growth in English Language Arts, challenges remain for several student groups. At Dolores Huerta Elementary School, Students with Disabilities remain at the red performance level on the California School Dashboard, indicating a continued need for intensified academic supports and targeted literacy interventions. Additionally, at Lennox Middle School, Long-Term English Learners also remain at the red performance level in English Language Arts.

LREBG funds

The district anticipates carrying over approximately$ 3. 5 million of unexpended funds. These funds will be spent by July 28 based on the needs assessment conducted. The district will continue to allocate these funds to support the following:

Goal 2, Action 7 - Math intervention teachers will be provided at school to address learning loss and achievement gap in mathematics. Math intervention teachers are a critical component of the district’s Multi-Tiered System of Supports (MTSS), delivering Tier 2 and Tier 3 interventions that are essential for addressing persistent achievement gaps, especially among unduplicated students. Metrics, rationale, and expenditure are included in the action. This action is an allowable use of LREBG funds by accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.

Goal 2, Action 12 - Students performing below grade level will have the opportunity to attend a three-week summer academy. This program is designed to address learning loss and accelerate student progress by focusing on essential grade-level standards identified by the district as critical for academic success. Metrics, rationale, and expenditure are included in the action. This action is an allowable use of LREBG funds by increasing Instructional learning time for the 82026-27 school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs.

Goal 3, Action 10 - A District Social and Emotional Wellness Coordinator will provide outreach to foster youth and families to ensure that these students are receiving the supports needed to be successful in school. Metrics, rationale, and expenditures are included in the action. This action is an allowable use of LREBG funds by integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

The district will continue to allocate these funds to support these three actions as they are allowable uses of LREBG funds because they accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. They also meet the state requirements for allowable expenditures as they fall under the following categories:

A. Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.

B. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
i. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
ii. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
iii. Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.
iv. Supporting expanded learning opportunity program services pursuant to Section 46120.
v. Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.
vi. Providing professional development and coaching on either or both of the following:
I. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

C. Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

D. Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

E. Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

F. Conducting the needs assessment pursuant to subdivision (d).

2023 Dashboard Lowest Performance Level (Red) Indicators

Based on an examination of state data from the 2023 California Dashboard, alongside an analysis of local data from the 2023/2024 school year and input from educational partners, the following areas of success, progress, and improvement have been identified.

State Indicators:

Mathematics Indicator - . As reported on the CA Dashboard, our Students with Disabilities are currently performing within the red performance level. Additionally, at Lennox Middle School, both our English Learner (EL) students and Students with Disabilities are exhibiting performance levels in mathematics that fall within the red performance level.

English Language Arts Indicator - Particularly concerning is the performance of English Learners and Students with Disabilities at Lennox Middle School, who are both performing at the red performance level. Moreover, district-wide, Students with Disabilities are also performing at the red level in English Language Arts. In addition to the challenges faced at the middle school level, two elementary schools, Huerta and Felton Elementary School, have also received a red performance level in English language arts for Students with Disabilities.

Suspension Indicator - Our African American students are performing at the very high red performance level district wide.

Chronic Absenteeism Indicator - There was an increase in the rate of chronically absent students at both Lennox Middle School and Buford Elementary, resulting in both schools being at the red performance level in this area. Additionally, there are significant challenges in chronic absenteeism faced by various student groups. At Buford Elementary School, English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities are performing at the red level. At Lennox Middle School, English Learners, Homeless Students, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students are all performing at the red level.

In order to address our highest needs identified in the analysis above, the following actions provide support for school and student groups performing at the lowest level:

Students with Disabilities continue to demonstrate slower than expected growth in both mathematics and ELA. To address this need, the District continues to recruit special education staff and support personnel. Furthermore, there is a pressing need to enhance academic performance for all students in grades 6-8, with a particular emphasis on our Students with Disabilities. To address the needs of Students with Disabilities, the ELA and Math Intervention programs will continue, reinforced by small class sizes and supplementary materials tailored to support student learning. Students performing below grade level, including Students with Disabilities, will be invited to participate in after school tutoring. Professional development opportunities and coaching support will also be extended to teachers. These actions are addressed in Goal 1 Actions 1, 7, 11, 15, and 18 and Goal 2 actions 6, 7 and 9.

The District is dedicated to offering targeted support to improve the performance of English Learners at Lennox Middle School. We will partner with Club VR to provide after-school reclassification tutoring for our Long-Term English Learners (LTELs). Furthermore, we will assist newcomers by offering after-school and summer English Language Development (ELD) classes. The needs of our English Learner students in the area of mathematics will be addressed through small group instruction, facilitated by reduced class sizes, supplementary materials, and teacher professional development and coaching. These actions are addressed in Goal 1 Actions 1, 6, 7, 8, 11 and 13 and Goal 2 Action 8.

To address the suspension rate among our African American students, the District is committed to offering tiered behavior and social-emotional supports tailored to their specific needs. These supports will be promptly provided to ensure the success of this student group. Services such as counseling, wrap-around services, and mentoring will be offered. Furthermore, the District will continue implementing the Leader in Me program and Playworks across all schools as a preventative measure. These actions are addressed in Goal 2 Actions 3 and 5 and Goal 3 Actions 3, 10, 11, and 13 and disaggregated outcomes are included in our measuring and reporting results table in goals 2 and 3.

While the chronic absentee rate has seen a decline, it remains higher than anticipated at two schools and among various student groups.To address this need, we will engage students and families in returning to regular attendance in school. The District will provide celebrations and include community partners in helping incentivize students and families to attend school regularly. Parent liaisons, attendance clerks, and counselors will work with families to address the needs of identified students. These actions are addressed in Goal 2 Action 3, Goal 3 Actions 2 and 6, and Goal 4 action 6.

Local Indicators:

Priority 1 - Basic: The District has fulfilled all indicators in this domain, except for achieving full teacher credentialing. Three special education teachers currently lack full credentials due to staffing shortages. 100% of students have access to instructional materials aligned with standards and District facilities are maintained at a high standard of cleanliness.

Priority 2 - State Academic Standards: Across math, English language arts, social studies, science and English language development, the District fully implements instructional materials and professional development in accordance with state standards. Professional development on a new science adoption was provided to all elementary and middle school science department teachers during the summer of 2023 and ongoing throughout the academic year.

Priority 3 - Parent and Community Involvement: The District places significant emphasis on fostering parent and community involvement. Each school has dedicated Parent Liaisons and operational Parent Centers. Parents actively participate in leadership roles and in various committees. Opportunities to attend workshops and English classes will continue to be provided to parents.

Priority 6 - Climate: The District is dedicated to creating a safe and supportive learning environment that enhances student engagement. Results from the LCAP Survey indicate that a majority of parents, students, and staff feel highly safe and connected while at school. Social and emotional learning remains a key focus. Providing additional staff, such as social workers, offers intensified counseling and community support to identified students. Each school also employs a full-time counselor to promote the well-being of students and families. The Leader in Me program has been adopted district-wide, with all teachers and certificated support staff receiving training.

Priority 7 - Access to a Broad Course of Study: All students, including English learners and Students with Disabilities, have access to a diverse range of courses. The District has established procedures to monitor this access, including regular review of master schedules, teaching schedules, report cards, and Individualized Education Programs (IEPs). At the middle school level, numerous elective options are available and a heritage program assists newcomers in English language acquisition. Special education services are provided in the least restrictive environment and the District will continue implementing Multi-Tiered Systems of Support (MTSS) to ensure comprehensive access to a broad course of study for all students.

According to feedback from educational partners and the findings of our LCAP surveys, our district continues to enhance the involvement and capacity of our parents and families. We have fostered valuable partnerships with local community colleges, enabling them to provide English classes directly on our campuses. As a result, our parents remain closely connected to their children's schools.Our Parent Centers and Parent Liaisons play a pivotal role in this effort, offering volunteering opportunities and a wealth of resources covering various topics such as health, community services, and parenting workshops.

Additionally, our educational partners have expressed appreciation for the tutoring and intervention programs aimed at narrowing achievement gaps among students. Our intervention teachers play a crucial role in tailoring interventions to address the unique needs of individual students. They utilize a data-driven approach to monitor student progress closely, identifying areas where additional support is warranted.

Furthermore, our educational partners commend the expansion of counseling services, which are instrumental in addressing the heightened social-emotional needs of our students. This concerted effort underscores our commitment to providing comprehensive support to our school community.

There remains a critical need to recruit teachers possessing the required credentials and skills, particularly for challenging positions like special education. Furthermore, it is imperative that we sustain efforts to implement a comprehensive tiered support system for students, addressing academic, behavioral, and social-emotional needs. Ensuring the safety of our students and staff remains a priority, particularly with the surge in crime and violence in the community.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District School Leadership Team 11/19/25, 1/28/26, 3/25/26, 5/27/26	The District School Leadership Team met four times to review progress and provide input on district priorities. This team includes principals, district administrators, parent representatives from each school, union leadership, teachers, other classified school personnel and community partners. The group also includes representation from families and educators of English learners and students with disabilities to ensure diverse perspectives are included in the decision-making process. During these meetings, participants received updates on LCAP goals, reviewed student achievement data and survey results, and provided feedback on proposed actions and services. The district shared a draft of the 2026–2027 LCAP, and the team engaged in thoughtful discussion to help refine the plan prior to final adoption. The district also engaged the team in discussions about enrollment trends and their impact on Local Control Funding Formula (LCFF) revenues and LCAP planning, as well as the closure of Felton Elementary School. Educational partners provided input on how to best prioritize resources to support student needs while maintaining fiscal responsibility. Feedback from the team helped ensure that whole-child supports, student wellness and family engagement continue to remain central priorities within the LCAP.

Educational Partner(s)	Process for Engagement
Board of Education	District staff provided regular updates on LCAP implementation through scheduled Board of Education meetings as well as through the Superintendent's weekly Friday communications. These updates included presentations highlighting student achievement data, progress toward LCAP goals, and alignment with state and local accountability measures. Board members received comprehensive information on state and local assessment results, including performance indicators from the California School Dashboard. Survey results from students, families, and staff were also shared to ensure the Board had insight into the experiences and perspectives of educational partners connected to LCAP priorities and services. Throughout the year, the Board also engaged in discussions regarding the district's fiscal stability, including the impact of declining enrollment on Local Control Funding Formula (LCFF) revenues. These conversations focused on the importance of strategic planning and prioritization of resources to ensure the district can continue to meet student needs while maintaining long-term financial sustainability. On February 10, 2026, the district presented the Mid-Year LCAP update to the Board of Education, providing additional information on progress toward goals, expenditures, and metrics.
District English Advisory Council & Parent Advisory Council 4/23/26 6/4/26	In April, staff shared an update on the district's progress toward LCAP goals and provided a detailed overview of the actions, services, and expenditures included in the plan. Participants had an opportunity to review and discuss goals, associated actions, metrics, and allocations, and offered recommendations based on the data presented. In June, A draft of the 2026-27 LCAP was shared with the committee and they were invited to provide feedback. No questions or comments were made, so the Superintendent did not need to respond in writing.
All Lennox Staff LCAP Engagement Meeting 2/18/26	The district held a Lennox staff engagement session to provide employees including teachers, principals, administrators, local bargaining units, and other classified school personnel with an

Educational Partner(s)	Process for Engagement
	overview of the LCAP, including a review of the district's goals, actions, and services. Staff members were provided an opportunity to ask questions and engage in discussion about how the LCAP supports student outcomes. During the session, employees were able to voice suggestions but also were given opportunities to provide feedback through written response forms. Feedback forms were also emailed to all employees and available on the district website. This input helped inform ongoing LCAP planning and decision-making.
Parent and Community LCAP Meeting 2/26/26	The district hosted a parent and community engagement meeting to encourage participation and gather input on district priorities as part of the LCAP development process. During this meeting, parents and community members were invited to share their perspectives on current programs and services and provide feedback to help guide future LCAP actions. To ensure accessibility, the meeting was conducted in both English and Spanish, with information presented via slides and data visuals. Participants were invited to ask questions and engage in dialogue regarding academic supports, student wellness, and the prioritization of district resources. To further expand opportunities for input, the district also emailed an LCAP feedback form along with an LCAP survey to all parents. Additionally the form was also available on the district website, allowing parents and staff to provide comments and recommendations outside of the meeting time. This additional opportunity helped ensure broader participation and access to the LCAP engagement process.
SELPA Consultation 5/12/26	On May 12, 2026, district leadership met with Dina Parker, Executive Director Southwest SELPA, to discuss how the LCAP supports students with disabilities. During this consultation, the SELPA Director determined that the district has sufficient actions and services in place within the LCAP to address the needs of students with disabilities.
Parent, Student and Staff Survey (Surveys open from 2/2/26- 3/16/26)	The district distributed the annual survey to parents via email, with versions available in both English and Spanish to support broad

Educational Partner(s)	Process for Engagement
	participation. Parent surveys were open from February 22, 2026 through March 16, 2026 and 435 parent responses were submitted. In addition to the parent survey, students in grades 5 through 7 completed surveys during the school day to ensure their perspectives were included. The student surveys were collected between February 3, 2026 and March 16, 2026. 781 students participated in the survey. District staff including teachers, principals, administrators, local bargaining units, and other classified school personnel were also provided the opportunity to share their feedback through a staff survey. The staff survey as open from February 2, 2026 through February 19, 2026 and 134 responses were submitted. Survey results were compiled, analyzed and shared with the District School Leadership Team (DSLT) during the March meeting, and were also shared with the Board of Education. This feedback provided valuable information to support discussions around the effectiveness and alignment of LCAP actions and services and ensured that the voices of parents, students, and staff continued to play an important role in the district's planning process. In the spring of 2026, parents were informed through postings, District staff, and LCAP-related meetings of the opportunity to review the draft LCAP and provide feedback prior to its approval.
Notification to the Public	The public was notified through an advertisement in the local newspaper of their opportunity to view the LCAP draft and submit written comments as part of the formal review process.
Public Hearing	The LCAP draft was made available on June 5, 2026 via the district website, for educational partners to review prior to the public hearing. A copy of the LCAP draft is also available at the district office. Partners were encouraged to provide comments to both the Board and staff during this review period. Subsequently, the Board of Education received a formal presentation on June 9, 2026, regarding the LCAP. No questions or comments regarding the LCAP were made by the public during the hearing.

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

Through a variety of engagement strategies, the Lennox School District ensured that the development of the LCAP reflected the voices and perspectives of its educational partners, including principals, administrators, students, parents, teachers, local bargaining units, other school personnel, and community members. These groups were provided multiple opportunities to participate in discussions, ask questions, and share feedback through meetings, surveys, and committee structures.

The input gathered through these engagement opportunities directly influenced the development of the LCAP and helped ensure that the actions and services included in the plan remain comprehensive, responsive to student needs, and aligned to the district's continuous improvement efforts. Through these staff engagement opportunities, educators also had the chance to reflect on current initiatives and identify priorities to strengthen supports for students. As a result, the following actions emerged as key priorities identified by our educational partners:

Small Group Instruction (Goal 1, Action 1) – The DSLT highlighted strong support for small group instruction, noting that reducing class sizes allows teachers to deliver more focused and rigorous instruction aligned to state standards. Staff shared that many students, particularly those from low-income backgrounds, continue to face challenges in English Language Arts and Mathematics. Smaller groups enable teachers to provide targeted, differentiated instruction, closely monitor student progress, and deliver timely interventions to address learning gaps.

Data Analysis During Collaboration Time (Goal 1, Actions 2) – The DSLT, teachers and the certificated bargaining unit highlighted the critical importance of daily collaboration time. They noted that these sessions provide a dedicated space to review student performance data, identify patterns in learning, and adjust instruction in real time. Teachers emphasized that collaboration fosters shared problem-solving, encourages the exchange of effective strategies, and ensures a consistent approach to meeting the diverse needs of all students, including English learners and students with disabilities.

Elementary Collaboration and PE program (Goal1, Action 3) - Parents, teachers, and the DSLT committee expressed strong support for the district's Elementary PE program, which provides students with high-quality physical education instruction from a credentialed teacher supported by a team of aides. The program also creates valuable opportunities for elementary classroom teachers to collaborate, allowing them to plan and coordinate instruction while students are engaged in PE. This structure not only promotes student health and fitness but also strengthens teacher collaboration and instructional planning across grade levels.

Administrative Support (Goal 2, Action 2) - Staff, including administrators, principals, and parents expressed strong support and highlighted the essential role that assistant principals play in supporting students and their families. Their responsibilities encompass a wide range of critical functions, including analyzing student data and overseeing the implementation of academic and behavioral intervention programs. Additionally, assistant principals actively support restorative practices, helping to foster a safe, inclusive, and positive school climate for all students.

Counseling (Goal 2, Action 3) - Parents. teachers, and other school personnel emphasized the vital role that school counselors play in supporting students and families across the district. Counselors provide critical social-emotional and behavioral support, and are key contributors to efforts addressing attendance and chronic absenteeism. They work closely with students, families, and staff to monitor

engagement, connect families to resources, and implement strategies that promote student well-being and academic success, helping to create a safe, supportive, and inclusive school environment.

Summer Academy (Goal 2, Action 12) - Parents have expressed strong support for the district's Summer Academy, recognizing its important role in preventing the "summer slide" and keeping students engaged in learning during the break. The three-week program is designed for students identified based on academic need, providing targeted instruction and enrichment to reinforce essential skills in core subject areas.

Campus Supervision (Goal 3, Action 1) - Parents continue to advocate for Lennox to provide their own staff when addressing the safety needs of students. Campus supervisors have relationships with students and families that enhance student safety in a community that often has unsafe conditions for their students .

5th Grade Outdoor School (Goal 3, Action 5) - Parents and teachers expressed strong support for the 5th-grade camp program. Camp Pali offers engaging, hands-on learning experiences such as ziplining, dissections, and snow activities that provide low-income students with educational opportunities they might not otherwise have. Families and staff highlighted the program's value in promoting student growth, teamwork, and memorable learning experiences outside the classroom.

Playworks (Goal 3, Action 11) - Staff, including principals, administrators, teachers emphasized that Playworks coaches are a vital component of the district's efforts to promote student safety and well-being. These coaches develop meaningful relationships with students and families, fostering a stronger sense of belonging while supporting a safe and positive campus environment. Their emphasis on student leadership and conflict resolution closely aligns with the district's MTSS framework and is considered an invaluable resource in supporting both social-emotional growth and school climate.

Parent Liaisons, Parent Centers, Parent Workshops, and the annual Parent Summit (Goal 4, Action 2, 5 & 6) - Parents and the District's DELAC committee consistently emphasize the importance of maintaining Parent Centers and Parent Liaisons to strengthen parent involvement and participation. Parents expressed strong support for the continuation of parent classes offered through the Parent Centers, noting that Parent Liaisons are essential in facilitating meaningful communication between schools and families. Liaisons help connect parents to resources, encourage participation in school activities, and enhance overall family engagement. Additionally, parents value the annual Parent Summit as an opportunity to access practical information and tools to support their students' academic and social-emotional growth.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Lennox School District will provide a high quality educational system to increase the academic achievement for all students. The metrics to support this goal measures student achievement on state and local assessments, EL progress, reclassification rate, student and staff surveys, local indicators for implementation of state standards and basic services.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Lennox School District is deeply committed to ensuring that every student has access to a high-quality educational system. This commitment is rooted in the belief that all students should be prepared for success in both college and career pathways upon entering high school. To achieve this objective, the District and its community partners prioritize the delivery of a rigorous, standards-based instructional program across all academic core subjects. Additionally Educational Partner feedback indicated strong support to continue this goal from the prior LCAP. The actions to support this goal will provide additional support and access and ensure equitable outcomes for all students. The metrics to support this goal measures student achievement on state and local assessments, EL progress, reclassification rate, student and staff surveys, local indicators for implementation of state standards and basic services.

We are continuing with this goal based on the 2025 CA Dashboard, as progress has been made in narrowing outcome disparities; however, significant achievement gaps still remain between low-income students, English learners, foster youth, and the overall student population. Educational partners continue to emphasize the importance of addressing these disparities and ensuring equitable outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	STAR Renaissance Reading grades 2-5 % of students at/above benchmark	2024 MOY All Students - 42.25% English Learners - 43.51% Special Ed. - 11.07%	2025 MOY All Students - 51.28% English Learners - 26.19%	2026 MOY All Students - 46.82% English Learners - 23.47%	2027 MOY All Students - 54% English Learners - 50% Special Ed. - 19%	Current Difference All Students +4.57% English Learners -20.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income - 41.83% Foster Youth- 0%	Special Ed. - 28.02% Low-Income - 50.39% Foster Youth- 0%	Special Ed. - 25% Low-Income - 44.37% Foster Youth- 100%	Low-Income - 53% Foster Youth- 50%	Special Ed. +13.93% Low-Income +2.54% Foster Youth +100%
1.2	STAR Renaissance Reading grades 6-8 % of students at/above benchmark	2024 MOY All Students - 26.42% English Learners - 1.85% Special Ed. - 2.47% Low-Income - 26.4% Foster Youth- N/A	2025 MOY All Students - 45.33 % English Learners - 7.67% Special Ed. - 14.63% Low-Income - 43.13% Foster Youth- N/A	2026 MOY All Students - 44.49% English Learners - 8.93% Special Ed. - 18.66% Low-Income - 42.63% Foster Youth- N/A	2027 MOY All Students - 39% English Learners - 12% Special Ed. - 10% Low-Income - 39% Foster Youth- N/A	Current Difference All Students +18.07% English Learners +7.08% Special Ed. +16.19% Low-Income +16.23% Foster Youth N/A
1.3	STAR Early Literacy K-1 % of students at/above benchmark	2024 MOY All Students - 44.23% English Learners - 36.62% Special Ed. - 22.58% Low-Income - 44.94% Foster Youth- 0%	2025 MOY All Students - 50.07% English Learners - 35.14% Special Ed. - 28.95% Low-Income - 49.06% Foster Youth- 100%	2026 MOY All Students - 47.66% English Learners - 36.08% Special Ed. - 26.09% Low-Income - 45.17% Foster Youth- 66.67%	2027 MOY All Students - 55% English Learners - 46% Special Ed. - 30% Low-Income - 55% Foster Youth- 50%	Current Difference All Students +3.43% English Learners - 0.54% Special Ed. +3.51% Low-Income +0.23% Foster Youth +66.67%
1.4	STAR Math K-5 % of students at/above benchmark	2024 MOY All Students - 61.6% English Learners- 50.8% Special Ed. - 40.98% Low-Income - 61.5% Foster Youth- 50%	2025 MOY All Students - 56.54% English Learners- 42.1% Special Ed. - 38.36% Low-Income - 55.92 % Foster Youth- 50%	2026 MOY All Students - 58.70% English Learners - 44.59% Special Ed. - 44.94% Low-Income - 56.84% Foster Youth- 50%	2027 MOY All Students - 72% English Learners - 60% Special Ed. - 49% Low-Income - 72% Foster Youth- 60%	Current Difference All Students -2.9% English Learners - 6.21% Special Ed. +3.96% Low-Income - 4.66% Foster Youth 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	STAR Math 6-8 % of students at/above benchmark	2024 MOY All Students - 36.62% English Learners - 14.92% Special Ed. - 6.49% Low-Income - 36.53% Foster Youth- N/A	2025 MOY All Students - 49.68% English Learners - 19% Special Ed. - 16% Low-Income - 47.77% Foster Youth- N/A	2026 MOY All Students - 46.59% English Learners - 17.36% Special Ed. - 25.93 % Low-Income - 44.73% Foster Youth- N/A%	2027 MOY All Students - 48% English Learners - 23% Special Ed. - 14% Low-Income - 48% Foster Youth- N/A	Current Difference All Students +9.97% English Learners +2.44% Special Ed. +19.44% Low-Income +8.2% Foster Youth N/A
1.6	CAASPP ELA 3-5 % of students meeting or exceeding standards	2023 CAASPP All Students - 43.82% English Learners - 17.49% Special Ed. - 20.16% Low-Income - 43.47% Foster Youth- 50%	2024 CAASPP All Students - 42.5% English Learners - 9.76% Special Ed. - 15.73% Low-Income - 42.31% Foster Youth- 14.29%	2025 CAASPP All Students - 41.99% English Learners - 11.30% Special Ed. - 14.57% Low-Income - 41.82% Foster Youth- N/A	2026 CAASPP All Students - 55% English Learners - 26% Special Ed. - 28% Low-Income - 55% Foster Youth- 60%	Current Difference All Students - 1.83% English Learners - 6.19% Special Ed. - 5.59% Low-Income - 1.65% Foster Youth - Not able to calculate due to number of students below threshold for reporting.
1.7	CAASPP ELA 6-8 % of students meeting or exceeding standards	2023 CAASPP All Students - 37.95% English Learners - 4.69% Special Ed. - 5.67% Low-Income - 37.43% Foster Youth- N/A	2024 CAASPP All Students - 40.36% English Learners - 7.32% Special Ed. - 6.92% Low-Income - 40.26% Foster Youth- N/A	2025 CAASPP All Students - 41.70% English Learners - 3.10% Special Ed. - 7.01% Low-Income - 41.82% Foster Youth- N/A	2026 CAASPP All Students - 49% English Learners - 14% Special Ed. - 13% Low-Income - 49% Foster Youth- N/A	Current Difference All Students +3.75% English Learners -1.59% Special Ed. +1.34% Low-Income +4.39% Foster Youth - Not able to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						due to number of students below threshold for reporting.
1.8	CAASPP Math 3-5 % of students meeting or exceeding standards	2023 CAASPP All Students - 35.69% English Learners - 15.44% Special Ed. - 19.59% Low-Income - 35.58% Foster Youth- 50%	2024 CAASPP All Students - 37% English Learners - 11.47% Special Ed. - 19.1% Low-Income - 35.1% Foster Youth- 28.57%	2025 CAASPP All Students - 39.03% English Learners - 15.67% Special Ed. - 19.10% Low-Income - 38.35% Foster Youth- N/A	2026 CAASPP All Students - 50% English Learners - 26% Special Ed. - 26% Low-Income - 50% Foster Youth- 60%	Current Difference All Students +3.34% English Learners +0.23% Special Ed. - 0.49% Low-Income +2.77% Foster Youth -Not able to calculate due to number of students below threshold for reporting.
1.9	CAASPP Math 6-8 % of students meeting or exceeding standards	2023 CAASPP All Students - 20.63% English Learners - 1.29% Special Ed. - 2.50% Low-Income - 21.03% Foster Youth- N/A	2024 CAASPP All Students - 23.96% English Learners - 3.71% Special Ed. - 3.79% Low-Income - 24.18% Foster Youth- N/A	2025 CAASPP All Students - 25.32% English Learners - 4.46% Special Ed. - 4.42% Low-Income - 24.99% Foster Youth- N/A	2026 CAASPP All Students - 32% English Learners - 10% Special Ed. - 10% Low-Income - 32% Foster Youth-N/A	Current Difference All Students +4.69% English Learners +3.17% Special Ed. +1.92% Low-Income +3.96% Foster Youth - Not able to calculate due to number of students below threshold for reporting.
1.10	English Language Proficiency Assessments for California (ELPAC)	ELPAC 22-23 Level 3- 42.59% Level 4- 17.22%	ELPAC 23-24 Level 3- 37.81% Level 4- 13.76%	ELPAC 24-25 Level 3- 39.12% Level 4- 12.14%	ELPAC (2025-26) Level 3- 53% Level 4- 28%	Current Difference ELPAC Level 3 -3.47%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students score level 3 and 4 on ELPAC	Combined- 59.81%	Combined- 51.57%	Combined- 51.26%	Combined- 70%	Level 4 -5.08% Combined. -8.55%
1.11	SWUN Math Benchmark Assessments K-5 % of students at/above benchmark	2024 MOY All Students -73.82% English Learners - 66.86% Special Ed. - 66.21% Low-Income - 67.21% Foster Youth- 61.11%	2025 MOY All Students - 74.12% English Learners - 81.5 % Special Ed. - 85.72% Low-Income - 86.3% Foster Youth- 100%	2026 MOY All Students - 67.51% English Learners - 58.50% Special Ed. - 62.26% Low-Income - 65.65% Foster Youth- 25%	2027 MOY All Students - 85% English Learners - 75% Special Ed. - 72% Low-Income - 79% Foster Youth- 71%	Current Difference All Students - 6.31% English Learners -8.36% Special Ed. - 3.95% Low-Income - 1.56% Foster Youth - 36.11%
1.12	District Math Benchmark Assessment 6-8 % of students meeting or exceeding standards	2024 MOY All Students - 34.06% English Learners - 17.80% Special Ed. - 11.66% Low-Income - 33.79% Foster Youth- N/A	2025 MOY All Students - 31.62% English Learners - 17.19% Special Ed. - 18.18% Low-Income - 31.45% Foster Youth- N/A	2026 MOY All Students - 6.59% English Learners - 1.44% Special Ed. - 6.88% Low-Income - 4.76% Foster Youth- N/A	2027 MOY All Students - 46% English Learners - 27% Special Ed. - 19% Low-Income - 45% Foster Youth- N/A	Current Difference All Students - 27.47% English Learners -16.36% Special Ed. - 4.78% Low-Income - 29.03% Foster Youth N/A
1.13	Percent of teachers fully credentialed and appropriately assigned per CA Dashboard Local Indicator - Basics (Priority 1)	2023 CA Dashboard Local Indicator - Basics 2021-22 Teaching Assignment Monitoring Outcomes (TAMO) 85.6% of the teachers fully credentialed and appropriately assigned	2024 CA Dashboard Local Indicator - Basics 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) 85.7% of the teachers fully credentialed and	2025 CA Dashboard Local Indicator - Basics 2023-24 Teaching Assignment Monitoring Outcomes (TAMO) 87.4% of the teachers fully credentialed and	100% of the teachers fully credentialed and appropriately assigned	Current Difference CA Dashboard Local Indicator - Basics +1.8% of the teachers fully credentialed and appropriately assigned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			appropriately assigned	appropriately assigned		
1.14	Williams Instructional Materials Sufficiency Report Percent of students with standards aligned textbooks per CA Dashboard Local Indicator - Basics (Priority 1)	2023 CA Dashboard Local Indicator - Basics 100% of students have standards based core instructional materials	2024 CA Dashboard Local Indicator - Basics 100% of students have standards based core instructional materials	2025 CA Dashboard Local Indicator - Basics 100% of students have standards based core instructional materials	100% of students have standards based core instructional materials	Current Difference CA Dashboard Local Indicator - Basics No change- of students have standards based core instructional materials
1.15	Local Indicator - Implementation of State Standards (Priority 2) Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability	2023 CA Dashboard Local Indicator - Implementation of State Standards English Language Arts – Common Core State Standards for English Language Arts - 5 Mathematics – Common Core State Standards for Mathematics - 5 History - Social Science - 5 English Language Development (Aligned to English Language Arts Standards) - 5	2024 CA Dashboard Local Indicator - Implementation of State Standards English Language Arts – Common Core State Standards for English Language Arts - 5 Mathematics – Common Core State Standards for Mathematics - 5 History - Social Science - 5 English Language Development	2025 CA Dashboard Local Indicator - Implementation of State Standards English Language Arts – Common Core State Standards for English Language Arts - 5 Mathematics – Common Core State Standards for Mathematics - 5 History - Social Science - 5 English Language Development	English Language Arts – Common Core State Standards for English Language Arts - 5 Mathematics – Common Core State Standards for Mathematics - 5 History - Social Science - 5 English Language Development (Aligned to English Language Arts Standards) - 5	Current Difference CA Dashboard Local Indicator - Implementation of State Standards English Language Arts – Common Core State Standards for English Language Arts - 0 Mathematics – Common Core State Standards for Mathematics - 0 History - Social Science - 0 English Language Development

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Next Generation Science Standards - 4	(Aligned to English Language Arts Standards) - 5 Next Generation Science Standards - 5	(Aligned to English Language Arts Standards) - 5 Next Generation Science Standards - 5	Next Generation Science Standards - 5	(Aligned to English Language Arts Standards) - 0 Next Generation Science Standards - 0
1.16	Science Performance (grades 5 and 8). CAST) % of students meeting or exceeding standards	2023 CAASPP All Students - 20.92% English Learners - 1.04% Special Ed. - 6.73% Low-Income - 20.73% Foster Youth- N/A	2024 CAASPP All Students - 19.75% English Learners - 2.09% Special Ed. - 5.26% Low-Income - 18.88% Foster Youth- N/A	2025 CAASPP All Students - 21.56% English Learners - 2.04% Special Ed. - 6.62% Low-Income - 20.87% Foster Youth- N/A	2026 CAASPP All Students - 32% English Learners - 10% Special Ed. - 13% Low-Income - 32% Foster Youth-	Current Difference All Students +0.64% English Learners +1.00% Special Ed. - 0.11% Low-Income +0.14% Foster Youth N/A
1.17	Student Survey Results local survey (priority 7) % of students that agree that their school provides them with a technology device	2024 Student Survey 98% of students agree that their school provides them with a technology device	2025 Student Survey 98% of students agree that their school provides them with a technology device	2026 Student Survey 97% of students agree that their school provides them with a technology device	2027 Student Survey 99% of students agree that their school provides them with a technology device	Current Difference Student Survey -1%- of students agree that their school provides them with a technology device
1.18	Reclassification Rate Data quest	Data quest (22-23) - 17%	District calculated (24-25) -17%	District calculated (25-26) 18.5%	Reclassification rate (26-27) - 24%	Current Difference +1.5%
1.19	Teacher Survey Results local survey (priority 7) % of teachers agree that students have adequate technology for the effective implementation of curriculum	2024 Teacher Survey 93% of teachers agree that students have adequate technology for the effective implementation of curriculum	2025 Teacher Survey 88% of teachers agree that students have adequate technology for the	2026 Teacher Survey 94% of teachers agree that students have adequate technology for the	2027 Teacher Survey 98% of teachers agree that students have adequate technology for the	Current Difference Teacher Survey +1% of teachers agree that students have adequate technology for the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			effective implementation of curriculum	effective implementation of curriculum	effective implementation of curriculum	effective implementation of curriculum
1.20	Teacher Survey Results local survey (priority 2) % of teachers that agree that they can receive coaching and/or support from a district TOSA if needed	2024 Teacher Survey 85% of teachers agree that they can receive coaching and/or support from a district TOSA if needed	2025 Teacher Survey 91% of teachers agree that they can receive coaching and/or support from a district TOSA if needed	2026 Teacher Survey 82% of teachers agree that they can receive coaching and/or support from a district TOSA if needed	2027 Teacher Survey 90% of teachers agree that they can receive coaching and/or support from a district TOSA if needed	Current Difference Teacher Survey -3% of teachers agree that they can receive coaching and/or support from a district TOSA if needed

Goal Analysis [2025-26]

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

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

Action 1 - Provide Low-Income students with increased opportunities for small group instruction and personalized learning: This action was fully implemented during the 2025–2026 school year to support the academic needs of low-income students across all core subject areas. A key success was the District's continued commitment to maintaining lower class sizes (averaging 21:1 in grades K–1, 25:1 in grades 2–3, 28:1 in grades 4–5, and 29:1 in grades 6–8), which allowed teachers to provide more individualized support and targeted small group instruction.

Action 2 - Students in grades 6-8 will receive instruction based on analysis of formative and summative data: This action was fully implemented during the 2025–2026 school year to support middle school students in English Language Arts and Mathematics. A key success was the structured daily collaboration time that allowed teachers to analyze assessment results, align instructional practices, and share effective strategies.

Action 3 - Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data: This action was fully implemented during the 2025–2026 school year to support elementary students in core academic areas. A key success was the continued use of PE teacher teams, which provided classroom teachers with dedicated time for data analysis and lesson planning to strengthen differentiated instruction.

Action 4 - This action was fully implemented during the 2025–2026 school year to support all student groups across content areas. A key success was the availability of site-based and district technology personnel to quickly resolve technical issues and maintain instructional

continuity. These professionals are responsible for ensuring that both hardware and software are regularly updated, providing students, staff, and parents with seamless access to the necessary tools for learning. Additionally, the technology staff actively monitor the "Line Wize" app, a cyber safety software, to track and address any student safety concerns online, ensuring that our approach to technology use remains proactive and focused on student well-being.

Action 5 - Provide students in grades 5-8 with the opportunity to participate in the Engineering Program: This action was fully implemented during the 2025–2026 school year to support college and career readiness in STEM fields. A key success was the continued staffing of engineers and the availability of hands-on materials to support engaging, project-based learning. One full-time engineer is assigned to the middle school, another serves one of the larger elementary schools, and the remaining two engineers rotate support among the other campuses.

Action 6 - Provide English learners with an after school reclassification academy: This non-contributing action was fully implemented during the 2025–2026 school year to support English learners in meeting reclassification criteria. A key success was the targeted after-school instruction aligned to ELPAC performance areas. However, maintaining consistent student attendance in after-school programs continues to be a challenge, which may impact the rate of reclassification progress.

Action 7 - Students will have access to supplementary materials: This action was fully implemented during the 2025–2026 school year to strengthen student achievement in both Mathematics and English Language Arts through the use of high-quality supplemental instructional resources. A key success was the District's continued investment in materials aligned to the Science of Reading, including resources that support explicit instruction in foundational literacy skills such as phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. These materials were used to enhance Tier 1 core instruction as well as targeted intervention support, ensuring students receive structured and systematic literacy instruction. To further support mathematics achievement, the District also provided supplemental math resources including take-home practice materials designed to strengthen students' computational fluency and conceptual understanding. These take-home materials helped extend learning beyond the classroom and encouraged family involvement by providing parents with tools to support math practice at home.

Action 8 - This action was fully implemented during the 2025–2026 school year to support the academic needs of all students through the strategic use of digital learning tools in both Mathematics and English Language Arts. A key success was the District's continued investment in high-quality instructional software including Nearpod, IXL, BrainPOP, Edpuzzle, Happy Numbers, and Reflex Math. These programs were intentionally selected to provide engaging, standards-aligned learning experiences while also supporting differentiated instruction.

Action 9 - Monitor the progress of Low-Income students, English learners and foster youth in Math and English Language Arts: This action has been fully implemented. The District continues to use the STAR Renaissance suite, which serves as the universal screener for both Mathematics and English Language Arts in grades K–8. This assessment tool provides valuable data to inform instruction and monitor student progress throughout the year. In addition, the suite includes access to the MyOn Digital Library and the Accelerated Reader program, both of which support literacy development by promoting independent reading and tracking student engagement with text.

Action 10 - Students in grades K-8 will benefit from participation in the AVID program: This action was fully implemented during the 2025–2026 school year to promote college and career readiness skills and strengthen academic behaviors across all grade levels. A key success was the continued implementation of AVID strategies, including WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), into

daily classroom instruction. Teachers also participated in AVID professional learning opportunities, including the AVID Summer Institute, which strengthened their capacity to embed instructional practices that support critical thinking, organization, and student engagement.Additionally, all schools maintained active AVID memberships and continued to build schoolwide systems that promote college-going mindsets and academic preparedness. AVID elective classes at the middle school continued to provide students with structured academic support, goal setting opportunities, and exposure to college and career pathways. However, a challenge has been the recruitment and retention of AVID tutors to support the middle school AVID elective classes. AVID tutors play an important role in facilitating tutorials.Difficulty maintaining a consistent pool of trained tutors may impact the consistency of tutorial support, which is a key component of the AVID elective model.

Action 11- Increase teacher capacity for providing students with differentiated instruction based on data: This action was fully implemented during the 2025–2026 school year to strengthen instructional practices and increase teacher effectiveness in meeting the diverse academic needs of students. A key success was the District's continued commitment to ongoing, professional development. Teachers benefited from monthly SWUN Math coaching cycles, which focused on strengthening conceptual math instruction, the use of academic discourse, and strategies to support student problem solving. These coaching sessions included classroom modeling, co-planning opportunities, and follow-up feedback to support effective implementation of instructional strategies. Additional professional development was provided to K-2 teachers on the mCLASS assessment and progress monitoring system, with a focus on how to effectively administer assessments, analyze early literacy data, identify at-risk students, and use targeted instructional strategies to address skill gaps in foundational reading. The District also continued to build teacher capacity in writing instruction through professional development on Thinking Maps and the Write From the Beginning framework, with a focused emphasis on expository and informational writing, as well as strategies to support students in responding to text using evidence. These trainings supported teachers in helping students organize their thinking, structure written responses, and develop stronger analytical writing skills across content areas. In addition, the District's MTSS Committee continued to provide ongoing professional development on restorative practices, supporting teachers in building positive classroom communities, addressing student behavior through restorative conversations, and strengthening social-emotional supports that contribute to improved learning environments. However, a notable challenge reported by teachers was the need for additional planning time to fully implement newly learned instructional strategies with fidelity. Additionally, scheduling make-up professional development sessions for staff who were unable to attend also presented an implementation challenge.

Action 12 - Ensure all Low-Income students have access to technology: This action was fully implemented during the 2025–2026 school year to ensure equitable access to technology and digital learning opportunities. A key success was the District's continued commitment to maintaining a strong 1:1 technology program. Each student was provided with a Chromebook for use during the instructional day, and students in grades 3–8 were also issued a device for home use to support homework, research, and extended learning opportunities beyond the school day.To maintain the effectiveness of the program, the District also invested in the replacement of devices that were damaged, lost, or had reached the end of their lifecycle. This ongoing replacement cycle ensured that students continued to have access to reliable and updated technology to support their academic work.The District also continued its efforts to bridge the digital divide by maintaining approximately 420 Wi-Fi hotspots that were made available to students who do not have reliable internet access at home. This support allowed students to fully participate in digital learning opportunities, access instructional platforms, and complete assignments outside of the school day.

Action 13 - Provide support for English learners who are identified as newcomers: This action has been successfully implemented. The District has continued to provide targeted instructional tools to support the language development and academic success of newcomer

students. Programs such as Lexia English, BrainPOP ELL, and Istation have been consistently utilized to enhance English language acquisition. In addition to in-class support, the District extended learning opportunities through Club VR, an after-school intervention program specifically designed to offer additional academic assistance to newcomers beyond the regular school day. These combined efforts ensure that newcomer students receive the resources and support they need to thrive.

Action 14 - Provide Low-Income students and English learners with an evidence based supplemental reading program: This action was fully implemented during the 2025–2026 school year to support literacy development and accelerate reading achievement for low-income students and English learners. A key success was the District's continued investment in licenses for the Lexia supplemental reading program, which was used during core instruction, designated intervention time, and by intervention teachers to provide targeted reading support based on student needs.This work was further strengthened through alignment with the District's Science of Reading initiative, ensuring that supplemental reading supports reflect evidence-based practices grounded in the research on how students learn to read.

Action 15 - Fully credentialed and appropriately assigned teachers and administrators: This non-contributing action has been partially implemented. A key success was the District's ability to fill the majority of positions with appropriately credentialed staff. However, the continued difficulty in filling a special education position with a fully credentialed teacher remains a challenge, which may impact service delivery.

Action 16 - All students will have standards aligned instructional materials for core instruction: This non-contributing action has been implemented. All students have standards aligned core instructional materials in all subjects.

Action 17- Low-Income students and English learners will be able to participate in a dual language program: This action was fully implemented during the 2025–2026 school year, which marked the first year of implementation of the District's revised Dual Language Immersion model. Beginning this school year, kindergarten classrooms transitioned to a 90:10 instructional model, with 90% of instruction delivered in Spanish and 10% in English. This shift reflects the District's commitment to strengthening bilingualism, bi-literacy, and academic achievement for participating students by increasing early exposure to the partner language.Identifying and securing supplemental resources in Spanish that match the rigor and structure of English resources continues to be an area of focus as the District works to further strengthen program implementation.

Action 18 - Teachers on Special Assignment (TOSA) will provide support for the implementation of small group instruction, differentiated instruction, English language development education and educational technology: This action was partially implemented during the 2025–2026 school year. TOSAs continued to support TK–8 teachers through professional development, instructional coaching, and assistance with data analysis to strengthen differentiated instruction and small group teaching practices. A key challenge was the vacancy in the Educational Technology TOSA position, which remained unfilled throughout the school year. This limited the District's ability to provide consistent coaching and professional development focused on effective technology integration and the instructional use of digital learning tools. Filling this position remains a priority to ensure stronger support for teachers in the area of educational technology.

Action 19 - - Library techs will provide students with increased access to libraries: This action has been successfully implemented across all schools. Each school is supported by a dedicated library technician who ensures that library services are accessible to both students and staff throughout the school day and beyond. In addition to managing day-to-day library operations, our library technicians integrate 21st-century learning and literacy initiatives such as Accelerated Reader and MyOn into the library environment by organizing virtual author

readings, motivational events, and reading challenges. These activities help foster a love of reading and engage students in interactive learning experiences.

Action 20- Support for school sites to implement LCAP goals: This action has been implemented. Schools received funding based on their description of need for unduplicated students at their schools. Funding was used for additional supplemental learning Apps for EL students, additional tutoring and after school intervention, counseling and social emotional supports and materials and hands on materials for english learners such as picture cards and math manipulatives.

Action 21 - Provide supplemental early childhood learning materials: This action has been successfully implemented. As our TK program grows and serves younger students, we continue to invest in age-appropriate and developmentally suitable materials. These include resources for dramatic play, center-based activities, and materials designed to support oral language development in English. These tools foster enriching and engaging learning experiences, promoting both social-emotional and language development for our youngest learners.

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

Action 7 - Students will have access to supplementary materials: There is a material difference between budgeted expenditures and the estimated actual expenditure. While the district did purchase supplemental instructional materials, it did not expend the full amount of allocated funds.

Action 18 - Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention:There was a material difference between budgeted and estimated actual expenditures for TOSA salaries. The district underspent in this area due to a vacancy in the Educational Technology TOSA position. Early in the school year, the individual in this role was promoted to an assistant principal position, and the district was unable to fill the vacancy for the remainder of the year, resulting in lower than anticipated salary expenditures.

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

Action 1 - Provide low-income and English learner students with increased opportunities for small group instruction and personalized learning: This action was partially effective in 2025–26. Through an agreement with our teachers' union, new class size ratios were implemented (21:1 in K–1, 25:1 in grades 2–3, 28:1 in grades 4–5, and 29:1 in grades 6–8), which continued to support more individualized instruction.Evidence of effectiveness includes maintaining overall achievement in CAASPP ELA for grades 3–5 at 42% of students meeting or exceeding standards, along with a slight increase at the middle school level (from 40.36% to 41.70%). In CAASPP Math, performance improved across grade spans, with grades 3–5 increasing (from 37% to 39%) and grades 6–8 increasing from (23.96% to 25.32%).For low-income students, grades 3–5 maintained ELA performance at 42%, while middle school ELA increased (from 40.26% to 41.82%). Additionally, English Learner (EL) students in grades 3–5 demonstrated growth in both ELA (from 9.76% to 11.30%) and Math (from 11.47% to 15.67%). At the middle school level, EL students showed an increase in Math (from 3.71% to 4.46%), while ELA results for English learners reflect mixed performance and will remain an area of focus moving forward.

Action 2 - Students in grades 6-8 will receive instruction based on analysis of formative and summative data: This action has proven to be effective, resulting in modest improvements in student achievement at the middle school level. Dedicated daily collaboration time allowed teachers to analyze data and refine instructional practices, contributing to an increase in the percentage of students meeting or exceeding standards on CAASPP ELA (from 40.36% to 41.70%) and in Math (from 23.96% to 25.32%).Additionally, 41.82% of low-income students met or exceeded standards in ELA and 24.99% in Math. An area for continued growth is the performance of English Learner (EL) students at the middle school level, English Learners decreased (from 7.32% to 3.10%) meeting or exceeding standards in ELA and 4.46% in Math.

Action 3 - Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data: This action was partially effective. Focused professional development and planning time around district initiatives including Thinking Maps, Science of Reading, MTSS and SWUN math, helped support language development and literacy. Evidence of effectiveness includes maintaining overall achievement in CAASPP ELA for grades 3–5 at 42% of students meeting or exceeding standards. In CAASPP Math, performance for grades 3–5 improved (from 37% to 39.03%). For low-income students, grades 3–5 maintained ELA performance at 42%. In Math, grades 3–5 low income students experienced a increase (from 35.1% to 38.3%). Additionally, English Learner (EL) students in grades 3–5 demonstrated growth in both ELA (from 9.76% to 11.30%) and Math (from 11.47% to 15.67%). Also evidence of effectiveness includes 51.26% of students scoring at level 3 or 4 on the ELPAC. Although the students made slight gains in ELA and math over the past two years, this still reflects a decline from the 2023 baseline year.

Action 4 - Students will have continuous access to technology by having technology support staff available at the school and district levels: This action has proven to be partially effective in ensuring that technology is functional and safe for student use. Evidence of this effectiveness includes student survey results demonstrating 97% of students agree that their school provides them with a technology device. Additional evidence of effectiveness includes maintaining overall achievement in CAASPP ELA for grades 3–5 at 42% of students meeting or exceeding standards, along with a slight increase at the middle school level (from 40.36% to 41.70%). In CAASPP Math, performance improved across grade spans, with grades 3–5 increasing (from 37% to 39%) and grades 6–8 increasing from (23.96% to 25.32%).For low-income students, grades 3–5 maintained ELA performance at 42%, while middle school ELA increased (from 40.26% to 41.82%). Additionally, English Learner (EL) students in grades 3–5 demonstrated growth in both ELA (from 9.76% to 11.30%) and Math (from 11.47% to 15.67%). At the middle school level, EL students showed an increase in Math (from 3.71% to 4.46%), while ELA results for English learners reflect mixed performance and will remain an area of focus moving forward. Although the students made slight gains in ELA and math over the past two years, this still reflects a decline from the 2023 baseline year.

Action 5 - Provide students in grades 5-8 with the opportunity to participate in the Engineering Program: This action has proven to be partially effective in providing students with opportunities to engage in complex tasks that foster higher-level thinking skills. Evidence of effectiveness includes an increase in the Science Performance (CAST) scores for all students, which increased from (19.15% to 21.56%) English Learners slightly decreased (from 2.09% to 2.04%) and Low-Income students saw an increase from (18.88% to 20.87%).

Action 6 - Provide English learners with an after school reclassification academy: Funded through federal resources, the implementation of this action has been effective in delivering intensive after-school support to English learners, specifically addressing areas of need identified through the ELPAC assessment. Evidence of effectiveness includes the increase in the District’s reclassification rate, which increased from 17% to 18.5%.

Action 7 - Students will have access to supplementary materials: This action has been partially effective in supporting student learning through the consistent use of supplemental instructional resources. The implementation of materials such as SWUN Math journals has enhanced students' opportunities to practice and apply math skills both in the classroom and at home, contributing to improved mathematical understanding. In addition, other targeted supports aligned with the district's Science of Reading initiative, have been intentionally integrated to strengthen early literacy development and support student growth in reading. Evidence of effectiveness includes maintaining overall achievement in CAASPP ELA for grades 3–5 at 42% of students meeting or exceeding standards, along with a slight increase at the middle school level (from 40.36% to 41.70%). In CAASPP Math, performance improved across grade spans for all students, with grades 3–5 increasing (from 37% to 39%) and grades 6–8 increasing from (23.96% to 25.32%). For low-income students, grades 3–5 maintained ELA performance at 42%, while middle school ELA increased (from 40.26% to 41.82%). Additionally, English Learner (EL) students in grades 3–5 demonstrated growth in both ELA (from 9.76% to 11.30%) and Math (from 11.47% to 15.67%). At the middle school level, EL students showed an increase in Math (from 3.71% to 4.46%), while ELA results reflect mixed performance and will remain an area of focus moving forward. Additionally, STAR ELA assessment results, show mixed outcomes across grade spans and student groups. For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students, (from 26.19% to 23.47%) for English Learners, and (from 50.39% to 44.37%) for low-income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%), for low income (from 49.6% to 45.17%) however we did see a slight increase for EL students (from 35.14% to 36.08%). At the middle school level (grades 6–8), STAR reading results decreased slightly, with all students showing a slight decrease (from 45.33% to 44.49%) and low-income students (from 43.13% to 42.63%), while English Learners demonstrated growth (from 7.67% to 8.93%). However STAR Math showed growth in K-5 all students (from 56.54% to 58.70%), low income (from 55.92% to 56.84%) and English learners (from 42.10% to 44.59%). In grades 6-8 STAR math there was a decrease, all students (from 49.68% to 46.59%), low income (from 47.77% to 44.73%) and English learners (from 19% to 17.36%).

Action 8 - Students will have selected software applications available to support learning goals: This action has been partially effective in enhancing student learning by providing access to a range of instructional software applications. These tools offer students interactive and differentiated opportunities to practice skills and reinforce key concepts, serving as a complement to core instructional materials. The use of these programs has supported the development of greater fluency and mastery of academic skills. Evidence of this effectiveness is demonstrated through feedback from our LCAP teacher survey, with 94% of teachers agreeing that students have adequate technology for the effective implementation of curriculum. In addition we maintained our achievement in CAASPP ELA for all students and Low-Income in grades 3rd-5th at 42% meeting or exceeding standards and increased our 3rd-5th EL scores (from 9.76 to 11.30%). At the middle school in CAASPP ELA we saw in increase of 1% for all students (from 40.36% to 41.70%), for low- income ELA increased (from 40.26% to 41.82%) and for El students only 3.10% are meeting or exceeding standards.

Action 9 - Monitor the progress of Low-Income students, English learners, and foster youth in Math and English Language Arts: This action was partially effective in strengthening progress monitoring systems and supporting the development of targeted small instructional groups, resulting in more intentional and differentiated instruction. The use of STAR Reading and Math assessments enables teachers to identify individual student strengths and areas for growth, guiding strategic interventions and lesson planning. Evidence of effectives includes local assessment data in which STAR ELA assessment results show mixed outcomes across grade spans and student groups. For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students, (from 26.19% to 23.47%) for English Learners, and (from 50.39% to 44.37%) for low-income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%), for low income (from 49.6% to 45.17%) however we did see a slight increase for EL student (from 35.14% to 36.08%). At the middle school level (grades 6–8), STAR reading results decreased slightly, with all students showing a slight decrease (from

45.33% to 44.49%) and low-income students (from 43.13% to 42.63%), while English Learners demonstrated growth (from 7.67% to 8.93%). However STAR Math showed growth in K-5 all students (from 56.54% to 58.70%), low income (from 55.92% to 56.84%) and English learners (from 42.10% to 44.59%). In grades 6-8 STAR math there was a decrease, all students (from 49.68% to 46.59%), low income (from 47.77% to 44.73%) and English learners (from 19% to 17.36%).

Action 10 - Students in grades K-8 will benefit from participation in the AVID program: This action has been partially effective. The districtwide implementation of AVID strategies continues to positively influence student outcomes. A sustained focus on building a college-going culture and encouraging a growth mindset has supported increased student motivation, engagement, and academic achievement across grade levels. Classroom walkthroughs and principal observations further confirm the consistent integration of AVID practices across school sites. Key instructional strategies, including the use of planners and binders to support student organization, “marking the text” as a structured writing strategy, and Socratic Seminars to promote discussion and critical thinking, are regularly observed in classrooms. Additional evidence of effectiveness includes maintaining overall achievement in CAASPP ELA for grades 3–5 at 42% of students meeting or exceeding standards, along with a slight increase at the middle school level (from 40.36% to 41.70%). In CAASPP Math, performance improved across grade spans, with grades 3–5 increasing (from 37% to 39%) and grades 6–8 increasing from (23.96% to 25.32%).For low-income students, grades 3–5 maintained ELA performance at 42%, while middle school ELA increased (from 40.26% to 41.82%). Additionally, English Learner (EL) students in grades 3–5 demonstrated growth in both ELA (from 9.76% to 11.30%) and Math (from 11.47% to 15.67%). At the middle school level, EL students showed an increase in Math (from 3.71% to 4.46%), while ELA results reflect mixed performance and will remain an area of focus moving forward. Additionally, STAR ELA assessment results, show mixed outcomes across grade spans and student groups. For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students, (from 26.19% to 23.47%) for English Learners, and (from 50.39% to 44.37%) for low-income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%), for low income (from 49.6% to 45.17%) however we did see a slight increase for EL student (from 35.14% to 36.08%). At the middle school level (grades 6–8), STAR reading results decreased slightly, with all students showing a slight decrease (from 45.33% to 44.49%) and low-income students (from 43.13% to 42.63%), while English Learners demonstrated growth (from 7.67% to 8.93%). However STAR Math showed growth in K-5 all students (from 56.54% to 58.70%), low income (from 55.92% to 56.84%) and English learners (from 42.10% to 44.59%). In grades 6-8 STAR math there was a decrease, all students (from 49.68% to 46.59%), low income (from 47.77% to 44.73%) and English learners (from 19% to 17.36%).

Action 11 - Increase teacher capacity for providing students with differentiated instruction based on data: This action has continued to be partially effective in strengthening teachers’ ability to design and deliver instruction that meets the diverse academic needs of students. Teachers have demonstrated increased capacity to use assessment data to inform instructional planning, resulting in more intentional differentiation and targeted support in the classroom.This effectiveness is further supported by district progress in implementing State Standards (Priority 2). All areas within this Local Indicator were rated at Level 5, indicating Full Implementation and Sustainability in providing professional learning aligned to recently adopted academic standards and curriculum frameworks. Additional evidence of effectiveness is demonstrated through the teacher LCAP survey with 82% of teachers agreeing that they can receive coaching and/or support from a district TOSA if needed. Additional evidence also includes maintaining overall achievement in CAASPP ELA for grades 3–5 at 42% of students meeting or exceeding standards, along with a slight increase at the middle school level (from 40.36% to 41.70%). In CAASPP Math, performance improved across grade spans, with grades 3–5 increasing (from 37% to 39%) and grades 6–8 increasing from (23.96% to 25.32%).For low-income students, grades 3–5 maintained ELA performance at 42%, while middle school ELA increased (from 40.26% to 41.82%). Additionally, English Learner (EL) students in grades 3–5 demonstrated growth in both ELA (from 9.76% to 11.30%) and Math

(from 11.47% to 15.67%). At the middle school level, EL students showed an increase in Math (from 3.71% to 4.46%), while ELA results for English learners reflect mixed performance and will remain an area of focus moving forward.

Action 12 - Ensure all Low-Income students have access to technology: This action has been partially effective in expanding equitable access to digital learning tools for students. In addition to school-issued Chromebooks used during the school day, students in grades 3–8 are also provided with a second device for home use to support continued learning beyond the classroom. Effectiveness is further supported by LCAP survey data, with 97% of students agreeing that their school provides them with a technology device and 94% of teachers agreeing that students have adequate access to technology for the effective implementation of the curriculum. These results indicate strong systemwide access to instructional technology, which has supported consistent engagement with digital learning resources and curriculum delivery. Additional evidence of effectiveness includes STAR local assessment data, For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students and (from 50.39% to 44.37%) for low-income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%) and for low income (from 49.6% to 45.17%). At the middle school level (grades 6–8), STAR reading results decreased slightly, with all students showing a slight decrease (from 45.33% to 44.49%) and low-income students (from 43.13% to 42.63%). However STAR Math showed growth in K-5 all students (from 56.54% to 58.70%) and low income (from 55.92% to 56.84%). In grades 6-8 STAR math there was a decrease, all students (from 49.68% to 46.59%) and low income (from 47.77% to 44.73%).

Action 13 - Provide support for English learners who are identified as newcomers: This non-contributing action has been partially effective. Newcomers received dedicated instruction and practice in functional English vocabulary, which has significantly contributed to their growth in English proficiency. Evidence of effectiveness includes 51.26% of students scoring at level 3 or 4 on the ELPAC and 44% making progress on the ELPI.

Action 14 - Provide Low-Income students and English learners with an evidence based supplemental reading program: This action has been partially effective in strengthening early literacy development, particularly at the primary grade levels, through the implementation of the Lexia supplemental reading program. Lexia has provided structured, research-based literacy instruction that targets foundational reading skills, allowing students to receive individualized support aligned to their specific learning needs. Evidence of this effectiveness includes maintaining our achievement in CAASPP ELA for all students and Low-Income in grades 3rd-5th at 42% meeting or exceeding standards. We also had an increase in our EL group at the 3rd-5th grade level in ELA (from 9.76% to 11.30%). In addition, STAR Reading results show that 46.82% of all students, 23.47% of English Learners, and 44.37% of Low-Income students in grades 2–5 are performing at grade level.

Action 15 - Fully credentialed and appropriately assigned teachers and administrators: Action 15 - This non-contributing action has been partially effective in ensuring that students have access to appropriately assigned and credentialed teachers and administrators. Evidence from the California School Dashboard Local Indicator for Basic Conditions shows that 87.4% of teachers in Lennox School District are appropriately assigned. While this demonstrates progress, the district continues to experience challenges filling certain positions, particularly in special education, where recruiting and retaining teachers with Moderate/Severe credentials for Special Day Class (SDC) settings remains difficult.To mitigate the impact of teacher misassignments and maintain rigorous instruction for all students, the district has implemented a variety of support structures. These include ongoing professional development, instructional coaching, collaborative planning opportunities, and direct support from Program Specialists and Teachers on Special Assignment (TOSAs). Through these supports, teachers receive guidance on standards-based instruction, differentiated instructional practices, curriculum implementation, and strategies to meet the diverse needs of learners. Classroom walkthroughs conducted by site and district administrators indicate that teachers are applying instructional

strategies acquired through professional learning opportunities to support both academic achievement and students' social-emotional development. Additionally, teachers are increasingly utilizing classroom and assessment data to inform instruction, create targeted small groups, and provide differentiated support. While staffing challenges continue to affect full implementation of this action, the district's support systems have helped ensure that instruction remains rigorous and that students continue to receive high-quality educational experiences.

Action 16 - All students will have standards aligned instructional materials for core instruction: This non-contributing action has been effective in ensuring equitable access to high-quality instructional resources that support student learning across all core subject areas. Evidence of effectiveness includes the 2024 California School Dashboard Local Indicator for Basic Conditions, which indicates that 100% of students have access to standards-aligned core instructional materials. These materials are available for use both in the classroom and at home, supporting continuity of learning beyond the school day. The availability and consistent use of standards-based instructional materials have contributed to a more coherent and rigorous instructional program across the district. Teachers utilize these resources to deliver grade-level instruction aligned to California State Standards, ensuring students engage with content that develops critical thinking, problem-solving, reading, writing, and mathematical reasoning skills. Through the use of adopted curriculum materials, students have regular opportunities to engage in standards-aligned tasks, collaborative learning experiences, and formative assessments that help monitor progress toward grade-level expectations.Evidence of effectiveness can also be seen in classroom observations and instructional walkthroughs, which indicate that teachers are consistently implementing district-adopted materials with fidelity and using embedded assessments and instructional supports to inform instruction. Students are actively engaging with curriculum-aligned lessons, texts, and learning tasks that build content knowledge and academic skills across subject areas.

Action 17 - Low-Income students and English learners will be able to participate in a dual language program: This action has continued to be partially effective in strengthening the district's dual language program and expanding access for unduplicated student groups. During the 2025–2026 school year, the district successfully began transitioning to a 90/10 model, starting with kindergarten. Initial implementation has been successful, with teachers applying effective bilingual instructional strategies, including transference techniques, to support language development in both languages. Evidence of effectiveness reflects positive outcomes associated with this work. In grades 3–5, CAASPP ELA results show that 42% of all students and low-income students met or exceeded standards, while English Learner performance increased (from 9.76% to 11.30%). At the middle school level, overall ELA performance also improved, increasing (from 40.36% to 41.70%). DL students outperform non-DL students in the 2025 ELA CAASPP as seen in the results in which 4th and 7th grade DL students scored 63.44% proficient or above compared to 41.97% of 4th and 7th grade non DL students scoring proficient and above. Additionally, local assessment data indicates continued growth in literacy, with 46.82% of all students in grades 2–5 and 44.49% of students in grades 6–8 meeting or exceeding benchmark on the Mid-Year STAR Reading assessment.

Action 18 - Teachers on Special Assignment will provide support for the implementation of small group instruction, differentiated instruction, English language development education, and educational technology and intervention: This action has been effective in strengthening teacher capacity and enhancing instructional practices across the district. Teachers on Special Assignment (TOSAs) have provided ongoing coaching and support to help teachers implement targeted small group instruction, differentiate learning based on student needs, and effectively integrate English language development strategies and educational technology into daily instruction. Evidence of effectiveness includes LCAP survey results showing that 82% of teachers agree that they are able to receive coaching and/or support from a district TOSA when needed, indicating strong access to and utilization of instructional support systems. Additionally, STAR ELA assessment results, show mixed outcomes across grade spans and student groups. For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students, (from 26.19% to 23.47%) for English Learners, and (from 50.39% to 44.37%) for low-

income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%), for low income (from 49.6% to 45.17%) however we did see a slight increase for EL students (from 35.14% to 36.08%). At the middle school level (grades 6–8), STAR reading results decreased slightly, with all students showing a slight decrease (from 45.33% to 44.49%) and low-income students (from 43.13% to 42.63%), while English Learners demonstrated growth (from 7.67% to 8.93%). However STAR Math showed growth in K-5 all students (from 56.54% to 58.70%), low income (from 55.92% to 56.84%) and English learners (from 42.10% to 44.59%). In grades 6-8 STAR math there was a decrease, all students (from 49.68% to 46.59%), low income (from 47.77% to 44.73%) and English learners (from 19% to 17.36%). Foster youth data is not available due to size of population.

Action 19 - Library techs will provide students with increased access to libraries: This action has proven partially effective in improving library services and increasing student engagement. Libraries across the district remain open and accessible throughout the day, providing students with valuable opportunities such as author visits, reading challenges, and research support. Evidence of Effectiveness includes STAR ELA assessment results which demonstrated mixed outcomes across grade spans and student groups. For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students, (from 26.19% to 23.47%) for English Learners, and (from 50.39% to 44.37%) for low-income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%), for low income (from 49.6% to 45.17%) however we did see a slight increase for EL student (from 35.14% to 36.08%). At the middle school level (grades 6–8), STAR reading results decreased slightly, with all students showing a slight decrease (from 45.33% to 44.49%) and low-income students (from 43.13% to 42.63%), while English Learners demonstrated growth (from 7.67% to 8.93%). Foster youth data is not available due to size of population.

Action 20 - Support for school sites to implement LCAP goals: This action has proven partially effective. Evidence of effectiveness includes STAR ELA assessment results which show mixed outcomes across grade spans and student groups. For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students, (from 26.19% to 23.47%) for English Learners, and (from 50.39% to 44.37%) for low-income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%), for low income (from 49.6% to 45.17%) however we did see a slight increase for EL student (from 35.14% to 36.08%). At the middle school level (grades 6–8), STAR reading results decreased slightly, with all students showing a slight decrease (from 45.33% to 44.49%) and low-income students (from 43.13% to 42.63%), while English Learners demonstrated growth (from 7.67% to 8.93%). However STAR Math showed growth in K-5 all students (from 56.54% to 58.70%), low income (from 55.92% to 56.84%) and English learners (from 42.10% to 44.59%). In grades 6-8 STAR math there was a decrease, all students (from 49.68% to 46.59%), low income (from 47.77% to 44.73%) and English learners (from 19% to 17.36%).

Action 21 - Provide supplemental early childhood learning materials: Supplemental early childhood learning materials have been effective in supporting foundational skill development among our youngest learners. The implementation of a play-based, language development appropriate curriculum has contributed to strong growth in communication, social-emotional development, and early academic readiness in both reading and math. Low income and English learner Transitional Kindergarten (TK) students, have benefited from this approach, which emphasizes exploration, creativity, and developmentally appropriate language learning aligned with early childhood best practices. Evidence of effectiveness includes STAR Early Literacy (K-1) results indicating 46.82% of all students achieving benchmark, 45.27% of low income students and 36.08% of English learners meeting benchmark. Foster youth data is not available due to size of population.

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.

This goal will remain the same for the 2026-27 school year. There are no changes planned for this goal. We updated the goal explanation with current data. Metric 1.6 was updated with the correct Dashboard year and we removed the percent of ELs making progress on the ELPI in metric 1.10. Metric 1.13 we added TAMO as our data source. Actions 1.1, 1.19 and 1.12 had minor revisions based on data.

There are changes in total funds for the following actions:

There was an increase in funding in 1.1 and 1.18 due to salary increases in the district.
There was a decrease in1.2 due to lower enrollment.
There was a decrease in funding in 1.5, 1.7, 1.15, and 1.19 due to a school closure.
There was an increase in funding in 1.10 due to an increase in teachers attending the AVID Summer Institute.
There was an increase in funding in 1.11 due to the end of the Educator Effectiveness grant.
There was an increase in funding in 1.20 due to increased student intervention needs.

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	Provide Low-Income and EL students with increased opportunities for small group instruction and personalized learning	By allocating additional teachers across all schools, low-income and EL students in grades TK-8 will benefit from enhanced opportunities for small group instruction and increased feedback on their learning progress. These students will also receive personalized instructional strategies tailored to address their specific needs, with the aim of narrowing the achievement gap in math and English language arts. Personalized learning, which involves targeted instruction in small groups based on students' similar needs, will become a standard practice each week. As students master a skill or concept, they will transition to new groups to tackle another concept. At the middle school level, alongside small group instruction and heightened feedback, there will be a concentrated effort to ensure that	$4,141,911.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction is both relevant and rigorous, preparing students for college and career pathways. This includes the integration of AVID strategies such as fostering a growth mindset, text annotation, and peer editing, as well as promoting high-level questioning and providing increased opportunities for writing and speaking during daily instruction. Our contract states a 29:1 class size ratio for all grades. This action allows for a reduced ratio across all grade levels. This action provides support for special education and English learners performing at the lowest level on the academic state indicators.		
1.2	Students in grades 6-8 will receive instruction based on analysis of formative and summative data	Low-Income students and English learners are performing below grade level standards. To ensure that these students receive rigorous, standards-based instruction tailored to their specific needs and achievement levels, additional teachers or substitutes will be funded so that middle school teachers have weekly collaborative sessions. During these sessions, teachers will work together to design learning experiences that are relevant and grounded in the analysis of current data, with a focus on addressing the unique challenges faced by low-income students and English learners.	$1,290,358.00	Yes
1.3	Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data	Weekly collaboration among grade-level teams will enable teachers to provide standards-based instruction tailored to the needs of low-income students and English learners, informed by ongoing data analysis. Within these collaborative sessions, teachers will identify students who require additional support and personalized learning through small group instruction. Concurrently, while teachers collaborate, students will engage in physical education activities led by PE teacher teams. This structure ensures that instructional planning and student engagement are maximized to address the diverse needs of all learners.	$744,305.00	Yes
1.4	Students will have continuous access to technology by having technology support	The use of technology has become an essential element of implementing a high quality educational program. Low income and English learner students will need support to use technology at home and at school to be able to benefit from the improved methods of providing information.To	$681,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
	staff available at the school and district levels	support the diverse needs of unduplicated students to access devices and applications without interruption, the District will provide technology support staff at each school and at the District office. Technology support will ensure that students' access to technology is uninterrupted, that devices are well maintained and that families using technology at home while working with their students have support.		
1.5	Provide students in grades 5-8 with the opportunity to participate in the Engineering Program	Engagement in learning activities is heightened among low-income students when they have access to relevant and hands-on experiential learning opportunities. Offering such experiences not only enhances their engagement but also improves their access to rigorous, standards-based instruction. The Engineering Program specifically caters to this need by providing students with opportunities in science, technology, engineering, and math (STEM), thereby enriching their educational experience and fostering a deeper understanding of these subjects.	$383,473.00	Yes
1.6	Provide Long Term English learners (LTELs) with an after school reclassification academy	To support long term English learners (LTELs) who have not reclassified, the District will offer extended learning time to provide a reclassification academy to target those skills students need to reclassify to fluent English speaker. This action provides support for English learners at Lennox Middle School performing at the lowest level on the ELA academic state indicator.	$10,000.00	Yes
1.7	Students will have access to supplementary materials	Low income and English learner students will have access to supplementary and consumable math materials and other instructional materials for intervention support. The school district is taking proactive steps to ensure that all students, particularly those from low-income backgrounds, have access to essential supplementary materials for their education. Recognizing the challenges faced by students who lack consistent access to technology and the internet at home, the district is providing additional math materials in non-electronic formats. This ensures that all students, regardless of their home environment, have the resources they need to support their learning.	$225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District is also investing in supplementary materials for intervention and small group instruction in both math and English language arts. These materials will be utilized during targeted intervention sessions, further enhancing support for students who may be struggling academically. By providing a variety of materials tailored to different learning needs and circumstances, the district aims to narrow achievement gaps and foster academic success. Providing a supplementary materials will provide an increased opportunity for unduplicated students to have alternative materials to support closing the achievement gaps. Additionally, This action provides support for Special Education students and English learners particularly at Lennox Middle School performing at the lowest level on the academic state indicators.		
1.8	Students will have selected software applications available to support learning goals	The District will purchase licenses for software applications such as Reading A-Z, Brain Pop EL, IXL Math and SeeSaw. Low-Income students will have access to these applications both at school and at home. These applications will provide Low-Income students and English learners with opportunities to have content provided in a variety of ways. Brain Pop EL, specifically provides English learners with increased opportunities to practice English through a variety of multimedia experiences. This action provides support for Special Education students and English learners particularly at Lennox Middle School performing at the lowest level.	$340,000.00	Yes
1.9	Monitor the progress of Low-Income students, English learners and foster youth in math and English language arts	The STAR Renaissance package includes math and English language arts screeners and progress monitoring assessments that the District will use to monitor progress and identify the need for additional academic support for unduplicated students. The package also includes Accelerated Reader to support increased reading comprehension and MyOn, which provides thousands of pieces of digital fiction and non-fiction reading selections. This increased service provides opportunities for Low-Income students, foster youth and English learners to have access to these selections,	$178,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		software that will allow a check on comprehension and a tool that will help to create an incentive for students to increase their time reading.		
1.10	Students in grades K-8 will benefit from participation in the AVID program	The AVID program provides crucial support to low-income and English learner students with aspirations of becoming the first in their family to attend college. To facilitate the implementation of the AVID program, the district will engage in a contract with AVID to access materials, training, and additional support necessary for the program's success. Part of this collaboration involves professional development sessions conducted by AVID Center, scheduled to take place during the summer of 2024 at the Summer AVID Institute. This professional development opportunity will equip teachers with the knowledge and skills needed to effectively implement the AVID program and support participating students.	$179,206.00	Yes
1.11	Increase teacher and staff capacity for providing professional development in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs.	Professional development will be provided in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs. These professional development opportunities will equip teachers with the necessary skills and knowledge to implement evidence-based practices effectively. Emphasis will be placed on differentiated and small group instruction, recognizing the diverse needs of students. By incorporating these strategies into their teaching methodologies teachers can better support the academic growth and development of low-income students, foster youth, and English learners. Additionally these professional development opportunities will facilitate collaboration among teachers, enabling them to share best practices, develop common lessons, and learn from one another's experiences. This action provides support for Special Education students and English learners particularly at Lennox Middle School performing at the lowest level on the academic state indicators.	$732,599.00	Yes
1.12	Ensure all Low-Income students	Many of the Low-Income students in Lennox do not have access to technology at home. To continue to provide the increased service of having devices available to Low-Income students at home so that they can have	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	have access to technology	full access to all of the applications that are available, the District will implement a plan to replace a portion of the devices annually. Doing this will ensure that Low-Income students have consistent access to technology. Additionally the District will plan for purchasing hot spots that that will increase access and student engagement.		
1.13	Provide support for English learners who are identified as newcomers	English learners who are new to being educated in the United States will have supplementary materials provided and extended learning time after school that will focus on increasing their English fluency. This action provides support for English learners at Lennox Middle School performing at the lowest level on the ELA academic state indicator.	$23,400.00	No
1.14	Provide Low-Income students and English learners with an evidence-based supplemental reading program	The District will contract with Lexia, a supplemental reading program, to provide leveled reading passages and comprehension questions. This program enables students to read at their individual proficiency levels while also holding them accountable through comprehension assessments.	$55,250.00	Yes
1.15	Fully credential and appropriately assigned teachers and administrators	Every student will be placed in classrooms with a fully credentialed and appropriately assigned teacher and every school will have a fully credentialed principal. This action provides support for Special Education performing at the lowest level on the academic state indicators.	$23,424,450.00	No
1.16	All students will have standards aligned instructional materials for core instruction	All students in Lennox will receive standards aligned instructional materials to support learning in all core instructional areas	$149,832.00	No
1.17	Low-Income students and English learners will be able to	A dual immersion program will be offered in grades K-8; this program is available to Low-Income students and English learners. To effectively implement this program students must receive materials in English and in	$32,408.00	Yes

Action #	Title	Description	Total Funds	Contributing
	participate a dual immersion program	Spanish. The increased service for this program will be to provide the students with Spanish supplemental materials which include Spanish classroom libraries.		
1.18	Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention.	Teachers on special assignment will be maintained to support District efforts with English learners, low income students, foster youth, technology, math, ELA and use of data. All teachers on special assignment will be engaged with supporting teachers in planning and implementing instruction that is differentiated and can be provided in both whole and small group instruction. TOSAs will assist staff in enhancing their proficiency in data analysis, enabling them to craft tailored learning experiences. All TOSAs will support teachers with developing a greater understanding of the purpose and importance of language objectives and thinking maps that will assist English learners with growth in vocabulary development and English language conventions. Specifically, the EL TOSA will concentrate on advancing integrated English Language Development (ELD) with elementary and middle school content teachers. The Technology TOSA will guide teachers in utilizing diverse software applications to enhance learning opportunities for English learners, low income students, foster youth. A middle school curriculum TOSA will offer coaching and professional development aimed at improving outcomes for English learners, low income students, foster youth at the middle school. Moreover, an intervention TOSA will support the implementation of academic support across all tiers for English learners, low income students, foster youth. This action provides support for Special Education students and English learners particularly at Lennox Middle School performing at the lowest level on the academic state indicators.	$889,097.00	Yes
1.19	Library techs will provide students	The District will provide library techs at each school to increase access to academic resources, literacy support, and technology assistance for low-	$412,505.00	Yes

Action #	Title	Description	Total Funds	Contributing
	increased access to libraries	income students, ELs and foster youth who have limited access to these supports outside of school. These services increase opportunities for reading engagement, research support, and academic enrichment. Libraries will be available to low income students beyond the traditional hours during the school day.		
1.20	Support for school sites to implement LCAP goals	Provide support to schools for the following priorities reflected in the District's LCAP: before/after school academic support, software and applications, technology for student access, supplemental materials.The following describes what is currently in each approved School Plan: Buford - software applications and supplemental materials - to support Low-Income students throughout the day both during core instruction and intervention Felton - Supplemental materials and (1)intervention aide - to support Low-Income students and English learners; supplemental materials will be used both during core instruction and intervention and the intervention aide will provide support during personalized learning time Jefferson- (1)intervention aide and after school academic support for Low-Income students - both actions target Low-Income students; the intervention aide will provide support for students during personalized learning time; after school academic support will be provided both in reading and math based on needs determined by grade level data Huerta - before and after school academic support for Low-Income students - after school support will be provided in math and reading based on needs determine by grade level data Moffett - technology software applications for student access - Low-Income students- ensure that all Low-Income students have a working one to one device for both at home and school use Lennox Middle School - supplemental materials and technology software applications for student access - to support Low-Income students and	$342,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners - supplemental materials will be used both in core instruction and in intervention The Assistant Superintendent or designee has reviewed each of the School Plans to determine 1. if the identified need is accurate, 2. if the service/action related to the need is aligned to the LCAP priority and meets the identified need and 3. if the action is able to be reasonably be implemented as planned. When the annual update for the LCAP is completed schools will be expected to complete their School Plan evaluation and submit that evaluation to the Assistant Superintendent or designee to ensure that the action has met the intended outcome.		
1.21	Provide supplemental early childhood learning materials	The district will continue to implement Universal Transitional Kindergarten Programs for ages 4-5. These programs prioritize play-based learning, social/emotional development, and language enhancement for low-income, English Learners, and Foster Youth. The district will provide additional supplemental instructional materials such as dramatic play costumes, puppets, and hands-on creative learning resources designed to support oral language development, early literacy and social interaction for students who may have limited access to enrichment and language opportunities and learning resources outside of school.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Lennox School District will provide a multi-tiered system of support for students that will address the educational, behavioral and social/emotional needs of students to reduce the achievement gap.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Lennox School District serves a diverse student population of which 98% of the students are identified as Low-Income, 13 % are identified as students with disabilities and 37% are identified as an English learner. These students require a wide range of supports academically, behaviorally and social/emotional to be successful in attaining grade level standards. The District will provide a cohesive system of support for students that will address all of these areas by providing support that will differ in frequency, intensity and duration based on students' needs as determined by data.

Educational Partner feedback indicated strong support to continue this goal from the prior LCAP. The actions to support this goal will provide core program support such as counseling services, tutoring, supports for EL students to ensure that all students are provided with an appropriate environment and rigorous curriculum that allows them to have multiple experiences and opportunities for academic and social emotional growth.

A variety of metrics will be used to measure the outcomes actions. These metrics are aligned to state priorities of pupil outcomes, engagement, conditions of learning, and course access.

We are continuing with this goal based on the 2025 CA Dashboard, as we have made progress in closing the outcome disparities, a significant gap remains between the performance of our Low-Income, English learners, and foster youth students compared to all students, and our educational partners have emphasized the need to remedy the disparity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA 3-5 % of students meeting or exceeding standards	CAASPP 2023 All Students - 43.82% English learners - 17.49% Special Ed. - 20.16% Low-Income - 43.47% Foster Youth - 50%	2024 CAASPP All Students - 42.5% English Learners - 9.76% Special Ed. - 15.73% Low-Income - 42.31% Foster Youth- 14.29%	2025 CAASPP All Students - 41.99% English Learners - 11.30% Special Ed. - 14.57% Low-Income - 41.82% Foster Youth- N/A	CAASPP 2026 All Students - 55% English Learners - 26% Special Ed. - 28% Low-Income - 55% Foster Youth - 60%	Current Difference All Students - 1.83% English Learners - 6.19% Special Ed. - 5.59% Low-Income - 1.65% Foster Youth -Not able to calculate due to number of students below threshold for reporting.
2.2	STAR Renaissance Reading (grades 2-5) % of students at/above benchmark	2024 MOY All Students - 42.25% English learners - 43.51% Special Ed. - 11.07% Low-Income- 41.83% Foster Youth- 0%	2025 MOY All Students - 51.28% English Learners - 26.19% Special Ed. - 28.02% Low-Income - 50.39% Foster Youth- 0%	2026 MOY All Students - 46.82% English Learners - 23.47% Special Ed. - 25% Low-Income - 44.37% Foster Youth- 100%	2027 MOY All Students - 54% English Learners - 50% Special Ed. - 19% Low-Income - 53% Foster Youth - 50%	Current Difference All Students +4.57% English Learners -20.04% Special Ed. +13.93% Low-Income +2.54% Foster Youth +100%
2.3	STAR Early Literacy (K-1) % of students at/above benchmark	2024 MOY All Students -44.23% English learners - 36.62% Special Ed. - 22.58% Low-Income- 44.94% Foster Youth- 0%	2025 MOY All Students - 50.07% English Learners - 35.14% Special Ed. - 28.95% Low-Income - 49.06% Foster Youth- 100%	2026 MOY All Students - 47.66% English Learners - 36.08% Special Ed. - 26.09% Low-Income - 45.17% Foster Youth- 66.67%	2027 MOY All Students - 55% English Learners - 46% Special Ed. - 30% Low-Income- 55% Foster Youth- 50%	Current Difference All Students +3.43% English Learners - 0.54% Special Ed. +3.51% Low-Income +0.23% Foster Youth +66.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	CAASPP ELA 6-8 % of students meeting or exceeding standards	CAASPP 2023 All Students - 37.95% English learners - 4.69% Special Ed. - 5.67% Low-Income- 37.43% Foster Youth- N/A	2024 CAASPP All Students - 40.36% English Learners - 7.32% Special Ed. - 6.92% Low-Income - 40.26% Foster Youth- N/A	2025 CAASPP All Students - 41.70% English Learners - 3.10% Special Ed. - 7.01% Low Income - 41.82% Foster Youth- N/A	CAASPP 2026 All Students - 49% English Learners - 14% Special Ed. - 13% Low Income- 49% Foster Youth- N/A	Current Difference All Students +3.75% English Learners -1.59% Special Ed. +1.34% Low Income +4.39% Foster Youth N/A
2.5	CAASPP Math Grades 3-5 % of students meeting or exceeding standards	CAASPP 2023 All Students - 35.69% English learners - 15.44% Special Ed. - 19.59% Low-Income- 35.58% Foster Youth- 50%	2024 CAASPP All Students - 37% English Learners - 11.47% Special Ed. - 19.1% Low-Income - 35.1% Foster Youth- 28.57%	2025 CAASPP All Students - 39.03% English Learners - 15.67% Special Ed. - 19.10% Low-Income - 38.35% Foster Youth- N/A	CAASPP 2026 All Students - 50% English Learners - 26% Special Ed. - 26% Low-Income- 50% Foster Youth- 50%	Current Difference All Students +3.34% English Learners +0.23% Special Ed. - 0.49% Low-Income +2.77% Foster Youth Not able to calculate difference due to n-size
2.6	CAASPP Math Grades 6-8 % of students meeting or exceeding standards	CAASPP 2023 All Students - 20.63% English learners - 1.29% Special Ed. - 2.50% Low-Income- 21.03% Foster Youth- N/A	2024 CAASPP All Students - 23.96% English Learners - 3.71% Special Ed. - 3.79% Low-Income - 24.18% Foster Youth- N/A	2025 CAASPP All Students - 25.32% English Learners - 4.46% Special Ed. - 4.42% Low-Income - 24.99% Foster Youth- N/A	CAASPP 2026 All Students - 32% English Learners - 10% Special Ed. - 10% Low-Income- 32% Foster Youth- N/A	Current Difference All Students +4.69% English Learners +3.17% Special Ed. +1.92% Low-Income +3.96% Foster Youth N/A
2.7	STAR Renaissance Reading Grades 6-8 % of students at/above benchmark	2024 MOY All Students - 26.42% English learners -1.85% Special Ed. - 2.47%	2025 MOY All Students - 45.33 %	2026 MOY All Students - 44.49%	2027 MOY All Students - 39% English Learners - 12%	Current Difference All Students +18.47%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income- 26.4% Foster Youth- N/A	English Learners - 7.67% Special Ed. - 14.63% Low-Income - 43.13% Foster Youth- N/A	English Learners - 8.93% Special Ed. - 18.66% Low-Income - 42.63% Foster Youth- N/A	Special Ed. - 10% Low-Income- 39% Foster Youth- N/A	English Learners +7.08% Special Ed. +16.19% Low-Income +16.23% Foster Youth N/A
2.8	STAR Renaissance Math Grades K-5 % of students at/above benchmark	2024 MOY All Students - 61.6% English learners- 50.8% Special Ed. - 40.98% Low-Income- 61.5% Foster Youth- 50%	2025 MOY All Students - 56.54% English Learners- 42.1% Special Ed. - 38.36% Low-Income - 55.92 % Foster Youth- 50%	2026 MOY All Students - 58.70% English Learners - 44.59% Special Ed. - 44.94% Low-Income - 56.84% Foster Youth- 50%	2027 MOY All Students - 72% English Learners - 60% Special Ed. - 49% Low-Income- 72% Foster Youth- 50%	Current Difference All Students -2.9% English Learners - 6.21% Special Ed. +3.96% Low-Income - 4.66% Foster Youth 0%
2.9	STAR Renaissance Math Grades 6-8 % of students at/above benchmark	2024 MOY All Students - 36.62% English learners - 14.92% Special Ed. - 6.49% Low-Income- 36.53% Foster Youth- N/A	2025 MOY All Students - 49.68% English Learners - 19% Special Ed. - 16% Low-Income - 47.77% Foster Youth- N/A	2026 MOY All Students - 46.59% English Learners - 17.36% Special Ed. - 25.93 % Low-Income - 44.73% Foster Youth- N/A%	2027 MOY All Students - 48% English Learners - 23% Special Ed. - 14% Low-Income- 48% Foster Youth- N/A	Current Difference All Students +9.97% English Learners +2.44% Special Ed. +19.44% Low-Income +8.2% Foster Youth N/A
2.10	Chronic Absenteeism Rate CA Dashboard (Priority 6) % chronically absent	22-23 Dashboard All students - 27.5% English Learners- 26.7% Special Ed.- 34% Low-Income- 27.5% Foster Youth- 24%	23-24 Dashboard All students - 22% English Learners- 20.6% Special Ed.- 25.7% Low-Income- 21.8% Foster Youth- 8.7%	24-25 Dashboard All students - 20.3% English Learners- 19% Special Ed.- 24.9% Low-Income- 20.7%	25-26 Dashboard All students- 20% English Learners - 19% Special Ed. -28% Low-Income- 20% Foster Youth -18%	Current Difference Dashboard All students -7.2% English Learners - 7.7% Special Ed. -9.1% Low-Income -6.8% Foster Youth +18.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Foster Youth- 42.9%		
2.11	Suspension Rate CA Dashboard (Priority 6) % suspended at least 1 day	22-23 Dashboard All Students - 2.7% English Learners- 2.2% Special Ed.- 3.4% Low-Income- 2.7% Foster Youth- 0% African American- 8.9%	23-24 Dashboard All Students - 1.8% English Learners- 1.4% Special Ed.- 2.4% Low-Income- 1.8% Foster Youth- 0% African American- 6.7%	24-25 Dashboard All Students - 1.3% English Learners- 1.4% Special Ed.- 1.5% Low-Income- 1.4% Foster Youth- 16.7% African American- 5.1%	25-26 Dashboard All students- 1.8% English Learners - 1.4% Special Ed. - 2.4% Low-Income- 1.8% Foster Youth -0% African American- 5%	Current Difference Dashboard All students -1.4% English Learners. - 0.8% Special Ed. -1.9% Low-Income - 1.3% Foster Youth - +16.7% African American - 3.8%
2.12	Attendance Rate (P2)	23-24 (P2) All Students - 93% English Learners- 93% Special Ed.- 92% Low-Income- 93% Foster Youth- 91%	24-25 (P2) All Students - 93.59% English Learners- 93.86% Special Ed.- 92.45% Low-Income- 93.63% Foster Youth- 82.46%	25-26 (P2) All Students - 93.5% English Learners- 94.4% Special Ed.- 92.8% Low-Income- 94.5% Foster Youth- 94.4%	26-27 (P2) All Students - 96% English Learners- 96% Special Ed.- 94% Low-Income- 96% Foster Youth- 94%	Current Difference 25-26 (P2) All Students +0.5% English Learners +1.4% Special Ed. +0.8% Low-Income +1.5% Foster Youth +3.4%

Goal Analysis [2025-26]

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

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

Action 1- Provide academic intervention and support: This action was fully implemented to address the needs of Low-Income and English learners requiring additional assistance in reading during the 2025–26 school year. Each elementary school maintained two reading intervention teachers, including one position supported through federal funding, while the middle school continued intervention classes staffed by additional teachers. A key success was the ability to provide focused support to students with the most significant reading needs. However, a notable challenge was the limited staffing available to expand services to all students needing intervention

Action 2 - Provide administrative and classified support to ensure students receive intervention and other support services: This action was fully implemented to address the needs of Low-Income and English learner students requiring academic, behavioral, and programmatic assistance during the 2025–26 school year. Each school site continued to have a full-time assistant principal who worked closely with grade-level teams to coordinate support systems and maintain a positive school environment. In addition, each site was supported by a Categorical Program Assistant who assisted with student data, progress monitoring, and reclassification processes. A key success was the strong coordination of student services across schools.

Action 3 - Provide counseling services for students at all schools: This action was fully implemented to address the social-emotional and attendance needs of Low-Income, English Learners & Foster Youth students during the 2025–26 school year. Each elementary school continued to have one counselor, while the middle school maintained three counselors. Counselors provided individual counseling, group sessions, family outreach, and referrals to outside agencies when appropriate. A key success was the continued support provided to students impacted by chronic absenteeism and social-emotional concerns. However, a notable challenge was the growing need for counseling services

Action 4- Low-Income students identified as Gifted and Talented (GATE) or high achieving will be provided with extended learning opportunities: This action was fully implemented to address the advanced academic needs of Low-Income identified students during the 2025–26 school year. Students participated in enrichment opportunities, including a spring GATE program focused on coding and visual arts. A key success was providing rigorous and engaging experiences that promoted creativity and higher-level thinking.

Action 5- Provide Low-Income students and foster youth with a social and emotional curriculum:This action was fully implemented to address the leadership and social-emotional development needs of Low-Income and foster youth students during the 2025–26 school year. The Leader in Me program and the 7 Habits for Success remained in place at all school sites, with teachers embedding the program into daily instruction. Lighthouse Teams met regularly to review progress and plan next steps, while classrooms maintained mission statements and student leadership roles. A key success was the strong emphasis on student goal setting, with students regularly identifying personal and academic goals that promoted ownership, leadership, and growth. However, a notable challenge was ensuring consistent implementation across all classrooms, which may result in varied student experiences.

Action 6 - Provide students an inclusive learning environment through the implementation of a co-teaching model: This action was fully implemented to address the needs of Low-Income students requiring specialized academic support during the 2025–26 school year. Professional development was provided for K–8 SAI teachers and instructional aides through 2 Teach Global, including planning time for collaboration between special education and general education staff. Teachers also received training in Sonday reading program. However, a notable challenge was ensuring sufficient common planning time for teachers, which may affect the consistency of co-teaching practices.

Action 7 - Math Intervention Teachers: This non-contributing action was fully implemented to address the needs of students performing below grade level in mathematics during the 2025–26 school year. Funded through LREGB, math intervention teachers continued to provide targeted instruction and small-group support. A key success was measurable growth in student math achievement across grade levels on local assessments. However, a notable challenge was balancing intervention schedules with classroom instructional time, which may reduce flexibility in service delivery.

Action 8 - English learners will receive effective designated English language development: This non-contributing action was fully implemented to address the language acquisition needs of English Learners during the 2025–26 school year. The EL TOSA provided ongoing coaching and professional development focused on ELD strategies, while teachers also had access to optional supplemental training opportunities. A key success was strengthening teacher capacity to support English Learners in designated and integrated settings.

Action 9 - Provide students with after school tutoring: This action was fully implemented to address the academic needs of Low-Income, English learners, and foster youth students requiring additional support during the 2025–26 school year. Each school identified teachers by grade level to provide after-school tutoring for students selected through established criteria. A key success was providing extended learning opportunities beyond the regular instructional day.

Action 10 - Classroom Management and behavior support: This action was fully implemented to address the behavioral and social-emotional needs of Low-Income students during the 2025–26 school year. Trained behavior support staff continued to assist with behavior plans during instructional and non-instructional time under the supervision of the district behavior specialist. However, a notable challenge was the increase in behavior concerns, particularly in general education primary grades, which may require additional staffing and resources.

Action 11 - Provide Educational Field Trips: This action was fully implemented to address the engagement and background knowledge needs of Low-Income students during the 2025–26 school year. Students participated in educational field trips connected to classroom learning and grade-level standards. A key success was increased student engagement and stronger connections between classroom instruction and real-world experiences.

Action 12 - Summer Academy: This non contributing action was fully implemented to address the academic needs of Low-Income and English learner students requiring additional support during the summer. Credentialed teachers provided small group instruction to identified students. However a notable challenge was that some of the most at promise students did not attend this opportunity despite several parent contact attempts.

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- Provide academic intervention and support: There was a material difference between budgeted and estimated actual expenditures for ELA intervention teacher salaries. The district overspent in this area due to the addition of more intervention sections in the middle school master schedule and the impact of negotiated salary increases that were not fully accounted for in the original budget.

Action 4- Low-Income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities: There was a material difference between budgeted and estimated actuals for this action due to higher than anticipated costs for contracts with outside vendors supporting the Spring GATE Academy.

Action 6 - Provide students an inclusive learning environment through the implementation of a co-teaching model:There was a material difference between budgeted and estimated actuals due to professional development cost being lower than anticipated.

Action 7- Math Intervention Teachers: There was a material difference between budgeted and estimated actuals due to the hiring of additional staff, particularly aides, to provide targeted support in small groups and address identified learning gaps in student achievement.

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

Action 1 - Provide academic intervention and support: This action has been partially effective. Reading intervention teachers provided Tier 2 and Tier 3 supports across all elementary schools, while middle school students received intervention classes. Evidence of their effectiveness includes STAR assessment results for reading, which show mixed outcomes across grade spans and student groups. For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students, (from 26.19% to 23.47%) for English Learners, and (from 50.39% to 44.37%) for low-income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%), for Low-Income (from 49.06% to 45.17%) however we did see a slight increase for EL students from (35.14% to 36.08%). At the middle school level (grades 6–8), results remained relatively stable, with all students showing a slight decrease (from 45.33% to 44.49%) and low-income students (from 43.13% to 42.63%), while English Learners demonstrated growth (from 7.67% to 8.93%).

Action 2 - Provide administrative and classified support to ensure students receive intervention and other support services: This action has been effective. Educational Partner feedback indicates that assistant principals and Categorical Program Assistants played a critical role in coordinating interventions, monitoring student progress, and fostering a positive school culture that supports student engagement and success. Evidence of effectiveness includes a decrease in suspension rates for all students (from 1.8% to 1.3%), for low-income students (from 1.8% to 1.4%) and for EL students we have maintained at 1.4%. Additionally we have decreased in chronic absenteeism for all students (from 22% to 20.3%) and for low-income students (from 21.8% to 20.7%), and for EL students (20.6% to 19%).

Action 3 - Provide counseling services for students at all schools: This action has been effective. Educational Partner feedback indicates that counseling services at each school site have strengthened social-emotional and mental health supports, supported students experiencing trauma, and improved coordination between counselors, administrators, and student support teams. These efforts have enhanced early intervention systems, reduced behavioral escalation, and increased overall student engagement and school connectedness. Additional evidence of effectiveness includes a decrease in suspension rates for all students (from 1.8% to 1.3%), for low-income students (from 1.8% to 1.4%) and for EL students we have maintained at 1.4%. Additionally we have decreased in chronic absenteeism for all students (from 22% to 20.3%) and for low-income students (from 21.8% to 20.7%), and for EL students (20.6% to 19%), foster youth data is not provided due to the small group size.

Action 4 - Low-Income students identified as Gifted and Talented (GATE) or high achieving will be provided with extended learning opportunities: This action has been partially effective. Low-income GATE students participated in enrichment activities, including a spring session focused on coding and visual arts. GATE students continued to outperform peers on both local and state assessments, demonstrating the program's value in extending learning and engaging advanced learners. Evidence of effectiveness includes maintaining overall achievement in CAASPP ELA for grades 3–5 at 42% of students meeting or exceeding standards, along with a slight increase at the middle school level (from 40.36% to 41.70%). In CAASPP Math, performance improved across grade spans, with grades 3–5 increasing (from 37% to 39%) and grades 6–8 increasing from (23.96% to 25.32%).For low-income students, grades 3–5 maintained ELA performance

at 42%, while middle school ELA increased (from 40.26% to 41.82%). Additionally, English Learner (EL) students in grades 3–5 demonstrated growth in both ELA (from 9.76% to 11.30%) and Math (from 11.47% to 15.67%). At the middle school level, EL students showed an increase in Math (from 3.71% to 4.46%), while ELA results for English learners reflect mixed performance and will remain an area of focus moving forward.

Action 5 - Provide Low-Income students and foster youth with a social and emotional curriculum: This action has been partially effective. According to educational partners, full implementation of the Leader in Me program across all school sites has strengthened student leadership, increased engagement through student-led mission statements and classroom roles, and contributed to positive shifts in school culture and student connectedness. Evidence of effectiveness includes a decrease in chronic absenteeism for all students (from 22% to 20.3%) and a decrease in suspension rates (from 1.8% to 1.3%) for all students. Our low income students also saw a decrease in chronic absenteeism (from 21.8% to 20.7%) and in suspension rate (from 1.8% to 1.4%). Due to an increase in foster youth there was a significant increase in chronic absenteeism for this group (from 8.7% to 42.9%) and an increase in suspension rate to 16.7%.

Action 6 - Provide students an inclusive learning environment through the implementation of a co-teaching model: This action has been partially effective. Co-teaching strategies, supported by PD through 2Teach Global, helped create inclusive environments, particularly benefiting low income student with disabilities. Evidence of effectiveness includes STAR assessment results, which show mixed outcomes across grade spans and student groups. For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students, (from 26.19% to 23.47%) for English Learners, and (from 50.39% to 44.37%) for low-income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%), for Low-Income (from 49.6% to 45.17%) however we did see a slight increase for EL student from (35.14% to 36.08%). At the middle school level (grades 6–8), results remained relatively stable, with all students showing a slight decrease (from 45.33% to 44.49%) and low-income students (from 43.13% to 42.63%), while English Learners demonstrated growth (from 7.67% to 8.93%).

Action 7 - Math Intervention Teachers: This non-contributing action has been effective. Math intervention teachers have contributed to improved instructional support and increased student achievement. Evidence of effectiveness includes an increase in CAASPP math in grades 3rd through 5th for all students (from 37% to 39%) and (from 35.1% to 38.35%) for low-income students. In grades 6th-8th there was also an increase (from 23.96% to 25.32%) in all students while Low-Income students maintained at 24%.

Action 8 - English learners will receive effective designated English language development: This non-contributing action has been effective. ELD professional development and coaching has supported outcomes for English learners. Evidence of effectiveness includes 51% of students scoring level 3 and 4 on ELPAC and an increase of our reclassification rate (from 17% to 18.5%).

Action 9 - Provide students with after school tutoring: This action has been partially effective. After-school tutoring remained a key academic support with identified students received targeted instruction. Evidence of their effectiveness includes Reading STAR assessment results, which show mixed outcomes across grade spans and student groups. For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students, (from 26.19% to 23.47%) for English Learners, and (from 50.39% to 44.37%) for low-income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%), for Low-Income (from 49.06% to 45.17%) however we did see a slight increase for EL students from (35.14% to 36.08%). At the middle school level (grades 6–8), results remained relatively stable, with all students showing a slight decrease (from 45.33% to 44.49%) and low-income students (from

43.13% to 42.63%), while English Learners demonstrated growth (from 7.67% to 8.93%) foster youth data is not provided due to the small group size.

Action 10 - Classroom Management and behavior support: This action has proven to be effective. Behavior teams continued to provide Tier 2 and Tier3 support. Evidence of effectiveness includes a decrease in suspension rates for all students (from 1.8% to 1.3%) and for low-income students (from 1.8% to 1.4%).

Action 11 - Provide Educational Field Trips: This action has been effective. Educational field trips enriched students' learning experiences and positively influenced attendance and engagement. Evidence of effectiveness includes maintaining our attendance rate (P2) at 93.5% and increasing our attendance rate for Low-Income students (from 93.63% to 94.5%).

Action 12 - Summer Academy: This non contributing action has been partially effective. Summer academy provided low income and English learner students with additional targeted academic interventions. Evidence of effectiveness includes STAR reading assessment results, which show mixed outcomes across grade spans and student groups. For grades 2–5, the percentage of students meeting or exceeding standards decreased (from 51.28% to 46.82%) for all students, (from 26.19% to 23.47%) for English Learners, and (from 50.39% to 44.37%) for low-income students. In early literacy (K–1), performance for all students decreased (from 50.07% to 47.66%), for Low-Income (from 49.06% to 45.17%) however we did see a slight increase for EL students from (35.14% to 36.08%). At the middle school level (grades 6–8), results remained relatively stable, with all students showing a slight decrease (from 45.33% to 44.49%) and low-income students (from 43.13% to 42.63%), while English Learners demonstrated growth (from 7.67% to 8.93%).

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.

This goal will remain the same for the 2026-27 school year. There are no changes planned for this goal.

There are changes in total funds for the following actions:

There was an increase in funding in 2.1 due to salary increases in the district.
There was an increase in funding in 2.4 due to an increase in costs from vendors.
There was a decrease in 2.2 due to a school closure.
There was a decrease in 2.10 due to a shift in. funding sources.
Action 2.8 has no funds due to funds being allocated towards a TOSA that is reflected in Goal and action 1.11 .
The plan has an update in the Dashboard year for metric 2.4 and 2.6, and in 2.6 additional descriptors were added.

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	Provide academic intervention and support	Low income, foster youth and English learner students have gaps in achievement. To address these gaps, the District will continue to provide intervention teachers (reading) for each elementary school to provide tiers 2 and 3 intervention for students in grades K-8	$830,423.00	Yes
2.2	Provide administrative and classified support to ensure students receive intervention and other support services	To provide a cohesive multi-tiered system of support at each school and to ensure that Low-Income students, English learners and foster youth receive the appropriate level of support, each school will continue to have an assistant principal and a categorical program assistant assigned to support data gather and monitoring the reclassification process. The assistant principals' primary role will be to meet with each grade/department levels weekly, review the analysis of data, identify specific students' needs, and ensure that a plan for adapting instruction, placing students in the appropriate level of support to maximize students' success with academics, behavior and social/emotional learning is implemented. Lennox Middle School is a large school therefore one assistant principal is not included in this action and will be funded through base funds as they are primarily responsible for participating in IEP meetings and to address school discipline issues.	$1,716,974.00	Yes
2.3	Provide counseling services for students at all schools	Low-Income, English Learners and Foster Youth students disproportionately face trauma, necessitating specialized support. To address this, each school will have dedicated counselors offering tier 2 and 3 support for social and emotional learning needs. This increased service is particularly beneficial for low-income students, English learners, and foster youth, who may require more intensive assistance than what a classroom teacher can provide. This action provides support for the African American student group performing at the lowest level on the state suspension indicator. As well as for Buford Elementary School, Lennox Middle School, and various student groups that are performing at the lowest level on the state chronic absenteeism indicator.	$1,376,135.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities	To address the under-identification of gifted and talented low-income students, the district will offer increased services for this GATE and high achieving students to participate in extended learning opportunities. The Gifted and Talented Education (GATE) program will offer activities focused on problem-solving, creativity, and real-world applications. These opportunities will be available after school or during intercessions, providing access to experts, field trips (both in-person and virtual), and necessary materials for enrichment. This action aims to ensure that gifted and talented low-income students receive the support and opportunities they deserve to reach their full potential.	$32,100.00	Yes
2.5	Provide Low-Income students and foster youth with a social and emotional curriculum	To provide Low-Income students and foster youth with a social/emotional curriculum, the District is implementing the Leader in Me Program as their social/emotional learning supplemental curriculum at all schools. This program has been successfully implemented over the past few years. This action includes annual membership, professional development, materials and coaching. This action provides support for the African American student group performing at the lowest level on the state suspension indicator.	$134,976.00	Yes
2.6	Provide planning time and professional development to improve inclusive learning environments for Low-Income students through improved implementation of a co-teaching model.	Co-teaching is an evidence-based instructional strategy that increases access to rigorous core instruction for low-income students and English learner students through differentiated instruction, language supports, collaborative teaching practices, and targeted academic assistance during first instruction. Teachers will receive professional learning and coaching in effective co-teaching models designed to strengthen inclusive instructional practices, student engagement, and access to grade-level standards in English language arts and mathematics. This action is principally directed toward improving outcomes for low-income, English learners who have learning disabilities including those at Lennox Middle School who are demonstrating the greatest academic needs in ELA and math.”	$37,061.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Math Intervention Teachers	LREBG Action Each elementary school will continue to receive one additional math intervention teacher and the middle school will receive 2 math intervention teachers to address learning loss and achievement gap in mathematics. Services from the math intervention specialists will be provided within the school day. Schedules will be created at each elementary school to ensure students do not miss core instruction. At the middle school, students will be scheduled for math intervention classes. Math intervention teachers are a critical component of the district's Multi-Tiered System of Supports (MTSS), delivering Tier 2 and Tier 3 interventions that are essential for addressing persistent achievement gaps. Furthermore, RTI-based (Response to Intervention) frameworks have shown that early, targeted intervention in mathematics can prevent long-term academic difficulties. We will monitor this action through the growth of low-income, English learners and all students on local STAR ELA assessments (Goal 2, Metric 8 & 9). Based on our needs assessment, this action has been identified as an LREBG funded action. $875,501.00 of LREBG funds will be used per year to support this action through 2027-28.	$876,584.00	No
2.8	English learners will receive effective designated English language development	The District will continue to provide professional development for teachers focusing on effective practices for implementing designated English language development and integrated ELD, including the use of Specially Designed Academic Instruction strategies, thinking maps and language objectives. There will also be professional development that will focus on strategies to address the language acquisition of Long Term, English Learners (LTELs) This action provides support for English learners particularly at Lennox Middle School performing at the lowest level on the academic state indicators. Funding for this action is reflected in Goal 1 Action 11.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Provide students with after school tutoring	In an effort to provide a variety of services to support English learners, foster youth and Low-Income students ,the District will provide low-income, English learners, and foster youth students with access to either in person or on -line tutoring based on student need. Tutoring services will be available at each school. This action provides support for Special Education students and English learners particularly at Lennox Middle School performing at the lowest level in ELA and math.	$11,777.00	Yes
2.10	Classroom Management and behavior support	Based on current data (office discipline referrals) and observational data provided by the assistant principals related to Low-Income students there is an identified need to provide these students with the support of a behavior team to assist in the implementation of behavior plans both in classes and during non-instructional time. This team, led by the District's behavior specialist, will provide para-educators, who are trained in a variety of behavior management and de-escalation strategies, to provide services to identified Low-Income students.	$200,540.00	Yes
2.11	Provide Educational Field Trips	Low-Income students experience limited opportunities that are necessary to provide background knowledge that make learning more relevant and successful. Students in each grade level will have the opportunity to experience at least one educationally related field trip each year. As a result of participating in these field trips, student engagement will increase, achievement and attendance will increase.	$125,000.00	Yes
2.12	Summer Academy	LREBG Action At each school will have three weeks of Summer Academy in order to provide targeted academic intervention for students performing below grade level in English Language Arts (ELA) and mathematics. Designed to address learning loss and accelerate student progress, the Summer	$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Academy focuses on essential grade-level standards identified by the district as critical for academic success. Through small group instruction and individualized support, students receive intensive intervention aimed at closing learning gaps and reinforcing foundational skills. The program is led by classroom teachers who use data-driven strategies and engaging instructional materials to help students build confidence, improve performance, and prepare for the upcoming school year. Summer Academy supports the district's MTSS model by offering Tier 2 and Tier 3 interventions in a smaller, more focused learning environment. Furthermore, research published by the Governors Early Literacy Foundation finds that students who do not engage in academic activities during the summer lose, on average, one to two months of grade-level equivalency in math and reading. This "summer slide" is addressed by offering engaging and meaningful small group instruction in the summer. We will monitor this action through the growth of low-income, English learners and all students on local STAR ELA assessments (Goal 2 Metric 2, 3, 7,). Based on our needs assessment, this action has been identified as an LREBG funded action. $250,000.00 of LREBG funds will be used to support this action per year through 2027-28		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe and secure learning environment that increases student connections and student engagement in school. The metrics for this goal will measure student engagement and school climate through attendance, suspension, and expulsion data and school climate surveys.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Lennox School District is committed to providing a safe and secure learning and work environment for all students and staff. Lennox is a community that is a dense urban area with high incidents of crime and gang activity. It is critical for schools to be safe and orderly so that students can create positive relationships with other students and adults on campus. Relationships are important for students to be engaged and remain engaged in school.

Feedback from our educational partners indicate that safety, relationships, engagement and attendance are essential for students learning and thriving. Additionally, Educational Partner feedback also indicated strong support to continue this goal from the prior LCAP. This goal includes actions and tiered supports that address the needs, circumstances, and conditions of Low- Income, English Learners, and Foster Youth students, so that all students can experience a safe and secure, positive school culture that supports their personal and academic growth. The metrics will measure student engagement through attendance, suspension, and expulsion data and will include local indicators for climate and basic services.

We are continuing with this goal based on the 2025 CA Dashboard, as we have made progress in closing the outcome disparities, a significant gap remains between the performance of our Low-Income, English learners, and foster youth students compared to all students, and our educational partners have emphasized the need to remedy the disparity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate	22-23 Dashboard	23-24 Dashboard	24-25 Dashboard	25-26 Dashboard	Current Difference Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard (Priority 6) % suspended at least 1 day	All Students - 2.7% English Learners- 2.2% Special Ed.- 3.4% Low-Income- 2.7% Foster Youth- 0% African American- 8.9%	All Students - 1.8% English Learners- 1.4% Special Ed.- 2.4% Low-Income- 1.8% Foster Youth- 0% African American- 6.7%	All Students - 1.3% English Learners- 1.4% Special Ed.- 1.5% Low-Income- 1.4% Foster Youth- 16.7% African American- 5.1%	All Students - 1.8% English Learners- 1.4% Special Ed.- 2.4% Low-Income- 1.8% Foster Youth- 0% African American- 5%	All students -1.4% English Learners. - 0.8% Special Ed. -1.9% Low-Income - 1.3% Foster Youth - +16.7% African American - 3.8%
3.2	Chronic Absentee Rate CA Dashboard (Priority 6) % chronically absent	22-23 Dashboard All students - 27.5% English Learners- 26.7% Special Ed.- 34%c Low-Income- 27.5% Foster Youth- 24%	23-24 Dashboard All students - 22% English Learners- 20.6% Special Ed.- 25.7% Low-Income- 21.8% Foster Youth- 8.7%	24-25 Dashboard All students - 20.3% English Learners- 19% Special Ed.- 24.9% Low-Income- 20.7% Foster Youth- 42.9%	25-26 Dashboard All students - 27.5% English Learners- 26.7% Special Ed.- 34%c Low-Income- 27.5% Foster Youth- 24%	Current Difference Dashboard All students -7.2% English Learners - 7.7% Special Ed. -9.1% Low-Income -6.8% Foster Youth +18.9%
3.3	Middle School Dropout Rate CalPads	22-23 (CalPads - 01%)	23-24 (CalPads- 0%)	24-25 (CalPads- 0%)	26-27 (CalPads - 0%)	0%
3.4	Attendance rate (P2)	23-24 (P2) All Students - 93% English Learners- 93% Special Ed.- 92% Low-Income- 93% Foster Youth- 91%	24-25 (P2) All Students - 93.59% English Learners- 93.86% Special Ed.- 92.45% Low-Income- 93.63% Foster Youth- 82.46%	25-26 (P2) All Students - 93.5% English Learners- 94.4% Special Ed.- 92.8% Low-Income- 94.5% Foster Youth- 94.4%	26-27 (P2) All Students - 96% English Learners- 96% Special Ed.- 94% Low-Income- 96% Foster Youth- 94%	Current Difference 25-26 (P2) All Students +0.5% English Learners +1.4% Special Ed. +0.8% Low-Income. +1.5% Foster Youth +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Expulsion rate Calpads	23-24 - 0	24-25 -0	25-26-0	26-27 - 0	0
3.6	Student/parent/Staff survey (Safety) % of students indicating that they feel safe at school % of parents indicating that their child's school is a safe place % of staff indicating that their school is a safe place	2024 Student/parent survey 77% of students indicate that they feel safe at school 92% of parents indicate that their child's school is a safe place 89% of staff indicating that their school is a safe place	2025 Student/parent survey 77% of students indicate that they feel safe at school 95% of parents indicate that their child's school is a safe place 90% of staff indicating that their school is a safe place	2026 Student/parent survey 83% of students indicate that they feel safe at school 95% of parents indicate that their child's school is a safe place 92% of staff indicating that their school is a safe place	2027 student/parent survey 85% of students indicate that they feel safe at school 95% of parents indicate that their child's school is a safe place 92% of staff indicating that their school is a safe place	Current Difference Student/parent survey +6%- of students indicate that they feel safe at school +3% of parents indicate that their child's school is a safe place +3% of staff indicating that their school is a safe place
3.7	Student Survey % of students that agree that they are encouraged by staff members % of student that agree that staff has high expectations for students	2024 Student survey 75% agree that they are encouraged by staff members 93% agree that staff has high expectations for students	2025 Student survey 79% agree that they are encouraged by staff members 91% agree that staff has high expectations for students	2026 Student survey 79% agree that they are encouraged by staff members 93% agree that staff has high expectations for students	2027 Student Survey 83% agree that they are encouraged by staff members 95% agree that staff has high expectations for students	Current Difference Student survey +4% agree that they are encouraged by staff members no change- % agree that staff has high expectations for students
3.8	Facilities Inspection Tool % of schools in good repair	FIT - 100% of schools in good repair (2023-24)	FIT - 100% of schools in good repair (2024-25)	FIT - 100% of schools in good repair (2025-26)	100% of schools in good repair	100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Local Indicator: Access to Broad Course of Study STEM Programs offered at Elementary Schools Source: Local Data (Priority 7)	Number of elementary schools offering STEM/Engineering Programs in 2023-24 – 5 out of 5	Number of elementary schools offering STEM/Engineering Programs in 2024-25 – 5 out of 5	Number of elementary schools offering STEM/Engineering Programs in 2025-26 – 5 out of 5	Number of elementary schools offering STEM/Engineering Programs in 2026-27 – 5 out of 5	Number of elementary schools offering STEM/Engineering Programs 5 out of 5
3.10	Student/parent survey (Priority 6) % of students reporting looking forward to coming to school on most days % of parents reporting that students looked forward to attending school.	2024 Student/parent survey 74% of students reported looking forward to coming to school on most days 89% of parents reported that students looked forward to attending school.	2025 Student/parent survey 73% of students reported looking forward to coming to school on most days 95% of parents reported that students looked forward to attending school.	2026 Student/parent survey 75% of students reported looking forward to coming to school on most days 95% of parents reported that students looked forward to attending school.	2027 Student/parent survey 85% of students reported looking forward to coming to school on most days 93% of parents reported that students looked forward to attending school.	Current Difference Student/parent survey +1% of students reported looking forward to coming to school on most days + 6% of parents reported that students looked forward to attending school.
3.11	Teacher Survey % of staff that have opportunities to take part in decision and decision making process at their school site.	2024 Staff Survey 78% of staff that feels they have opportunities to take part in decision and decision making process at their school site.	2025 Staff Survey 82% of staff that feels they have opportunities to take part in decision and decision making process at their school site.	2026 Staff Survey 88% of staff that feels they have opportunities to take part in decision and decision making process at their school site.	2027 Staff Survey 85% of staff that feels they have opportunities to take part in decision and decision making process at their school site.	Current Difference Staff Survey +10% of staff that feels they have opportunities to take part in decision and decision making process at their school site.

Goal Analysis [2025-26]

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

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

Action 1 - Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities: This action was fully implemented to address the engagement, safety, and relationship-building needs of Low-Income students during the 2025–26 school year. Each campus maintained a team of campus supervisors and supervision aides who received training in Playworks practices and conflict resolution strategies. A key success was the creation of safe, active, and positive environments during recess and other non-instructional times, helping strengthen student-adult connections.

Action 2 - Students will receive support and follow up through the Health and Attendance staff: This action was fully implemented to address the attendance, wellness, and support needs of Low-Income students during the 2025–26 school year. The Director of Student Support Services led chronic absenteeism reduction efforts, monitored attendance trends, and coordinated anti-bullying and Tier 2/Tier 3 social-emotional supports. School attendance and health clerks also monitored student attendance and health needs while connecting families with outside resources when needed. A key success was the strong follow-up systems established to improve attendance and student wellness. However, a notable challenge was the continued impact of chronic absenteeism for some students, which may affect academic progress.

Action 3 - The Director of Student Support Services will provide and/or coordinate multiple services for Low-Income students and foster youth: This action was fully implemented to address the attendance, behavioral, and social-emotional needs of Low-Income students during the 2025–26 school year. The Director oversaw anti-bullying initiatives, restorative practices, attendance improvement efforts, and Tier 2/Tier 3 intervention programs. A key success was the coordinated delivery of comprehensive student support services across the district. However, a notable challenge was the increasing demand for intensive student services, which may limit the speed of interventions

Action 4 - Provide students with safe passage to and from school: This action was fully implemented to address the safety needs of Low-Income students during the 2025–26 school year. The district continued to contract crossing guards to support safe arrival and dismissal procedures at school sites. A key success was the reassurance and added sense of security provided to families during a time when some parents expressed concerns about immigration raids in the community and felt safer sending students to and from school where crossing guards were present.

Action 5 - Low-Income 5th grade students will participate in Outdoor School: This action was fully implemented to address the enrichment and experiential learning needs of Low-Income students during the 2025–26 school year. Fifth-grade students were provided the opportunity to attend Outdoor School at Camp Pali in the San Bernardino Mountains for the second consecutive year. A key success was the highly positive feedback from students and staff, along with meaningful opportunities for science learning, teamwork, and personal growth. However, a notable challenge was lower participation this year due to family concerns related to possible immigration raids and family separation

Action 6 - Provide frequent opportunities to celebrate and recognize students' achievements and growth: This action has been fully implemented to address the engagement, motivation, and school connectedness needs of students during the 2025–26 school year. Schools organized a variety of events and recognition activities designed to celebrate student success and strengthen connections to the school

community. These efforts included attendance incentive programs, participation in Read Across America, monthly Student of the Month recognitions, and celebrations for students who met or exceeded grade-level standards on the CAASPP assessment and students who were reclassified as fluent in English. A key success was the positive impact these recognition opportunities had on student motivation, attendance, and school pride.

Actions 7-9 - District operations, Administrative Staff and Classified, non-instructional staff: All actions were implemented. These non-contributing actions include the general operations of the district, the administrative positions for both schools and the District, and non-instructional classified staff.

Action 10 - Provide outreach for Foster Youth: This non-contributing action has been successfully implemented and is funded through LREGB. The Social/Emotional Wellness Coordinator has been instrumental in coordinating district-wide social and emotional support for students. Their work has involved building partnerships with community organizations to expand available support services and offering continuous professional development for counselors on social and emotional learning strategies. Additionally, the coordinator supervises a team of social work interns, who have made a meaningful impact on the overall well-being and development of students throughout the district.

Action 11 - Implement Play Works at all schools: This action was fully implemented to address the student engagement, connectedness, and school climate needs of students during the 2025–26 school year. The district continued its partnership with Playworks to provide structured recess and playground programming at each school site. Supervision aides received ongoing training and actively applied the Playworks framework to increase student participation in inclusive games, strengthen peer relationships, and teach conflict resolution skills. A key success was the increase in student connectedness and engagement during recess, as students had more opportunities to interact positively with peers and adults in a safe, organized environment. These efforts also supported a stronger sense of belonging and improved overall school climate. However, a notable challenge was ensuring consistent implementation of Playworks strategies across all sites and supervision teams due to staff turnover.

Action 12 - Provide a cyber bully free zone: This action was fully implemented as a non-contributing action to address the safety, focus, and digital citizenship needs of students during the 2025–26 school year. The district continued implementation of systems designed to limit cell phone access during the instructional day, including the use of Yondr pouches to ensure phones are securely stored and put away while students are on campus. Cell phones remained accessible only in emergency situations or as directed by school staff. A key success was the reduction of distractions, inappropriate social media use, and opportunities for cyberbullying during the school day, while also increasing student attention to learning.

Action 13 - Reduce the health risks related to vaping: This action has been fully implemented to address the health, safety, and wellness needs of students during the 2025–26 school year. All middle school students participated in anti-drug prevention education focused on increasing awareness of the dangers associated with vaping, substance abuse, and other harmful behaviors. The district also maintained a contract for random K9 searches throughout the year to help promote a safe and drug-free campus environment. Counselors continued to monitor and support students exhibiting signs of vaping behavior by providing guidance, interventions, and referrals when appropriate. In addition, the district partnered with Southern California Crossroads to offer mentoring opportunities for students in need of additional support. A key success was the comprehensive prevention and intervention approach that combined education, campus safety measures, counseling,

and mentoring services. However, a notable challenge is the continued influence of vaping trends among adolescents, which requires ongoing education and targeted supports.

Action 14- Support for SEL and Academic Intervention: This action was implemented to address the behavioral, attendance, and academic support needs of students during the 2025–26 school year. All school sites implemented a student tracking system to monitor when students were out of the classroom, including the frequency and length of time away from instruction. This data allowed staff to identify patterns, respond proactively, and provide targeted interventions and supports based on individual student needs. A key success was the improved ability to monitor student movement and use data to strengthen social-emotional and academic interventions.

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 - Students will receive support and follow up through the Health and Attendance staff: There was a material difference between budgeted and estimated actuals due to an underestimation of salary and benefit costs during budget planning.

Action 5 - Low-Income 5th grade students will participate in Outdoor School: There was a material difference between budgeted and estimated actual expenditures for Outdoor School. The district underspent in this area due to lower student participation than anticipated. Outdoor School attendance declined as some families chose not to have their children attend due to concerns related to immigration enforcement activity and the potential risk of family separation.

Action 9 - Classified, non-instructional staff: There was a material difference between budgeted and estimated actual expenditures. The district underspent in this area due to vacancies in the business and maintenance and facilities departments.

Action 10 - Provide outreach for Foster Youth: There was a material difference between budgeted and estimated actuals due to an underestimation of salary and benefit costs during budget planning.

Action 12 - Provide a cyber bully free zone: There was a material difference between budgeted and estimated actual expenditures due to fewer Yondr pouches needing to be purchased than originally anticipated. Many existing pouches were still in good condition and did not require replacement, resulting in lower-than-projected costs.

Action 13 - Reduce the health risks related to vaping: There was a material difference between budgeted and estimated actuals for this action due to lower than anticipated costs for an outside contracted vendor.

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

Action 1 - Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities: This action has been effective. All schools maintained trained campus supervisors and supervision aides who received professional development in Playworks principles and conflict resolution. Their proactive engagement with students during non-instructional times supported increased student participation in structured physical activities, contributed to a reduction in disciplinary incidents, and strengthened positive student-adult relationships across school sites. Evidence of their effectiveness includes a decrease in suspension rates

for all students from 1.8% to 1.3%, and for low-income students from 1.85% to 1.4%. Additionally, LCAP Survey results indicate that 83% of students report feeling safe at school, 95% of parents and 92% of staff indicate that schools are safe environments, and 75% of students report looking forward to coming to school on most days, with 95% of parents affirming the same.

Action 2 - Students will receive support and follow up through the Health and Attendance staff: This action has been effective. This action contributed directly to improved daily attendance monitoring and a decline in chronic absenteeism. Health and attendance clerks worked closely with students and families to address barriers to attendance and connected them with outside services when necessary. Evidence of their effectiveness includes a decrease of our chronic absenteeism rate for all students from 22% to 20.3%. Additionally our EL students decreased from 20.6% to 19% and our Low-Income students from 21.8% to 20.7%. We did see an increase in the chronic absenteeism rate of our foster youth with 42.9% being chronically absent.

Action 3 - Action 3 - The Director of Student Support Services has successfully provided and coordinated multiple services for low-income students and foster youth: This action has been effective. The Director's coordination of services and support for counselors has strengthened the district's ability to address students' social-emotional needs, attendance, and bullying concerns. Evidence of their effectiveness includes a decrease of our chronic absenteeism rate for all students from 22% to 20.3%. Additionally our EL students decreased from 20.6% to 19% and our Low-Income students from 21.8% to 20.7%. We did see an increase in the chronic absenteeism rate of our foster youth with 42.9% being chronically absent.

Action 4 - Provide students with safe passage to and from school: This action has been effective. Educational Partner feedback for all students indicates that the presence of contracted crossing guards and safe route supports has strengthened families' sense of security, particularly during a time when concerns related to immigration enforcement have heightened anxiety for some families. Although we are unable to disaggregate the anonymous survey data for our low income population, 93% of our students are low income. This would indicate that it is effective for the unduplicated population based on the overwhelming percentage that the group represents. Parents have expressed that these measures help them feel safer sending their children to school, contributing to consistent attendance and student well-being. Additional evidence of their effectiveness includes maintaining an overall attendance rate of 93.5% for all students and an increase for low-income students from 93.6% to 94.5%

Action 5 - Low-Income 5th grade students will participate in Outdoor School: This action has been effective. Educational Partner feedback indicates that opportunities such as Outdoor School at Camp Pali enhanced student engagement, supported social-emotional development, and strengthened students' connection to school through meaningful, real-world learning experiences. Evidence of their effectiveness also includes the Local Indicator: Access to a Broad Course of Study, which shows that 5 out of 5 elementary schools offered STEM/Engineering programs in 2025–26, demonstrating expanded access to enriching and hands-on learning opportunities. Additionally, the district maintained an overall attendance rate of 93.5% for all students and saw an increase for low-income students from 93.6% to 94.5%

Action 6 - Provide frequent opportunities to celebrate and recognize students' achievements and growth: This action has been effective in fostering a positive school climate and increasing student motivation. District-wide recognition efforts such as Student of the Month, attendance awards, Read Across America, and CAASPP celebration events have helped strengthen student-school connections. Evidence of effectiveness includes LCAP survey results that indicate 79% of students agree that they are encouraged by staff members and 93% agree that staff has high expectations for students. Additionally we had a decrease of our chronic absenteeism rate for all students from 22% to 20.3% and in our Low-Income students from 21.8% to 20.7%.

Action 7 - District operations: This non-contributing action has been effective. The action encompasses the basic operations of the school district. In general, the District has operated successfully this year. Students and teachers have been provided with adequate classroom supplies and clean and safe facilities. Included in this action is the requirement to have an auditor, legal services, and insurance. Evidence of effectiveness include LCAP Survey results indicating that 75% of students reported looking forward to coming to school on most days and 95% of parents reported that students looked forward to attending school.

Action 8 - Administrative Staff: This non-contributing action has been effective. Evidence of their effectiveness includes the William Facilities in Good Repair report, which indicates that school sites were maintained in good condition, reflecting strong oversight of facilities and operations. Additionally, Educational Partner feedback highlights that consistent and stable leadership at both the district and school levels supported the implementation of academic programs, prioritized student needs, and fostered safe and supportive learning environments across all sites.

Action 9 - Classified, non-instructional staff: This non-contributing action has been effective. Evidence of their effectiveness includes the William Facilities in Good Repair report, demonstrating that school facilities were clean, safe, and well-maintained. Additionally, Educational Partner feedback indicates that custodial, maintenance, and clerical staff contributed to efficient daily operations, effective communication between schools and the district, and timely completion of required reporting, all of which supported a positive and functional learning environment for students and staff.

Action 10 - Provide outreach for Foster Youth: This non-contributing action has been effective. Educational Partner feedback highlights that the Social/Emotional Learning Coordinator has strengthened the provision of social-emotional supports by collaborating with counselors, promoting equitable access to services across school sites, and leading the implementation of restorative practices and the Multi-Tiered System of Support (MTSS) for behavior and social-emotional learning, contributing to a positive and supportive school climate. Additional evidence of their effectiveness includes LCAP Survey results indicating that 75% of students reported looking forward to coming to school on most days and 95% of parents reported that students looked forward to attending school.

Action 11 - Implement Play Works at all schools: This action has been effective in fostering a safe, inclusive, and engaging environment during recess and other non-instructional times. Through the Playworks program, campus supervisors and supervision aides received professional development in structured play, conflict resolution, and inclusive game facilitation. These skills have helped staff proactively engage students in physical activity while promoting teamwork, respect, and problem-solving. Evidence of their effectiveness includes a decrease in suspension rates for all students from 1.8% to 1.3%, and for low-income students from 1.85% to 1.4%,

Action 12: Cyber Bully Free Zone - This non-contributing action has been effective. Feedback from site administrators indicates that limiting student access to cell phones and social media during the school day has reduced incidents of cyberbullying and inappropriate technology use, allowing staff to focus more on proactive education and support, thereby contributing to a safer and more positive school environment. Additional evidence of their effectiveness includes a decrease in suspension rates for all students from 1.8% to 1.3%, and for low-income students from 1.85% to 1.4%.

Action 13 - Reduce the health risks related to vaping: This action has been effective in addressing student health and safety by increasing awareness of the risks associated with vaping. The district implemented targeted prevention strategies that include a contract for random K9

searches. Evidence of effectiveness includes a decrease in suspension rates for all students from 1.8% to 1.3%, and for low-income students from 1.85% to 1.4% and a decrease of our chronic absenteeism rate for all students from 22% to 20.3% and our Low-Income students from 21.8% to 20.7%.

Action 14 - Support for SEL and Academic Intervention: This action has been effective. Educational Partner feedback supports that the integration of social-emotional learning within academic intervention has strengthened students' sense of safety, improved behavior, and enhanced overall school climate, contributing to a more supportive and effective learning environment. Evidence of their effectiveness includes a decrease in suspension rates for all students from 1.8% to 1.3%, and for low-income students from 1.85% to 1.4%. in addition, LCAP Survey results indicate that 83% of students report feeling safe at school, while 95% of parents and 92% of staff indicate that their school is a safe place.

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.

This goal will remain the same for the 2026-27 school year. There are no changes planned for this goal.

There are changes in total funds for the following actions:

There was an increase in funding in 3.2 and 3.9 due to salary increases in the district.
There was an increase in funding in 3.5 due to an increase in costs from vendors.
There was a decrease in 3.1 due to a school closure.
There was a decrease in 3.6 due to a shift in funding sources.

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	Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities	Additional campus supervisors and supervision aides will be provided at each school to increase student engagement especially during more unstructured times during the day. Campus supervisors will encourage students to be physically active using structured play activities when they are out of class. Campus supervisors and supervision aides frequently have well developed relationships with students that supports this increased engagement. When Low-Income students are engaged throughout the school day, there is an	$1,242,694.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increase in attendance, a decrease in discipline and reduction in suspension and chronic absenteeism.		
3.2	Students will receive support and follow up through the Health and Attendance staff	Low-Income students and foster youth are experiencing increased health issues and chronic absenteeism. The District will continue to provide additional health clerk hours to address the increased health needs of Low-Income and foster youth at each school; provide an attendance clerk for each school with primary responsibility to focus on those students who are chronically absent or at risk to be chronically absent. The attendance clerk will work closely with the assistant principal and counselors to monitor the needs of foster youth. The District will implement Powerschool Attendance Intervention and Communication Program to improve tracking attendance issues and the successful implementation of any intervention. This action provides support for Buford Elementary School, Lennox Middle School, and various student groups that are performing at the lowest level on the state chronic absenteeism indicator.	$833,365.00	Yes
3.3	The Director of Student Support Services will provide and/or coordinate multiple services for Low-Income students and foster youth	The Director of Student Support Services will have the primary responsibility for supporting district wide activities related to foster youth and Low-Income students identified as chronic absentee, and coordinating wrap around services for Low-Income students within the district and with community partners. This action provides support for the African American student group performing at the lowest level on the state suspension indicator.	$119,046.00	Yes
3.4	Provide students with safe passage to and from school	The district will collaborate with Los Angeles County to secure additional crossing guards due to the densely populated urban environment surrounding the schools. While student safety is prioritized on campus, the partnership with LA County to ensure safe passage to and from school promotes increased student attendance for low income students.	$172,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Low-Income 5th grade students will participate in Outdoor School	Low-Income students would not have the opportunity to participate in outdoor school due to prohibitive costs, therefore the district will provide each 5th grade student with the opportunity to attend Outdoor School; this includes a contract with the facility, instructional materials and district staff support.	$203,302.00	Yes
3.6	Provide frequent opportunities to celebrate and recognize students' achievements and growth	To provide a positive and safe school climate the District will continue to celebrate and recognize the accomplishments of our Low-Income students, foster youth and English learners. This action provides support for Buford Elementary School, Lennox Middle School, and various student groups that are performing at the lowest level on the state chronic absenteeism indicator.	$15,488.00	Yes
3.7	District operations	To successfully operate the District, the district will contract for services and purchase supplies and equipment. This action includes base funded operational costs such as legal, insurance, Maintenance and Operations, operational contract costs, and auditors.	$7,076,240.00	No
3.8	Administrative Staff	To support the operations of the district, the district will employ classified and certificated administrators to oversee the operations of the district and schools.	$2,060,496.00	No
3.9	Classified, non-instructional staff	To support the operations of the District and schools, classified, non-instruction staff will be employed. The staff included are: classified staff providing custodial, clerical, maintenance and grounds	$6,059,156.00	No
3.10	Provide outreach for Foster Youth	LREBG Action A District Social and Emotional Wellness Coordinator will provide outreach to foster youth and families to ensure that these students are receiving the supports needed to be successful in school. Research published in	$172,052.00	No

Action #	Title	Description	Total Funds	Contributing
		Psychological Bulletin from Loyola University Chicago shows that students' academic success is closely linked to their social-emotional well-being. Our Social Emotional Wellness Coordinator plays a critical role in designing, implementing, and coordinating SEL programs and mental health supports across the district. This action provides support for the African American student group performing at the lowest level on the state suspension indicator. As well as for Buford Elementary and Lennox Middle and various student groups that are performing at the lowest level on the state chronic absenteeism indicator. Based on our needs assessment, this action has been identified as an LREBG funded action. We will monitor this action through the growth of student reporting they look forward to coming to school on most days on student surveys (Goal 3, Metric 10). $172,052.00 of LREBG funds will be spent to support this action through 2027-28.		
3.11	Implement Play Works at all schools	The District will contract with Play Works to provide age appropriate structured play activities at all schools. Providing structured play will increase low income students' success during non-instructional time. This will result in lower office discipline referrals and suspensions and an increase in student leadership for low income students. This action provides support low income students performing at the lowest level on the state suspension indicator.	$280,000.00	Yes
3.12	Provide a cyber bully free zone	Lennox students have experienced challenges with inappropriate social media postings at the middle school. Families have expressed that they have a challenge monitoring student's social media accounts. To address this need the middle school will implement protocols for limiting the access to social media while students are on campus. This action will result in a decrease in the number of office discipline referrals among all students and increase a more positive school climate.	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Reduce the health risks related to vaping	Over the past two years there has been a dramatic increase in the number of students and the frequency of incidents involving vaping. Low-Income students have access to vaping but do not have adequate information regarding the short and long term health implications as a result of vaping. The impact of this action is 1. to inform students of the heath implications of vaping, 2. provide counselors and other staff with tools and information that can be used to support and monitor students patterns of vaping behavior. This action provides support for the African American student group performing at the lowest level on the state suspension indicator.	$5,000.00	Yes
3.14	Support for SEL and Academic Intervention	The Lennox School District is located in an area of high density and crime. Student safety is a high priority for all educational partners. The past several years has seen an increase in the amount of criminal activity that has caused our schools to have increased lock downs on a regular basis. Due to the conditions of poverty in this community there is frequent police/sheriff activity. To address the safety concern for Low-Income students at all of our schools when they are participating in supplemental academic and SEL support groups, the District has determined that a system for providing immediate information on each students' whereabouts was critical. All schools implement a system of being able to track students when they are not in the classroom and the frequency each student is out of the classroom. The system will report students' locations to the assistant principals who will monitor students' activity. If a particular student(s) need to be seen by the behavior team or counselors, the assistant principal will ensure that students will be directed to the appropriate staff member for intervention. The impact of this action is to ensure that students are receiving the appropriate level of intervention or support they may need if they are both in and out of class.. This will result in the decrease of incidents creating safety concerns outside of classrooms and addressing Low-Income students' needs more immediately.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		As a result of this action being implemented Low-Income students will receive appropriate interventions and student survey results will demonstrate an increase that students are encouraged by staff.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase parent and community involvement to support student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Parent and community involvement within our District and schools is highly valued in our community and is recognized as a very important to student success. Educational Partner feedback indicated strong support to continue this goal from the prior LCAP. Education partners strongly expressed that families need to be provided with access to understanding their role in creating change and having a voice within their school sites. This goal is supported with actions that offer increased and improved services for parents and community partners to ensure equitable outcomes for all students. The metrics used to measure the effectiveness of this goal include parent surveys, parent participation and chronic absenteeism rate.

We are continuing with this goal based on the 2025 CA Dashboard, as we have made progress in closing the outcome disparities, a significant gap remains between the performance of our Low-Income, English learners, and foster youth students compared to all students, and our educational partners have emphasized the need to remedy the disparity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Input on Decision Making: Local Indicator (Priority 3) % of parents feeling satisfied with opportunities for involvement and decision making	2024 Parent Surveys 93% of parents feel satisfied with opportunities for involvement and decision making	2025 Parent Surveys 95% of parents feel satisfied with opportunities for involvement and decision making	2026 Parent Surveys 93% of parents feel satisfied with opportunities for involvement and decision making	2027 Parent Surveys 95% of parents feel satisfied with opportunities for involvement and decision making	Current Difference Parent Surveys There was no difference: parents feel satisfied with opportunities for involvement and decision making

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Input on Decision Making: Local Indicator (Priority 3) % of parents indicating that they are actively involved at their child's school	2024 Parent Survey 77% of parents indicated that they are actively involved at their child's school	2025 Parent Survey 95% of parents feel satisfied with opportunties for involvement and decision making	2026 Parent Survey 82% of parents indicated that they are actively involved at their child's school	2027 Parent Survey 80% of parents indicated that they are actively involved at their child's school	Current Difference Parent Survey +5% of parents indicated that they are actively involved at their child's school
4.3	Parent Participation in Programs for Unduplicated Pupils: Local Indicator (Priority 3) % of parents feeling comfortable with participating in school activities for parents	2024 Parent Survey 93% of parents feel comfortable participating in school activities for parents	2025 Parent Survey 95% of parents feel comfortable participating in school activities for parents	2026 Parent Survey 94% of parents feel comfortable participating in school activities for parents	2027 Parent Survey 95% of parents feel comfortable participating in school activities for parents	Current Difference Parent Survey +1% of parents feel comfortable participating in school activities for parents
4.4	Parent Participation in Programs for Unduplicated Pupils: Local Indicator (Priority 3) % of parents indicating that school values and encourages parent participation	2024 Parent Survey 95% of parents indicated that school values and encourages parent participation	2025 Parent Survey 96% of parents indicated that school values and encourages parent participation	2026 Parent Survey 95% of parents indicated that school values and encourages parent participation	2027 Parent Survey 97% of parents indicated that school values and encourages parent participation	Current Difference Parent Survey No difference: of parents indicated that school values and encourages parent participation
4.5	Chronic Absenteeism Rate % chronically absent	22-23 Dashboard % chronically absent All Students - 27.5% English Learners- 26.7% Special Ed. - 34% Low-Income- 27.5% Foster Youth- 24%	23-24 Dashboard % chronically absent All students - 22% English Learners- 20.6% Special Ed.- 25.7%	24-25 Dashboard % chronically absent All students - 20.3% English Learners- 19% Special Ed.- 24.9%	26-27 Dashboard % chronically absent All Students - 20% English Learners- 19% Special Ed. - 28% Low-Income- 20%	Current Difference Dashboard All students -7.2% English Learners -7.7% Special Ed. -9.1% Low-Income -6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low-Income- 21.8% Foster Youth- 8.7%	Low-Income- 20.7% Foster Youth- 42.9%	Foster Youth- 18%	Foster Youth +18.9%

Goal Analysis [2025-26]

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

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

Action 1 - Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision making roles in the District: This action was fully implemented to address the family engagement and shared governance needs of the district during the 2025–26 school year. Parents and staff continued to work in partnership through active participation on key district and school-based committees, including the District School Leadership Team, DELAC, ELACs, and School Site Councils. These collaborative groups promoted two-way communication and ensured that school and district decisions reflected the perspectives of families and educators. A key success was the continued strengthening of parent voice and leadership in district decision-making processes. However, a notable challenge was maintaining consistent participation from all representative parent groups throughout the year.

Action 2 - Provide parent workshops and classes: This action was fully implemented to address family engagement and parent education needs during the 2025–26 school year. A variety of parent workshops and classes were offered to strengthen the home-school connection and support student success. The district partnered with Group Cecer, which provided workshops focused on positive parenting strategies and effective communication between parents and children. Additional workshops were offered on how to promote literacy at home, the importance of reclassification for English learners, and strategies on how to avoid the summer slide. A key success of implementation was the breadth and relevance of workshop offerings, which provided families with practical strategies to support student learning and well-being at home. These sessions helped strengthen parent capacity in supporting academic achievement and engagement. However, a notable challenge was scheduling workshops at times that were accessible to all families, which may have limited participation for some parents.

Action 3 - Provide a Health Fair for parents and students: This action was fully implemented to address the health, wellness, and community engagement needs of students and families during the 2025–26 school year. In partnership with UCLA, the district hosted a Health Fair in June that provided families with access to immunizations, general health screenings, vision and hearing checks, and wellness information. The event also included guest speakers and community resources focused on promoting healthy lifestyles and awareness of important health topics. A key success was the strong turnout and increased access to valuable health services for families.

Action 4 - Provide translating services to ensure non-English speaking parents are engaged in their children's schools: This action was fully implemented to address equitable communication and family engagement needs during the 2025–26 school year. The district continued to employ a full-time translator and supplemented language access through contracted translation and interpretation services. These supports increased communication with families and encouraged greater parent participation in school site and districtwide meetings, events, and

initiatives. A key success was the removal of language barriers that helped families feel more connected and involved in their children's education.

Action 5 - Provide opportunities for parents to attend conferences: This action was fully implemented to address parent leadership development and family engagement needs during the 2025–26 school year. Parents in Lennox are often hesitant or unable to attend external conferences due to barriers such as child care and work schedules. To address this, the district continued to "bring the conference to families" through its 3rd Annual Parent Summit, designed to increase access and participation.This year's summit featured author Erica Alfaro as the keynote speaker, who shared her powerful personal story of immigrating to the United States, experiencing domestic violence, and overcoming significant challenges to graduate from college. Her widely shared graduation photo taken in the fields where her parents worked provided a compelling message of resilience, perseverance, and educational attainment. A key success of implementation was the high level of engagement and inspiration reported by families who attended the Parent Summit. The summit format helped reduce access barriers by bringing high-quality learning experiences directly to families.However, a notable challenge remains consistent parent participation in conference-style events, particularly for families facing work and childcare constraints.

Action 6 - Provide School Site Parent Liaisons: This action was fully implemented to address the family engagement and school connectedness needs of the district during the 2025–26 school year. Every school site continued to have a designated Parent Liaison responsible for coordinating the Parent Center and serving as a bridge between families and school staff. Parent Liaisons shared important updates, distributed resources, and assisted families with questions and access to supports. Parent Centers remained welcoming spaces where families could stay informed, build relationships, and remain actively engaged in their child's education. A key success was the continued strengthening of communication and trust between schools and families. However, a notable challenge was ensuring all families consistently utilized available Parent Center resources and services.

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 5 - Provide parent workshops and classes: There is a material difference between budgeted expenditures and the estimated actual expenditure for this action. There has been decrease in the expenditures from the budgeted amount due to the costs associated with the Parent Summit were lower than originally projected. Additionally, funds set aside for parent participation in the CABE Conference were not fully utilized, as attendance declined due to the distance of the conference, the need for air travel, and concerns related to immigration.

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

Action 1 - Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision making roles in the District: This action has been effective. Evidence of its effectiveness includes continued strong participation from parents in key decision-making bodies such as the District School Leadership Team (DSLT), DELAC, ELAC, and School Site Councils (SSC), which supported ongoing two-way communication and shared governance across the district. In addition, 93% of parents reported satisfaction with opportunities for involvement in decision-making, reflecting continued strong engagement, 82% of parents indicated that they are actively involved at their child's school, demonstrating sustained, meaningful participation in school-based activities and leadership structures. Additional indicators of

progress include a 1.7% decrease in chronic absenteeism from the prior year for all students and a 1.1% decrease for low income students, suggesting that strengthened family engagement and collaboration may be contributing to improved student attendance outcomes.

Action 2 - Provide parent workshops and classes: This action has been effective. The district expanded its offerings to include sessions on parenting and supporting SEL and academic growth at home. In partnership with local colleges, ESL classes were again offered at school sites, providing parents with opportunities to strengthen English language skills and further engage with their child's education. Evidence of effectiveness includes strong parent perception and engagement data. This year, 94% of parents reported feeling comfortable participating in school activities for parents, and 95% indicated that the school values and encourages parent participation, reflecting a positive and welcoming school climate for families. Additional outcome data indicates a 1.7% decrease in chronic absenteeism for all students and a 1.1% decrease for low-income students compared to the prior year. Chronic absenteeism also decreased by 1.6% for English learners. While chronic absenteeism increased by 34% for foster youth, the district recognizes the unique challenges experienced by this small student group and will continue to monitor attendance trends and provide targeted supports. Overall, the data suggest that expanded parent education and engagement opportunities are contributing to improved attendance and stronger school-family partnerships for most student groups.

Action 3 - Provide a Health Fair for parents and students: This action has been effective. The district hosted a well-attended Health Fair in partnership with UCLA, providing families with access to immunizations, vision and hearing screenings, and wellness resources. This event supported increased community engagement around student health, which is closely connected to attendance and learning. As a result, chronic absenteeism decreased (from 22% to 20.3%) for all students and (from 21.8% to 20.7%) for low-income students this year.

Action 4 - Provide translating services to ensure non-English speaking parents are engaged in their children's schools: This action has proven effective and has played a key role in promoting equitable access for families. Providing translation services ensured that parents could fully participate in all district and school-based events and meetings. Evidence of effectiveness includes strong parent perception and engagement data. This year, 94% of parents reported feeling comfortable participating in school activities for parents, and 95% indicated that the school values and encourages parent participation, reflecting a positive and welcoming school climate for families. Additional outcome data indicates a 1.7% decrease in chronic absenteeism for all students and a 1.1% decrease for low-income students compared to the prior year. Chronic absenteeism also decreased by 1.6% for English learners. This data highlights how language access removes barriers and strengthens parent participation.

Action 5 - Provide opportunities for parents to attend conferences: This action was effective. The district's 3rd annual Parent Summit was a notable success. The event featured a keynote speaker and a resource fair. Feedback was overwhelmingly positive, and the district plans to continue this model to support leadership development. Evidence of effectiveness is clear through 93% of parents reporting satisfaction with opportunities for involvement in decision-making and 82% of parents indicating that they are actively involved at their child's school. We also see effectiveness in this action through a decrease in our chronic absenteeism rate (from 22% to 20.3%) for all students, for EL students (20.6% to 19%) and (from 21.8% to 20.7%) for low-income students this year.

Action 6 - Provide School Site Parent Liaisons: This action proved highly effective in increasing parent involvement. This action proved highly effective in strengthening parent engagement across school sites. Parent Liaisons at each school supported the development and coordination of Parent Centers, which served as accessible hubs for volunteering, accessing resources, and participating in school meetings and activities. The effectiveness was reflected in strong survey results, with 94% of parents reporting they feel comfortable participating in

school activities and 95% indicating that the school values and encourages parent participation. In addition, this action contributed to improved student attendance outcomes, with chronic absenteeism decreasing (from 22% to 20.3%) for all students, (from 21.8% to 20.7%) for low-income students and (from 20.6% to 19%) for English learners.

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.

This goal will remain the same for the 2026-27 school year. There are no changes planned for this goal.

In Action 4.1 the description has additional clarity as it explicitly ties the engagement process to improving outcomes for low-income students and specifies funding substitute teachers so certificated staff (teachers) can attend meetings during work hours, alongside covering meeting materials and resources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision-making roles in the District	Teachers will participate with parents in regular meetings of the District's District School Leadership Team. This team has the primary responsibility for developing and monitoring the LCAP. Parents will assume a leadership role on this team with each parent participating in this meeting representing their school's School Site Council. This collaboration promotes meaningful engagement in the planning, implementation, and evaluation of services designed to improve outcomes for low-income students. This action supports substitute teachers to allow certificated staff to attend meetings during the school day, as well as meeting materials and resources necessary to facilitate meaningful participation and engagement in the LCAP development and monitoring process	$7,577.00	Yes
4.2	Provide parent workshops and classes	When parents of low income, English learners and foster youth students receiving training and information on strategies to support their children, these students become more connected to school and frequently there is a correlation to increased achievement and attendance. The District will provide a variety of parent workshops and classes for parents including	$11,879.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meeting the social/emotional needs of students, use of technology, supporting students in math and English language arts, etc.		
4.3	Provide a Health Fair for parents and students	The Lennox School District in coordination with UCLA will provide an annual health fair for low income parents and families.	$6,000.00	Yes
4.4	Provide translating services to ensure non-English speaking parents are engaged in their children's schools	Many of our parents of low income and English learner students do not speak English. To increase parent engagement and involvement, the District will provide translation. Translators will be used specifically to support parents with access to parent workshops and classes.	$147,630.00	Yes
4.5	Provide opportunities for parents to attend conferences	The District will provide opportunities for parents of low income and English learners to participate in conferences that are designed for parents, conferences, such as CABE, will be available for their participation. The opportunity for parents to participate in this type of activity, increases parent leadership.	$18,695.00	Yes
4.6	Provide School Site Parent Liaisons	Each school will operate a parent center that will become the hub of parent activities at each school. Parent Liaisons will coordinate parent centers and parent activities at each school site to ensure that the needs of low income students and parents are addressed and the communication between the school and parents is increased and improved. This action provides support for Buford Elementary School, Lennox Middle School, and various student groups that are performing at the lowest level on the state chronic absenteeism indicator.	$296,522.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$18,683,415	$2,494,759

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
44.212%	0.022%	$9,043.36	44.234%

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:** Provide Low-Income and EL students with increased opportunities for small group instruction and personalized learning **Need:** Our 2023 achievement data reveals that low-income students are consistently performing below grade level standards. According to 3rd-5th CAASPP ELA results, 57% of all students, 57% of our low-income students and 83% of	To address this need, the District will provide additional teachers for all schools with an expectation that Low-Income and EL students in grades TK-8 will receive increased opportunities to receive small group instruction and to receive frequent feedback. A second expectation of this action will be that students will receive differentiated instructional strategies based on the analysis of current data. A third expectation for implementing this action will be the implementation of personalized learning several times weekly at	We will monitor the growth of low income, English learners, and all students on our annual ELA CAASPP results. (Goal 1 Metric 6, 7, 8, 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
	our English learners are not meeting standards compared to 34% of non low income students. Teachers have highlighted the need for smaller class sizes, noting that students are more engaged and participate more actively in smaller classes. They also mentioned that with fewer students, they can monitor progress more closely and provide targeted support. Parents have also expressed their support for smaller class sizes, stating that teachers can offer more personalized instruction and immediate feedback when there are fewer students. Based on this feedback from parents and teachers, it is clear that low-income students and English learners would greatly benefit from increased opportunities to learn in small instructional groups. This would enable them to receive more frequent and personalized feedback in both math and English language arts, ultimately helping to improve their academic performance. CAASPP 2024 English Language Arts results show that 42% of all students, 42% of low-income students and 10% of English learners in grades 3–5 are meeting standards. During the February 2025 LCAP input sessions, teachers identified small class sizes as a top priority, emphasizing that low-income students and English learners benefit from	the elementary level. Personalized learning is when students are working in a small group with students that have a similar academic need. At the middle school level in addition to small group instruction and increased feedback, a focus on ensuring instruction is relevant and rigorous for college and career readiness will be an expectation. To address this there will be an expectation for AVID strategies to be integrated into all classes, a focus on implementing higher level questions and increased opportunities for students to write and speak. This action is being provided at an LEA- wide basis because all of our students can benefit from small group, differentiated and personalized instruction in order to achieve grade level proficiency.	

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
	small-group instruction and personalized feedback in both math and English Language Arts to improve academic outcomes. **Scope:** LEA-wide		
1.2	**Action:** Students in grades 6-8 will receive instruction based on analysis of formative and summative data **Need:** After reviewing the local and state assessment data of low-income students and English learners, and discussions with staff related to middle school students' needs, the District identified a need for middle school students to receive highly targeted instruction based on data that is relevant and engaging. According to our 2023 CAASPP results, 62% of middle school students are not meeting standards on ELA and 79% are not meeting standards on math. Furthermore 63% of Low-Income student and 95% of English learners in 6th-8th grade are not meeting standards in ELA. 79% of Low-Income student and 98% of English learners in 6th-8th grade are not meeting standards in math. While the district's 2024 CAASPP results showed gains in achievement for grades 6–8, only 24% of middle school low-income students and 4% of English learners are meeting standards in math. In English Language Arts, 40% of low-income students	For this need to be met, teachers will have regular opportunities to collaborate weekly within grade levels and departments to carefully analyze a variety of data related to grade level standards and design lessons that are targeted, relevant and engaging. Through this collaboration, teachers will also design instruction identifying language strategies to integrate English language development in all core and elective classes. Another outcome of this action is to encourage cross curricular planning which, when accomplished, will support the goal to increase the relevancy of designed lessons. Lessons, combining strategies to achieve language outcomes and grade level content will build fluency and literacy while supporting access to learning across content areas. This action is being provided schoolwide at Lennox Middle School because state and local test scores show that our middle school students are scoring below the state average. Additionally all of our Middle School students can benefit from instruction that is based on the analysis of formative and summative data.	We will monitor the growth of Low-Income, English learners, and all students on our annual ELA and Math CAASPP results. (Goal 1 Metric 7 & 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
	and 7% of English learners are meeting standards. **Scope:** Schoolwide		
1.3	**Action:** Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data **Need:** After reviewing 2023 local and state data in reading and math of Low-Income students and English learners, the District determined that there is a need for teachers to frequently analyze current formative and summative data, to be able to plan for small group instruction and personalized learning experiences for students. Teachers expressed a strong need for students to experience differentiated instructional strategies that will help them to be successful in attaining achievement with grade level standards.They also expressed a strong desire to continue weekly collaboration with grade level teams in order integrate language objectives across content areas. Additionally, English learners have a need to have language development integrated throughout the day to increase English proficiency. According to our 2023 3rd-5th ELA CAASPP results, 57% of our Low-Income elementary students and 83% of our elementary English learners are not meeting standards compared to all students at 57% .	To address this need, the District will provide a physical education team which will include teachers and para-educators. This team will provide physical education weekly to a grade level allowing teachers to have a weekly opportunity to collaborate with each other, analyze current data and plan for differentiated small group instruction. There is an expectation that lessons will include the implementation of language objectives. This action is being provided on an a LEA-wide basis because all of our students can benefit from standards based instruction using a variety of engaging strategies.	We will monitor the growth of Low-Income, English learners, and all students on our annual ELA & Math CAASPP results. (Goal 1 Metric 6, 8) We will also monitor the progress of English learners towards attaining English proficiency on the ELPAC (Goal 1 Metric 10)

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
	CAASPP 2024 English Language Arts results show that 42% of low-income students and 10% of English learners in grades 3–5 are meeting standards. Additionally, 52% of English learners are making annual progress toward English proficiency, as measured by the ELPAC. During 2025 LCAP input sessions, teachers emphasized the importance of weekly grade-level collaboration to integrate language objectives across content areas. **Scope:** LEA-wide		
1.4	**Action:** Students will have continuous access to technology by having technology support staff available at the school and district levels **Need:** The use of technology has become an essential element of implementing a high quality educational program. Low income and English learner students will need support to use technology at home and at school to be able to benefit from the improved methods of providing information. Many students do not have consistent access to the internet or devices at home. Low-Income students primarily have access to technology and technology support if it is provided by the school. According to our 2023 3rd-5th grade CAASPP results, 57% of our Low-Income students and 88% of our English learners are	To address this need technology support will be available at each school and additional support will be provided through the District to ensure that the technology and access to software applications is uninterrupted. Support for parents and home connectivity will also be provided by district technology staff. This action is being provided on an LEA-wide basis because all students can benefit from continuous non interrupted access to technology and software applications.	Consistent access to technology will be monitored through the student LCAP survey. (Goal 1 Metric 17) We will monitor the growth of Low-Income, English learners, and all students on our annual ELA CAASPP results. (Goal 1 Metric 6 & 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
	not meeting standards in ELA where as only 49% of non low income students are not meeting standards. In 6th-8th grade, 63% of Low-Income student and 95% of English learners are not meeting standards in ELA where as only 49% of non low income students are not meeting standards According to our LCAP survey 93% of teachers agree or strongly agree that the district provides adequate technology for the effective implementation of curriculum. CAASPP 2024 CAASPP English Language Arts results show that 42% of low-income students and 10% of English learners in grades 3–5 are meeting standards, whereas 47% of non low income students are meeting standards. At the middle school level, 40% of all and low-income students and 7% of English learners are meeting standards. Additionally, 98% of students reported having access to a technology device, according to the 2025 LCAP Survey **Scope:** LEA-wide		
1.5	**Action:** Provide students in grades 5-8 with the opportunity to participate in the Engineering Program **Need:**	This action addresses the needs of Low-Income students because professional engineers will collaboratively work with Lennox teachers to involve students in 'hands on" engineering experiences that will engage them in higher level thinking while applying science, math and English	We will continue to monitor the growth of low-income and all students on annual Math and science CAASPP results. (Goal1 Metrics 5, 8 & 16)

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
	There is a need for Low-Income students to have "real life" experiences with college and career readiness skills. Through outreach with Low-Income parents, the District determined that Low-Income students are often not familiar with college and career possibilities. As part of the District's effort to provide college and career readiness for high poverty K-8 students the career pathway of engineering will continue to be provided. 2024 CAST results indicate that only 19.75% of students are meeting science standards and low income at 18.88%. **Scope:** LEA-wide	language arts standards to projects. Additionally, this action begins the preparation for college and career readiness. This action is being provided on an LEA-wide basis because all students can benefit from college and career readiness and engineering career pathways.	
1.7	**Action:** Students will have access to supplementary materials **Need:** Many Low-Income students and English learners are performing below grade level standards. The District's adopted core materials are not adequate for supporting these students' understanding of key concepts. Teachers and administrators stated that Low-Income students and English learners often respond to having a variety of approaches provided for learning grade level content. they feel strongly that the supplemental materials will provide a multi-media approach, and in other cases, the	To address this need, supplemental materials related to the grade level standards and for use during reading and math intervention will be purchased, and teachers will receive training if appropriate. Using supplemental instructional materials and programs will contribute to increased student achievement for unduplicated students. These resources will address learning gaps by providing additional practice and reinforcing foundational skills in literacy, writing, and number sense. Additionally, they will offer realia, visuals, and hands-on learning opportunities for our English learners. This action is being provided on an LEA-wide basis because all students can benefit from having supplemental materials that provide a multi-media	We will monitor the growth of Low-Income, English learners, and all students on our annual ELA and Math CAASPP results. (Goal 1 Metric 6-9) We will also monitor this action through the growth of low-income, English learners and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)

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
	materials provide steps to learning content in a strategic manner. CAASPP 2024 results show that 42% of all students, 42% of low-income students and 10% of English learners in grades 3–5 are meeting standards in English Language Arts (ELA). At the middle school level, 40% of all students 40% of low-income students and 7% of English learners are meeting ELA standards (foster enrollment too low for calculation). In CAASPP 2024 mathematics, 35.1% of low-income students and 11.47% of English learners in grades 3–5 are meeting standards. In grades 6–8, only 24% of low-income students and 4% of English learners are meeting math standards. Additional during 2025 LCAP input sessions teachers expressed the need for students to have access to supplementary materials to provide additional practice, support differentiated instruction, and reinforce grade-level content, particularly for students who need targeted intervention or enrichment **Scope:** LEA-wide	approach including manipulatives, charts, and intervention materials.	
1.8	**Action:** Students will have selected software applications available to support learning goals **Need:**	The District will purchase specific software licenses that have proven to provide successful alternative pathways for learning content standards while increasing student engagement. The software applications that will be purchased will increase the engagement in learning for Low-	We will monitor the effectiveness of our software applications through the growth of Low-Income, English learners and all students on our

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The District has observed, and our teacher DSLT representatives have stated, that Low-Income students and English learners were more engaged in learning and that some students excel in part as a result of the use of specific software applications. During our community LCAP input sessions parents also stated the need for students to continue practicing skills at home through Apps provided by the school district. Our data supports this need; according to our 2023 ELA CAASPP results, 57% of all student, 57% of our low-income elementary students and 83% of our elementary English learners are not meeting standards. CAASPP 2024 results show that 42% of all students, 42% of low-income students and 10% of English learners in grades 3–5 are meeting standards in English Language Arts (ELA). At the middle school level, 40% of all students, 40% of low-income students and 7% of English learners are meeting ELA standards. Additionally our LCAP 2025 Survey indicates that 88% of teachers agree that students have adequate technology for the effective implementation of curriculum. **Scope:** LEA-wide	Income students and English learners. By offering students the opportunity to practice at home, we aim to build a sense of success and confidence in both language and content areas. The software programs are designed to increase engagement and offer tailored learning experiences that meet their unique needs. The use of these resources will not only address learning gaps but also empower students by providing them with tools that enhance their understanding and mastery of key concepts. This action is being provided on an LEA-wide basis because all students can benefit from having specific software applications such as IXL, Brain Pop, Nearpod, Happy Numbers, Reflex Math & Ed Puzzles	annual ELA CAASPP results. (Goal 1 Metric 6-7) We will also monitor the effectiveness of these software through teacher surveys. (Goal 1 Metric 19)
1.9	**Action:**	To address these needs, the District determined they will continue to purchase and implement the	We will monitor this action through the growth of low-

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
	Monitor the progress of Low-Income students, English learners and foster youth in math and English language arts **Need:** The District identified a continuing need to have consistent and accurate data to support planning and progress monitoring of student growth for Low-Income students, foster youth and English learners. The District has successfully implemented STAR Renaissance in grades K-8 and determined there is a critical and continual need to have common data across the District for making a variety of decisions. Another area of need for Low-Income students, foster youth and English learners is a lack of access to reading material, both fiction and nonfiction. The data supports this need based on our 2nd-5th grade MOY 2023-24 STAR data in which only 42% of all students, 43% of English learners, 42% of low income students were performing at or above benchmark. on the same test for 6th-8th grade students, 26% of all students, 26% of low income, 2% of English learners were performing at or above benchmark on our local STAR reading Renaissance test (foster youth enrollment to low for calculation). Based on our MOY 2024-25 STAR data only 51% of all students, 26% of English learners, 50% of low income, and 0% of foster youth	STAR Renaissance Package which includes universal screening, progress monitoring tools and a variety of data reports for English language arts and math. The full STAR Renaissance Package also includes Accelerated Reader and MyOn. These two parts of the program meet our needs by providing thousands of online fiction and non-fiction selections at all reading levels (MyOn). It also includes Accelerated Reader which provides software to monitor students' comprehension. MyOn will provide Low-Income students, foster youth and English learners with digital access to reading materials, and Accelerated Reader will provide students and teachers with comprehension checks on students' reading. The District expectation is that teachers and other staff use the STAR Renaissance data results for collaboration and planning student learning. STAR Renaissance will be administered three times a year to Low-Income students, foster youth and English learners. This data will be used in part to identify students' placement in intervention. This action is being provided on an LEA-wide basis because all students can benefit from common ELA and Math assessments as well as additional digital access to fiction and nonfiction reading materials.	income, English learners and foster youth and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)

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
	students in grades 2nd–5th met the benchmark in reading. Middle school reading outcomes were lower, with just 45% of all students 9% of English learners, and 43% of low income meeting the benchmark (foster youth enrollment numbers were too low for reporting). Early literacy results for K–1 showed 50% of all students, 35% of English learners, 49% low income and 100% foster youth were at benchmark, In math 2024-25 MOY STAR data, 56.5% of all students, 56% of low income, 42% of English learners, and 50% of foster youth in grades K–5 met the benchmark. Middle school math results in the 2024-2025 STAR showed that fewer than half 49.6% of all students, 19% of English learners, and 47% low income met the benchmark (foster enrollment numbers too low to calculate). Although we observed growth this year on our STAR Assessments, our community partners including our DLST committee shared that there is an ongoing need for consistent assessments through STAR across the district, as well as increased access to digital reading materials for students. **Scope:** LEA-wide		
1.10	**Action:** Students in grades K-8 will benefit from participation in the AVID program	This action addresses our need because many of our students from predominately low-Income and EL communities frequently report they have parents and guardians who have not attended	We will monitor the effectiveness of this action through the growth of Low-Income students, English

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: District and community partners such as teachers and parents have identified the need for Low-Income and EL students to learn more about college readiness skills such as organization, study skills, communication, and self-advocacy starting in the primary grades based on input received from comments noted at committees including the District English Language Advisory Committee, the School Site Councils, and the District School Leadership Team. Community partners such as parents and teachers have indicated that AVID has been a successful program and supports the goal of preparing students in Lennox to be college ready. AVID continues to be the most requested elective course at the middle school. The data supports this need based on our 2nd-5th grade MOY 2023-24 STAR data in which only 42% of all students, 43% of English learners, 42% of low income students were performing at or above benchmark. on the same test for 6th-8th grade students, 26% of all students, 26% of low income, 2% of English learners were performing at or above benchmark on our local STAR reading Renaissance test. Based on our MOY 2024-25 STAR data only 51% of all students, 26% of English learners, and 50% of low income, students in grades 2nd–5th met the benchmark in reading. Middle school reading outcomes were lower, with just 45% of all students 9% of English learners, and 43% of low income meeting the	college. AVID is an evidence-based program that is intended to provide these students with skills and strategies that will help them to successfully reach the level of rigor in learning that is necessary to attend college. AVID also supports students' understanding of the possibilities of attending college and what that entails. The District will continue to implement AVID in grades K-8 to support a college going culture. Elementary students will experience AVID through their classroom teachers' implementation of Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies. Middle school students will also receive WICOR strategies in their content classes and will also have the additional support through an AVID elective which will provide more complex strategies to support higher level thinking. This action is being provided on an LEA-wide basis because all students can benefit from college readiness skills including study skills, self-advocacy and WICOR strategies.	learners, and all students on our annual ELA and Math CAASPP results. (Goal 1 Metric 6-9) We will also monitor this action through the growth of low-income, English learners and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)

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
	benchmark. Early literacy results for K–1 showed 50% of all students, 35% of English learners, and 49% low income students were at benchmark, Based on our achievement data there is a continued need for our AVID program. CAASPP 2024 results show that 42% of all students, 42% of low-income students and 10% of English learners in grades 3–5 are meeting standards in English Language Arts (ELA). At the middle school level, 40% of all students and 40% of low-income students and 7% of English learners are meeting ELA standards. In mathematics, 35% of all students, 35% of low-income students and 11.47% of English learners in grades 3–5 are meeting standards. In grades 6–8, only 24% of all students, 24% of low-income students and 4% of English learners are meeting math standards. Based on our MOY 2024-25 STAR data only 50% of all students, 50% of Low-Income students in grades 2–5 met the benchmark in reading. Middle school reading outcomes were lower, with just 43% of all students, 43% of Low-Income students meeting the benchmark. Early literacy results for K–1 showed 49% of all students, 49% of Low-Income at benchmark. In 2025 math MOY STAR data, 56% of all students 56% of Low-Income students and		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	42% of English learners in grades K–5 met the benchmark. Middle school math results showed that 50% of all students, 48% of low income, 6% of English learners met the benchmark. **Scope:** LEA-wide		
1.11	**Action:** Increase teacher and staff capacity for providing professional development in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs. **Need:** Through outreach with our teacher union representatives and teachers on the DSLT committee, the District has identified a continued need to focus on effective, targeted, and differentiated instruction to address the diverse learning needs of our students. Our data further underscores this necessity; according to our 2023 3rd-5th CAASPP results, 57% of all students 57% of our low-income students 50% of foster youth and 88% of our English learners are not meeting standards in ELA. In 6th-8th grade, 62% of all students, 63% of Low-Income student and 95% of English learners are not meeting standards in ELA. There remains a continued need to enhance teacher capacity district-wide in MTSS, writing, literacy, and mathematics strategies.	In order to address this need, teachers will continue to participate in professional learning provided by teacher leaders and district TOSAs at the beginning of the school year and throughout the school year. Teachers will also have the opportunity to collaborate on how to support the needs of our Low-Income students, English learners and foster youth. Teachers will continue to collaborate throughout the school year around instructional practices, scaffolds, differentiation, assessments and data analysis for these targeted populations. Classified staff that work directly with students as paraprofessionals or instructional aides will receive professional development opportunities. Staff members will receive professional development connected to the professional development that is being offered to teachers. Professional development will focus on understanding the unique needs of Low-Income pupils and English learners and their role in supporting these needs. This action is being provided on an LEA-wide basis because all students can benefit from increased staff capacity and instructional	The effectiveness of this action will be measured through teacher surveys (Goal 1 Metric 19) We will also monitor the the effectiveness of professional development through our implementation of state standards local indicator. (Goal 1 Metric 15) Additionally, we will monitor the growth of Low-Income, English learner, Foster youth and all students on our annual ELA CAASPP results. (Goal 1 Metric 6, 7, 8, 9)

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	According to our 2025 LCAP survey, 91% of teachers agree that they can access coaching and/or support from a district TOSA if needed. However, the 2024 CAASPP results highlight that only 42% of all students, 42% of low-income students,14% of foster youth and 10% of English learners in grades 3-5 are meeting English Language Arts (ELA) standards. At the middle school level, these figures are 40% for all students, 40% low-income students and 7% for English learners (foster enrollment too low to calculate). **Scope:** LEA-wide	strategies tailored to address specific learning needs.	
1.12	**Action:** Ensure all Low-Income students have access to technology **Need:** The District has identified as a continuing need for Low-Income students to have access to technology both at school and at home. Most Low-Income students do not have access to technology, especially at home. Many of the District's adopted curriculum have on-line components included in the programs; having technology available for students both at school and home will allow for students to have continuous access to these materials and applications. Various parent groups have emphasized the critical need for the District to provide technology to low-income students. These	To address this need of ensuring that Low-Income students have continual access to technology both at home and school, the District will continue to purchase replacement computers and other technology and equipment to ensure that Low-Income students have uninterrupted access. This action is being provided on an LEA-wide basis because all students can benefit from having access to technology both at school and at home.	We will monitor this action through student and teacher surveys. (Goal 1 Metrics 17 & 19) We will also monitor this action through the growth of low-income and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)

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	parents understand that access to technology is not just a convenience but a necessity for their children's education and future opportunities. By addressing this need, the District can support student learning, reduce educational disparities, and respond to the expressed concerns of parents advocating for their children's success. The data supports this need, as only 42% of 2nd-5th grade students and 26% of 6th-8th grade students are performing at or above benchmark on our local 2025 STAR reading Renaissance test. Furthermore, according to our 2025 ELA CAASPP results, 57% of all student and 57% of low-income elementary students are not meeting standards. There continues to be a need to ensure that low-income students have consistent access to technology. According to our 2025 LCAP surveys, 98% of students agree that their school provides them with a technology device, and 88% of teachers agree that students have adequate technology to effectively implement the curriculum. However, based on our 2024-25 mid-year (MOY) STAR data, only 51% of all students and 50% of low income students in grades 2–5 met the reading benchmark, with middle school outcomes even lower at 44% for all students and 43% of low income students. 2024-25 mid-year (MOY) STAR data early literacy results for kindergarten and first grade		

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	showed 50% of all students and 49% of low income students meeting the benchmark. In math, 2026 MOY STAR data showed 56% of all students and 56% of low income students in grades K–5 met the benchmark, while middle school math outcomes were lower, with only 50% of all students and 48% of low income. **Scope:** LEA-wide		
1.14	**Action:** Provide Low-Income students and English learners with an evidence-based supplemental reading program **Need:** The District has identified a continuing need for Low-Income students and English learners to increase their reading performance on STAR Renaissance and CAASPP. Many Low-Income students and English learners, although improving in reading achievement, continue to perform below grade level. Parent groups such as DELAC have stated that Low-Income students and English learners in Lennox have limited support for literacy at home. Many of these unduplicated students have parents who are not fluent in English, therefore literacy in English is delayed until students attend school. They have also stated a concern that there is limited access to reading materials to read outside of school. English learners who have increased in their	To address this need the District will continue to implement LEXIA, a supplemental reading program, that has been successfully implemented for the past several years. This program helps address this need by providing individual explicit, systematic and adaptive learning. The program provides direct instruction, scaffolds and guided practice. This action is being provided on an LEA-wide basis because all students can benefit from LEXIA an explicit, systematic and adaptive learning program.	We will monitor the effectiveness of this action through the growth of Low-Income, English learners, and all students on our annual ELA CAASPP results. (Goal 1 Metric 6 &7) We will also monitor this action through the growth of low-income, English learners and all students on local STAR ELA assessments (Goal 1 Metric 1-3)

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	language proficiency continue to not be able to read at grade level preventing them, in some cases, from being able to be reclassified as English proficient. There continues to be a need for the Lexia supplemental reading program to support the literacy needs of our students through explicit and adaptive learning. CAASPP 2024 results show that 42% of all students, 42% of low-income students and 10% of English learners in grades 3–5 are meeting standards in English Language Arts (ELA). At the middle school level, 40% of all students 40% of low-income students and 7% of English learners are meeting ELA standards. Similarly, MOY 2024-25 STAR data only 51% of all students, 26% of English learners and 50% of low income students in grades 2nd–5th met the benchmark in reading. Middle school reading outcomes were lower, with just 45% of all students 9% of English learners, and 43% of low income meeting the benchmark. Early literacy results for K–1 showed 50% of all students, 35% of English learners and 49% low income students were at benchmark. **Scope:** LEA-wide		
1.17	**Action:** Low-Income students and English learners will be able to participate a dual immersion program	To address this need, the District will continue to implement a dual language immersion program to accelerate English language fluency while supporting students in maintaining their first language. Students participating in the Dual	We will monitor the effectiveness of this action through the growth of Low-Income, English learners and all students on our

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	Need: Our community partners such as parents and teachers have expressed very strong support for our Dual language program. There is a need to continue to provide supplemental materials for Spanish Language Arts in the Dual Immersion program. Core materials do not provide adequate opportunities for students to practice newly learned skills and concepts in Spanish language arts. Additionally, some Low-Income students and English learners need materials that present information in different ways from the core materials to develop a better understanding of the skills needed to be fluent readers and writers in Spanish. Additionally, our Dual Language Cadre which is made up of teachers and administrators have expressed a need for additional professional development in the area of transference. They have also shared a strong interest in exploring moving from a 50/50 program to a 90/10 program model. Through our 2025 LCAP input sessions There is a clear need for a Dual Language program to support bilingualism, biliteracy, and cultural competence among our students. This program would provide English learners and native English speakers with the opportunity to develop academic proficiency in both English and a second language, while promoting high levels of academic achievement.	Immersion program will have access to supplemental materials in Spanish to provide extended opportunities for students to practice Spanish reading and writing. These materials will present information using different strategies than the core program. Additionally, Dual language teachers will have access to professional development on transference. The District along with the Dual language Cadre will explore shifting to a 90/10 model for the 2025-26 school year. This action is being provided on an LEA-wide basis because all students can benefit from participating in a dual language program that promote bi-literacy.	annual ELA CAASPP results. (Goal 1 Metric 6 &7) We will also monitor this action through the growth of low-income, English learners, and all students on local STAR ELA assessments (Goal 1 Metric 1-3)

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	Parents, particularly those in the District English Learner Advisory Committee (DELAC), have expressed strong support for the implementation of a Dual Language program. They view it as a critical step toward ensuring equitable access to high-quality instruction that values and builds upon students' home languages and cultures. There continues to be a need for the Lexia supplemental reading program to support the literacy needs of our students through explicit and adaptive learning. CAASPP 2024 results show that 42% of all students, 42% of low-income students and 10% of English learners in grades 3–5 are meeting standards in English Language Arts (ELA). At the middle school level, 40% of all students 40% of low-income students and 7% of English learners are meeting ELA standards. Similarly, MOY 2024-25 STAR data only 51% of all students, 26% of English learners and 50% of low income students in grades 2nd–5th met the benchmark in reading. Middle school reading outcomes were lower, with just 45% of all students 9% of English learners, and 43% of low income meeting the benchmark. Early literacy results for K–1 showed 50% of all students, 35% of English learners and 49% low income students were at benchmark. **Scope:** LEA-wide		

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1.18	**Action:** Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention. **Need:** Due to Low-Income students, English learners, and foster youth in Lennox performing below grade level in math and English language arts based on Star Renaissance assessments, the district has identified a need to provide regular and intensive professional development with follow up coaching on addressing the barriers in learning for these students. Based on input from community partners, classroom walkthroughs, observations at professional learning community meetings and a review of Star Renaissance data, some teachers in Lennox continue to need support to implement many of the strategies and ideas presented during professional development. Feedback from our teachers state that in order for students to improve, teachers need to be confident in implementing new ideas and strategies to support and differentiate instruction for Low-Income students, foster youth and English learners. Additionally, the District has new teachers annually who require additional professional development and coaching. There is an ongoing need to maintain and expand the support provided by district TOSAs to improve instructional practices and student	To address this need, the TOSAs will provide professional development and coaching services to teachers. All TOSAs will also support the staff's increased understanding of data and how to use data to create differentiated learning experiences. To continue to meet the needs of the teachers and low-income, English learners, and foster youth, the District will continue to provide TOSAs for math, English language learners, educational technology, Response to Intervention and assessment and data to provide targeted professional development and coaching to teachers working with unduplicated students. This action is being provided on an LEA-wide basis because all teachers can benefit from high quality professional development and coaching sessions in order to improve their instruction and ensure the needs of all students are met.	We will monitor the effectiveness of this action through teacher responses on the LCAP survey regarding the availability of of PD and coaching support from TOSAs. (Goal 1 Metric 20) We will also monitor this action through the growth of low-income, English Learners, Foster Youth and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)

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	outcomes, particularly in literacy. According to our 2025 LCAP survey, 91% of teachers agree that they can access coaching and support from a district TOSA when needed, demonstrating that this resource is valued and utilized by staff. Despite this support, student achievement data highlights persistent challenges. The 2024–25 mid-year (MOY) STAR data 51% of all students, 26% of English learners, 50% of low income, and 0% of foster youth students in grades 2nd–5th met the benchmark in reading. Middle school reading outcomes were lower, with just 45% of all students 9% of English learners, and 43% of low income meeting the benchmark (foster youth enrollment numbers were too low for reporting). Early literacy results for K–1 showed 50% of all students, 35% of English learners, 49% low income and 100% foster youth were at benchmark. In 2025 math MOY STAR data, 56% of all students 56% of Low-Income students, 42% of English learners and 50% of foster youth in grades K–5 met the benchmark. Middle school math results showed that 50% of all students, 48% of low income, 6% of English learners met the benchmark (foster enrollment too low for calculation). These outcomes point to the critical role TOSAs play in providing targeted coaching, professional development, and instructional support to help teachers implement effective		

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	literacy strategies and close achievement gaps. **Scope:** LEA-wide		
1.19	**Action:** Library techs will provide students increased access to libraries **Need:** Through outreach with parents of low-income, English learners, and foster youth students, the District learned that Low-Income students, foster youth and English learners have limited or no access to either to a public or school library. These students may not have a location other than the classroom to conduct research and collaborate with other students. Our teachers have also indicated that Low-Income students, foster youth and English learners have limited access to books at home. The school libraries also offer additional support for students to meet their literacy goals. 2025 LCAP input session indicate that there is a clear need for dedicated library technicians across the district to support student literacy, access to resources, and information literacy skills. Library technicians play a vital role in maintaining organized, accessible, and engaging library spaces that foster a love of reading and support academic achievement.	To address these needs, the school libraries will be open throughout the day so that students may have frequent access to conduct research, extend and support their literacy goals and collaborate with other students. School libraries will be open before school, during recess and lunch. In order for this to occur a library technician will be provided for each school's library. Additionally, this action provides our students with increased access to books for independent and leisure reading and offers additional support for students to meet their literacy goals. In addition, library technicians can collaborate with teachers to reinforce literacy instruction, support research projects, and integrate technology resources. Their presence helps create equitable access to high-quality learning materials and foster lifelong learning habits among all students. This action is being provided on an LEA-wide basis because all student can benefit from extended access to libraries, additional reading books and a space and tools for research.	We will also monitor this action through the growth of low-income students, English learners, and all students on local STAR ELA and Math assessments. Foster youth is monitored internally on local STAR ELA and Math assessments. Goal 1 Metric 1-4)

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	Currently, literacy data shows significant room for growth: The 2024–25 mid-year (MOY) STAR data 51% of all students, 26% of English learners, 50% of low income, and 0% of foster youth students in grades 2nd–5th met the benchmark in reading. Middle school reading outcomes were lower, with just 45% of all students 9% of English learners, and 43% of low income meeting the benchmark (foster youth enrollment numbers were too low for reporting). Early literacy results for K–1 showed 50% of all students, 35% of English learners, 49% low income and 100% foster youth were at benchmark. By staffing libraries with trained technicians, students will have increased access to curated reading materials, targeted literacy support, and guidance in selecting books that match their reading levels and interests. **Scope:** LEA-wide		
1.20	**Action:** Support for school sites to implement LCAP goals **Need:** Each school has unique needs related to serving Low-Income students and English learners. Our local STAR assessment data supports this need: In reading MOY 2024-25 STAR data only 51% of all students, 26% of English learners and 50% of	Each school, during the needs assessment portion of the School Plan development has analyzed their data to determine their needs. The following are what schools have determined will address the need identified in their School Plan: Buford - software applications and supplemental materials - to support Low-Income students throughout the day both during core instruction and intervention	We will also monitor this action through the growth of low-income, English learners, and all students on local STAR ELA and Math assessments (Goal 1 Metric 1-5)

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	low income students in grades 2nd–5th met the benchmark in reading. Middle school reading outcomes were lower, with just 45% of all students 9% of English learners, and 43% of low income meeting the benchmark. Early literacy results for K–1 showed 50% of all students 35% of English learners and 49% low income students were at benchmark, In Math In 2025 math MOY STAR data, 56% of all students 56% of Low-Income students and 42% of English learners in grades K–5 met the benchmark. Middle school math results showed that 50% of all students, 48% of low income, 6% of English learners met the benchmark. Each school during the need assessment portion of the school plan development has analyzed their data to determine needs. In addition, their community partners are requesting that they continue this action so that additional support can be provided after school and additional materials and software be purchased to support students and families at home. **Scope:** LEA-wide	Felton - Supplemental materials and (1)intervention aide to support Low-Income students and English learners; supplemental materials will be used both during core instruction and intervention and the intervention aide will provide support during personalized learning time Jefferson- (1)intervention aide and after school academic support for Low-Income students - both actions target Low-Income students; the intervention aide will provide support for students during personalized learning time; after school academic support will be provided both in reading and math based on needs determined by grade level data Huerta - before and after school academic support for Low-Income students - after school support will be provided in math and reading based on needs determine by grade level data Moffett - software applications for student access - before and after school academic support for Low-Income students - after school support will be provided in math and reading based on needs determine by grade level data Lennox Middle School - supplemental materials and software applications for student access - to support Low-Income students and English learners - supplemental materials will be used both in core instruction and in intervention This action is being provided on an LEA-wide basis because all students can benefit from	

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		identified additional services such as supplemental materials, software application, and before and after school academic support.	
1.21	**Action:** Provide supplemental early childhood learning materials **Need:** Based on a review of the local transitional kindergarten data of our Low-Income and English learner students there is a need to provide students with a variety of programs and materials that will support play-based learning. Many of our students come from families who do not speak English, and those students often have limited language skills in English. TK teachers have expressed that there is a need for our young learners to learn English as well as to develop vocabulary for learning. Parents and teachers of our Low-Income students, foster youth and English learners who are 4 years old have reported that may of these students do not have access to materials that allow for children to develop critical thinking and language. There continues to be a need for supplementary early childhood learning materials to support foundational literacy and language development for our youngest learners. 2025 MOY STAR Early literacy results for kindergarten and first grade show that only 50% of students are meeting the benchmark, highlighting a significant opportunity to strengthen early reading skills. We also have 50% of out TK students that	To address this need, the district will purchase additional play-based materials for TK classrooms. As a result of providing these materials, Low-Income, English learner and foster youth students will have access to engaging and vocabulary building activities and greater success for a strong foundation for future learning. This action is being provided on an LEA-wide basis because all student can benefit from play-based materials that are engaging and build vocabulary.	To measure the effectiveness of this action, the District will monitor language development through ELPAC scores (Goal 1 Metric 10) Additionally, we will monitor the growth of Low-Income, English learner and foster youth students on our STAR Early Literacy Assessment (Goal 1 Metric 1.3)

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	have a language status of TBD meaning the home language survey indicates a language other that English, and in kindergarten, 44% of our students our English learners. In kindergarten, 1% of the students are foster youth. Furthermore, only 52% of English learners are making annual progress toward English proficiency, as measured by the ELPAC. These outcomes indicate that many students particularly English learners would benefit from additional, targeted instructional resources designed to build early literacy, oral language, and vocabulary skills **Scope:** LEA-wide		
2.1	**Action:** Provide academic intervention and support **Need:** After examining STAR reading assessments, conducting classroom observations, and gathering feedback from teachers, it's evident that students require extra and focused assistance in reading. Teachers have noted varying levels of achievement among students, with many displaying skill gaps that stem from the disruptions caused by the 2020-2021 pandemic-related school closures. Concerns from parents echo these sentiments, with requests for further aid to bridge learning disparities. Particularly, low-income students continue to struggle with fundamental reading	Students will receive small group instruction 4 - 5 days per week using evidence-based strategies and instructional programs. As a result of providing a second reading intervention teacher at each elementary school, an increased number of Low-Income, foster and English learner students will be able to receive intensive intervention. This action is being provided on an LEA-wide basis because all student can benefit from interventions provided by an additional intervention teacher.	We will also monitor this action through the growth of low-income, English learners, foster youth and all students on local STAR ELA assessments (Goal 2 Metric 2, 3, 7,)

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	skills and comprehension due to pandemic-related disruptions. While the District has allocated one reading intervention teacher per school using federal funds, there's a pressing need for an additional teacher at each school to effectively address these challenges. This additional support will ensure that students receive the personalized attention required to close reading gaps and excel academically, aligning with the District's educational objectives. There is a clear and ongoing need to continue providing intervention teachers and support to address the academic needs of students performing below grade level. During the 2025 LCAP input sessions, teachers overwhelmingly identified intervention support as a top priority action to help close achievement gaps and ensure all students receive the targeted instruction they need to succeed. Student performance data reinforces this need. MOY 2024-25 STAR data only 51% of all students, 26% of English learners, 50% of low income, and 0% of foster youth students in grades 2nd–5th met the benchmark in reading. Middle school reading outcomes were lower, with just 45% of all students 9% of English learners, and 43% of low income meeting the benchmark (foster youth enrollment numbers were too low for reporting). Early literacy results for K–1 showed 50% of all students, 35% of English learners, 49% low income and 100% foster youth were at benchmark.		

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	Additionally, only 52% of English learners are making annual progress toward English proficiency, as measured by the ELPAC. Intervention teachers play a critical role in providing small-group and individualized instruction to address these gaps, support struggling learners, and build foundational skills in literacy **Scope:** LEA-wide		
2.2	**Action:** Provide administrative and classified support to ensure students receive intervention and other support services **Need:** Based on a review of local data indicators and the anecdotal records of counselors and administrators, there is a need to provide a Multitiered System of Support for Low-Income students, foster youth and English learners that support their academic, behavior and social/emotional needs. Low-Income students continue to demonstrate achievement gaps in English language arts and math. According to our 2023 3rd-5th ELA CAASPP results, 57% of all students, 57%of our Low-Income students, 50% of foster youth and 88% of our English learners are not meeting standards. In 6th-8th grade, 62% of all students, 63% of Low-Income student and 95% of English learners are not meeting standards in ELA (foster enrollment too low for reporting). Our	To ensure a cohesive multi-tiered support system at each school, particularly for low-income students, English learners, and foster youth, each school will have an assistant principal and a categorical program assistant dedicated to data gathering and monitoring the reclassification process. The assistant principals will meet weekly with each grade or department level to review data analysis, identify specific student needs, and implement plans for adapting instruction and placing students in the appropriate support levels. This approach aims to maximize students' success in academics, behavior, and social/emotional learning. At Lennox Middle School, due to its large size, two assistant principals will be performing these duties. As a result of the implementation of this LEA-wide action, unduplicated students will receive appropriate services, and data and programs will be regularly monitored.	We will monitor the effectiveness of this action through the growth of Low-Income students, English learners, foster youth and all students on our annual ELA and Math CAASPP results. (Goal 2 Metric 1,2,4,5,6) In addition, the District will monitor the suspension and chronic absentee rate of all students on the CA Dashboard. (Goal 2 Metric 10 & 11)

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	3rd-5th grade Math 2023 CAASPP results show that 64% of all students, 64% of Low-Income, 50% of foster youth and 64% of English learners are not meeting standards. In 6th-8th grade, 79% of all students, 79% of Low-Income student and 98% of English learners are not meeting standards in math (foster youth enrollment numbers were too low for reporting). In some cases, these gaps stem from behavioral and/or social and emotional needs of students. CAASPP 2024 results show that in grades 3–5, only 42% of all students, 42% of low-income students, 14% foster youth and 10% of English learners are meeting standards in English Language Arts, while just 35% of low-income students, 29% foster youth and 11.% of English learners are meeting standards in mathematics. At the middle school level, outcomes are even more concerning: only 40% of all students, 40% of low-income students and 7% of English learners are meeting standards in English Language Arts, and just 24% of low-income students and 4% of English learners are meeting standards in math compared to 24% of all students(foster enrollment too low for reporting). There is a need to continue this action to ensure a cohesive multi-tiered system of support (MTSS) at each school, with a dedicated focus on improving outcomes for low-income students, English learners, and foster youth. The latest data highlights significant achievement gaps that require	This action is being provided on an LEA-wide basis because all student can benefit from appropriate levels of support.	

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	targeted intervention and consistent monitoring. To address these persistent gaps, it is essential to maintain assistant principals and categorical program assistants at every school site, tasked with gathering and monitoring data, tracking reclassification progress, and supporting targeted interventions. Through weekly data-driven meetings with grade-level or department teams, assistant principals will help identify student needs, guide instructional adjustments, and ensure students are placed in the appropriate supports. In 2023-2024 our Chronic Absenteeism was 22% for all students, 21% for English learners, 28% for Low-Income students and 9% for foster youth. That same year, our Suspension Rate for our all students was 1.8% for all students, English learners 1.4% and 1.8% for Low-Income students and 0 for foster youth. These indicators show that this action is working to decrease these percentages as planned and need to continue in the coming year. **Scope:** LEA-wide		
2.3	**Action:** Provide counseling services for students at all schools **Need:**	To address this need, each school will continue to be staffed with counselors to provide social/emotional support to students and their families. Counselors at each school will provide small group and individual counseling as well as	To measure the effectiveness of this action, the District will monitor the suspension and chronic absentee rate

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	After reviewing feedback from our community partners which consists primarily of teachers, parents and administrators, there is a need to provide counseling services to Low-Income, English learners, and foster youth student. Many of these students have experienced some level of trauma. For some students, this includes living in homes with multiple families, homelessness, abusive situations and in some cases, a lack of basic needs being met. Our community partners have shared that these challenges have resulted in some students struggling with executive functioning skills (such as organization, managing emotions, impulse control, etc.) and social skills. There is a clear and ongoing need to continue funding counselors at each school site to support students' social-emotional learning (SEL), attendance, and overall well-being. The 2024 CA Dashboard data shows improvement in key indicators, but significant challenges remain that require sustained, targeted support. Chronic absenteeism decreased to 22% for all students, with notable reductions among English learners from 26.7% to 20.6%, low-income students from 27.5% to 21.8%, and foster youth from 24% to 8.7%. Suspension rates also declined to 1.8% for all students, including reductions for English learners from 2.2% to 1.4% and low-income students from 2.7% to 1.8%.	parent outreach. Counselors will be the primary resource to support the schools' MTSS in the area of social/emotional support. This action is being provided on an LEA-wide basis because all students can benefit from social emotional supports including small group and individual counseling.	of Low-Income, English learners, foster youth and all students on the CA Dashboard. (Goal 2 Metric 10 & 11)

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		
2.4	**Action:** Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities **Need:** Ensuring high achieving and/or gifted students in districts that primarily serve Low-Income students can be a challenge due to the time and attention given to closing the achievement gap. Furthermore, Low-Income students in Lennox may have limited access to enrichment activities outside of school. Through outreach with Low-Income parents, the district learned of the strong desire from parents to ensure that students that were identified as gifted or exceeding standards were challenged through a GATE and high achievers program. Through our LCAP 2025 parent input sessions, parents shared there is a need to continue providing targeted extended learning opportunities for low-income students identified as Gifted and Talented or high-achieving to ensure equitable access to enrichment and advanced academic experiences. While these students have demonstrated high potential, they often face barriers to participating in supplemental programs that nurture their talents and challenge them academically.	To address this continuing need, the District will provide GATE/high achieving students with extended and expanded learning opportunities (i.e. project based learning opportunities, virtual or live field trips). This service will be provided after school and during intercessions. This action is being provided on an LEA-wide basis because all students can benefit from extended and expanded learning opportunities.	We will continue to monitor the growth of low-income and all students on annual ELA & Math CAASPP results. (Goal 2 Metric 1, 4, 5, 6)

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	Without intentional support, low-income gifted and high-achieving students risk underachieving or not reaching their full potential due to limited access to rigorous learning opportunities outside the core curriculum. CAASPP 2024 results indicate that only 42% of all students and 42% of low-income students in grades 3–5 are meeting standards in English Language Arts (ELA). At the middle school level, 40% of all students and 40% of low income students low-income students are meeting standards. **Scope:** LEA-wide		
2.5	**Action:** Provide Low-Income students and foster youth with a social and emotional curriculum **Need:** Through outreach with Low-Income parents, the District learned that a large number of low-income students are experiencing some level of trauma. The District determined a need to have a social skills curriculum and supplementary SEL materials that can be used by all teachers. Additionally, community partners such as teachers and administrators expressed that students in Lennox need to have leadership opportunities that help them to become effective problem solvers and communicators. There is a continued need to implement and sustain the Leader in Me social-emotional	The District will continue to expand and grow the Leader in Me Program at all schools in the District. As a result of the implementation of the program our school cultures will change in a positive direction. Having a curriculum and supplemental SEL materials will help to ensure that unduplicated students will receive access to a systematic way of acquiring social skills. Providing a curriculum and an established time for social and emotional learning will reduce the referrals of unduplicated students needing increased social/emotional support from counselors or other staff. Additionally, students who develop leadership and social emotional skills are more likely to experience success in school and be able to self-advocate and are more self- directed. This action is being provided on an LEA-wide basis because all students can benefit from	The effectiveness of this action will be measured through a decrease in our chronic attendance rate and a decrease in the suspension rate for Low-Income, foster youth and all students. (Goal 2 Metric 10 & 11)

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
	learning (SEL) curriculum to promote student well-being, leadership, and positive school culture. 2024 CA Dashboard data shows encouraging progress. Chronic absenteeism decreased to 22% for all students, with notable reductions among low-income students from 27.5% to 21.8%, and foster youth from 24% to 8.7%. Suspension rates also declined to 1.8% for all students, including reductions for low-income students from 2.7% to 1.8% with foster youth staying at 0% . Sustaining the Leader in Me curriculum is critical to building on this progress by fostering leadership skills, resilience, and social-emotional competence in all students. **Scope:** LEA-wide	leadership and opportunities to increase social skills.	
2.6	**Action:** Provide planning time and professional development to improve inclusive learning environments for Low-Income students through improved implementation of a co-teaching model. **Need:** The District is implementing Multi-tiered System of Support throughout the District. When considering the number of Low-Income students who are performing below grade level standards on local assessments, the District identified that there is a need to explore different options to provide services for	The district will provide professional development and planning time for teachers engaged in co-teaching. This time will enable teachers to collaborate on lesson design, student engagement activities, and progress monitoring. As a result, low-income students will receive high-quality instruction that includes targeted small group interventions on key grade-level standards and more frequent feedback. This action is being provided on an LEA-wide basis because all students can benefit from small group co-teaching instruction and immediate feedback as well as multi-modal approach by two teachers.	We will monitor the growth of Low-Income and all students on local STAR ELA and Math assessments. (Goal 2 Metric 2, 3, 7, 8)

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	students. The District has implemented co-teaching models in the past with both certificated and classified staff to provide additional support to address learning gaps of individual students. Our educational partners have reflected on the co-teaching model and feel that it has allowed for the implementation of more small group instruction and more frequent feedback to students. There is a need to continue providing planning time and professional development for co-teaching which provides an inclusive instructional approach that leverages the expertise of general education and specialist teachers to deliver differentiated, targeted support within the classroom. This collaborative model fosters greater access to grade-level content, individualized interventions, and small-group instruction, all of which are essential to accelerating learning and closing achievement gaps for students. Based on our MOY 2024-25 STAR data only 49% of all students and 50% of Low-Income students in grades 2–5 met the benchmark in reading. Middle school reading outcomes were lower, with just 45% of all students and 43% of Low-Income students meeting the benchmark. Early literacy results for K–1 showed 50% of all students and 49% of Low-Income at benchmark. In math 2025 MOY STAR data, 57% of all students and 56% of Low-Income students in grades K–5 met the benchmark. Middle school math results showed that 50% of all students		

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	and 48% of Low-Income students met the benchmark. **Scope:** LEA-wide		
2.9	**Action:** Provide students with after school tutoring **Need:** Based on a comprehensive review of local and state academic indicators and detailed feedback from parents, the District has identified a significant need for additional after-school support for low-income students, English learners, and foster youth. The aim is to extend learning time and provide targeted support aligned with grade-level standards to help these students succeed. The 2023 STAR Renaissance ELA data clearly supports this need: only 42% 2nd-5th grade all students, 42% of low income, 44% of English learners and 0 foster youth. For students in 6th-8th grade 36% of all students, 36% of low income, 15% of English learners and 29% of foster youth are performing at or above benchmark on the 2023 MOY STAR Renaissance ELA test. Teachers have expressed that many students require individualized attention to address specific learning gaps. They have noticed that smaller, more focused group settings after school lead to increased student engagement and participation, which are crucial for academic growth. Additionally, with after-	Schools will offer tutoring to unduplicated students based on specific criteria such as test scores, progress towards standards, and teacher recommendations. Tutoring will address the needs of our students by differentiating and reviewing grade level skills in small groups or one-to-one for mastery. Tutoring services will be provided before, after school. or during intersessions and can be provided in-person or virtually to accommodate students' and families' needs. This action is being provided on an LEA-wide basis because all eligible students can benefit from small group or one to one tutoring.	We will also monitor this action through the growth of low-income, English learners, foster youth and all students on local STAR ELA and Math assessments (Goal 2 Metric 2, 3, 7, 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
	school tutoring, teachers can closely monitor student progress and provide immediate feedback, helping to keep students on track and motivated. Parents have highlighted the need for additional learning time beyond the regular school hours to help their children catch up and stay on pace with grade-level standards. They appreciate that after-school tutoring can provide targeted support that is directly aligned with what their children are learning in class, ensuring consistency and reinforcement of key concepts. Many parents have also observed that their children gain confidence in their academic abilities when they receive extra help, leading to better performance and a more positive attitude toward school. There is a strong need to continue offering after-school tutoring to provide targeted academic support for students performing below grade level. During the 2025 LCAP parent input sessions, families expressed high interest in maintaining this action, emphasizing the importance of additional learning time outside of the regular school day. Similarly, the DELAC voiced strong support for continuing after-school tutoring, particularly to assist English learners in closing academic gaps. Student performance data reinforces this need. MOY 2024-25 STAR data only 51% of all students, 26% of English learners, 50% of low income, and 0% of foster youth students in grades 2nd–5th met the benchmark in reading.		

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	Middle school reading outcomes were lower, with just 45% of all students 9% of English learners, and 43% of low income meeting the benchmark (foster youth enrollment numbers were too low for reporting). Early literacy results for K–1 showed 50% of all students, 35% of English learners, 49% low income and 100% foster youth were at benchmark. In math 2025 MOY STAR data, 57% of all students, 50% foster youth, 45% English learners and 56% of Low-Income students in grades K–5 met the benchmark. Middle school math results showed that 50% of all students, 19% of English learners, and 48% of Low-Income students met the benchmark (Foster enrollment too low for calculation). Continuing after-school tutoring will provide students especially low-income students and English learners with extended opportunities to receive personalized instruction, reinforce foundational skills, and improve achievement in both English Language Arts and math. **Scope:** LEA-wide		
2.10	**Action:** Classroom Management and behavior support **Need:** Based on a review of office discipline referrals and suspension data of Low-Income students, the District has identified a need to provide students with additional support in the area of	To address these needs, the District will implement a behavior team. The team will be led by a Behavior Specialist assisted by two highly qualified assistants. The team will be deployed to schools to work with identified Low-Income students needing greater behavioral support. Also, professional development will be provided to	The effectiveness of this action will be measured through a decrease in our suspension rate for Low-Income and all students. (Goal 2 Metric 11)

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	behavior management. To ensure that students remain in class and while in class remain engaged, the District will provide a behavior team specifically addressing the needs of Low-Income students while in the classroom. Teachers have stated that some students may require the development of a behavior plan with staff available to implement the behavior plan successfully. For other students, teachers will need to implement specific classroom management procedures that are in alignment with PBIS but add to the staff's ability to manage students in a positive manner. There is a pressing need to continuing implementing a district-wide behavior support team to address the ongoing behavioral challenges faced by low-income students. The 2024 California School Dashboard indicates that suspension rates have declined to 1.8% for all students. Low-Income students declined from 2.7% to 1.8%. All though we saw a decrease in this student group, they continue to experience disproportionately high suspension rates. **Scope:** LEA-wide	classroom teachers that will increase their skills in positively managing students' behavior. This action is being provided on an LEA-wide basis because all students can benefit from behavior supports provided by a trained behavior team.	
2.11	**Action:** Provide Educational Field Trips **Need:** According to our parents and teachers Low-Income students in Lennox do not have	As a result of implementing this action, Low-Income students will be able to participate in at least one educational field trip annually and therefore increase their opportunity to develop important background knowledge that will increase	We will also monitor this action through increased engagement as evident in our attendance rate for Low-Income and all students.

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	opportunities to have experiences that other students have. Teachers have stated that these experiences are important in supporting the development of background knowledge and academic vocabulary with students. According to our data only 43% of all students and 43% of low income students in grades 3rd-5th and 38 % 0f all students and 37% of low income students in grades 6th-8th are meeting or exceeding standards on the 2023 ELA CAASPP. There is a critical need to continue providing educational field trips to ensure equitable learning opportunities for low-income students in Lennox. Educational field trips help engage students, increase motivation to attend school, and expose them to real-world learning experiences that build the background knowledge and language skills necessary to access academic content. Continuing to fund field trips is essential to support equitable learning, improve academic outcomes, and foster greater school connectedness. Student performance data further highlights this need. According to the 2024 CAASPP results, only 42% of all students and 42% of low income students in grades 3rd-5th and 40% 0f all students and 40% of low income students in grades 6th-8th are meeting or exceeding standards in English Language Arts. Further reason to continue The 2024 California School Dashboard shows that chronic absenteeism remains high at 22% for all students even though it decreased from	their achievement performance and increase their engagement. This action is being provided on an LEA-wide basis because all eligible students can benefit from the opportunity to broaden their background knowledge through field trips.	(Action 2 Metric 12)

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	27.5%. Furthermore there was increased attendance from 93% to 93.63% with Low-Income students, but an increase in attendance correlates with an increase in student success. **Scope:** LEA-wide		
3.1	**Action:** Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities **Need:** Based on a review of office discipline referrals and suspension data of Low-Income students, the District has identified a need for Low-Income students to develop positive adult/student relationships and to be involved in physical activity during recess and lunch. Low-Income students continue to be challenged in managing their behavior in unstructured settings. Students also have been challenged to maintain healthy positive relationships with adults and students in unstructured settings. On the 2023 CA Dashboard, we had a suspension rate of 2.7% for all students and 2.7% for low income students. Parents of Low-Income students have also expressed serious concerns with the increase in school shootings nationwide that their children are safe while at school.	To address these needs, the District will provide additional campus supervisors and supervision aides at each school to increase student engagement especially during more unstructured times during the day. Campus supervisors will encourage Low-Income students to be physically active when they are out of class. Campus supervisors and supervision aides frequently have well developed relationships with Low-Income students that will support this increased engagement. When Low-Income students are engaged throughout the school day, there is an increase in attendance, a decrease in discipline and reduction in suspension and chronic absenteeism. This action is being provided on an LEA-wide basis because all students can benefit from the opportunity to increase their engagement during unstructured times during the day.	The effectiveness of this action will be measured through a decrease in our suspension rate for Low-Income and all students. (Goal 3 Metric 1) The effectivesss of this action will also be measured through student and parent surveys (Goal 3 Metric 6 and 10)

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	There is a continued need to maintain additional campus supervision to support a safe, positive, and well-managed school environment for all students. According to our 2025 LCAP Survey results, 77% of students report feeling safe at school, and 95% of parents agree that their child's school is a safe place. Additionally, the 2024 California School Dashboard shows that the district has achieved a green rating for suspension rates, with suspensions declining for all students to 1.8%. Low-Income students saw a decrease from 2.7% to 1.8%. These positive outcomes reflect the impact of proactive supervision and adult presence on campus. **Scope:** LEA-wide		
3.2	**Action:** Students will receive support and follow up through the Health and Attendance staff **Need:** Since the pandemic there has been an increase in Low-Income students not attending school regularly, being engaged in learning and an increase in chronic absenteeism. As a result of the pandemic, Low-Income students and their families continue to be concerned with ensuring that the health needs of students are addressed in a timely manner. There is a continuing increase in the number of Low-Income	To address this need, the District will continue to provide health and attendance clerks for each school. These clerks will provide follow up with parents and guardians when Low-Income students and foster youth are not in school and will support certificated staff in tracking Low-Income and foster youth student attendance progress. They will assist certificated staff with follow up services for chronically absent Low-Income and foster youth students. Health clerks will provide parents with current health information and the potential impact this information may have on Low-Income and foster youth students. Our health clerks will assist families in addressing their mental and physical health needs through outreach, referral and	The effectiveness of this action will be measured through a decrease in our chronic absenteeism rate for Low-Income, foster youth and all students. (Goal 3 Metric 2)

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	students in Lennox who are affected by intensive health needs such as diabetes, obesity and anxiety. On the CA Dashboard, our foster youth received orange performance level and our Low-Income received a yellow performance level on the chronic absenteeism indicator. There continues to be a need for students to receive support through health and attendance staff in overcoming barriers to regular school attendance. According to the 2024 California Dashboard, our district has been identified with a yellow performance rating in chronic absenteeism, with a current rate of 22% for all students, 8.7 % for foster youth and 21.8% for Low-Income students. While this represents a positive 5.5% and a 5.7% decrease respectively from the previous year, the ongoing level of chronic absenteeism still remains a significant concern. **Scope:** LEA-wide	application assistance for health, social and community services. This action is being provided on an LEA-wide basis because all students can benefit from services and support that attendance clerks and health clerks provide.	
3.3	**Action:** The Director of Student Support Services will provide and/or coordinate multiple services for Low-Income students and foster youth **Need:** The District has identified an increasing number of Low-Income students who are chronically absent. On 2022-2023 CA Dashboard, 27.5% of all students, 27.5% of low income and 24% of foster youth were	To address these needs, the District will continue to provide a Director of Student Support Services who will be fully funded to coordinate and provide district wide supports for foster youth and Low-Income students who are chronically absent. Foster youth have received services both at the district and school levels in a timely manner due to the Director of Student Support Services. This administrator has developed community connections, and these services have been successfully coordinated with foster families and	The effectiveness of this action will be measured by a decrease in our chronic absenteeism for Low-Income, foster youth, and all students. (Goal 3 Metric 2)

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	chronically absent. Furthermore, the District has also identified that Foster youth are often transient and there is a need to support the smooth transition to school and classrooms for these students. According to the 2024 California Dashboard, our district has been identified with a yellow performance rating in chronic absenteeism, with a current rate of 22% for all students, 8.7% foster youth and 21.8% for Low-Income students. While this represents a positive 5.5% and a 5.7% decrease respectively from the previous year, there is a clear need for ongoing support to further reduce absenteeism and improve student outcomes. **Scope:** LEA-wide	school staff to mitigate the challenges that foster youth experience. The Director of Student Support Services also coordinates services with school staff, including counselors, to address the causes of Low-Income students who are chronically absent. This action is being provided on an LEA-wide basis because all students can benefit from the opportunity to increase their attendance rate and engagement while in school.	
3.4	**Action:** Provide students with safe passage to and from school **Need:** Due to the impact of the dense urban environment in which schools are located and a request from parents of Low-Income parents that the district provide additional safe passage to and from school, the District has identified a need to ensure that Low-Income students are able to get to and from school safely. Currently our attendance rate is 93% for all students which is 3% lower than pre-pandemic. Our attendance rate for Low-Income students is at 93%.	To address this need, the District will contract with Los Angeles County to provide additional crossing guards. This continuing action provides students with safe passage to and from school. Prior to the pandemic, the District identified less than five incidents related to students and safe passage. Additionally, the daily attendance in Lennox prior to the pandemic continued to improve at all schools. Although the safety of Low-Income students is addressed while students are on campus, in a community such as Lennox, the partnership with LA County to provide safe passage to and from school increases student attendance. Crossing guards will be assigned to strategic locations in Lennox to provide safe	The effectiveness of this action will be measured through an increase in our attendance rate for Low-Income and all students. (Goal 3 Metric 4)

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	Scope: LEA-wide	passage for unduplicated students going to and from school. This action is being provided on an LEA-wide basis because all students can benefit from safe passage to and from school.	
3.5	**Action:** Low-Income 5th grade students will participate in Outdoor School **Need:** Through feedback from parents of Low-Income parents, the District learned that Low-Income students are unable to participate in an outdoor education experience due to the cost. Parents strongly expressed a desire for students in Lennox to attend an outdoor education program with hands on learning experiences. Per our 2024 local indicators 5 out of 5 elementary schools in the District offer a STEM Engineering program, highlighting our dedication to providing students with meaningful opportunities in science, technology, engineering, and mathematics. However, feedback from parents of low-income students demonstrated a gap in access to outdoor education experiences due to financial barriers. During 2025 LCAP input sessions parents strongly voiced their desire for 5th grade students to participate in an Outdoor School program that provides experiential, hands-on learning aligned with our STEM focus. Furthermore, our attendance	Lennox SD will provide all Low-Income 5th grade students with the opportunity to attend Outdoor Education at the Pali Institute. Providing Outdoor Education for all 5th grade students at no cost to families will offer students with experiences that will allow them to apply their knowledge of the California Standards to "real life" situations. This continuing action has been successfully implemented in prior years. Virtually all 5th grade students participate in Outdoor School. Fifth grade teachers have connected 5th grade science and stem standards to the Outdoor School experience before students attend, while students are at Outdoor School and when students return from Outdoor School. Teachers report that these hands on learning experiences demonstrated a high level of comprehension of the related standards. This action is being provided on an LEA-wide basis because all students can benefit from participating in outdoor education and having the opportunity to apply their knowledge to the CA standards to real life.	The effectiveness of this action will be measured through Local indicator for Access to a Broad Course of Study (Goal 3 Metric 9) The effectiveness of this action will also be measured through an increase in our attendance rate for Low-Income, and all students. (Goal 3 Metric 4)

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	rate is 93% for all students and 93& for low income which is 3% lower than pre-pandemic. **Scope:** LEA-wide		
3.6	**Action:** Provide frequent opportunities to celebrate and recognize students' achievements and growth **Need:** Based on feedback from teachers and parents, low-income students, foster youth, and English learner families respond positively to celebrations and recognitions of learning achievements because these acknowledgments boost self-esteem, motivation, and a sense of belonging. These celebrations Highlight students' hard work and progress, fostering a positive school experience and encouraging continued academic effort. Additionally, recognizing achievements can strengthen family engagement and pride in their children's education. Parents expressed a strong desire for recognitions or celebrations such student of the month, perfect attendance and reclassification ceremonies to continue throughout this district. This need is highlighted by our high chronic absenteeism rate. 27.5% of Low-Income and all students are chronically absent.	This action will provide the necessary support to celebrate and recognize unduplicated students for a variety of accomplishments including reclassification celebrations, improved behavior and attendance as well as academic achievement. Low-Income, foster youth and EL students will benefit from an improved service of providing frequent opportunities for recognition and celebration in a variety of areas. This action is being provided on an LEA-wide basis because all students can benefit from participating in celebrations and recognitions highlighting their achievements.	The effectiveness of this action will be measured through increased connectedness as measured through student surveys. (Goal 3 Metric 7) The effectiveness of this action will be measured by a decrease in our chronic absenteeism for foster youth, English learners, Low-Income, and all students. (Goal 3 Metric 2)

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	Currently our attendance rate is 93% for all students which is 3% lower than pre-pandemic. Our attendance rate for English Learners is 93%, Low-Income 93% and Foster Youth 91% There is a need to continue creating a positive school climate that motivates and supports student success is essential to academic achievement and improved attendance. According to the District's LCAP survey, 91% of students agree that staff has high expectations of them, and 79% agree that students are encouraged by staff members. Additionally, the District has seen a 5.5% decrease in its chronic absenteeism rate, now at 22%, indicating that efforts to improve student engagement are making an impact. To build on this momentum, it is important to provide frequent opportunities to celebrate and recognize students' achievements and growth. **Scope:** LEA-wide		
3.11	**Action:** Implement Play Works at all schools **Need:** Based on feedback from our teachers and parents, Low-Income students continue to demonstrate a need for behavior and social skills support both inside and outside of the classroom. Our community partners felt strongly that our students demonstrate a need	To accomplish this action, the District will continue to contract with Play Works to provide the services for all schools. Play Works will train and coach district staff to establish the structured play activities. Low-Income will be provided with structured activities where students are able to learn the skills and rules associated with each game/sport/activity. Unduplicated Students will also be taught how to resolve conflicts and engage in problem-solving processes.	The effectiveness of this action will also be measured by a decrease in our suspension rate for Low-Income and all students. (Goal 3 Metric 1)

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	in understanding how to play with other students, resolve conflicts and participate in positive decision-making and problem-solving. On the CA Dashboard, our Low-Income received an orange performance level on the suspension rate indicator. There continues to be a need for a safe, structured, and inclusive recess environment that is essential to supporting the social-emotional development and overall well-being of all students, particularly our low-income population. Input from teachers during 2024 LCAP input sessions highlighted the positive impact of the Playworks program on student behavior, peer interactions, and the overall school climate. Teachers reported fewer playground conflicts and improved student engagement as a result of the program's structured play activities and emphasis on conflict resolution.These observations are supported by a measurable decrease in the District's suspension rate. Suspension rates declined to 1.8% for all students, including reductions for low-income students from 2.7% to 1.8%. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis because all students can benefit from structured play activities and learning conflict resolution and problem-solving skills.	
3.13	**Action:** Reduce the health risks related to vaping **Need:**	To address these needs the District will provide an aggressive awareness program about vaping for students at Lennox Middle School, establish counseling groups with a focus on the challenges	The effectiveness of this action will be measured by a decrease in our chronic absenteeism for

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
	Families of Low-Income students at the middle school have expressed their concern for the amount of vaping students are engaged in and the consequences for vaping. Community partners recognized that students do not consistently receive the important information about the hazards of vaping and the short-term and long-term health issues associated with vaping. Vaping causes students to reduce their attendance in school, increase their office discipline referrals and suspensions and ultimately miss instructional time that impacts their achievement. This need is highlighted by our high chronic absenteeism and suspension rate. Chronic absentee rate for all student decreased from 27.5% to 22%. Low-Income students went from 28.5% to 21.8%. Furthermore, Lennox Middle School received a red performance level on the chronic absenteeism indicator and an orange performance level on the suspension indicator. 31% of Low-Income and all middle school students were chronically absent and 7.6% of Low-Income and all students were suspended at least one day. During the 2024-25 school year vaping continued to be a concern, impacting student behavior, attendance, and overall school climate.Although the District has seen recent improvements, including a decrease in both suspension rates from 2.7% to 1.8% for all students. The District recognizes the need to continue to implement targeted interventions	of vaping and provide a system to detect and monitor vaping. This action is being provided on an LEA-wide basis because all middle school students can benefit from an awareness program about the dangers associated with vaping.	Low-Income, and all students. (Goal 3 Metric 2) The effectiveness of this action will also be measured by a decrease in our suspension rate for Low-Income and all students. (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
	to address the attendance and suspension issues. **Scope:** Schoolwide		
3.14	**Action:** Support for SEL and Academic Intervention **Need:** The Lennox School District is located in an area of high density and crime. Student safety is a high priority for all educational partners. Community partners such as parents expressed concerns that in the past several years there has been an increase in the amount of criminal activity that has caused our schools to have increased lock downs on a regular basis. Due to the conditions of poverty in this community there is frequent police/sheriff activity. This need is also highlighted by our high suspension rate of 2.7% of Low-Income and all students being suspended at least one day. There continue to be a need to support SEL and Academic interventions. Supporting students' social-emotional learning (SEL) and academic needs is critical to fostering a safe, inclusive, and high-achieving school environment. Results from the 2025 LCAP survey show that 77% of students feel safe at school, and an overwhelming 95% of parents agree that their child’s school is a safe place. Additionally, the District has achieved a reduction in the suspension rate, indicating	To address the safety concern for Low-Income students at all of our schools when they are participating in supplemental SEL and academic support groups, the District has determined that a system for providing immediate information on each students' whereabouts is critical. All schools will implement a system of being able to track students when they are not in the classroom and the frequency each student is out of the classroom. The system will report students' locations to the assistant principals who will monitor students' activity. When student(s) need to be seen by the behavior team or counselors, the assistant principal will ensure that students will be directed to the appropriate staff member for intervention. The impact of this action is to ensure that students are receiving the appropriate level of intervention or support they may need if they are both in and out of class. This will result in the decrease of incidents creating safety concerns outside of classrooms and an increase in classroom time. This action is being provided on an LEA-wide basis because all students can benefit from access to SEL and academic supports beyond the classroom.	The effectiveness of this program will be measured through student and parent surveys (Goal 3 Metric 6) The effectiveness of this action will be measured by a decrease in the suspension rate of Low-Income, and all students. (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
	progress in addressing student behavior through positive, proactive measures rather than punitive actions. This progress is due in part to the implementation of SEL supports and targeted academic interventions that address the root causes of student struggles, both behavioral and academic. Suspension rates declined to 1.8% for all students and low-income students from 2.7% to 1.8%. This decline indicates that our programs are effective, but further support for SEL and academic interventions is still warranted. **Scope:** LEA-wide		
4.1	**Action:** Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision-making roles in the District **Need:** Low-Income parents have voiced a continued desire to provide input into district and school policies and decisions. Research also shows that parent involvement is instrumental in student success. One of the ways to inspire parent participation is through the providing of refreshments and snacks as well as an interpreter. Our chronic absenteeism data underscores this need, with the 2023 CA Dashboard	Low-Income parents will continue to be active members of the District School Leadership Team. This committee provides parent input into the decision-making process and allows parents and staff to develop a shared vision for students' success through the development of plans such as the LCAP and increases the likelihood of successful implementation of plans for improvement. As a result of implementing this action, Low-Income parents' voices will continue to be heard, valued and influence decisions impacting unduplicated students, and therefore helping to ensure that the decisions that are made will reflect the needs and desires of the community.	The effectiveness of this action will be measured through parent surveys (Goal 4 Metric 1 & 2) The effectiveness of this action will also be measured by a decrease in the chronic absenteeism rate for Low-Income and all students. (Goal 4 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
	indicating that 27.5% of low-income and 27.5% of all students are chronically absent. There continues to be a need for parent/staff collaboration and for parents to assume leadership and decision-making roles. According to the 2025 LCAP survey, 95% of parents report being satisfied with the opportunities they have for involvement and decision-making in the District, and 85% state that they are actively involved at their child's school. These results highlight a solid foundation of parent engagement that must be sustained and expanded.Engaged parents are more likely to support their child's education, contribute to school improvement efforts, and advocate for the needs of their school community. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis because all students can benefit from having parents participate in school leadership roles in the District.	
4.2	**Action:** Provide parent workshops and classes **Need:** Based on a survey of parents and feedback from Low-Income, EL, and foster youth parents, providing workshops and classes are a high priority for parents and has been viewed as providing an important support for parents and students. Our chronic absenteeism data underscores this need, with the 2023 CA Dashboard indicating that 27.5% of low-income, 276.7%	The District will continue the practice of providing parent workshops and classes that will build the capacity of parents of unduplicated students to have greater involvement in and understanding of important issues that influence their children's education. This action is being provided on an LEA-wide basis because all students can benefit from having parents with greater involvement in and understanding of important issues that influence their children's education.	The effectiveness of this action will be measured through parent surveys (Goal 4 Metric 3 & 4) The effectiveness of this action will also be measured by a decrease in the chronic absenteeism rate for Low-Income, EL, and foster youth and all students. (Goal 4 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
	of English learners, 24% of foster youth and 27.5% of all students are chronically absent. There continues to be a need to build the capacity of parents of unduplicated students. According to the 2025 LCAP survey, 95% of parents feel comfortable participating in school activities, and 96% believe that the school values and encourages their involvement. Providing parent workshops and classes will continue to empower families with the tools and knowledge they need to support their children's academic, social-emotional, and behavioral development. This is especially important as the District continues to address a chronic absenteeism rate of 22%. Engaged and well-informed parents are better equipped to help address attendance challenges and reinforce the importance of consistent school participation at home. **Scope:** LEA-wide		
4.3	**Action:** Provide a Health Fair for parents and students **Need:** Community partners have shared that Low-Income students in Lennox have increasing serious health issues including obesity, diabetes, vision problems and nutrition related health issues. Our community partners also expressed concern that many parents lack access to resources that address these health needs.	The district will collaborate with UCLA in providing a Health Fair for the Lennox community. The health fair will provide the community with access to information and services that address the frequent health issues that face Low-Income students and their families. Ensuring the health of our Low-Income students is addressed, and will increase student attendance and their engagement in school. This action is being provided on an LEA-wide basis because all students can benefit from having	The effectiveness of this action will be measured by a decrease in the chronic absenteeism rate for Low-Income and all students. (Goal 4 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
	Our chronic absenteeism data underscores this need, with the CA Dashboard indicating that 27.5% of low-income and all students are chronically absent. There continues to be a need to provide a yearly health fair for parents and students. Student health is a foundational element of academic success and regular school attendance. With a chronic absenteeism rate of 22%, as reported on the 2024 California Dashboard, it is clear that health-related challenges continue to be a significant barrier to consistent student participation in school. **Scope:** LEA-wide	increased access and resources to health services.	
4.4	**Action:** Provide translating services to ensure non-English speaking parents are engaged in their children's schools **Need:** Based on the District's demographic data, many of the District's parents of Low-Income students and English learners are not fluent English speakers and are predominantly Spanish speakers. Parents have expressed that they would be unable to participate in some school activities such as parent classes and workshops without increased translation services.	The District will provide translation services which will increase parents' opportunties to be involved in their students' educational program and services offered by the school. These translation services go beyond those services provided for parents such as the translation at Back to School Night or at promotion ceremonies. This continuing action has been successful in the past and has created an increase in parents' attendance in school activities such as parent workshops and classes both at the school and district levels providing access to parents to increase their opportunity to volunteer in school. This action is being provided on an LEA-wide basis because all students can benefit from having	The effectiveness of this action will be measured through parent surveys (Goal 4 Metric 3 & 4) The effectiveness of this action will also be measured by a decrease in the chronic absenteeism rate for Low-Income, El and all students. (Goal 4 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
	Our chronic absenteeism data underscores this need, with the CA Dashboard indicating that 27.5% of low-income 27.5% of all students and 26.7% of English learners. In a diverse district with many non-English speaking families, translation services play a vital role in ensuring that all parents can fully engage in their children's education. There continues to be a strong need to provide translating services. According to the 2025 LCAP survey, 95% of parents feel comfortable participating in school activities, and 96% believe that the school values and encourages their involvement. These high levels of parent confidence are directly supported by the District's commitment to providing translation services, which ensure that language is not a barrier to meaningful engagement.Continued support for translation services is also critical to addressing the District's chronic absenteeism rate, currently at 22%. Engaged and well informed parents are more likely to monitor attendance, communicate with school staff, and support consistent school participation. **Scope:** LEA-wide	parents with greater involvement in school activities.	
4.5	**Action:** Provide opportunities for parents to attend conferences **Need:**	Parents of low income and English learners will have the opportunity to attend conferences such as CABE and safe schools. Parents, after attending these conferences, will be better equipped to participate in decision-making agenda	The effectiveness of this action will be measured through parent surveys. (Goal 4 Metric 1 & 2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Parents expressed a strong desire to attend conferences. They shared that these conferences provide them with valuable information, which in turn gives them the background knowledge they need to fulfill a genuine leadership role. This role allows parents of low income and English learners to effectively represent parent concerns. Additionally, conferences better equip them to participate in decision-making processes. Parent leaders gain more confidence, not only in reporting the challenges students face but also in offering input on possible solutions. Our chronic absenteeism data underscores this need, with the 2023 CA Dashboard indicating that 27.5% of low-income 27.5% of all students and 26.7% of English learners. According to the 2025 LCAP survey, 95% of parents feel satisfied with the opportunities they have for involvement and decision-making in their child's education. Building on this strong foundation, the District recognizes the importance of offering parents opportunities to attend educational conferences that further develop their knowledge, leadership skills, and engagement in school initiatives. These conferences provide valuable information on topics such as academic support, student wellness, equity, and advocacy—equipping parents to be more effective partners in their children's education. Additionally, with a chronic absenteeism rate	items. Parent leaders will have more confidence to not only report on challenges students were experiencing but also to provide input on possible solutions. As a result of implementing this action, parent leaders will have an increased role in decision-making related to programs and services for Low-Income students. This action is being provided on an LEA-wide basis because all students can benefit from having parents with increased decision making related to school programs and services.	The effectiveness of this action will also be measured by a decrease in the chronic absenteeism rate for Low-Income and English learners and all students. (Goal 4 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
	of 22%, increasing parent awareness and capacity through conference participation can help address attendance issues, as informed and engaged parents are better positioned to support consistent school attendance. **Scope:** LEA-wide		
4.6	**Action:** Provide School Site Parent Liaisons **Need:** Parents of low income students expressed a desire to have a parent liaison at each school to increase communication between parents of Low-Income students and the school and to coordinate services such as parent workshops at each school. According to our 2023 CA Dashboard 27.5% of all student and 27.5% low income are chronically absent. On the 2025 CA Dashboard, 20.3% of all students and 24.9% of low income were chronically absent. There is a strong need to continue providing parent liaisons at each school. During the 2025 LCAP input sessions this action was identified as a priority action. According to the 2025 LCAP survey, 95% of parents feel comfortable participating in school activities, and 96% report that their child's school values and encourages parent participation. These high levels of satisfaction are directly tied to the consistent outreach and support provided through school-based parent centers, which	The District will provided a parent liaison at each school to coordinate parent activities and communication through Parent Centers at each school to increase the communication between home and school as well as to build the capacity of low income parents to participate in their students' education. This action is being provided on an LEA-wide basis because all students can benefit from having parents participate in their students' education.	The effectiveness of this action will be measured through parent surveys (Goal 4 Metric 3 & 4) The effectiveness of this action will also be measured by a decrease the chronic absenteeism rate for Low-Income and all students. (Goal 4 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
	are operated by trained parent liaisons. In addition, the 2024 California Dashboard shows a chronic absenteeism rate of 22% for the District. Parent liaisons are instrumental in helping reduce this rate by building relationships with families, providing information about the importance of attendance, and connecting them to resources that address attendance barriers. **Scope:** LEA-wide		

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
1.6	**Action:** Provide Long Term English learners (LTELs) with an after school reclassification academy **Need:** The District has identified as a need for Long Term English Learners (LTEL) to receive additional support on specific skills needed for them to reclassify. This year we have reclassified 24% of our English learners but have 351 identified Long Term English Learners in need of being reclassified as fluent in English. Our DELAC has expressed a	To address the needs of English learners who have not reclassified, the District will contract with a provider who offers extended learning time to provide a reclassification academy to target those skills students need to reclassify to fluent English speaker. This academy will be offered throughout the year.	We will monitor the effectiveness of of this action through our reclassification rate. (Goal 1 Metric 18)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	concern with the high number of LTEL's and requested extended time be provided with a focus on language instruction. A closer look at our data revealed that the writing domain on CAASPP is the greatest area of need. Through goal setting students also asked for additional support in the area of writing and vocabulary development in order to better complete grade level writing assignments. There is a clear need for an after-school reclassification academy to support Long-Term English Learners (LTELs). While LTELs are performing at the 'Yellow' level on the 2025 English Learner Progress Indicator of the California Dashboard, they continue to face significant challenges in meeting grade-level English Language Arts (ELA) standards, as reflected by a 'Red' rating—the lowest level—on the ELA Indicator. **Scope:** Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

The District will provide the following additional staff to support unduplicated students: Parent Liaisons at each school, increased number of playground supervisors, (3) Teachers on Special Assignment to support the implementation of MTSS, middle school intervention and science (5) intervention teachers at each elementary school, Engineers at each school. (Actions 4.6 Parent Liaisons, Action 1.18 Teachers on Special Assignment, Action 2.1 Intervention teachers, Action 3.11 Play Works, Action 1.5 Engineering Program)

Playground supervisors will receive training in Play Works, a structured play program that will be implemented at each school. These playground supervisors will plan and set up specific games and activities during recess, nutrition (middle school) and lunch. They will provide direction to unduplicated students so that they are able to apply appropriate social skills and use conflict resolution strategies while interacting with their peers outside of the classroom. This service can be found in Goal 3, Action 3.11.

Intervention teachers at all school sites will work in small groups with students in need of tier 2 and tier 3 reading intervention. These services can be found in Goal 2, Action 1

One of the teachers on special assignment will specifically be assigned to the middle school to ensure that unduplicated students receive interventions based on data and that these students are regularly evaluated to determine when students can exit intervention. With increased multi-tiered services available at the middle school, this TOSA will assist in ensuring interventions are meeting the needs of unduplicated students. The second teacher on special assignment will have the same responsibilities at the elementary level. These services can be found in Goal 1, Action 18

Parent liaisons will coordinate parent workshops and other parent activities targeted to parents of unduplicated students. Additionally these parent liaisons will support the communication between school staff and and parents of unduplicated students. This service can be found in Goal 4, Action 6.

Our Engineers are specialized educators that will deliver a highly engaging, standards-based curriculum that translates abstract science and math concepts into tangible, real-world applications. This instructional model has proven to be highly effective in closing the achievement gap for unduplicated students by providing contextual, language-rich, and collaborative learning environments.This service can be found in Goal 1, Action 5

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	CBEDS Date 10-1-2025 Buford Elementary School: 1 to 46.26 Huerta Elementary School: 1 to 44.31 Felton Elementary School: 1 to 14.09 Jefferson Elementary School: 1 to 37.23 Moffett Elementary School: 1 to 46.96 Lennox Middle School: 1 to 46.96
Staff-to-student ratio of certificated staff providing direct services to students	N/A	CBEDS Date 10-1-2025 Buford Elementary School: 1 to 23.20 Huerta Elementary School: 1 to 22.70 Felton Elementary School: 1 to 19.35 Jefferson Elementary School: 1 to 23.90 Moffett Elementary School: 1 to 24.17 Lennox Middle School: 1 to 18.52

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$42,258,913	$18,683,415	44.212%	0.022%	44.234%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$49,885,885.00	$3,988,476.00	$3,976,033.00	$951,274.00	$58,801,668.00	$48,120,050.00	$10,681,618.00

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	Provide Low-Income and EL students with increased opportunities for small group instruction and personalized learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$4,141,911.00	$0.00	$4,141,911.00	$0.00	$0.00	$0.00	$4,141,911.00	0%
1	1.2	Students in grades 6-8 will receive instruction based on analysis of formative and summative data	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Lennox Middle School	Years 1,2,3	$1,290,358.00	$0.00	$1,290,358.00	$0.00	$0.00	$0.00	$1,290,358.00	0%
1	1.3	Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: all elementary schools	Years 1,2,3	$731,414.00	$12,891.00	$744,305.00	$0.00	$0.00	$0.00	$744,305.00	0%
1	1.4	Students will have continuous access to technology by having technology support staff available at the school and district levels	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$680,129.00	$1,521.00	$681,650.00	$0.00	$0.00	$0.00	$681,650.00	0%
1	1.5	Provide students in grades 5-8 with the opportunity to participate in the Engineering Program	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$332,973.00	$50,500.00	$383,473.00	$0.00	$0.00	$0.00	$383,473.00	0%
1	1.6	Provide Long Term English learners (LTELs) with an after school reclassification academy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Years 1,2,3	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0%
1	1.7	Students will have access to supplementary materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$0.00	$225,000.00	$225,000.00	$0.00	$0.00	$0.00	$225,000.00	0%
1	1.8	Students will have selected software applications available to support learning goals	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$0.00	$340,000.00	$340,000.00	$0.00	$0.00	$0.00	$340,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Monitor the progress of Low-Income students, English learners and foster youth in math and English language arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$0.00	$178,000.00	$178,000.00	$0.00	$0.00	$0.00	$178,000.00	0%
1	1.10	Students in grades K-8 will benefit from participation in the AVID program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$35,554.00	$143,652.00	$179,206.00	$0.00	$0.00	$0.00	$179,206.00	0%
1	1.11	Increase teacher and staff capacity for providing professional development in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year 1, 2, 3	$161,054.00	$571,545.00	$732,599.00	$0.00	$0.00	$0.00	$732,599.00	0%
1	1.12	Ensure all Low-Income students have access to technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0%
1	1.13	Provide support for English learners who are identified as newcomers	English Learners	No			All Schools	Years 1,2,3	$0.00	$23,400.00	$0.00	$0.00	$0.00	$23,400.00	$23,400.00	0%
1	1.14	Provide Low-Income students and English learners with an evidence-based supplemental reading program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$0.00	$55,250.00	$55,250.00	$0.00	$0.00	$0.00	$55,250.00	0%
1	1.15	Fully credential and appropriately assigned teachers and administrators	All	No			All Schools	Years 1,2,3	$23,424,450.00	$0.00	$17,393,951.00	$1,126,592.00	$3,976,033.0 0	$927,874.00	$23,424,450.00	0%
1	1.16	All students will have standards aligned instructional materials for core instruction	All	No			All Schools	Years 1,2,3	$0.00	$149,832.00	$15,000.00	$134,832.00	$0.00	$0.00	$149,832.00	0%
1	1.17	Low-Income students and English learners will be able to participate a dual immersion program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Bufford, Moffettt, and LMS	Years 1,2,3	$0.00	$32,408.00	$32,408.00	$0.00	$0.00	$0.00	$32,408.00	0%
1	1.18	Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$888,404.00	$693.00	$889,097.00	$0.00	$0.00	$0.00	$889,097.00	0%
1	1.19	Library techs will provide students increased access to libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$405,405.00	$7,100.00	$412,505.00	$0.00	$0.00	$0.00	$412,505.00	0%
1	1.20	Support for school sites to implement LCAP goals	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$1,154.00	$341,358.00	$342,512.00	$0.00	$0.00	$0.00	$342,512.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.21	Provide supplemental early childhood learning materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	0%
2	2.1	Provide academic intervention and support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	K-5	Years 1,2,3	$830,423.00	$0.00	$830,423.00	$0.00	$0.00	$0.00	$830,423.00	0%
2	2.2	Provide administrative and classified support to ensure students receive intervention and other support services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$1,711,839.00	$5,135.00	$1,716,974.00	$0.00	$0.00	$0.00	$1,716,974.00	0%
2	2.3	Provide counseling services for students at all schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$1,313,911.00	$62,224.00	$1,376,135.00	$0.00	$0.00	$0.00	$1,376,135.00	0%
2	2.4	Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$0.00	$32,100.00	$32,100.00	$0.00	$0.00	$0.00	$32,100.00	0%
2	2.5	Provide Low-Income students and foster youth with a social and emotional curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Years 1,2,3	$0.00	$134,976.00	$134,976.00	$0.00	$0.00	$0.00	$134,976.00	0%
2	2.6	Provide planning time and professional development to improve inclusive learning environments for Low-Income students through improved implementation of a co-teaching model.	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$1,061.00	$36,000.00	$37,061.00	$0.00	$0.00	$0.00	$37,061.00	0%
2	2.7	Math Intervention Teachers	All	No			All Schools	Years 1,2,3	$876,584.00	$0.00	$0.00	$876,584.00	$0.00	$0.00	$876,584.00	0%
2	2.8	English learners will receive effective designated English language development	English Learners	No			All Schools	Years 1,2,3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
2	2.9	Provide students with after school tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$0.00	$11,777.00	$11,777.00	$0.00	$0.00	$0.00	$11,777.00	0%
2	2.10	Classroom Management and behavior support	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$153,540.00	$47,000.00	$200,540.00	$0.00	$0.00	$0.00	$200,540.00	0%
2	2.11	Provide Educational Field Trips	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$310.00	$124,690.00	$125,000.00	$0.00	$0.00	$0.00	$125,000.00	0%
2	2.12	Summer Academy	All at promise students	No			All Schools	Years 1,2,3	$243,808.00	$6,192.00	$0.00	$250,000.00	$0.00	$0.00	$250,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$1,242,394.00	$300.00	$1,242,694.00	$0.00	$0.00	$0.00	$1,242,694.00	0%
3	3.2	Students will receive support and follow up through the Health and Attendance staff	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Years 1,2,3	$809,610.00	$23,755.00	$833,365.00	$0.00	$0.00	$0.00	$833,365.00	0%
3	3.3	The Director of Student Support Services will provide and/or coordinate multiple services for Low-Income students and foster youth	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Years 1,2,3	$117,946.00	$1,100.00	$119,046.00	$0.00	$0.00	$0.00	$119,046.00	0%
3	3.4	Provide students with safe passage to and from school	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$0.00	$172,000.00	$172,000.00	$0.00	$0.00	$0.00	$172,000.00	0%
3	3.5	Low-Income 5th grade students will participate in Outdoor School	Low Income	Yes	LEA-wide	Low Income	Specific Schools: elementary 5h grade	Years 1,2,3	$21,187.00	$182,115.00	$203,302.00	$0.00	$0.00	$0.00	$203,302.00	0%
3	3.6	Provide frequent opportunities to celebrate and recognize students' achievements and growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$0.00	$15,488.00	$15,488.00	$0.00	$0.00	$0.00	$15,488.00	0%
3	3.7	District operations	All	No			All Schools	Years 1,2,3	$0.00	$7,076,240.00	$5,647,824.00	$1,428,416.00	$0.00	$0.00	$7,076,240.00	0%
3	3.8	Administrative Staff	All	No			All Schools	Years 1,2,3	$2,060,496.00	$0.00	$2,060,496.00	$0.00	$0.00	$0.00	$2,060,496.00	0%
3	3.9	Classified, non-instructional staff	All	No			All Schools	Years 1,2,3	$6,059,156.00	$0.00	$6,059,156.00	$0.00	$0.00	$0.00	$6,059,156.00	0%
3	3.10	Provide outreach for Foster Youth	All Foster youth	No			All Schools	Years 1,2,3	$171,485.00	$567.00	$0.00	$172,052.00	$0.00	$0.00	$172,052.00	0%
3	3.11	Implement Play Works at all schools	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$0.00	$280,000.00	$280,000.00	$0.00	$0.00	$0.00	$280,000.00	0%
3	3.12	Provide a cyber bully free zone	All	No			Specific Schools: LMS	Years 1,2,3	$0.00	$7,000.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	0%
3	3.13	Reduce the health risks related to vaping	Low Income	Yes	Schoolwide	Low Income	Specific Schools: LMS	Years 1,2,3	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0%
3	3.14	Support for SEL and Academic Intervention	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0%
4	4.1	Provide opportunities for Parent/Staff collaboration and for parents to assume	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$6,127.00	$1,450.00	$7,577.00	$0.00	$0.00	$0.00	$7,577.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		leadership and decision-making roles in the District														
4	4.2	Provide parent workshops and classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Years 1,2,3	$8,908.00	$2,971.00	$11,879.00	$0.00	$0.00	$0.00	$11,879.00	0%
4	4.3	Provide a Health Fair for parents and students	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$0.00	$6,000.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	0%
4	4.4	Provide translating services to ensure non-English speaking parents are engaged in their children's schools	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Years 1,2,3	$94,563.00	$53,067.00	$147,630.00	$0.00	$0.00	$0.00	$147,630.00	0%
4	4.5	Provide opportunities for parents to attend conferences	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year 1,2,3	$7,374.00	$11,321.00	$18,695.00	$0.00	$0.00	$0.00	$18,695.00	0%
4	4.6	Provide School Site Parent Liaisons	Low Income	Yes	LEA-wide	Low Income	All Schools	Years 1,2,3	$296,522.00	$0.00	$296,522.00	$0.00	$0.00	$0.00	$296,522.00	0%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$42,258,913	$18,683,415	44.212%	0.022%	44.234%	$18,702,458.00	0.000%	44.257 %	**Total:**	$18,702,458.00
								LEA-wide Total:	$17,397,100.00
								Limited Total:	$10,000.00
								Schoolwide Total:	$1,295,358.00

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	Provide Low-Income and EL students with increased opportunities for small group instruction and personalized learning	Yes	LEA-wide	English Learners Low Income	All Schools	$4,141,911.00	0%
1	1.2	Students in grades 6-8 will receive instruction based on analysis of formative and summative data	Yes	Schoolwide	English Learners Low Income	Specific Schools: Lennox Middle School	$1,290,358.00	0%
1	1.3	Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data	Yes	LEA-wide	English Learners Low Income	Specific Schools: all elementary schools	$744,305.00	0%
1	1.4	Students will have continuous access to technology by having technology support staff available at the school and district levels	Yes	LEA-wide	English Learners Low Income	All Schools	$681,650.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Provide students in grades 5-8 with the opportunity to participate in the Engineering Program	Yes	LEA-wide	Low Income	All Schools	$383,473.00	0%
1	1.6	Provide Long Term English learners (LTELs) with an after school reclassification academy	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	0%
1	1.7	Students will have access to supplementary materials	Yes	LEA-wide	English Learners Low Income	All Schools	$225,000.00	0%
1	1.8	Students will have selected software applications available to support learning goals	Yes	LEA-wide	English Learners Low Income	All Schools	$340,000.00	0%
1	1.9	Monitor the progress of Low-Income students, English learners and foster youth in math and English language arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$178,000.00	0%
1	1.10	Students in grades K-8 will benefit from participation in the AVID program	Yes	LEA-wide	English Learners Low Income	All Schools	$179,206.00	0%
1	1.11	Increase teacher and staff capacity for providing professional development in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$732,599.00	0%
1	1.12	Ensure all Low-Income students have access to technology	Yes	LEA-wide	Low Income	All Schools	$200,000.00	0%
1	1.14	Provide Low-Income students and English learners with an evidence-based supplemental reading program	Yes	LEA-wide	English Learners Low Income	All Schools	$55,250.00	0%
1	1.17	Low-Income students and English learners will be able	Yes	LEA-wide	English Learners Low Income	Specific Schools: Bufford, Moffettt, and LMS	$32,408.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		to participate a dual immersion program						
1	1.18	Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$889,097.00	0%
1	1.19	Library techs will provide students increased access to libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$412,505.00	0%
1	1.20	Support for school sites to implement LCAP goals	Yes	LEA-wide	English Learners Low Income	All Schools	$342,512.00	0%
1	1.21	Provide supplemental early childhood learning materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	0%
2	2.1	Provide academic intervention and support	Yes	LEA-wide	English Learners Foster Youth Low Income	K-5	$830,423.00	0%
2	2.2	Provide administrative and classified support to ensure students receive intervention and other support services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,716,974.00	0%
2	2.3	Provide counseling services for students at all schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,376,135.00	0%
2	2.4	Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities	Yes	LEA-wide	Low Income	All Schools	$32,100.00	0%
2	2.5	Provide Low-Income students and foster youth	Yes	LEA-wide	Foster Youth Low Income	All Schools	$134,976.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		with a social and emotional curriculum						
2	2.6	Provide planning time and professional development to improve inclusive learning environments for Low-Income students through improved implementation of a co-teaching model.	Yes	LEA-wide	Low Income	All Schools	$37,061.00	0%
2	2.9	Provide students with after school tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,777.00	0%
2	2.10	Classroom Management and behavior support	Yes	LEA-wide	Low Income	All Schools	$200,540.00	0%
2	2.11	Provide Educational Field Trips	Yes	LEA-wide	Low Income	All Schools	$125,000.00	0%
3	3.1	Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities	Yes	LEA-wide	Low Income	All Schools	$1,242,694.00	0%
3	3.2	Students will receive support and follow up through the Health and Attendance staff	Yes	LEA-wide	Foster Youth Low Income	All Schools	$833,365.00	0%
3	3.3	The Director of Student Support Services will provide and/or coordinate multiple services for Low-Income students and foster youth	Yes	LEA-wide	Foster Youth Low Income	All Schools	$119,046.00	0%
3	3.4	Provide students with safe passage to and from school	Yes	LEA-wide	Low Income	All Schools	$172,000.00	0%
3	3.5	Low-Income 5th grade students will participate in Outdoor School	Yes	LEA-wide	Low Income	Specific Schools: elementary 5h grade	$203,302.00	0%
3	3.6	Provide frequent opportunities to celebrate	Yes	LEA-wide	English Learners Foster Youth	All Schools	$15,488.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		and recognize students' achievements and growth			Low Income			
3	3.11	Implement Play Works at all schools	Yes	LEA-wide	Low Income	All Schools	$280,000.00	0%
3	3.13	Reduce the health risks related to vaping	Yes	Schoolwide	Low Income	Specific Schools: LMS	$5,000.00	0%
3	3.14	Support for SEL and Academic Intervention	Yes	LEA-wide	Low Income	All Schools	$25,000.00	0%
4	4.1	Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision-making roles in the District	Yes	LEA-wide	Low Income	All Schools	$7,577.00	0%
4	4.2	Provide parent workshops and classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,879.00	0%
4	4.3	Provide a Health Fair for parents and students	Yes	LEA-wide	Low Income	All Schools	$6,000.00	0%
4	4.4	Provide translating services to ensure non-English speaking parents are engaged in their children's schools	Yes	LEA-wide	English Learners Low Income	All Schools	$147,630.00	0%
4	4.5	Provide opportunities for parents to attend conferences	Yes	LEA-wide	English Learners Low Income	All Schools	$18,695.00	0%
4	4.6	Provide School Site Parent Liaisons	Yes	LEA-wide	Low Income	All Schools	$296,522.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$60,723,983.00	$58,388,058.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Provide low income and EL students with increased opportunities for small group instruction and personalized learning	Yes	$3,689,418.00	$3,652,195.00
1	**1.2**	Students in grades 6-8 will receive instruction based on analysis of formative and summative data	Yes	$1,574,281.00	$1,441,531.00
1	**1.3**	Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data	Yes	$710,704.00	$687,062.00
1	**1.4**	Students will have continuous access to technology by having technology support staff available at the school and district levels	Yes	$663,124.00	$694,750.00
1	**1.5**	Provide students in grades 5-8 with the opportunity to participate in the Engineering Program	Yes	$514,408.00	$560,052.00
1	**1.6**	Provide Long Term English learners (LTELs) with an after school reclassification academy	Yes	$10,000.00	$10,000.00
1	**1.7**	Students will have access to supplementary materials	Yes	$275,715.00	$219,337.00
1	**1.8**	Students will have selected software applications available to support learning goals	Yes	$338,922.00	$305,030.00
1	**1.9**	Monitor the progress of low Income students, English learners and foster youth in math and English language arts	Yes	$175,000.00	$175,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Students in grades K-8 will benefit from participation in the AVID program	Yes	$122,347.00	$119,939.00
1	1.11	Increase teacher and staff capacity for providing professional development in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs.	Yes	$436,047.00	$448,904.00
1	1.12	Ensure all low income students have access to technology	Yes	$190,467.00	$171,420.00
1	1.13	Provide support for English learners who are identified as newcomers	No	$23,400.00	$23,400.00
1	1.14	Provide low income students and English learners with an evidence-based supplemental reading program	Yes	$65,000.00	$66,300.00
1	1.15	Fully credential and appropriately assigned teachers and administrators	No	$25,482,266.00	$23,083,557.00
1	1.16	All students will have standards aligned instructional materials for core instruction	No	$149,832.00	$148,164.00
1	1.17	Low income students and English learners will be able to participate a dual immersion program	Yes	$32,408.00	$30,737.00
1	1.18	Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention.	Yes	$840,595.00	$723,486.00
1	1.19	Library techs will provide students increased access to libraries	Yes	$482,941.00	$451,196.00
1	1.20	Support for school sites to implement LCAP goals	Yes	$220,696.00	$220,972.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.21	Provide supplemental early childhood learning materials	Yes	$15,000.00	$15,000.00
2	2.1	Provide academic intervention and support	Yes	$635,605.00	$908,959.00
2	2.2	Provide administrative and classified support to ensure students receive intervention and other support services	Yes	$2,536,907.00	$2,361,892.00
2	2.3	Provide counseling services for students at all schools	Yes	$1,337,014.00	$1,473,234.00
2	2.4	Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities	Yes	$24,341.00	$32,100.00
2	2.5	Provide Low income students and foster youth with a social and emotional curriculum	Yes	$134,976.00	$132,592.00
2	2.6	Provide planning time and professional development to improve inclusive learning environments for low income students through improved implementation of a co-teaching model.	Yes	$37,061.00	$33,200.00
2	2.7	Math Intervention Teachers	No	$875,501.00	$1,494,089.00
2	2.8	English learners will receive effective designated English language development	No	$0.00	$0.00
2	2.9	Provide students with after school tutoring	Yes	$11,777.00	$11,777.00
2	2.10	Classroom Management and behavior support	Yes	$235,619.00	$235,620.00
2	2.11	Provide Educational Field Trips	Yes	$125,000.00	$125,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Summer Academy	No	$250,000.00	$249,550.00
3	3.1	Campus supervisors will engage with students to increase positive student/adult relationships and to ensure students are involved in physical activities	Yes	$1,406,318.00	$1,414,659.00
3	3.2	Students will receive support and follow up through the Health and Attendance staff	Yes	$804,447.00	$910,737.00
3	3.3	The Director of Student Support Services will provide and/or coordinate multiple services for low income students and foster youth	Yes	$116,369.00	$127,089.00
3	3.4	Provide students with safe passage to and from school	Yes	$171,662.00	$171,856.00
3	3.5	Low income 5th grade students will participate in Outdoor School	Yes	$238,302.00	$194,342.00
3	3.6	Provide frequent opportunities to celebrate and recognize students' achievements and growth	Yes	$25,000.00	$25,000.00
3	3.7	District operations	No	$7,076,240.00	$7,076,240.00
3	3.8	Administrative Staff	No	$2,016,426.00	$2,105,997.00
3	3.9	Classified, non-instructional staff	No	$5,685,329.00	$5,082,944.00
3	3.10	Provide outreach for Foster Youth	No	$166,009.00	$187,341.00
3	3.11	Implement Play Works at all schools	Yes	$274,000.00	$274,000.00
3	3.12	Provide a cyber bully free zone	No	$7,000.00	$6,255.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.13	Reduce the health risks related to vaping	Yes	$5,000.00	$3,700.00
3	3.14	Support for SEL and Academic Intervention	Yes	$24,278.00	$24,557.00
4	4.1	Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision-making roles in the District	Yes	$7,577.00	$7,577.00
4	4.2	Provide parent workshops and classes	Yes	$11,879.00	$11,717.00
4	4.3	Provide a Health Fair for parents and students	Yes	$6,000.00	$6,000.00
4	4.4	Provide translating services to ensure non-English speaking parents are engaged in their children's schools	Yes	$142,735.00	$132,445.00
4	4.5	Provide opportunities for parents to attend conferences	Yes	$26,517.00	$23,034.00
4	4.6	Provide School Site Parent Liaisons	Yes	$296,523.00	$296,523.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$18,512,735	$18,991,980.00	$18,920,521.00	$71,459.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide low income and EL students with increased opportunities for small group instruction and personalized learning	Yes	$3,689,418.00	$3,652,195.00	0%	0%
1	1.2	Students in grades 6-8 will receive instruction based on analysis of formative and summative data	Yes	$1,574,281.00	$1,441,531.00	0%	0%
1	1.3	Students in grades TK-5 will receive standards based instruction using a variety of strategies based on the analysis of current data	Yes	$710,704.00	$687,062.00	0%	0%
1	1.4	Students will have continuous access to technology by having technology support staff available at the school and district levels	Yes	$663,124.00	$694,750.00	0%	0%
1	1.5	Provide students in grades 5-8 with the opportunity to participate in the Engineering Program	Yes	$514,408.00	$560,052.00	0%	0%
1	1.6	Provide Long Term English learners (LTELs) with an after school reclassification academy	Yes	$10,000.00	$0	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Students will have access to supplementary materials	Yes	$275,715.00	$219,337.00	0%	0%
1	1.8	Students will have selected software applications available to support learning goals	Yes	$338,922.00	$305,030.00	0%	0%
1	1.9	Monitor the progress of low Income students, English learners and foster youth in math and English language arts	Yes	$175,000.00	$175,000.00	0%	0%
1	1.10	Students in grades K-8 will benefit from participation in the AVID program	Yes	$122,347.00	$119,939.00	0%	0%
1	1.11	Increase teacher and staff capacity for providing professional development in areas of MTSS, writing, social emotional learning, science of reading and ELD strategies for LTELs.	Yes	$436,047.00	$448,904.00	0%	0%
1	1.12	Ensure all low income students have access to technology	Yes	$190,467.00	$171,420.00	0%	0%
1	1.14	Provide low income students and English learners with an evidence-based supplemental reading program	Yes	$65,000.00	$66,300.00	0%	0%
1	1.17	Low income students and English learners will be able to participate a dual immersion program	Yes	$32,408.00	$30,737.00	0%	0%
1	1.18	Teachers on special assignment will provide support for the implementation of small group instruction, differentiated instruction at the middle school, English language development, educational technology and intervention.	Yes	$840,595.00	$723,486.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.19	Library techs will provide students increased access to libraries	Yes	$482,941.00	$451,196.00	0%	0%
1	1.20	Support for school sites to implement LCAP goals	Yes	$220,696.00	$220,972.00	0%	0%
1	1.21	Provide supplemental early childhood learning materials	Yes	$15,000.00	$15,000.00	0%	0%
2	2.1	Provide academic intervention and support	Yes	$635,605.00	$908,959.00	0%	0%
2	2.2	Provide administrative and classified support to ensure students receive intervention and other support services	Yes	$2,536,907.00	$2,361,892.00	0%	0%
2	2.3	Provide counseling services for students at all schools	Yes	$1,337,014.00	$1,473,234.00	0%	0%
2	2.4	Low income students identified as Gifted and Talented or high achieving will be provided with extended learning opportunities	Yes	$24,341.00	$32,100.00	0%	0%
2	2.5	Provide Low income students and foster youth with a social and emotional curriculum	Yes	$134,976.00	$132,592.00	0%	0%
2	2.6	Provide planning time and professional development to improve inclusive learning environments for low income students through improved implementation of a co-teaching model.	Yes	$37,061.00	$33,200.00	0%	0%
2	2.9	Provide students with after school tutoring	Yes	$11,777.00	$11,777.00	0%	0%
2	2.10	Classroom Management and behavior support	Yes	$235,619.00	$235,620.00	0%	0%
2	2.11	Provide Educational Field Trips	Yes	$125,000.00	$125,000.00	0%	0%
3	3.1	Campus supervisors will engage with students to increase positive student/adult	Yes	$1,406,318.00	$1,414,659.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		relationships and to ensure students are involved in physical activities					
3	**3.2**	Students will receive support and follow up through the Health and Attendance staff	Yes	$804,447.00	$910,737.00	0%	0%
3	**3.3**	The Director of Student Support Services will provide and/or coordinate multiple services for low income students and foster youth	Yes	$116,369.00	$127,089.00	0%	0%
3	**3.4**	Provide students with safe passage to and from school	Yes	$171,662.00	$171,856.00	0%	0%
3	**3.5**	Low income 5th grade students will participate in Outdoor School	Yes	$238,302.00	$194,342.00	0%	0%
3	**3.6**	Provide frequent opportunities to celebrate and recognize students' achievements and growth	Yes	$25,000.00	$25,000.00	0%	0%
3	**3.11**	Implement Play Works at all schools	Yes	$274,000.00	$274,000.00	0%	0%
3	**3.13**	Reduce the health risks related to vaping	Yes	$5,000.00	$3,700.00	0%	0%
3	**3.14**	Support for SEL and Academic Intervention	Yes	$24,278.00	$24,557.00	0%	0%
4	**4.1**	Provide opportunities for Parent/Staff collaboration and for parents to assume leadership and decision-making roles in the District	Yes	$7,577.00	$7,577.00	0%	0%
4	**4.2**	Provide parent workshops and classes	Yes	$11,879.00	$11,717.00	0%	0%
4	**4.3**	Provide a Health Fair for parents and students	Yes	$6,000.00	$6,000.00	0%	0%
4	**4.4**	Provide translating services to ensure non-English speaking parents are engaged in their children's schools	Yes	$142,735.00	$132,445.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.5**	Provide opportunities for parents to attend conferences	Yes	$26,517.00	$23,034.00	0%	0%
4	**4.6**	Provide School Site Parent Liaisons	Yes	$296,523.00	$296,523.00	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$41,766,469	$18,512,735	0.998%	45.322%	$18,920,521.00	0.000%	45.301%	$9,043.36	0.022%

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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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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